

Acrylic Paint- Resource Package 307A

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This resource package connects to the Curricular Competency: “Experience, document and present creative works in a variety of ways” (British Columbia Ministry of Education, 2016)

Craft ideas:

Rock Painting: students are able to choose their own rock and chose what they would like to add on it

Ex. Painting bugs on the rocks (lady bugs, bumble bees)

Curricular Competency: Exploring and Creating- “Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play” (British Columbia Ministry of Education, 2016)



Faux stained glass with glue and acrylic paint:

Curricular Competency: Exploring and Creating- “Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play” (British Columbia Ministry of Education, 2016)



Hot air balloon sunsets:

Core Competency:

Creative Thinking “Creating and innovating (British Columbia Ministry of Education, 2016)



Q-tip painting: Heart stencil, lavender plants, hydrangea plants:

Content: “Processes, materials, movements, technologies”

“In visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items” (British Columbia Ministry of Education, 2016). The use of q tips.



Hand print name frame:

Curriculum Big Idea: “Creative expression is a means to explore and share one’s identity within a community” (British Columbia Ministry of Education, 2016)



Diy citrus stamps:

Big Idea: “The mind and body work together when creating works of art.” (British Columbia Ministry of Education, 2016)



Animal fork texture painting:

Curricular Competency: Exploring and Creating- “Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play” (British Columbia Ministry of Education, 2016)



Rainbow tree:

Content: visual arts: elements of design: line, shape, texture, colour; principles of design: pattern, repetition (British Columbia Ministry of Education, 2016)



String art:

Core Competency:

Creative Thinking “Creating and innovating” (British Columbia Ministry of Education, 2016)



Handprint animals: (see lesson #1)

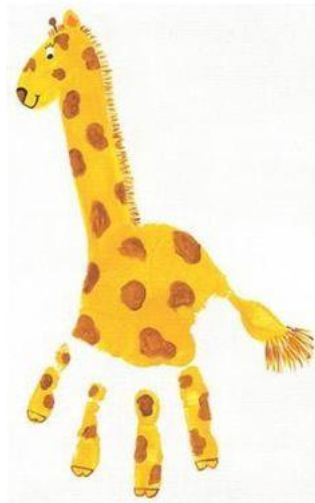
-->Birds

-->Turtles

-->Giraffes

-->Lobsters

Curricular Competency: Exploring and Creating- "Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play" (British Columbia Ministry of Education, 2016)



Acrylic canvas painting: watermelon, landscape, etc...

Curricular Competency: Exploring and Creating- "Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play" (British Columbia Ministry of Education, 2016)



**WATERMELON
CANVAS ART**
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Techniques:

Curricular Competency: Exploring and Creating: “Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts” (British Columbia Ministry of Education, 2016)

- Mixing Elmer’s glue with white paint and drying it with a blow dryer creates a crackle.
- Acrylic pouring (see lesson plan #2)
- Acrylic blending

Books and Video Resources:

52 Creative Adventures in Painting:

<https://www.amazon.ca/dp/1631590782?psc=1&th=1&ascsubtag=2578786|n4cfbbb0312da4966a7543d3221b00a3419&linkCode=gs2&tag=dotdashca-20>

Learn to Paint in Acrylics with 50 Small Paintings:

<https://www.amazon.ca/dp/1631590561?psc=1&th=1&ascsubtag=2578786|n4cfbbb0312da4966a7543d3221b00a3419&linkCode=gs2&tag=dotdashca-20>

10 tips for acrylic painting (do’s and don’ts):

https://www.youtube.com/watch?v=GSexEZnXtEQ&ab_channel=KatieJobling

Acrylic Paint Artist:

Curriculum Big Idea: “Works of art influence and are influenced by the world around us.” (British Columbia Ministry of Education, 2016)

David Hockney (he has some really cool artwork). You could show some of his pieces to your class for inspiration or for examples.

“A Bigger Splash” - his most famous painting



Tips:

- Invest in smocks for the class OR email parents in advance and advise their children to wear clothing that can get dirty with paints
- OR collect a bunch of old and large t-shirts that the kids can wear over their clothes
- Old bedsheets/towels/etc for protecting tables and furniture

Technical Guidelines:

Teaching students the properties of acrylics such as:

- Fast drying
- Colours should be mixed on a palette instead of on the canvas for a clean mix
- Washing brushes between colours
- Playing around with a completely dry brush, or a half damp brush, or fully damp
- Making colours more opaque by adding white or black
- Applying more colours on top of a wet background
- Using different sizes of brushes to get finer or thicker lines
- Having enough paint on the brush
- “Dry Brushing” (14 Acrylics Painting Techniques, 2019)
- “Wash” (similar to watercolour, diluting your paint)(14 Acrylics Painting Techniques, 2019)
- “Stippling/Dabbing” (14 Acrylics Painting Techniques, 2019)
- “Splattering” (14 Acrylics Painting Techniques, 2019)

Sample Lesson Plan #1- Grade 1-2

Time suggestion: 1 hour minimum, 1.5-2 hours max

Handprint paintings (allow the students to create anything they want with their hand print(s))

Lesson Objective: Have students create something using their own handprint and not limiting it to handprint animals, for example

BC Curriculum Connections for Art Education

Grade 1:

- Curricular Competency: “Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore artistic expressions of themselves and community through creative processes” (British Columbia Ministry of Education, 2016).
- Big Ideas: “People create art to express who they are as individuals and community. Engagement in the arts creates opportunities for inquiry through purposeful play. Visual arts express meaning in unique ways. People connect to others and share ideas through the arts” (British Columbia Ministry of Education, 2016).
- Core Competencies: Creative Thinking (British Columbia Ministry of Education, 2016).

Grade 2:

- Curricular Competency: “Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts. Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play. Explore personal experience, community, and culture through arts activities” (British Columbia Ministry of Education, 2016).
- Big Ideas: “Creative expression develops our unique identity and voice. Inquiry through the arts creates opportunities for risk taking. Visual arts are each unique languages for creating and communicating. People connect to the hearts and minds of others in a variety of places and times through the arts” (British Columbia Ministry of Education, 2016).
- Core Competencies: Creative Thinking (British Columbia Ministry of Education, 2016).

Materials:

- Acrylics available in a variety of colours
- Brushes in large and small sizes
- A washing station for students to wash remaining paint off of their hands
- Smocks or large t-shirts to protect students' clothing
- Old rags for drying hands and drying brushes in between colours
- Thick paper that can withstand acrylics for the painting/artwork
- Palettes for students to choose colours for after they do their hand print(s)
- Newspaper or old sheets/cloth to protect the tables
- Dishes and cups for rinsing brushes
- Pencils or markers to create designs and outlines
- Optional: googly eyes, glue, sparkles, gems, feathers etc for added detail and texture

Guiding the lesson:

- Create your own examples to show students some ideas of what they could be able to create
- Before students get to painting, go over rules and guidelines for keeping the classroom clean, their work space tidy, and to avoid getting paint on surfaces other than the protected tables and their canvas/paper
- Show students the washing station for when they have paint on their hands
- Demonstrate how to paint the paint into your hand
- Remind students that they can wait for the paint to dry before adding a new colour if they wish to not mix colours on the canvas
- Optional for optimal creativity: have everyone do a handprint in the colour of their choosing at the same time. Then have them flip their paper to look for shapes or ideas (similar to what we did with the inkblot in studio work in 307A) until ideas come to mind (animals, plants, flowers, etc)
- At the end of the lesson, have the entire class pay attention and take note of the proper clean up procedure (washing brushes, discarding of dirty water, putting their smocks/painting shirts into a designated bag or bin, cleaning palettes, and putting away their finished work)

Sample Lesson #2- (grades 6-8)- Acrylic Pouring

Time Suggestion: 1 hour

Why? Acrylic pouring is an art technique that is abstract. This is easier to do with older kids as it can get messy. It is a fluid art. (Wagner, 2021) There are many different acrylic pouring techniques but the materials will mainly stay the same. (medium, paint and a surface). Acrylic pouring is very customizable.

What can you do with this? You can create backdrops, coasters, and home decor.

Learning objectives: (grade 6)

- Students will be able to use creative processes to work individually using ideas inspired by experimentation (acrylic pouring technique).
- Students will be able to learn a certain technique using items like different mediums and distilled water.
- Students will be able to self-advocate for themselves with the choice of how they manipulate their acrylic pour pattern on their choice of surface

Content:

“Processes, materials, movements, technologies”

“In visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items” (British Columbia Ministry of Education, 2016).

Curricular Competency:

“Exploring and Creating”

“Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play” (British Columbia Ministry of Education, 2016).

Core Competency:

“Self-advocating” (British Columbia Ministry of Education, 2016).

Materials:

- Distilled Water
- Cups
- Canvas
- Stir sticks
- Gloves
- Floetrol
- Silicone oil

-Acrylic paint

The teacher should go over acrylic pouring and what it entails. Show and talk about all the different techniques and styles of acrylic pouring (dirty pour, flip cup, puddle pour, swipe, tree ring, balloon smash, controlled marble pour, string pull pouring, resin pour, dutch pour, and dip pouring). Go in depth about dirty pour as it is going to be the technique that is used in this class.

The dirty pour technique is layering individual colours into a cup and then pouring them onto a surface all at the same time. This technique is the most common and many different results can be achieved.

Step 1: Choose colours you would like to use and place them individually into cups.

Step 2: Mix each colour of paint with the medium (silicone oil/ floetrol) and distilled water to get a runnier warm honey like consistency

Below is the recipe for the mix:

2 parts Floetrol

1 part Distilled water

Why distilled? Hard water/tap water with mineral content will change the way paint floats, so stick with distilled water.

A few drops in half the colours you're using of silicone

1 part Acrylic paint

*Reminder: this mix when poured should be a thin stream. If you have droplets then it may still be too thick.

Step 3: Layer the colours of choice together into one cup. To do this you will carefully pour the paint down the sides of the cup or for a more dramatic blend you can plop the paint colours into each other.

Step 4: Next, pour the paint onto the surface of your choice i.e canvas.

Step 5: Move your surface around to attain the pattern and style that you are happy with.

Reminder to make sure your layer of paint isn't too thick on the surface as your painting will begin to crack

Step 6: Move paintings to a safe area and allow 24 - 72 hours to dry.
(Wagner, 2021)

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