

## Art Lesson #222 (page 371):

### “Copying a Renoir”

Read page 371 and place the postcard “A Girl with a Watering Can” in front of the students. Have them copy the picture with their colored pencils as instructed.



## Week #III: “Vincent van Gogh”

Read pages 372 and 373. Place the postcard of Van Gogh’s “Sunflower, Arles” in front of the students and ask the discussion questions on the top of page 374 that pertain to the painting. Have them respond by writing their thoughts on the lines provided.

## Art Lesson #223 (page 374):

### “Sunflowers”

Have students color in the illustration on page 374 with their colored pencils, mixing and blending their colors and trying to make colors similar to Van Gogh’s in the painting.

Teacher’s Note: It is impossible to make the same colors that are in Van Gogh’s “Sunflowers” with a limited set of colored pencils. Explain this to the students and mix the colors according to instructions as best as possible.

## Beginning Painting/Paint Card #XXIII:

### Art Lesson #224:

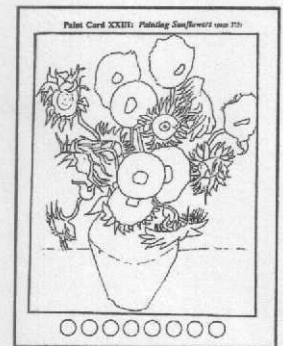
### “Painting Sunflowers”

Have students read page 375 and then place Paint Card #XXIII, “Painting Sunflowers,” in front of them. Now that they have done a preliminary study with colored pencils, have them do the sunflowers with paints.

Teacher’s Note: You will notice an entirely different effect in mixing colors with paint than with colored pencils. The colors in your paint selection are limited and will also result in a different rendering than Van Gogh’s painting. When finished, ask the students what they liked better, coloring or painting the sunflowers and why?

### Checklist:

- Did the student “dip paint” with colorful strokes?
- Did the student paint with texture, using bold strokes?

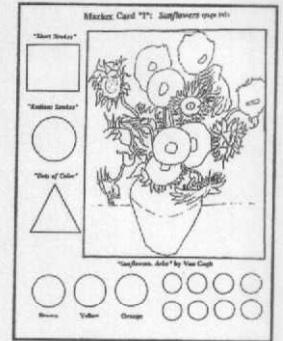


## Colored Markers/Marker Card I:

### Art Lesson #240

#### “Coloring Sunflowers”

Read page 393 and place Marker Card I in front of the students. We are skipping over a few other lessons at this time, as this assignment will compliment the exercises on Van Gogh’s “Sunflowers”. However, this time it will be with markers. The students have already expressed the sunflowers with colored pencils and paint. Now let’s do the same theme with markers, revealing to the students that there are many “mediums” (art materials) that can be used to express oneself, and each will create an entirely different effect. Have the students color in the marker card as instructed.



**Teacher’s Note:** When finished, place both the marker and painting assignments in front of the room and ask students which medium they liked best and why?

**Pointer:** Coloring with markers may prove to be inspiring and quite effective when coloring sunflowers because the colors are bright and the markers are bold. Keep the strokes close together. Remember, each stroke represents a seed to the sunflower.

### Art Lesson #234 (page 385):

#### “Independent Studies”

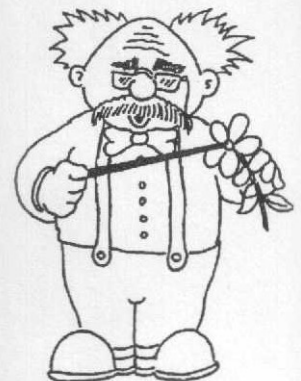
Have students read bottom of page 385 and copy the illustration in markers.

**Pointer #1:** The illustration on page 385 is a little unclear. This can afford students the opportunity to be more creative with their colors. You may want to make several copies of the picture (making it slightly larger) and have the students practice on the copy first.

**Pointer #2:** It is important to either put light colors next to dark colors or warm colors next to cool colors. The eye likes to see this contrast, and it helps break up, or divide, the various areas in a picture.

### Week #IV: “Vincent van Gogh” (cont’d)

Read pages 377 and 381. When finished, have students read the top of page 379.



Art Lessons #225 & #227 (pages 376 & 379):

*“Flowers & Earth Colors”*

Have the students draw the bouquets in the figure boxes as instructed. In Lesson #225 simply copy one of the flowers in Latour's *“White & Pink Mallows in a Vase”* and then one of Van Gogh's *“Sunflowers”* in the other. Then, in Lesson #227 copy the bouquet of flowers in the two figure boxes. In the first, use limited colors (black, brown, and green); whereas, in the second illustration, use lots of color the way the impressionists did.

**Teacher's Note:** This, too, may prove to be a good home assignment, along with Lesson #226 and #229, freeing up more time for other classroom lessons.