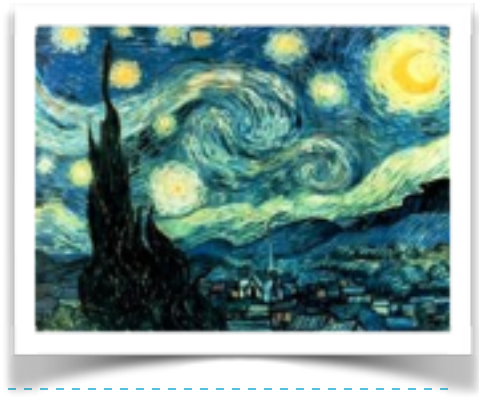


# Starry Night Interpretation



## Objective

Students will create a unique interpretation of Vincent van Gogh's Starry Night by either:


1. Using van Gogh's composition and then applying a unique painting style to complete the painting - or -
2. Creating a unique composition and then applying van Gogh's painting style to that composition.

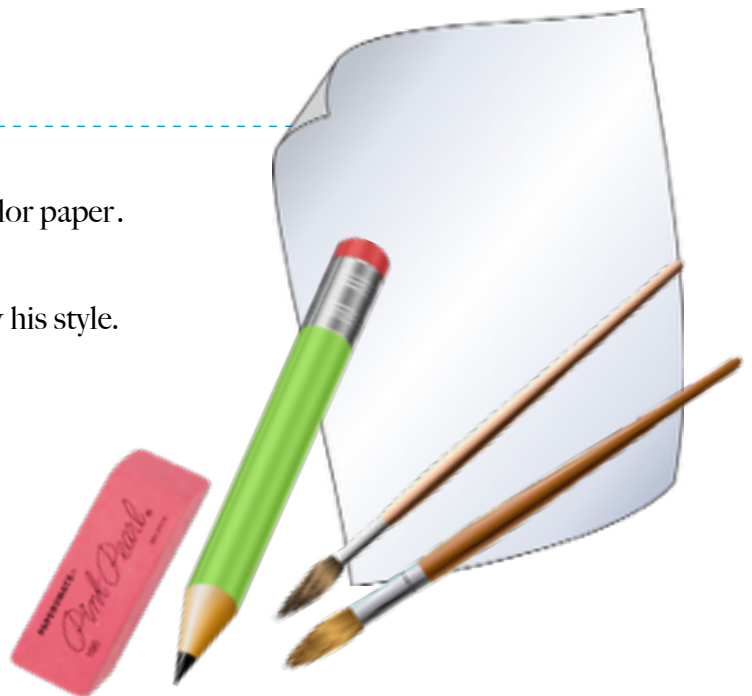
## Goals

- To develop an understanding of Vincent van Gogh's style.
- Demonstrate skills in creating a balanced composition.
- Gain an understanding of what artistic interpretation is and apply that knowledge to create a work of art that has the following elements:
  - Expressive line
  - Texture
  - Movement
  - Personal interests and elements.

## Materials

The paints I used were acrylic paint and watercolor paper.

- Brushes
- Prints of Van Gogh's paintings that show his style.
- HB Pencil
- Eraser
- Acrylic Paint | Watercolor | Tempra
- Watercolor Paper (13"x18")
- Power Point presentation 



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## North Carolina Essential Standards Eighth Grade Visual Arts

### **8.V.1- Use the language of visual arts to communicate effectively.**

:8.V.1.1- Use art vocabulary to evaluate art.

8.V.1.2 - Apply the Elements of Art and Principles of Design in the planning and creation of personal art.

### **8.V.2- Apply creative and critical thinking skills to artistic expression:**

8.V.2.1- Create art that uses the best solutions to identified problems.

8.V.2.3- Create original art that conveys one or more ideas or feelings.

### **8.V.3- Create art using a variety of tools, media, and processes, safely and appropriately.:**

8.V.3.2-Use a variety of media to create art.

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## NY Standards

**Standard 1.** Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

#### **Students: Standard 1**

1. Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.
2. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.
3. Understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas.

**Standard 2.** Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

#### **Students: Standard 2**

1. Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images)
2. In order to select those that are appropriate for their purposes and intent, develop skills with electronic media as a means of expressing visual ideas.

**Standard 3.** Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways

in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

**Students: Standard 3**

1. Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses.
2. Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.



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### Lesson Over View:

1. Students begin by making a line drawing of their composition (**This should be done in their sketch books**). This along with the PowerPoint takes most kids about 1 to 2 class period.
2. Do a short demonstration on how to paint like van Gogh. Emphasize the use of tints, tones, and shades to make the painting look more full and rich.
3. Students check off their line drawing with the teacher before beginning the painting process.
4. This project (Power point) from start to finish takes most students about 14 days in class.