

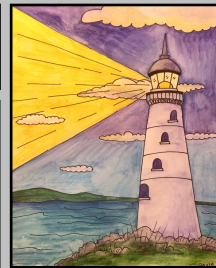
# Edward Hopper

## Lighthouses



## Lesson Plan

# Edward Hopper Lighthouses



**Grade Level:** 4th—8th

**Time:** (5-7) 50 minute art classes  
or (3) 120 minute art classes.

**Enduring Idea:** Realism Artists use rural & urban subjects to depict scenes that are characteristic of specific regions of the world. Many artists choose to depict these subjects or theme realistically changing perspective to make the viewer see the subject in a new

## Objectives: Students will learn...

- The life and artwork of the American Artist, Edward Hopper.
- About lighthouses in New England.
- Discuss / share preferred lighthouse by Edward Hopper.
- Look at lighthouses, break them into manageable shapes and then either try to render a lighthouse from a photograph or design their own lighthouse.
- Use / layer watercolor pencils to create a watercolor painting of a lighthouse.
- Develop fine motor skills by drawing, tracing, coloring and painting.
- Self-Reflection/ assessment of personal image.

## Teaching Aides/ Resources:

- New England Lighthouses PowerPoint
- Edward Hopper PowerPoint
- Lighthouse Copies
- Lighthouse Stencils (optional)
- Coloring & Painting Demo Video

## National Core Art Standards:

### Creating: #2 Organize & develop artistic ideas and work.

**VA:Cr2.4.2** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

**VA:Cr2.4.3** Document, describe, and represent regional constructed environments.

### Responding #5 Develop & refine artistic work for presentation.

#### #7 Perceive and analyze artistic work.

**VA:Re7.4.2** Analyze components in visual imagery that convey messages.

### Connecting: #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**VA:Cn11.4.1** Through observation, infer information about time, place, and culture in which a work of art was created.

## Materials:

- 9" X 12" or smaller 90 lb. white drawing paper or 140 lb. watercolor paper.
- Pencils & Erasers
- Photocopies of actual lighthouses
- Ultra Fine Tipped Black Sharpies
- Watercolor Pencils
- Water Bowls & Water
- Small Round Paint Brushes
- Paper Towels
- Lighthouse Stencils
- Lighthouse Picture Handouts

## Vocabulary:

- Background
- Blend
- Foreground
- Geometric Shapes
- Layer
- Lines
- Realism
- Watercolor Pencils

## Art Criticism:

- 1.1 describe works of art, using appropriate vocabulary, e.g., identify subject matter, symbols and/ or ideas; distinguish media, techniques or processes; examine visual characteristics.
- 1.2 analyze works of art. E.g., distinguish the application of elements and principals of design, etc.

## Art History:

- 2.1 examine historical/ cultural context. E.g., categorize works of art according to culture, time or place.
- 2.2 discuss materials, processes, purposes, e.g., learn how artist's choices are influenced by time and place.
- 2.3 discuss artistic styles, e.g., describe characteristics in works of art that identify individual artists, groups of artists, or cultures.

## Art Production:

- 4.1 demonstrate elements of art: line, shape, color, texture, value, form, space.
- 4.2 demonstrate design concepts and principles: overlapping, composition
- 4.4 draw; using varied media, techniques, and processes.
- 4.5 paint; using varied media, techniques, and processes.
- 4.12 create a work of art that shows the influence of a historical period or culture

## Day 1: Lighthouse & Edward Hopper PowerPoints



### Procedures:

**Today will be about looking, learning, and thinking critically about artwork.**

- Introduce project by showing students the New England Lighthouses PowerPoint. This PowerPoint will teach students fun facts about lighthouses and allow them to see the different design styles and lighthouses in a setting.
- Show students the Edward Hopper PowerPoint that teaches students a bit about the life and artwork of the famous American Artist . He worked primarily with oil paints and watercolors but did do some printmaking. This PowerPoint shows some of his world famed paintings, funneling into his lighthouse paintings.
- Allow students to discuss and state preferences about which image they like the best and why.
- **Leave extra time for students to look at, think about, and tell the class which lighthouse they prefer and why on Slide 24.**
- Students need time to think and learn to share their ideas about what artworks they best and apply reasoning.

**Optional: You could print out color copies of a few of his artworks and allow table groups to talk about and share their ideas about the artworks in front of them. They can then present which images most of the kids liked at their table and why.**

## Day 2: Lighthouse Drawing

### Prep Work:

- If pressed for time, cut paper down to a smaller size.
- Use 90 lb. white drawing paper or 140 lb. watercolor paper.
- Un copies of lighthouses to handout to table so students can try to copy one of or a portion of a lighthouse they like.
- Have stencils cut to help students get started with the shape of a lighthouse. Have stencils in a variety of sizes and shapes .
- Have extra erasers and sharpened pencils.

### Procedures:

- Review facts about lighthouses and Edward Hopper by asking students to tell you what they remember from last weeks discussion on lighthouses and Edward Hopper.
- Pull up the Edward Hopper PowerPoint. Scroll through his lighthouse images until you get to the project slide.
- Read the project slide to the students. Scroll through the steps.
- Pass out paper, pencils, erasers, stencils, and lighthouse images.
- **STUDENTS SHOULD WRITE NAE AND TEACHERS NAME ON THE BACK OF PAPER FIRST.**
- Allow students to use the remainder of the art class to work on drawing a lighthouse with back-ground.
- Stress that they need to slow down and think about making it their best drawing. It should be n outline. They are not shading with a pencil. They will be coloring with watercolor pencils later after they trace their image.
- At the end of class have students place their drawings with the image they are copying into their table folder until next week. If they are not done drawing they must keep their lighthouse picture with their drawing for the following week inside their table folder.



## Day 3: Complete Lighthouse Drawing & Trace with a Black Sharpie

### Prep Work:

- Have Black Sharpies (Ultra Thin Tipped) in baskets for easy distribution.
- Run Lighthouse filler packet to hand out to students to begin if they get their image drawn and traced sooner than the rest of the class.



### Procedures:

- **Show students slides numbered 30-36 that cover how to color their lighthouse.**
- **Cover how to sharpen watercolor pencil correctly so they do not grind them to nubs.**
- Allow students the class period to finish coloring their lighthouse. They should color the entire paper except if they are leaving their lighthouse white and clouds white.
- Place in table folder until next week.
- Early finishers begin working on lighthouse filler packet.

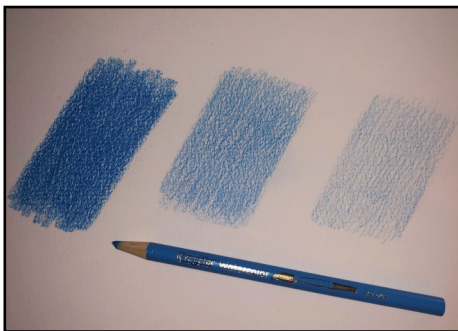
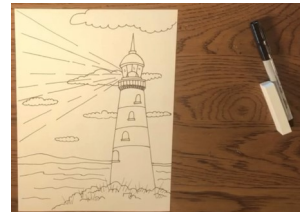
## Day 4: Complete Tracing with Sharpie / Begin Coloring with Watercolor Pencils

### Prep Work:

- Have Black Sharpies (Ultra Thin Tipped) in baskets for easy distribution.
- Have watercolor pencils in baskets for easy distribution. Make sure pencils have a paintbrush embossed on the side of the pencil indicating it is a watercolor pencil.

### Procedures:

- Review steps of the project by showing the PowerPoint slides 25-46.
- Have students complete the tracing their lighthouse using the ultra-thin tipped black sharpie.
- **Discuss sharpening watercolor pencils with students. Demonstrate how to sharpen a pencil by pushing it into the pencil sharpener, counting to 3, and then pull it out. If it is not sharp they can push it in and count to 3 again. Students should not stand their grinding the pencils down. Explain using art tools properly.**
- **Show students slides numbered 30-36 that cover how to color their lighthouse.**
- At the end of class. Students will clean up the watercolor pencils and put away neatly. Place in table folder until next week.
- Early finishers begin working on lighthouse filler packet.



## Day 5: Complete Coloring of the Lighthouse

### Prep Work:

- Have watercolor pencils ready and refill popular colors.



### Procedures:

- Review steps of the project by showing the PowerPoint slides 25-46.
- Have students complete the tracing their lighthouse using the ultra-thin tipped black sharpie.
- **Discuss sharpening watercolor pencils with students. Demonstrate how to sharpen a pencil by pushing it into the pencil sharpener, counting to 3, and then pull it out. If it is not sharp they can push it in and count to 3 again. Students should not stand their grinding the pencils down. Explain using art tools properly.**
- **Show students slides numbered 30-36 that cover how to color their lighthouse.**
- At the end of class. Students will clean up the watercolor pencils and put away neatly. Place in table folder until next week.
- Early finishers begin working on lighthouse filler packet.



## Day 6: Painting the Lighthouse

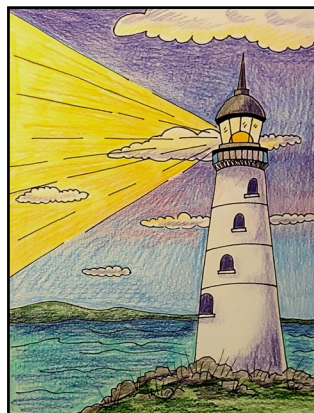
### Prep Work:

- Have water bowls less than half way filled ready on the counter.
- Have small round paintbrushes cleaned and ready to pass out.
- Have paper towels ready.
- Have the drying rack clear and ready to receive work.



### Procedures:

- Review steps of the project by showing the PowerPoint slides 37—40.
- Students must be done coloring their lighthouse image completely before they are able to paint.
- **Show students the demonstration on how to paint their image on slide 39.**
- **Students must rub enough to dissolve and blend the colors but not rub too much or the paper will rip. They need to paint gently with the tip of the paint brush.**
- At the end of class. Students will clean up the brushes and water bowls and place their artwork on the drying rack by table color. Early finishers begin working on lighthouse filler packet.



## Day 7: Critique & Self-Reflection / Catch Up Day



### Prep Work:

- Have post it note packs. Each student will need 3-5 Post-It Notes.
- Print out the Self-Reflection Page at the end of this Lesson Plan. Have enough copies to give each student.

### Procedures:

- If you have any students that were absent during one or more of the classes, they may be behind. Allow them this time to complete the project.
- This class will be used for a Gallery Walk Critique. Push in all chairs. Have students place their lighthouse artwork on the table at their seat.
- Students will walk around the room in silence looking at each image. Tell them to stop and really look at each one and think about each image. Try to figure out what you like about each image. Again... NO TALKING. They are thinking.
- Now ask students to think about which images stand out in their minds. This is not an activity to cut people down. They will write a positive comment on a Post-It Note about what they like about an artwork and stick it next to the image. If someone else has written the same thing they were thinking then either leave a different positive comment or move to another image. They can write 3-5 comments. Only one comment per image. Try to make sure all students have 2-3 comments.
- Give each student 3-5 Post-It notes and a pencil.
- When they run out of Post-It Notes they will walk around continuing to look at and read comments.
- The last 10-15 minutes will be used to complete the Self-Reflection paper. Make sure they put their name on the paper.





### I Can.....

- I can draw a lighthouse in the style of Edward Hopper using shapes and lines using watercolor pencils.
- I can paint neatly using watercolor pencils and a paintbrush.

### I Know....

- About the life and artwork of Edward Hopper.
- About the importance of lighthouses.
- How to blend and paint with watercolor pencils.

## Assessment:

Edward Hopper Lighthouse Painting	<b>E (10 Points)</b> 	<b>S (8.5 Points)</b> 	<b>S (7 Points)</b> 	<b>N (6 Points)</b> 
	<p>Name on back with room number.</p> <p>Lines and shapes used to draw a clearly visible lighthouse / composition.</p> <p>Added details to the foreground and lighthouse such as rocks, grass, windows, texture, etc...</p> <p>Lines were neatly traced with a black sharpie.</p> <p>Coloring was neat, even, and layered colors to make new colors or to graduate colors using watercolor pencils.</p> <p>Dissolved watercolor pencil into paint by thoroughly rubbing water over pencil colors in all areas of the painting.</p> <p>Painted neatly. Stayed inside the lines. Blended colors with the water and brush with skill. Colors are not mottled or muddied.</p> <p>Understood concepts and executed assignment with evident thought and mastery of tools..</p>	<p>Name on back with room number.</p> <p>Lines and shapes used to draw a clearly visible lighthouse/ composition.</p> <p>Added details to the foreground and lighthouse such as rocks, grass, windows, texture, etc...</p> <p>Lines were neatly traced with a black sharpie.</p> <p>Coloring was mostly neat and evenly colored using watercolor pencils.</p> <p>Dissolved watercolor pencil into paint by rubbing water over pencil colors in most areas of the painting.</p> <p>Painted neatly. Blended colors with the water and brush.</p> <p>Understood concepts and executed assignment with evident thought and care.</p>	<p>Name on back with room number.</p> <p>Lines and shapes used to draw a clearly visible lighthouse/ composition.</p> <p>Added few details to the foreground and lighthouse such as rocks, grass, windows, texture, etc...</p> <p>Lines were traced with a black sharpie.</p> <p>Coloring using watercolor pencils. Could have used more color.</p> <p>Dissolved watercolor pencil into paint by rubbing water over pencil colors in most areas of the painting.</p> <p>Painted. Watercolor pencil in several areas is not dissolved. Colors are mottled/ muddies in some areas and colors may cross over lines in some places.</p> <p>Some understanding of concepts evident. Used tools to complete project but at a lower level than expected.</p>	<p>No Name on back. No room number</p> <p>Did not complete project.</p> <p>Or</p> <p>The lighthouse is not the focal point of the composition. Composition may look rushed or incomplete.</p> <p>Traced over pencil lines.</p> <p>Coloring was not complete / left areas not colored.</p> <p>Did not paint neatly.</p> <p>Colors are muddied, running together. Did not paint with care. Did not stay within lines, instead crossing lines and mixing colors not meant to be mixed.</p> <p>Few concepts understood and tools improperly used.</p>

# Self-Reflection: Lighthouse Art Project

NAME: \_\_\_\_\_ TEACHER'S NAME: \_\_\_\_\_

What is the name of the artist we learned about during this art project? \_\_\_\_\_

What is the title of your artwork? \_\_\_\_\_

What do you feel you did well in this project?

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What do you like the best about your completed artwork ? Why?

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If you could do this project again, what would you do differently or change?

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Did you like this art project? Why or why not?

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