

DEEP SPACE SPARKLE



TIME REQUIRED: One session @ 45 minutes



LISA CONGDON FLOWERS

SHAPE, LINE & CONTRAST

LISA CONGDON FLOWERS

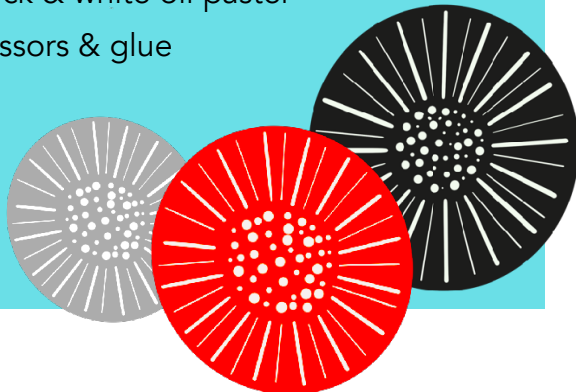


If you've ever seen Lisa Congdon's illustrations, you've no doubt noticed the bold colors, flowing lines and happiness that exude for Congdon's artwork. In this lesson, students will create a collection of whimsical flowers with very simple materials, focusing on shape and line that will yield amazing results. Students will also focus on creating variety and contrast by varying the size and color of their flowers.



WHAT YOU'LL NEED:

-  12" x 18" green sulphite paper
-  9" x 12" colored sulphite paper
-  Circle tracers, various sizes
-  Pencil
-  Black & white oil pastel
-  Scissors & glue



ABOUT LISA CONGDON

Lisa Congdon is an illustrator, fine artist and writer based in

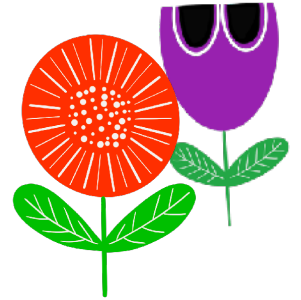
Portland, Oregon. Congdon's story as an illustrator is unique because she never planned to be an artist or called herself creative. She worked as a public school teacher and for a non-profit for fifteen years before deciding to take art classes and eventually launching a successful second career as an illustrator. She gathers inspiration for her artwork from folk art, modern art, textiles and vintage imagery.

CREATING THE BACKGROUND



Choose three or more colors of 9" x 12" sulphite paper that CONTRAST, or stand out against your background color.

Use circle tracers in various sizes to trace circles on each of the colors with a pencil.



You can also draw tulip shapes if you wish by drawing a "U" shape and closing the top with a straight line.

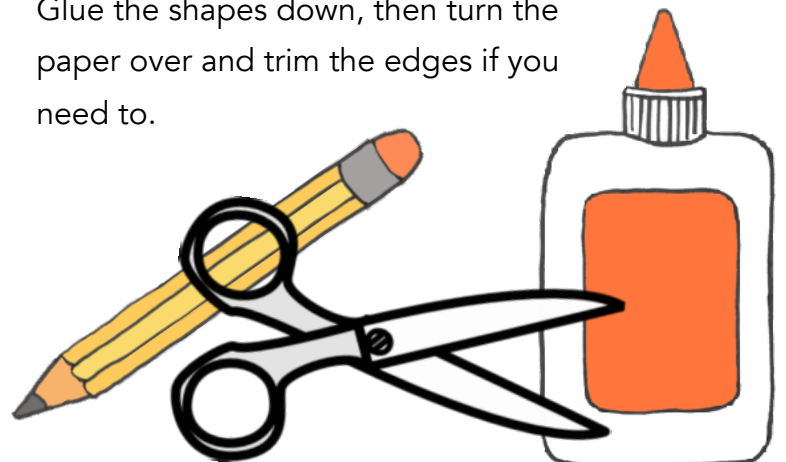
Cut out your circle and tulip SHAPES.



Arrange them on a piece of green 12" x 18" paper. Move them around until you find a COMPOSITION that you are satisfied with. Using a mix of colors and sizes will help give your artwork VARIETY.

Some circles can extend off the edge of the paper.

Glue the shapes down, then turn the paper over and trim the edges if you need to.



ADDING DETAILS

Use white and black oil pastels to add details to the flowers. Avoid using white on light colors and black on dark colors to help enhance the contrast.

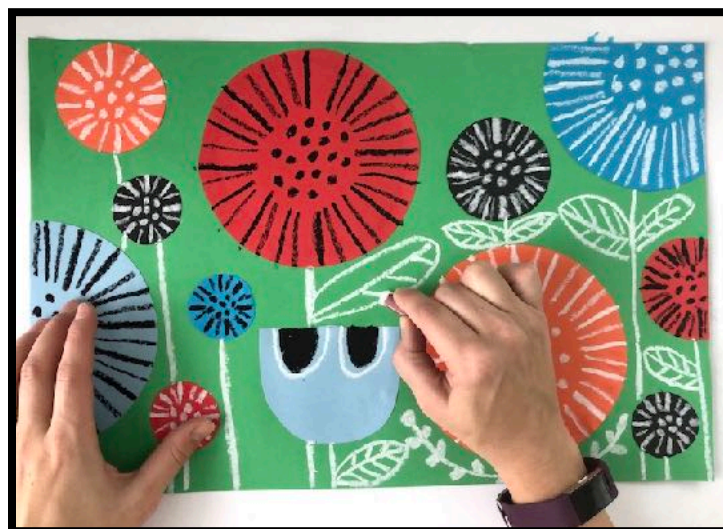
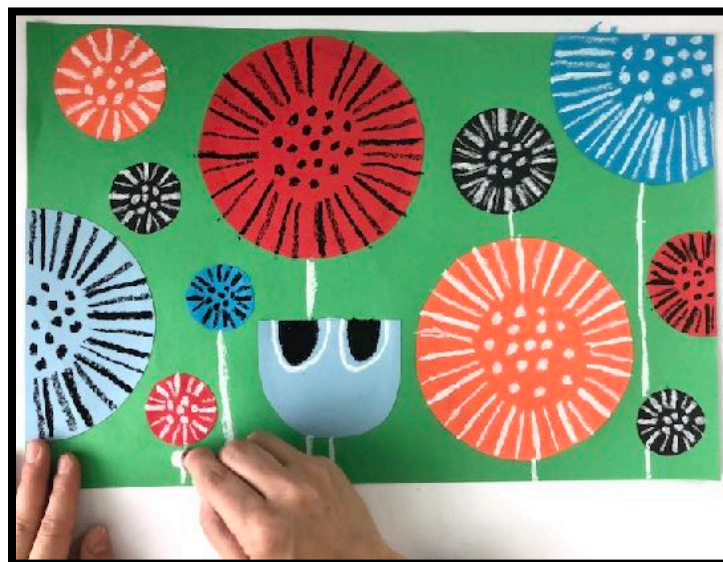
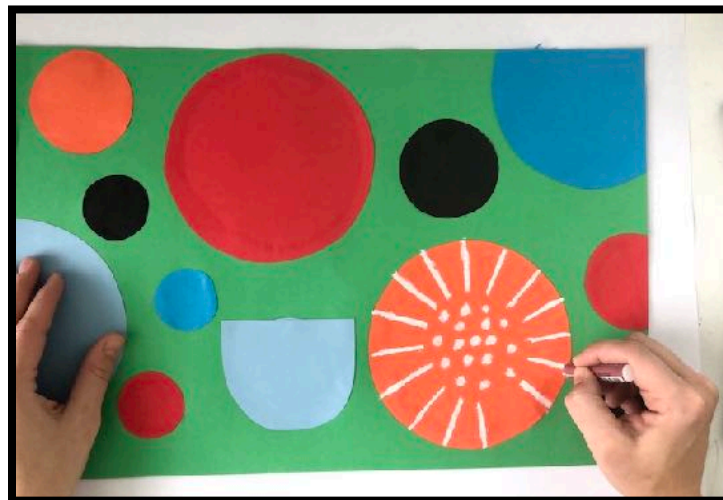
Start in the middle of each flower shape and make a center of dots.

Add lines that travel from the center to the outside of the flower.

Your circles will have RADIAL BALANCE, meaning the design extends out from the center of the circle.

Add stems extending to the bottom of the paper for each flower. Some stems may go behind other flowers in order to reach the bottom of the paper.

Use white oil pastel to add leaves to some of the flowers to fill some of the NEGATIVE SPACE around the flowers. You can also add leaves extending off the page in areas that look a little bare, even if there isn't a flower there.



FINISHING TOUCHES



To finish off your flowers, use the scrap paper from cutting out your shapes and a hole punch to create small circles.

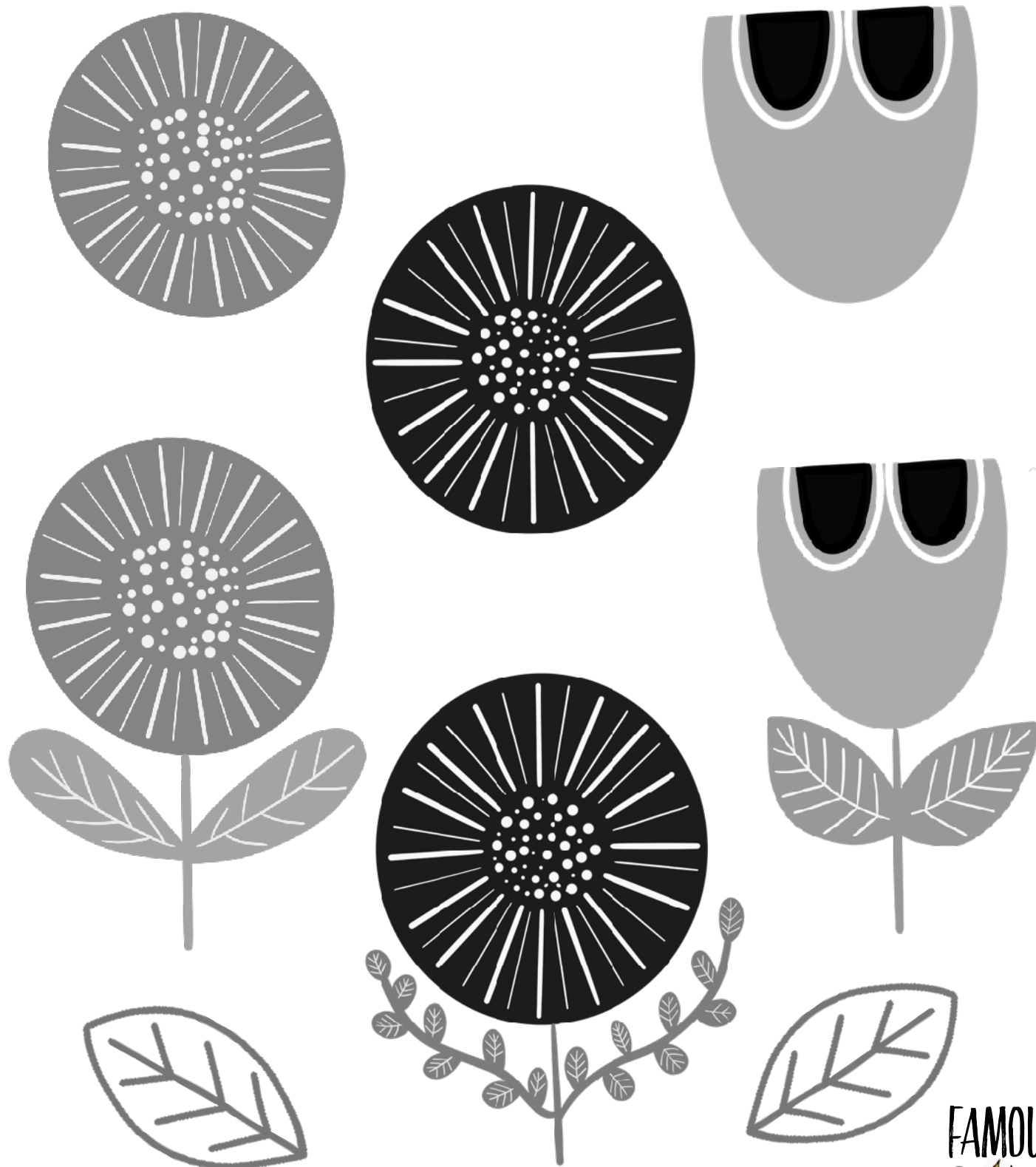
Use the punches to add extra color to the negative space around the flowers.

TIP: It can be hard for small (or even adult) fingers to grip the tiny paper circles. I usually don't endorse students putting glue on their hands, but if you put a tiny dot of glue on your index finger, you can simply press your finger down on a dot and it will stick to your finger to pick it up.

Project Modification:

If you need to conserve paper or time, you could alter this project by cutting down the size of the background paper to 9" x 12". Just avoid using circle tracers that fill the entire page in this scenario.





LISA CONGDON FLOWERS HANDOUT



NATIONAL CORE ARTS STANDARDS-THIRD GRADE

CREATING

- ☒ **Generate and conceptualize artistic ideas and work** — Elaborate on imaginative ideas— Apply knowledge of available resources to develop personal ideas in artwork
- ☒ **Organize and develop artistic ideas and work** — Create personal artwork with a variety of media—Demonstrate understanding proficient use of materials—Construct everyday life representations
- ☒ **Refine and complete artistic work**—Elaborate visually by adding detail during art-making that enhances meaning

PRESENTING/PRODUCING

- ☐ **Analyze, interpret and select artistic work for presentation**— Investigate and discuss possibilities and limitations of spaces for exhibiting artwork
- ☐ **Develop and refine artistic work for presentation** — Identify exhibit space and prepare works of art including artists' statement for presentation
- ☐ **Convey meaning through the presentation of artistic work** — Identify and explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

- ☐ **Perceive and analyze artistic work-** Speculate about processes an artist uses to create— determine messages communicated by images
- ☐ **Interpret intent and meaning in artistic work** — Interpret art by analyzing use of media to create subject matter, characteristics of form and mood
- ☐ **Apply criteria to evaluate artistic work**— Evaluate an artwork based on a given criteria

CONNECTING

- ☐ **Synthesize and relate knowledge and personal experiences to make art-** Develop a work of art based on observations of surroundings
- ☒ **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —Recognize that responses to art change depending on knowledge of the time and place in which it was made

I CAN STATEMENTS FOR LISA CONGDON FLOWERS

- Today I will learn about the ILLUSTRATOR LISA CONGDON so that I CAN use her artwork as inspiration to create my own.
- Today I will learn about CONTRAST so that I CAN choose colors for my flowers that help them stand out from my background and use black and white oil pastels to help my designs pop on the flowers.
- Today I will learn about VARIETY so that I CAN use SHAPES and LINES of different colors and sizes to help add interest to my COMPOSITION.

COMMON CORE STANDARDS FOR LISA CONGDON FLOWERS

CCSS.Math.Content.3.G.A.2

Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

As student begin to draw the line details on their flowers, you can discuss how this would parallel partitioning a circle into equal parts. You can take a moment to demonstrate how to divide the circle into two, four or eight equal parts, explaining that if each line extended to a center point, they would divide the circle, like a pizza or pie pieces.

CCSS.ELA-Literacy.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

After students finish their art, you can have them fill out the artist statement worksheet (located in Teacher Aids). This information leads them to reflect on the process of art making while forming an opinion about their own work based on the processes used, materials used, inspirations, etc.

CCSS.ELA-Literacy.L.3.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

You can emphasize to students the importance of using conventions of standard English grammar when writing their answers to the artist statement worksheet This is a wonderful way to help students see cross-curricular connections between subjects!

ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

LISA CONGDON FLOWERS

STUDENT NAME: _____

☐

Can the student tell me 3 facts about Lisa Congdon?

☐

Did the student choose colors for their flowers that contrast with the background?

☐

Did the student create a sense of variety by using a mixture of different sizes and colors of flowers?