

# 5<sup>th</sup> grade

## We learned about Geoff Slater, the 1 line painter/artist. (Yes, he wears a kilt and lives in Canada)

“Today, Geoff continues to work with youth, helping to facilitate creative thinking through project-based learning while his artistic focus is line paintings of people who inspire him – prompted in part by the birth of his daughter and the sudden loss of his father-in-law. His latest allegorical portraits involve line as a both metaphor and as a way of connecting individuals with their environment and circumstances.” from his website <http://www.geoffslater.com>

Our paintings are done with watercolor paints in one continuous line (mostly).

Above is the tag I hung with the students' work in the hallway.

Below is the lesson as found on KinderArt.com. I use it to start the lesson, as a warm-up. We took a good look at Geoff Slater's website, especially his one line paintings. We tried to find where the line begins and ends in a few paintings, and of course, picked our favorites.

LINE PAINTING FLOWERS <http://www.geoffslater.com/images/whatisalinepaintingsm.jpg>

Grade: 4+ • Age: 10+ • Written by: Andrea Mulder-Slater  
[Andrea is one of the creators of KinderArt®]

- To become familiar with the works of Geoff Slater
- To create watercolor paintings using one single line.

### Artist Bio:

Geoff Slater is a watercolour and acrylic artist who paints images of the land and sea that surround his home in St. Andrews, New Brunswick, Canada. His specialty is "Amaze Art": images, which are painted using one continuous line. His work is collected around the world.

### Vocabulary:

line, direction, color, shape

### What You Need:

- Paper (watercolor paper is best but any heavy-weight paper will do)
- Watercolor paints (you could use tempera instead)
  - Colors: red, blue, yellow (from there you can mix orange and green)
- Small paintbrushes
- Pencils

### What You Do:

1. Show examples of the work of Geoff Slater. Focus on his single line paintings (visit here for details and examples: <http://www.geoffslater.com/linepainting.shtml>)
2. Talk about how Mr. Slater creates his images using one single line.
3. Have students draw a simple flower shape on their paper such as the one below (you can get more complicated later on but to start with, begin with a simple image.) If you need it, a template can be downloaded here.
  1. Prepare your paints. For this lesson, students will need orange (mix red & yellow), green (mix yellow and blue) and yellow.
  1. Begin at the bottom of the flower, using the green paint.
  1. Continue with the green until you reach the petal area, at which time you switch to the orange paint. Blend the green and orange together on the page so there is a nice transition between the two colors.
  1. Paint the petals of the flowers, taking care to move your paintbrush around the areas in a back and forth motion.
  1. When you reach the center of the flower, transition from orange to yellow paint.
  1. Continue to work with yellow until the centre of the flower has been painted. Then, blend your yellow paint with green as you transition back to the stem of the flower.
  1. Paint the stem and the leaf with the green paint, until the picture is complete.

See this painting from start to finish in a slide show on the website.

### Resources:

Geoff Slater - Line Paintings

<http://www.geoffslater.com/linepaintings.shtml>

**What is a Single Line Painting?**

My line paintings are painted using one continuous line with a beginning, and an ending. Although it changes colour, the line never touches, or crosses itself.

First, I draw the basic image, however, that is where the planning ends. The line takes shape, as I paint it, with no set path or direction.

Intellectually, the line is one of the most basic elements of art and is nearly impossible to escape as an artist. Fundamentally and spiritually, the line represents a certain connectedness - a thread that ties objects and individuals together. Water, trees, land and man-made structures are all linked together. I create with line, not as contour, but as a full image, as miles of land, sea and sky are covered in a single stroke.

**Kelly Bethel's "Rest of the Lesson"**

After reading and viewing Mr. Slater's website and artworks, we attempted the KinderArt lesson of painting the one line flower.

I had emailed Geoff Slater previously to comment on the lesson, and how my students had admired his artwork. He suggested my art classes could talk with him on Skype.

The 5<sup>th</sup> graders explained to me how to sign up for Skype. Believe me, if I can do it, anyone can.

I got permission from my principal and set up 3 dates so that my 3 5<sup>th</sup> grade classes could interview Mr. Slater during art class. Each student came up with 3 or more questions that they wanted to ask him. I screened them, corrected grammar, and marked off the "not-so-appropriate" questions.

Mr. Geoff Slater is very experienced with talking to students, as he visits his local schools, as well as talks with others on Skype. The sessions went smoothly, and the students enjoyed learning interesting things about this artist and his new way of painting, as well as many others things about him and his art.

Since it was Fall when we did this project, I had the students choose a fall-themed picture to paint. They were to only draw the contour or outlines of the picture/objects, and draw them very lightly. We then used Prang watercolors for our one-line paintings.

Enjoy trying this tricky way of painting!

**(Kelly Bethel's Student Rubric:)**

**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Project: One line watercolor painting, 5<sup>th</sup> grade**

**Performance Level Descriptors:**

- 3: Consistently demonstrates and applies key concepts, processes, and skills for the grade level.
- 2: Acceptable progress towards demonstrating and understanding of basic concepts, processes, and skills for grade level.
- 1: Area(s) of concern. Not yet able to demonstrate a basic understanding of key concepts, processes, and skills for the grade level.

Objectives:	Student assessment	Teacher assessment
Demonstrates increasing skill in the use of art materials to create works of art that communicate ideas (light pressure of pencil sketch, brush, watercolors)		
Creates art work demonstrating understanding of the use of art tools, techniques, and vocabulary (Lightest to darkest value use of watercolors, contour line)		
Follows directions, demonstrates effort, and stays on task		

**Written response:**

What is one thing you learned from doing this project?

What is one thing you could have done differently or better?

What are the lightest and darkest colors you painted?

Lightest: \_\_\_\_\_ Darkest: \_\_\_\_\_

Does Geoff Slater use line as contour in his one-line paintings? Circle Yes or No

**Possible GLEs and Standards that can be used for this project:**

**Fourth Grade** GLEs/ National Art Standards/Show-Me Standards:

Strand I 3 A/VA1/FA1 Still Life or Seascape

Strand I 3 C/VA1/FA 1 Create original artwork about the Environment

Strand II 1 A/VA 2/FA 2 Identify and use outlines

Strand II 1 B/VA2/FA2 Identify and use organic shapes

Strand II 1 E/VA2/ FA2 Identify and use tints and shades

**Fifth Grade** GLEs/National Art Standards/Show-Me Standards

Strand I 1 B/VA1 FA 1 Mix a variety of hues to create new colors and apply watercolor paint from lightest to darkest colors

Strand I 3 A/VA 1/ FA 1 Landscape

Strand II 1 A/VA 2/FA 2 Identify and use contour lines

Strand II 1 B/ VA 2/ FA 2 Identify and use symbolic shapes

Strand II 1E/ VA 2/ FA2 Identify and use intermediate and neutral colors

Strand III 1 A/VA3/FA3 Discuss and develop answers to questions about art, such as: Who decides what makes an artwork special, valuable, or good?

**Missouri Core Academic Standards (In regard to Using Skype to interview the artist)**

**Research to Build and Present Knowledge**

4<sup>th</sup> grade; 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

5<sup>th</sup> grade: 8. Recall information from experiences or gather information from provided sources to answer a question.

7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Production of Writing**

4<sup>th</sup> and 5<sup>th</sup> grade, 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (for the questions written to ask while on Skype)

**Presentation of Knowledge and Ideas**

4<sup>th</sup> grade, 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

5<sup>th</sup> grade, 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

**Student work from Fall 2012**