

Natural Inks

Grade Level: 1st Grade			
Lessons			
<ol style="list-style-type: none"> 1. Making Natural Inks 2. Creating Swatches of the Color Wheel 3. Draw your Favorite Food with Natural Inks 			
Central focus of the Unit/Big Ideas			
<ul style="list-style-type: none"> ● To understand the art element: Line and how the principles of art help artists to express ideas through drawing. 			
New York State Learning Standards for the Arts:			
Creating	Presenting	Responding	Connecting
VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	VA:Pr5.1.6a Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	VA:Re7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value.	VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses

Lesson # 1			
Unit Title:			
Lesson Plan #	Grade	Time Allotted	# of days
1	6th Grade	45 min	three
Essential Questions:			
<ol style="list-style-type: none"> 1. How do the ways we perceive colors change the way we feel about an artwork? 2. What are the advantages and limitations of the materials we use that affect how we make color? 			
Lesson Objectives:			
Students will analyze and create natural color inks/watercolor using ingredients from food they			

find in their kitchen.

Assessments:

Students will be assessed on what they know about color. They will be assessed on what the primary and secondary colors are.

Overview

Day 1: Create Natural Inks
Day 2: Create Swatches of the Color Wheel
Day 3: Draw Your Favorite Food

Materials (Artists/Visual Text/Technology/Resources):

Natural inks ingredients (blueberries, teas, cranberry juice, pomegranate, raspberry, indigo plant, curry) White paper, watercolor paper, brushed, cups, watercan, calligraphy pens

Academic Vocabulary:

Natural inks, watercolor, pigment, color, primary color, secondary color

Student Support and Differentiation:

- Visual aids, videos, and demonstrations
- Handouts to enhance understandings on lessons
- Tiered Lessons
- One-on-One feedbacks and rubrics

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.			VA:Cn11.1.6a Analyze how art reflects changing times, traditions, resources, and cultural uses

Art References

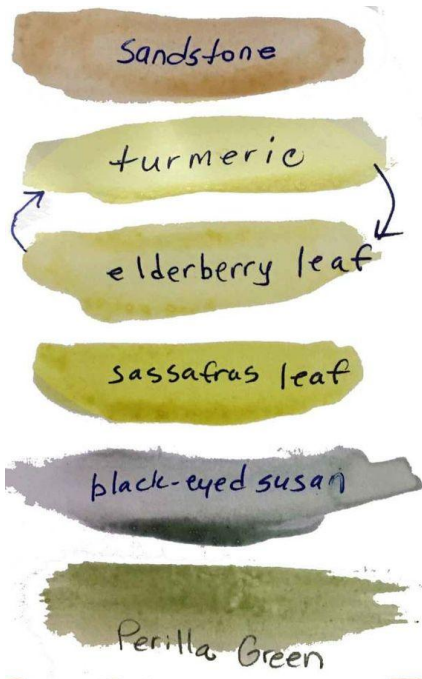
Art Process



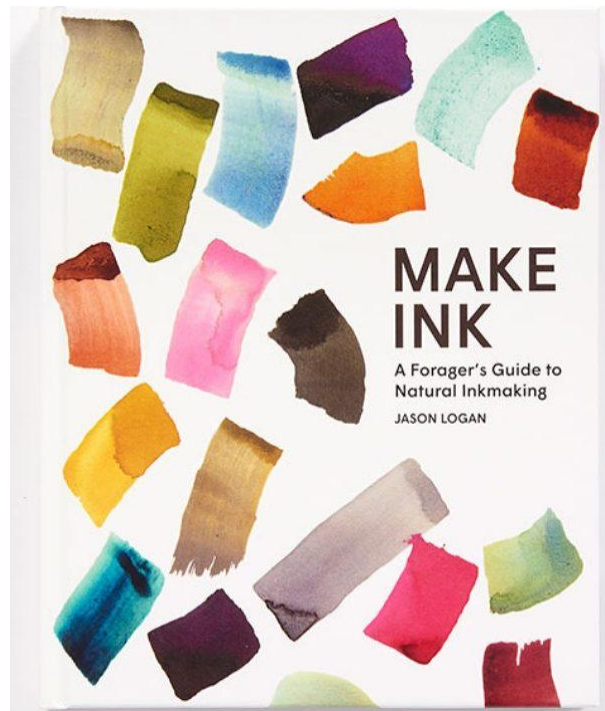
tanyaval.com



gumnutmagic.com



wildozark.com



Teaching Procedure - Day 1: Create Natural Inks

Time Allotment 55 mins	Students will create natural inks from materials they see in their refrigerator. Powerpoint will show students what items can make what inks. Teachers will demonstrate the process of making natural dyes, using the simple form of making a cup of tea.
10 minutes	<p>A. Motivation/Spark/Launch Students will be shown how food materials can be used to create natural inks/watercolors.</p> <p>What do you know about..... *Key Questions:</p> <ol style="list-style-type: none"> 1. What is pigment? 2. Where can we get pigment? 3. What natural materials can we use to create color ink?
40 minutes	<p>B. Presentation of Lesson Objectives Students will see in front of them food ingredients (things in their kitchen). Powerpoint will show students what items can make what inks. Teachers will demonstrate the process of making natural dyes, using the simple form of making a cup of tea. The teacher will then show students how to make color swatch charts so they know what color inks they used and how much.</p> <p>C. Transition and Work Period (practice and application) After demonstration students will work in pairs to start creating inks, following the instructions given by the teacher. Students will create three primary colors and three secondary colors.</p>
5 minutes	<p>D. Closure Clean-up Key Questions:</p> <ol style="list-style-type: none"> 1. What did you learn about color? 2. What colors did you try combining? 3. Is the color from the food, what you thought it would be?

Teaching Procedure - Day 2: Creating Swatches of the Color Wheel

Time Allotment 55 mins	Students will create swatches of their natural inks. They will make notes on how many ingredients they used to create this color. They will try different water to ingredients ratios as well as different paper materials.
10 minutes	A. Motivation/Spark/Launch What do you know about..... *Key Questions: <ol style="list-style-type: none">1. Why do artists create color swatches?2. How is the dry color different from the wet ink?3. How does the ratio of food to water change the color intensity?
30 minutes	B. Presentation of Lesson Objectives Powerpoint will show students what items can make what inks. Teachers will demonstrate the process of making natural dyes, using the simple form of making a cup of tea. The teacher will then show students how to make color swatch charts so they know what color inks they used and how much. C. Transition and Work Period (practice and application) After demonstration students will work in pairs to start making swatches and citations, what ingredients they use and the ratios of water to food as well as the material the swatch was painted on.
15 minutes	D. Closure Clean-up Key Questions: <ol style="list-style-type: none">1. What formulas did you try?2. What combinations worked the best for you?3. Which colors would you want to use for your still life painting?

Teaching Procedure - Day 3: Draw Your Favorite Food

Time Allotment 55 mins	Students will create a drawing of their favorite foods using the natural inks they created. Using their color swatches a color guides students will try to create the colors they see in the still life with the natural inks.
10 minutes	A. Motivation/Spark/Launch Powerpoint will show students different still life ink food paintings. Teachers will demonstrate the process of creating a still life painting. Students will then create a still life drawing of their favorite food. What do you know about..... *Key Questions: 1. How was the food you painted the same or different from the food ink you used ?
30 minutes	B. Presentation of Lesson Objectives Powerpoint will show students ink still life paintings. Teachers will demonstrate the process of making a still life painting. C. Transition and Work Period (practice and application) After demonstration students will work to start making their own still life painting (their favorite food) using the natural inks they made.
15 minutes	D. Closure Clean-up *Key Questions: (Writing Reflection) 1. How would you self-evaluate your work? 2. What did you think about the natural ink process? 3. How do you understand color and pigmentation?