

Dot Delight

MATERIALS

FOR STUDENT:
(one per group of
two students unless
otherwise noted)

- FloraCraft® Make It: Fun® Foam Balls: One 2 1/2", one 2" and two 1 1/2" diameter (See FOR TEACHER)
- Cardstock, 9" square black and 8" square white OR vice versa
- Paintbrushes, two large, two very small
- Pencil
- Thick white tacky glue
- Paper plate, large
- Plastic cup of water
- Paper towels, two
- Ziploc bag
- Paint apron per student



FOR TEACHER:

- FloraCraft® Make It: Fun® Foam Balls: One 2 1/2" (six per pkg.); one 2" (twelve per pkg.); and two 1 1/2" (twelve per pkg.)
- Acrylic paint: Lamp Black and Cool White
- Serrated knife
- Paper cutter
- Plastic-lined garbage can

- Old newspapers or plastic tablecloth (optional)
- Paper towels
- Bucket of water
- Wet wipes
- Drying area
- Computer, printer, Internet access, copy paper
- Glue gun (for teacher only)

TEACHER PREPARATION

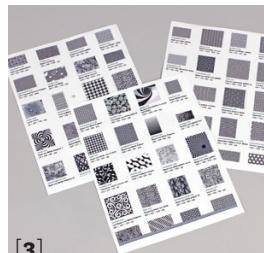
Note: Read through all the instructions first and check out the TIPS! Plan for three class sessions with drying time in between them, to allow background paint, then design paint time to dry before gluing to cardstock. (For the last session, have a glue gun plugged in but out of student reach.) Since eight ball-halves are a lot for one student to paint, have students work with partners. It is also recommended that you construct one first, since that might affect how you prepare.

[1] Open the packages of foam balls. Use a serrated knife to cut each ball in half. Put the eight halves into a plastic bag per group of two students.

[2] Use a paper cutter to trim the background and mounting cardstock: Cut 9" squares of black and 8" squares of white for half the groups. Then cut 9" squares of white and 8" squares of black for the other half. Match black to white and white to black and set on tables for students to choose.

[3] Go on the Internet and print copies of various black and white design examples for student inspiration. (See RESOURCES.)

[4] Have ready to give each group: Plastic bag of foam ball halves, pencil, large plate, large paintbrushes, and paper towels. Also have ready a cup of water. Set both black and white paint nearby for students to choose.



ART
GRADE LEVEL
FOURTH – FIFTH

COMPLETION TIME

- 20 minute session (2 hours minimum drying time)
- 60 minute session (2 hours minimum drying time)
- 30 minute session



OBJECTIVES

Students:

- Create design through repetition of a pattern
- Learn the definitions for "harmony" and "contrast" and how they work together in art
- Show an understanding of the definitions by creating a "unified" design

STANDARDS

- Develop perceptual skills and visual arts vocabulary
- Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
- Identify and describe characteristics of representational, abstract and nonrepresentational works of art
- Use their knowledge of all elements of art to describe similarities and differences in works of art and in the environment

LESSON INTRODUCTION

- Remind students that two of the six principles of arrangement are opposites: Harmony and contrast. Harmony is when elements are similar or the same. Contrast is when elements are different from one another. The most balanced works of art have both contrast and harmony in them to create a unified design. Explain that with a partner, they will have a chance to create black or white dimensional dots with designs on them. Then they can arrange the dots on paper into a Dot Delight or a Dot Do-over... that they can rearrange into a Dot Delight!



INSTRUCTIONS

[1] When students arrive, have them wear their aprons and roll up their sleeves, letting them know that this paint will not wash out of clothes. Explain that students should partner with each other for the three-session project. Today they can paint either black or white for the background color of the foam ball-halves. Let them know that at the next session they'll use the opposite color to paint the designs. Have students select their background color so that you can squeeze that color onto their plate.

Demonstrate and have students hold a foam ball-half while they paint it. When the painting gets close to their fingers, have them put the foam down onto their paper towel to finish painting. Repeat until all foam ball-halves are painted. Since the back will be glued down, tell them not to paint the backs but to be sure to get the bottom edges.

As students are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed out). Have the students write their names on the plates and move them into the drying area.



SECOND SESSION

[2] Set out printed samples of designs for students to reference while painting. Prepare each group's painting area, the same as last time, but use the very small brushes instead, and just before they arrive, squeeze out the opposite color of paint than they used for their background color during the first session.



[3] Have students put on their aprons, roll up their sleeves and remind them of the paint's permanence. Have them take their foam ball-halves to their work areas and then look at the design examples. Encourage them to discuss with their partner about the kinds of designs they want to make in order to create both contrast and harmony.

Remind students that contrast can be accomplished through using different sizes, as they are with their half-balls, and the use of different designs. Harmony can be accomplished by repeating a design in one large and one small foam ball-halves or by the way the foam ball-halves are arranged.

Have the students look at the examples for some ideas.

[4] Demonstrate for students how important the consistency of the paint is in painting. Have them watch you dip a brush into the water and mix it with a bit of paint from the center of their plate, off to the side of the plate. Explain that it should have the consistency of whole milk – not as thick as cream (or ice cream) or as thin as skim milk. Encourage them to experiment to get a consistency that will flow from their brush onto the foam surface, without running, or "globbing". Have students paint, reminding them that their foam ball-halves should be compatible with their partner's designs.

As students are finished, collect the brushes and put them into the bucket of water to be washed later). Have students return their finished foam ball-halves to the plate with their name on it and move them into the drying area.

THIRD SESSION

[5] Before students arrive, distribute background and mounting papers (based on the background color of their foam ball-halves) and glue bottles to their work areas.

Have students mount the smaller sheet onto the larger one by using one small dot of glue about an inch in, at each of the four corners. Make sure they are straight and then write their names on the back.

Have students collect their plates of painted foam ball-halves and take them to their work areas. Explain that now is when cooperation is important. They need to arrange their ball-halves so that they show a balance of harmony and contrast. Discuss the positive areas (the ball-halves) and the negative areas (the space all around) and how they should be assembled so that they have a balance of each without being in repetitive lines.



[6] When they have experimented with several arrangements, students should decide on their final one. Then they may use glue to attach the foam ball-halves. Let the art dry overnight before hanging.



On the Internet:

Black and White - Ashford House Wallpaper Book by York Wallcovering

Black and White Stock Vectors and Vector Clip Art by Shutterstock

Black & White digital paper

The Vintage Coloring Book by Editors of Thunder Bay Press

REFERENCES

MODIFICATIONS

To simplify project:

- Use fewer foam ball-halves.
- Spray paint all ball-halves first and then have students paint designs.

To expand project:

- Have several groups of students (or all of them) combine their foam ball-halves to create a wall mural of designs.
- Have students research the work of modern artists and incorporate some of their motifs (individual design images) into the designs.

For multiple ages:

- Younger and older students can work side-by-side with younger students painting the solid background and the older ones painting the designs.
- Have older students research more about modern art. Have them paint un-cut foam balls and work them into a sculptural piece (connecting them with toothpicks.)

ADDITIONAL IDEAS

- Have students look around the room and find items that have contrast and harmony.
- Have students select one color to paint one or two more ball-halves and introduce it as "Emphasis".
- Look on the Internet for Zentangle® and Zenspiration™ drawings for inspiration on more black and white drawing and painting possibilities.
- If students are allowed to have digital cameras in the classroom, they can take photos of the various ways they've arranged their foam ball-halves, so that they can duplicate their favorite again, after they've tried additional possibilities.
- Check the nozzles of the tacky glue bottles to be sure that they are clear. When using and storing tacky glue bottles, make sure that the caps are on and set them on their sides. This keeps glue in the nozzles so that there is minimal squeezing when using.



TIPS

- Wait to cut the cardstock until after the first session to see how many you'll need of each 8" and 9" size, based on the background colors that the student groups painted their foam ball-halves.
- Prepare the painting area, covering the tables if needed. Allow for plenty of space for each student. Have a large plastic-lined garbage can ready.

- Optional: Explain that before painting, you want to show them how to compress the cut edges of the foam. Place the foam ball-half at an angle, on the table. Gently press the edge down, to round it, rocking it back and forth a little and rolling it all around to make a nice even, circular edge.

- Check the nozzles of the tacky glue bottles to be sure that they are clear. When using and storing tacky glue bottles, make sure that the caps are on and set them on their sides. This keeps glue in the nozzles so that there is minimal squeezing when using.