
Dot Initials



Grade: 2nd

Medium: Paint

Learning Objective: Students will:

- create positive and negative space images.
- Use analogous colors.
- Use good craftsmanship.

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Elements of Art

Color: Light reflected off objects. This lesson explores **analogous colors** which are colors that sit next to each other on the color wheel.

Space: the element of visual art that describes the area above, below, around and within art. This lesson explores positive and negative space (definitions below).

Principles of Design

Focal Point: also called emphasis, the focus or center of interest. In this lesson it is the letter.

Positive/Negative space: Positive space is the actual space taken up by a line, shape, or form. Negative space is the empty space surrounding a shape, figure, or form in a 2- or 3-dimensional artwork.

Additional Vocabulary

Craftsmanship: A way of working that includes following directions, neatness and proper use of tools.

Materials & Supplies

- 'Dot paints' in analogous colors
- White construction paper in circles or squares or small paper plates
- A color wheel
- Large letter stencils
- Blue painter's tape, or double-sided sticky tape

Advanced Preparation

Cut the construction paper into appropriately sized squares or circles. Check the paints to be sure they have been mixed and soaked into the applicator and are ready for use by testing them.

Spread the letters on a large table so that students can choose letters, dismissing them in groups to make their choices immediately before you start the lesson. They can choose any letter they want as long as it has some meaning for them.

Tips & Tricks

- Fold over blue painter's tape to make a sticky loop. Tape down the stencil so that it doesn't move as the student uses the dot pens. Make sure students are careful around edges of stencil to not allow paint to seep into the negative space below the stencil. That area is meant to remain unpainted.

Discussion Points

Show images of the use of positive and negative space by artists (images can be found online at <http://isfdn.org/positive-negative-space-reference-page/>).



**Meridian by
Barbara Hepworth**



**Escher 1 & Escher 2
MC Escher**

- Point out the positive space on the letter and in the images.
- Point out the negative space on the letter and in the images.
- How do you know which is which?
- How do they change?
- Using the color wheel, locate analogous colors. Hold up the analogous colored containers and ask which ones are analogous. Match them to the color wheel's analogous colors.

Reflection Point (Assessment of Learning Objectives)

Students will create positive and negative space images, use analogous colors, and use good craftsmanship.

Instructions for Lesson

1. Post vocabulary words and explain them. Use them during the lesson.
2. Have students write their names on the backs of 2 paper plates or paper surfaces.
3. Using an overhead projector, demonstrate how to double the tape over and place on the back of the chosen letter. Docents help them to tape their stencil down on top of their plate.
4. Hold up analogous colors and demonstrate applying the paint in a stamping application, mentioning how important it is to get around all edges of the letter so it is completely outlined.
5. Before letting them begin, use the same analogous mix of colors to cover the letter itself. When it dries a bit, push it onto a white paper surface so that the tape sticks it down.

6. As they finish, hang the art up with clothes pins. If there's time, assemble the students who have cleaned up to sit down within view of the finished work and ask them questions about:
 - positive/negative space
 - evidence of analogous color
 - what the focal point is on their work
 - what good craftsmanship looks like why they chose the letters they chose, etc.

Examples:



Notes for Educators

21st Century Thinking Skills

Persisting, taking responsible risks, creating, reflecting.

WA State Learning Standards

(VA:Cr1.2.2) a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

Anchor Standard 2 Organize and develop artistic ideas and work.

(VA:Cr2.2.2) a. Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

(VA:Cr3.1.2) a. Discuss and reflect with peers about choices made in creating artwork. This happens if there's time at the end to share their finished work.

Anchor Standard 6 Convey meaning through the presentation of artistic work. This happens if they choose their letter based on personal meaning.

(VA:Re9.1.2) a. Use learned art vocabulary to express preferences about artwork. This happens if the docent uses the vocabulary when engaging with students.