

Clay Divisionism

Neo-Impressionistic artists of the late 1800s developed a pictorial technique in which they placed specific brushstrokes of pure color directly on their canvas instead of mixing colors first on a palette. This created a dramatic effect as the colors united to form an image from a distance, yet still existed independently from one another upon closer inspection.

George Seurat and Paul Signac were instrumental in defining this technique and period known as Divisionism. Both artists strategically placed strokes of pure oil color on canvas. While Signac focused on larger strokes of individual colors that would appear more pronounced to the naked eye, Seurat's intent was to create an optical mixture from solid colors, more precisely known as Pointillism. By studying the works of Signac and Seurat, students gain an understanding of the visual process of Divisionism.

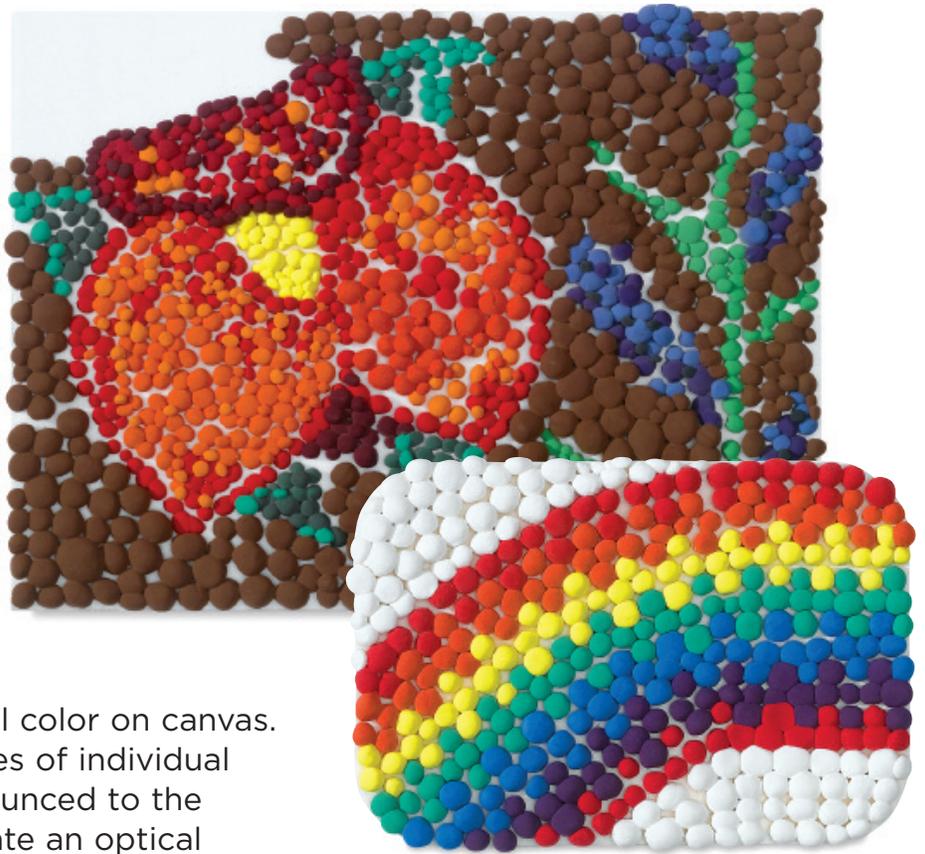
In this lesson plan, students will create balls of air dry clay and attach them collage-style to a self-adhesive board to recreate the Divisionism approach to painting.

Grade Levels 2-6

Note: instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Using an image or sketch as a guide, determine how many different colors are needed to recreate the image. Model Magic® can be kneaded together to create additional colors. Place any opened clay in zip-lock plastic for airtight storage. Set aside.
2. Working with one clay color at a time, roll Model Magic into clay balls about the size of a pea. Lightly press clay balls on the adhesive-backed board, alternating colors according to the image. Press balls lightly against one another, but make sure not to blend them. Balls should maintain their form.
3. Model Magic will shrink when it dries, making the board color more apparent. Smaller balls of clay may be pressed into spaces before the piece has dried to help minimize open spaces.



Materials

Crayola® Model Magic®, 4-oz packages in assorted colors including:

Red (33214-3004)

Yellow (33214-4004)

Blue (33214-5004);

need 1 to 2-ozs per student

Inovart® Printfoam with Adhesive Back, package of 12 (40408-0000), cut 9" x 12" sheets into quarters (4-1/2" x 6"); need one per student

Sketch or pictorial idea

National Standards

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

K-4 Students use different media, techniques and processes to communicate ideas, experiences and stories

5-8 Students select media, techniques and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

Content Standard #5 – Reflecting upon and assessing the characteristics and merits of their work and the work of others

K-4 Students understand there are various purposes for creating works of visual art

5-8 Students analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry