

Master Palettes

It's never too early to begin teaching art history to students. Even at a young age students learn to recognize artists by their use of color, style and technique. Six notable artists are listed in this exercise; however, any artist may be referenced. Have students represent selected artists by using similar colors, subject matter and style to those used by the artist. See if the class can guess which artists are represented on each student's "palette."

Grade Levels K-6

Note: instructions and materials are based upon a class size of 25 students. Adjust as needed.



Preparation

1. Discuss various artists' styles, colors and techniques. Suggested reference books:
[Taschen Basic Art Styles Series — Famous Artists](#); Picasso (70033-1031), Miro (70033-1062), Monet (70033-1021), Pollock (70033-1064), Gauguin (70033-1019), Rousseau (70033-1024)
[Discovering Great Artists](#) (71804-1001)
2. Cut construction cardstock in half to make 12" x 18" sheets.
3. Cut matte acetate to 4" x 4" squares; six squares per student.

Process

1. Students select six artists to emulate. Each student plans six 4" x 4" drawings, each to represent a single artist by using his or her "palette" (color), style and subject matter.
2. The matte or dull side of the acetate sheet is the surface that should be used to apply the drawing; the opposite, glossy side will be shown in the finished piece. Students may draw a light sketch first with pencil, keeping in mind that the image will be "flipped." Use the markers as "paint" to add color.
3. On the 12" x 18" cardstock, evenly arrange the six 4" x 4" squares; two across the 12" side and three down the 18" side. The cardstock can be used vertically or horizontally. Leave 1-1/2" to 2" of cardstock around the outer edge of the six panels as a border.
4. Tape the finished art onto the cardstock with the Mavalus tape. Make sure not to cover too much of the artwork; use just enough to keep the 4" x 4" acetate sheets in place. Do not label the "palettes" until the students can quiz each other on their designs.

Options

- Instead of six artists, use six art movements, such as Impressionism,

Materials

[Blick® Construction Card](#), assorted colors, 18" x 24" (11408-5099); share one between two students

[Grafix® Matte Acetate Sheets](#), .003", 20" x 25" (55508-1001); share eight sheets among six students

Markers for smooth surfaces, recommend:

[Crayola® Window FX Markers](#), 8-color set (21258-0089); one set among three students

[Crayola® Washable Window Crayons](#), 5-color set (67818-1005); share one set between two students

[Mavalus® Tape](#), assorted colors 3/4" x 360" roll (12766-); share one roll among three students

Cubism, Dadaism and others.

National Standards for Visual Arts Education

Content Standard #1 Understanding and applying media, techniques and processes

K-4 Students know the differences between materials, techniques and processes.

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques and processes to enhance communication of their experiences and ideas.

Content Standard #2 Using knowledge of structures and functions

K-4 Students use visual structures and functions of art to communicate ideas.

5-8 Students generalize about the effects of visual structures and functions and reflect upon these effects in their own work.

