DEEP SPACE SPARKLE

TWO @ 40-MINUTE ART SESSIONS

Impressionism

MONET’S WATER LILIES

VALUE PAINTING & PAPER CRAFT
Here’s What You’ll Need:

- 12” x 9” light blue or lilac paper
- Black oil pastel or crayon
- Liquid tempera paints: blue, white, green, purple
- Assorted pieces of 5” x 5” paper scraps (green and pink)
- Tissue paper
- White school glue
- Mod-Podge
- Scissors

Monet’s water lilies are ethereal and serene. How did Monet create this feeling? With lots of colors and short brush strokes to mimic the colors in his Japanese water garden. This lesson combines painting techniques with a little crafting.
The Magical Garden of Claude Monet is a perfect book in which to accompany this lesson. Beautifully illustrated with just the right amount of text, children are transported to Monet’s garden and Lily Pond. They are on the lookout for Monet’s magical lily pad; the star of this lesson.

The children sit on the floor while I read the book and point out Monet’s art posters. Like with all the books I read during art, I talk about the illustrations and use of technique throughout the book. Once we finished reading, I quickly demonstrate the process for making the lily pad and the shimmering water.

Monet was a master of painting light. He studied art extensively especially the technique en plein air which means studying the light outdoors. His garden was his favorite spot to paint. He owned many botanical books and created several gardens.
PAINTING THE BACKGROUND

On a 12” x 9” piece of lilac, light blue or white paper, dip paintbrush in white paint and then into some blue. This double-loading technique means that you do not rinse your brush between colors. Then, with the two colors on the brush, simply sweep the brush in small strokes across the paper. Younger kids will almost always move their paintbrush in different directions, and that’s okay. As long as they get the short stroke technique, they are good!

Continue to dip paintbrush in white then purple or green to achieve the watery values.

MAKING THE WATER LILIES

- To make the lily and lily pads, use the templates provided or draw a lily pad from the handout. For my students, I used templates as I had little time to complete the entire lesson (just 45 minutes). If you have longer, you can chose which method you prefer.
- Simply trace templates onto colored paper and then cut out. With a brush, dip into a container of glue and water mixture (4 parts glue to 1 part water). You can also use Mod-Podge.
- Sprinkle glitter over glue and shake away. I offer the children the choice of adding glitter to the lily and/or the pad.
Place a tray of tissue paper pieces on a table and allow children to choose a center for their flowers. Crumple up the tissue to make a loose ball.

Apply a good squeeze of white school glue to the flower center and place tissue ball. The tissue won’t stick right away but trust that the glue will do its job.

Apply the dry waterlilies to the dry background. The background paper and water lilies might not be dry if you try to complete this lesson in one class period. If this is the case, and your background paper is wet, simply place the water lilies on the wet background paper and place aside to dry.

When dry, you can glue without smudging the paint.
Lily Pads

Flower Template

1. Draw a letter “U”

2. Form into petals by adding a curved line from one end to the middle. Repeat on other side.

3. Draw a petal in the center.

4. Add two small petals on either side of the center petal.

WATER LILY TEMPLATE
KINDERGARTEN & FIRST GRADE WATER LILIES
MY NAME IS:

I USED THESE SUPPLIES:

I LIKE MY ART BECAUSE...

circle the supplies used in this art project

[Images of various art supplies including glue, pencils, scissors, markers, and paper]
CREATING

- Generate and conceptualize artistic ideas and work — Imaginative play with materials—art-making in response to an artistic problem.
- Organize and develop artistic ideas and work — Experiment to build skills in art-making—identify safe and non-toxic materials—create art of different environments
- Refine and complete artistic work — Explain process while creating art

PRESENTING/PRODUCING

- Analyze, interpret and select artistic work for presentation — Explain why artwork is chosen for portfolio or personal display
- Develop and refine artistic work for presentation — Explain the purpose of a portfolio or collection
- Convey meaning through the presentation of artistic work — Explain what an art museum is and why it is different from other buildings

RESPONDING

- Perceive and analyze artistic work — Identify uses of art within one’s personal environment—describe what an image represents
- Interpret intent and meaning in artistic work — Interpret art by identifying subject matter and describing relevant details
- Apply criteria to evaluate artistic work — Explain reasons for selecting a preferred artwork

CONNECTING

- Synthesize and relate knowledge and personal experiences to make art — Create art that tells a story about a life experience
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding — Create art that tells a story about a life experience
CREATING
- Generate and conceptualize artistic ideas and work — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- Organize and develop artistic ideas and work — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- Refine and complete artistic work—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING
- Analyze, interpret and select artistic work for presentation— explain why some objects, artifacts and artwork are valued over others
- Develop and refine artistic work for presentation — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- Convey meaning through the presentation of artistic work — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING
- Perceive and analyze artistic work- select art that illustrates daily life experiences to others—compare images that represent the same object.
- Interpret intent and meaning in artistic work — interpret art by categorizing subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work— classify artwork based on different reasons for preferences

CONNECTING
- Synthesize and relate knowledge and personal experiences to make art- identify times, places and reasons by which students make art outside school
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —identify times, places and reasons by which students make art outside school
I CAN STATEMENTS FOR MONET WATER LILIES

• Today I will learn about VALUE, so that I CAN paint using colors in a similar way to Monet by combining white with blue and/or green to achieve water-like values (light and dark).

• Today I will learn about ORGANIC SHAPES, so that I CAN draw or trace water lilies and pads.

• Today I will learn about MIXED MEDIA, so that I CAN create a Monet Water Lily collage using paint, scrap paper, tissue paper, glue, and glitter.

COMMON CORE STANDARDS FOR MONET WATER LILIES

CCSS.ELA-Literacy.RL.K.7
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

As you read through the story, you can have students talk about the illustrations and why they were picked to go with that part of the text.

CCSS.ELA-Literacy.SL.K.2
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

After reading The Magical Garden of Claude Money, ask students questions about important details from the story to formally assess their understanding of the work of Monet. This is a great way to introduce young students to his life and work while checking their comprehension!
ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

MONET’S WATER LILIES

STUDENT NAME: _______________________

☐ Did the student create value with tempera paint?

☐ Did the student paint in the style of Monet (repeated short strokes)?

☐ Did the student securely glue their water lilies to the background?