
Romero Britto Sunrise Patterns



Grade: 1st

Medium: Marker

Learning Objective: Students will: observe Romero Britto's art; create a drawing using simple patterns; follow directions in a step by step lesson.

Author: Laurelle Graves

Elements of Art

Color: the visible range of reflected light.

Line: the flat path of a dot through space used by artists to control the viewer's eye movement; a long narrow mark or stroke made on or in a surface; a thin mark made by a pencil, pen, or brush.

Shape: a two-dimensional (flat) area enclosed by a line.

Principles of Design

Pattern: the repetition of the elements of visual arts in an organized way.

Repetition: the repeated use of particular elements pattern, movement, rhythm, or unity.

Additional Vocabulary

Layering: placing something "in front" of something else to create a sense of depth.

Pop Art: A genre (style) of art in 1950s and 1960s Britain and America. It is characterized by an imaginative interpretation of popular culture. Britto chose a child-like comic-strip style of drawing using thick outlines and bright colors.

Materials & Supplies

- 9x12" drawing paper
- Markers in assorted colors
- Black permanent markers
- Rulers

Context (History and/or Artists)

Romero Britto is an internationally known pop artist, known as much for his use of vibrant, bold, color as for his optimistic view of the world around him. Romero Britto was born in Brazil in 1963. He is a self-taught artist who began by painting what he saw and imagined on any surface he could find, even scraps of paper or cardboard.

He is a painter and sculptor who combines cubism, pop art, and graffiti in his artwork. His art features bright, vibrant colors, bold patterns, and strong lines. Britto's art conveys hope, happiness, and a sense of peace and unity. In 1983 Britto traveled to Paris where he was influenced and inspired by the art of Matisse and Picasso. Britto has resided in Miami since 1989 and spends much of his time creating art that benefits over 250 charities, many of which specifically help children.

Throughout his success, Britto never stopped believing that art is too important not to share. He continues to this day to create art that exudes love, happiness and hope. Romero believes the artist can be an agent of positive change, and his work is proof of the impact an artist can make.

Advanced Preparation

Prepare a sheet with simple shapes that can be used as patterns: asterisks, hearts, stars, circles etc.

Tips & Tricks

- Although markers are fastest, this lesson can easily be done in various materials. Crayons and colored pencils are other great alternatives.
- Students at this age will need a brief demonstration of the proper use of a ruler and may need help during the drawing.

Discussion Points

What do you notice about the type of shapes/patterns that Romero Britto uses? They are simple, easy to draw and repeat.

What type of color is used? Bright. What do these colors convey? Happiness.

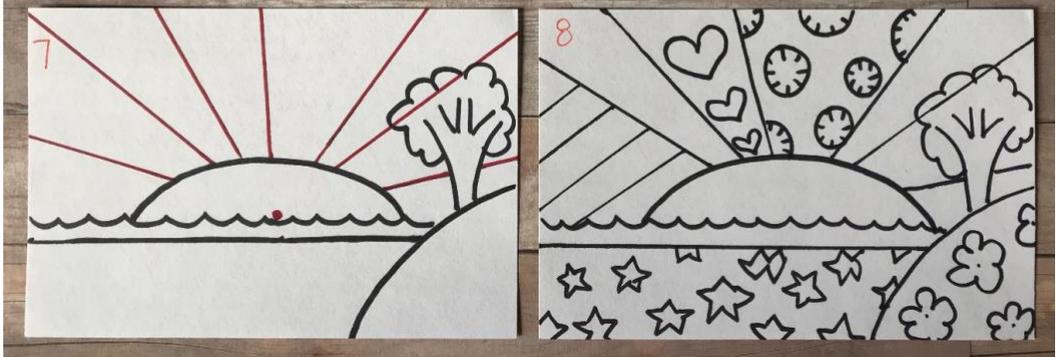
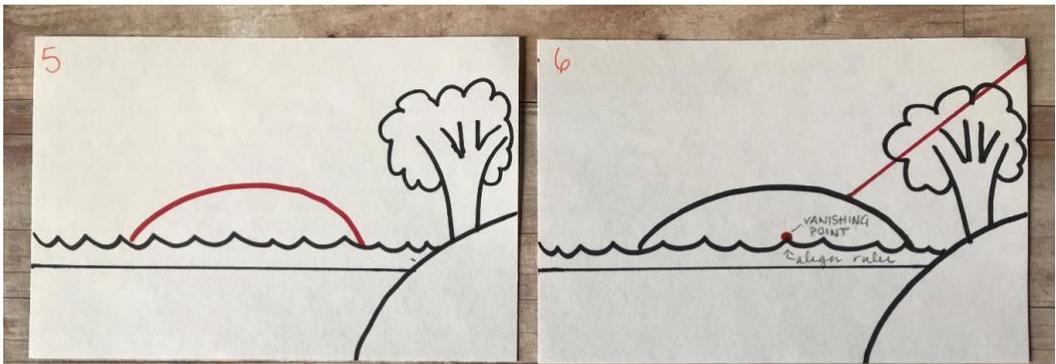
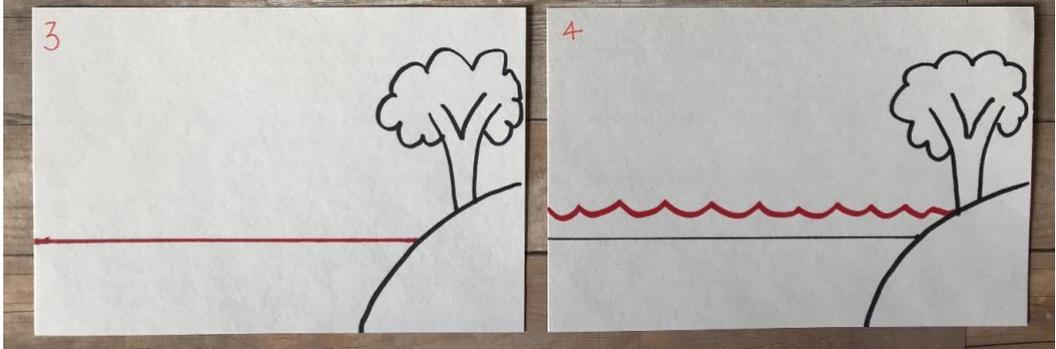
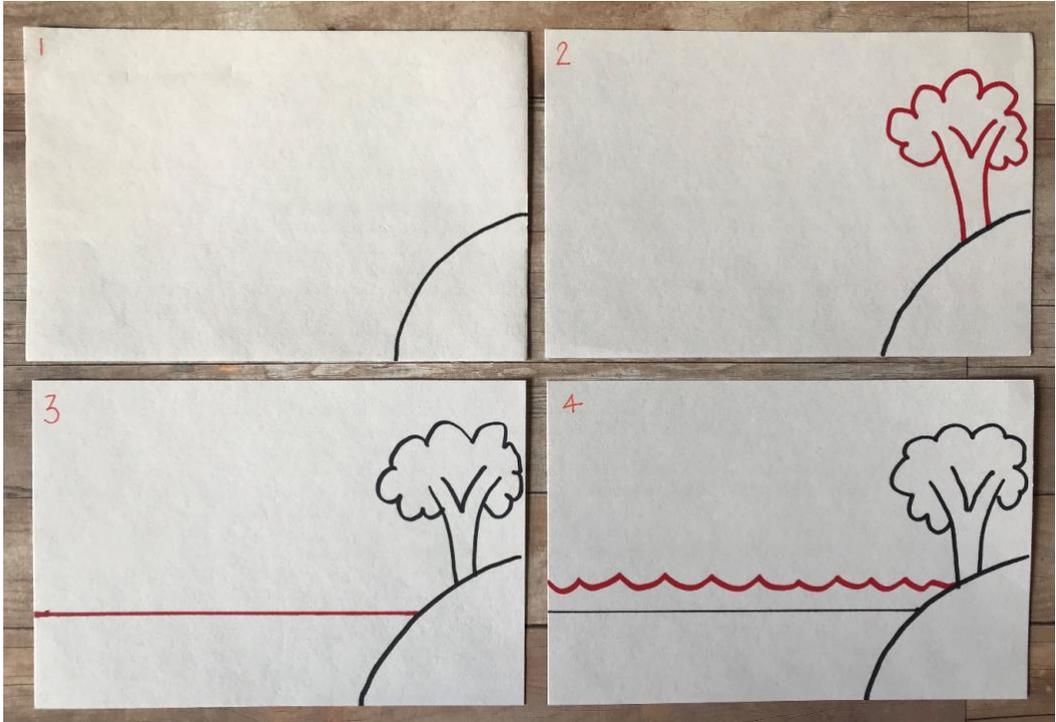
Reflection Point (Assessment of Learning Objectives)

Students will: observe Romero Britto's art; create a drawing using simple patterns; follow directions using a step by step lesson.

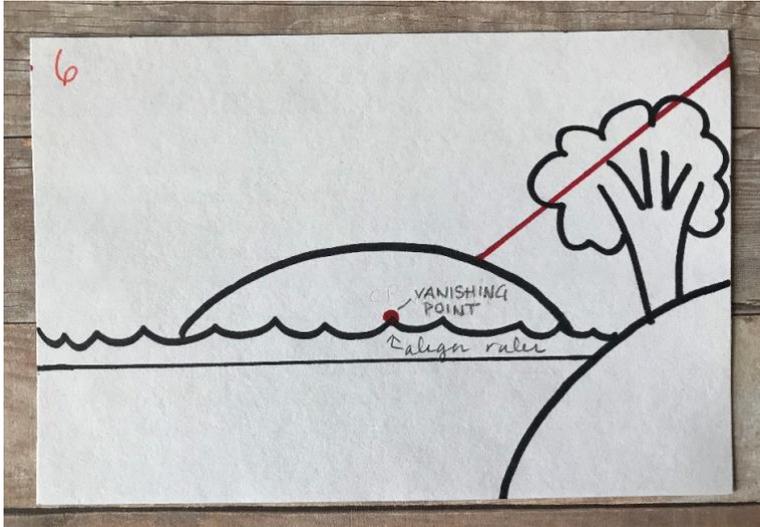
Instructions for Lesson

This lesson is a guided drawing. Students will use permanent markers and do their best to imitate the teacher's steps. If a student makes a mistake show them how to turn any stray lines into part of the background pattern. Encourage the students to keep going with each step even if they get stressed.

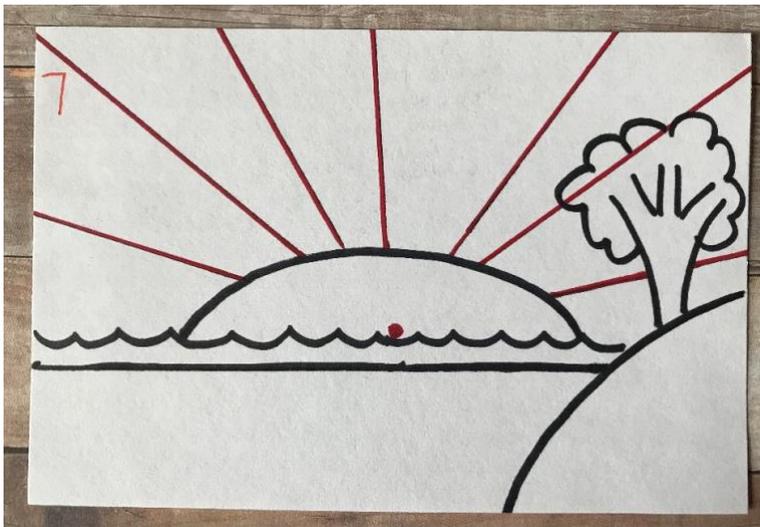
1. Follow the sequence of photos. Each step builds upon the last. The new line in each photo is shown in red. Continue reading on for more detailed directions and closeup photos of later steps.
2. Demonstrate the first line, then wait until all students have drawn it before moving on to the next line.
3. When drawing with a ruler, demonstrate for them the importance of using at least 2 fingers non-drawing hand onto the ruler to hold it still. The line should always be easy to draw, even if it means turning the paper to position the ruler. Be sure the ruler is flat on the paper, not turned upside down.



The students will now use their rulers to create the rays of sunlight. Walk around putting a pencil dot on each drawing for students to use. Demonstrate lining up your ruler to the dot and drawing a line that starts at the sun's edge that continues off the page. (If the students accidentally draw through the sun, it is ok. Romero Britto often does this in many of his paintings. Assure them that it is just another opportunity to use more colors and patterns.)



4. Continue to create rays of light radiating out of the sun until the entire top of the page is covered. This should take about 5 - 7 lines. Draw each line before the students, thus assuring them of proper placement.



5. Now fill in the areas with repeating patterns. Notice the **size**. Britto uses large, simple, geometric patterns. Large simple patterns work best. Tiny patterns take too long to color and don't read well in marker. Focus on large simple geometric patterns. Simple line patterns, circles, hearts, flowers, etc. Leave at least 3 areas free of pattern.



6. Now put away the permanent marker. Color the entire paper with colored markers. Try to focus on creating simple color patterns. Romero Britto used many colors, but he is very restrained in his use of color per shape. Point out that he usually only uses 2 -3 colors per pattern/area. This should help streamline the process for the students. You can also require them to choose no more than 1 color per shape and 1 per background.



References

Pop Art Movement The Art Story: <https://www.theartstory.org/movement/pop-art/>

Romero Britto website: <https://britto.com> and ArtNet: <http://www.artnet.com/artists/romero-britto/biography>.

Notes for Educators

21st Century Thinking Skills

Observing, making connections, visualizing, sequencing, determining main idea, finding evidence, decision making, evaluating.

WA State Learning Standards

(VA:Cr1.2.1) a. Use observation and investigation in preparation for making a work of art.

(VA:Cr2.1.1) a. Explore uses of materials and tools to create works of art or design.

(VA:Cr2.2.1) a. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

(VA:Cr3.1.1) a. Use art vocabulary to describe choices while creating art.

(VA:Pr4.1.1) a. Explain why some objects, artifacts, and artwork are valued over others. This happens when you explain about styles or art and why his art is special.

(VA:Re9.1.1) a. Classify artwork based on different reasons for preferences.

(VA:Cn11.1.1) a. Understand that people from different places and times have made art for a variety of reasons.