

# Nocturne Painting Grades K-3



## Lesson Overview

This lesson is designed for grades kindergarten to third. The subject is Art. The anticipated class length is a normal class period, about 35-40 minutes.

In this lesson, students will acquire and integrate, extend and refine and complete a meaningful use task.

## Essential Question(s)

Comparing and contrasting two paintings, (one with a daytime setting and one set at night), these questions will be asked about each one:

What time of day is this scene taking place?

How do the colors Remington used make you feel?

Where is the light source in this work? Is it the sun? Moon? Fire? Stars?

What kinds of animals live in a place that is hot and dry?

## Objectives

By the end of this lesson, the students will be able to:

- Identify a light source in a painting
- Tell the teacher what time of day is occurring in Remington's work
- Define the term *nocturne*
- Create a nocturne painting step-by-step

## NY Curriculum Standards

- NY.ART.K-12.1 Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts
- NY.ART.K-12.2 Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

## **Anticipatory Set- Description of the Lesson Launch activity**

Students will be asked if they can name any animals that stay awake at night and sleep in the day time. After naming a few, the term 'nocturnal' will be introduced and defined.

From there, the students will be shown reproductions of two of Remington's nocturne paintings- *Untitled*; *Around the Campfire* and *Ghost Stories*. The term 'nocturne' will be introduced and defined.

After we talk about what a nocturne painting is, a brief outline of Remington's life and work will be gone over.

## **Description of how objectives will be communicated to students**

Students will be shown an example of the nocturne painting they will be creating and shown the supplies they will be using. The instructions will be to create the work in a guided practice exercise.

## **Description of the relevance of the learning**

Students will learn about using color techniques to create a night time setting in a painting. They will learn about the themes Remington liked to use in his work. The technique and theme will be reinforced when they complete their painting exercise.

## **Connection to standards**

Students will actively engage in the processes that constitute creation in the arts- This part of the standard will be met when students create their nocturne painting.

Students will participate in various roles in the arts- This part of the standard will be met when students analyze and interpret Remington's works.

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles- The Remington Museum is a resource that students will become aware of during their lesson.

## **Introduce New Information & New Concepts**

### **Declarative Knowledge:**

- Frederic Remington was born in Canton NY in 1861.
- Remington enjoyed travelling out west and worked as an artist.
- Remington liked to paint nocturne paintings, or paintings with a nighttime setting.
- Vocab- nocturne

### **Procedural Knowledge:**

The procedural knowledge will be explained to students using a guided practice activity, which will be explained in the upcoming section of this plan.

## Guided Practice

Guided Practice Steps:

1. Place your black paper in a landscape fashion on the table before you
2. Using the white crayon or pencil, write your name on the back of your paper, flipping it over to the right side after
3. Using yellow paint and a good paint brush, paint a thick half moon on your paper from almost one bottom corner to the next
4. Using the other end of your paint brush, make yellow polka dots in the sky to represent stars
5. Clean the brush
6. Using red paint, make 6 squiggly lines coming out of the yellow half moon
7. Clean the brush
8. Using your finger, slightly blend the red squiggly lines with the yellow paint
9. Using the brush, add brown paint to look like logs underneath the half moon
10. Clean the brush
11. Pick up white paint on the brush and fling it at the painting, resulting in splatters that look like smoke rising
12. Clean the brush



## Assessments

The assessment will consist of three questions addressed to the class:

1. What do you call a painting with a night time setting? Answer- nocturne
2. What are two light sources Remington used in his nocturnes? Answers- any of the moon, the stars or a fire
3. What are the steps you went through today to create your nocturne painting? Answer- verbal description of the guided practice activity

## Closure

The assessment activity also serves as the closure of the lesson.

## Materials Needed

- Examples of Remington Nocturnes
- Paints- Red, yellow, brown and white (maybe orange if your red is pinky)
- Good paint brushes
- Black paper
- Cups of water
- Paper towels
- White crayon or pencil

- Hairdryer to help dry the work if time is an issue