

# DEEP SPACE SPARKLE



TIME REQUIRED: One @ 60 Minutes or 2 @ 30



# MIRO LINE DRAWING

## LINES, SHAPES & COLOR

# MIRÓ LINE DRAWING

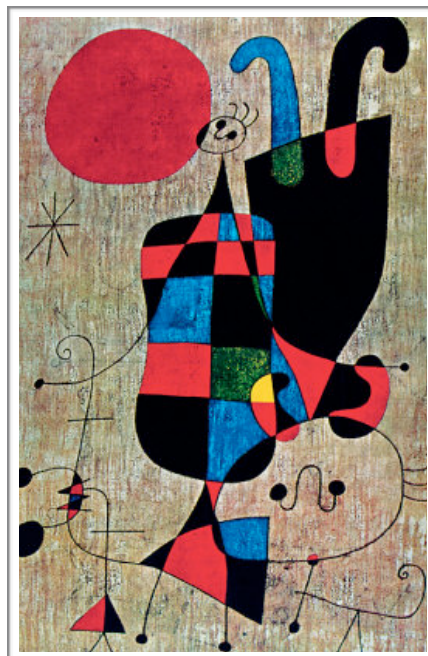
Joan Miró was born in Barcelona, Spain in 1893. He started drawing at age 8 and went on to become one of the world's most famous abstract artists. He loved using primary colors plus green and black. You can see these colors in many of his pieces.

FOR MORE INFORMATION ON MIRO, DOWNLOAD THE ARTIST CURRICULUM GUIDE.

It helps to have some of Miró's art pieces to show the children. Download some copies of art prints for your classroom [here](#).

I have a few favorites that I feel represents his style that kids can relate to:

- The Singing Fish
- The Singer
- Night
- The Melancholic Singer
- Daybreak Tagesanbruch



*Inverted by Joan Miró*

## WHAT YOU'LL NEED:

- 12" x 18" sulphite paper
- Puck or cake tempera paints
- Black oil pastel or waterproof black marker
- Colored markers (option #2)



# SET-UP:

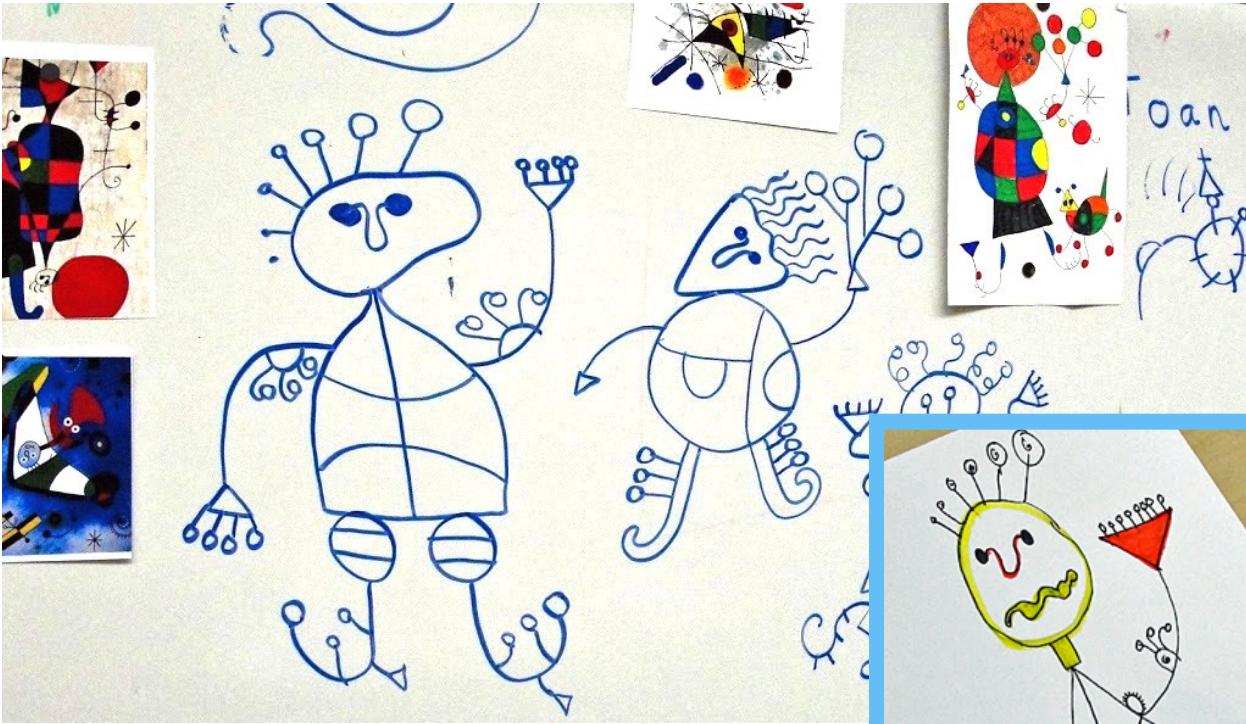


Drawing like Miró is quite fun. Often times the lines don't make sense, which is why it's such a great project to do with kids.

Again, oil pastels are the drawing tool of choice since they will offer a thick line which encourages bigger shapes. Bigger shapes are far easier and faster to paint. If you decide to use colored markers instead of paint, know that coloring with markers requires more time on the children's part than painting with tempera paints. If you want to use markers, then I'd recommend cutting the paper in half to achieve a smaller coloring surface.

I use the handouts to generate ideas for when I'm drawing on the whiteboard but if you rather give the handouts to the children, that's fine too.

# DRAWING INSTRUCTIONS



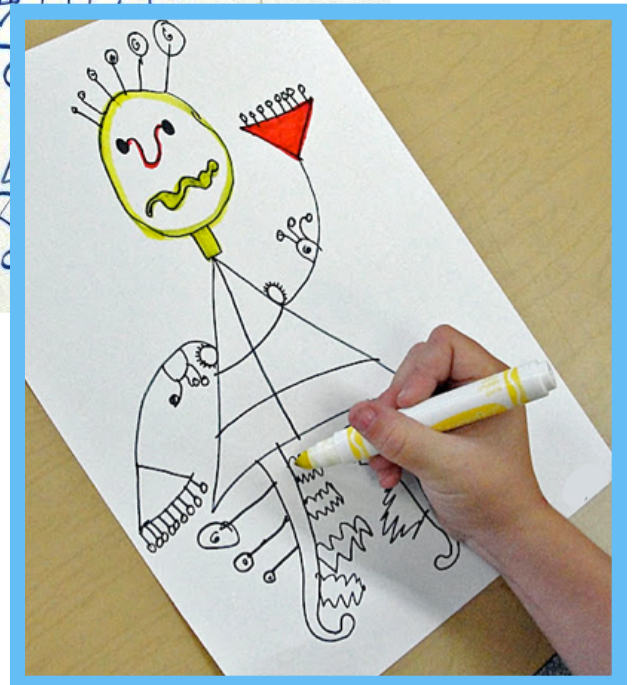
Start with a large piece of sulphite paper. Because the children won't be painting the entire surface, it's okay to use a larger piece of paper. This way, the coloring won't take up so much time.

Have some fun in your demonstration drawing some Miró-inspired shapes.

Children will respond much better to your attempts even if you do not consider yourself an artist. To ensure a successful painting, make sure the kids connect their lines to form a shape.

Many kids will ask to draw more than one figure. Although this is fine, by sticking with one drawing, it's much easier to color.

Encourage the kids to draw some fun shapes outside of their main drawing.





# COLORING INSTRUCTIONS



Miró used mostly blue, red, yellow and black in his paintings, but you can opt for an extensive color palette if you wish.

- This is a great lesson to use colored markers. Crayola broad tip markers are great as are Faber-Castell broad tip markers.
- I used cake tempera paint. They come in trays and are very easy to apply. They are very similar to opaque watercolors.
- You can also use watercolor paints. If you do, using watercolor paper will allow the children to blend their colors.

Begin painting by using one of the primary colors to paint big circles in the background, then paint all the shapes.

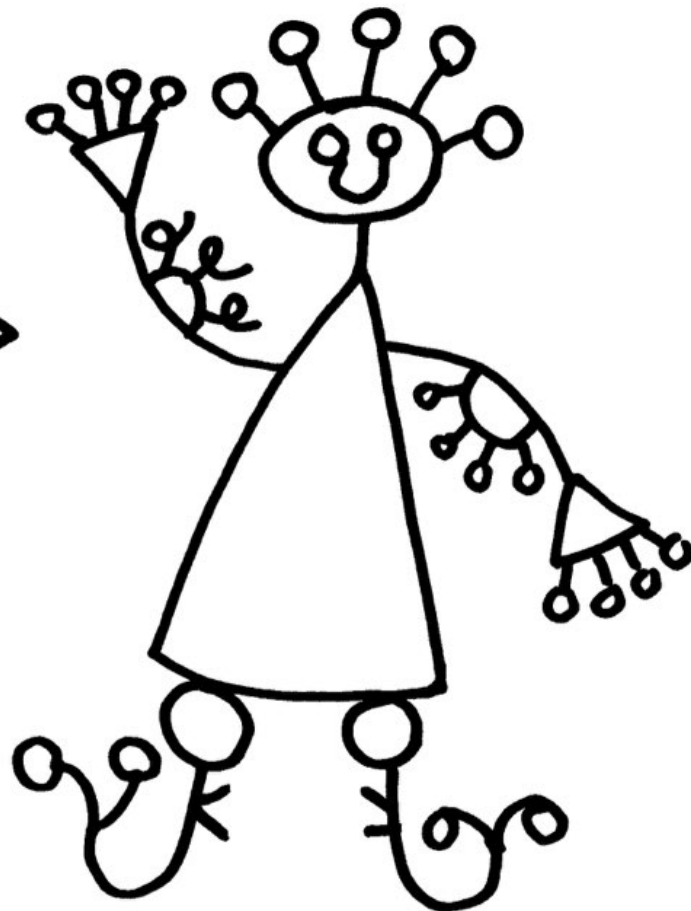
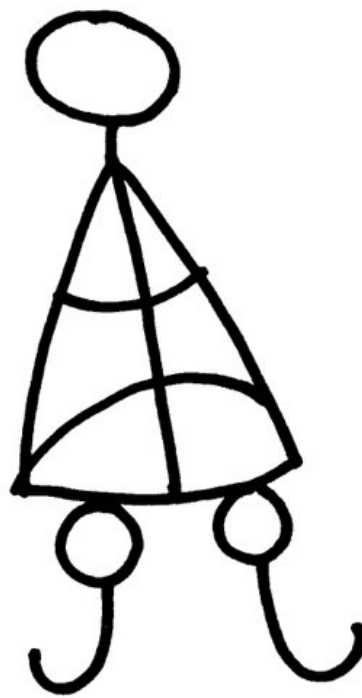
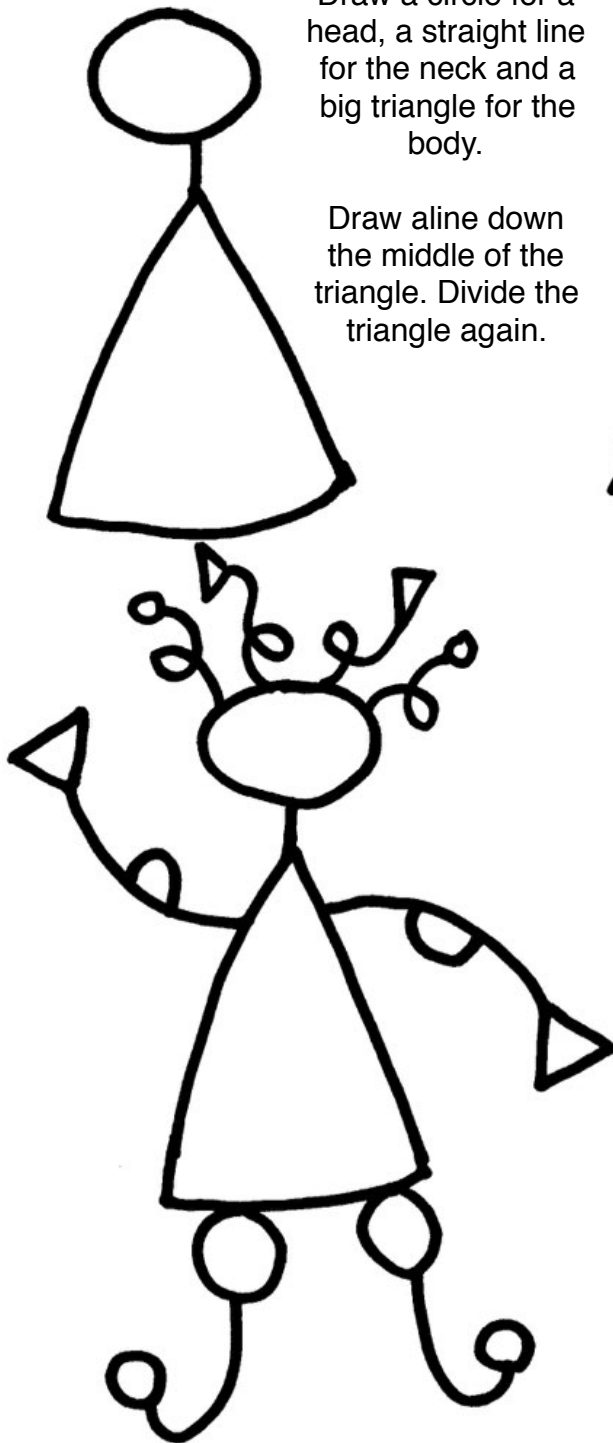
Leave the background white. This way, the colorful Miró-drawings will really stand out.

Alternative Option: If using markers to color shapes, select a few large white spaces beside the figures to create an area of color. Miró often splashed his paper with color to create a balanced composition.

Draw a circle for a head, a straight line for the neck and a big triangle for the body.

Draw a line down the middle of the triangle. Divide the triangle again.

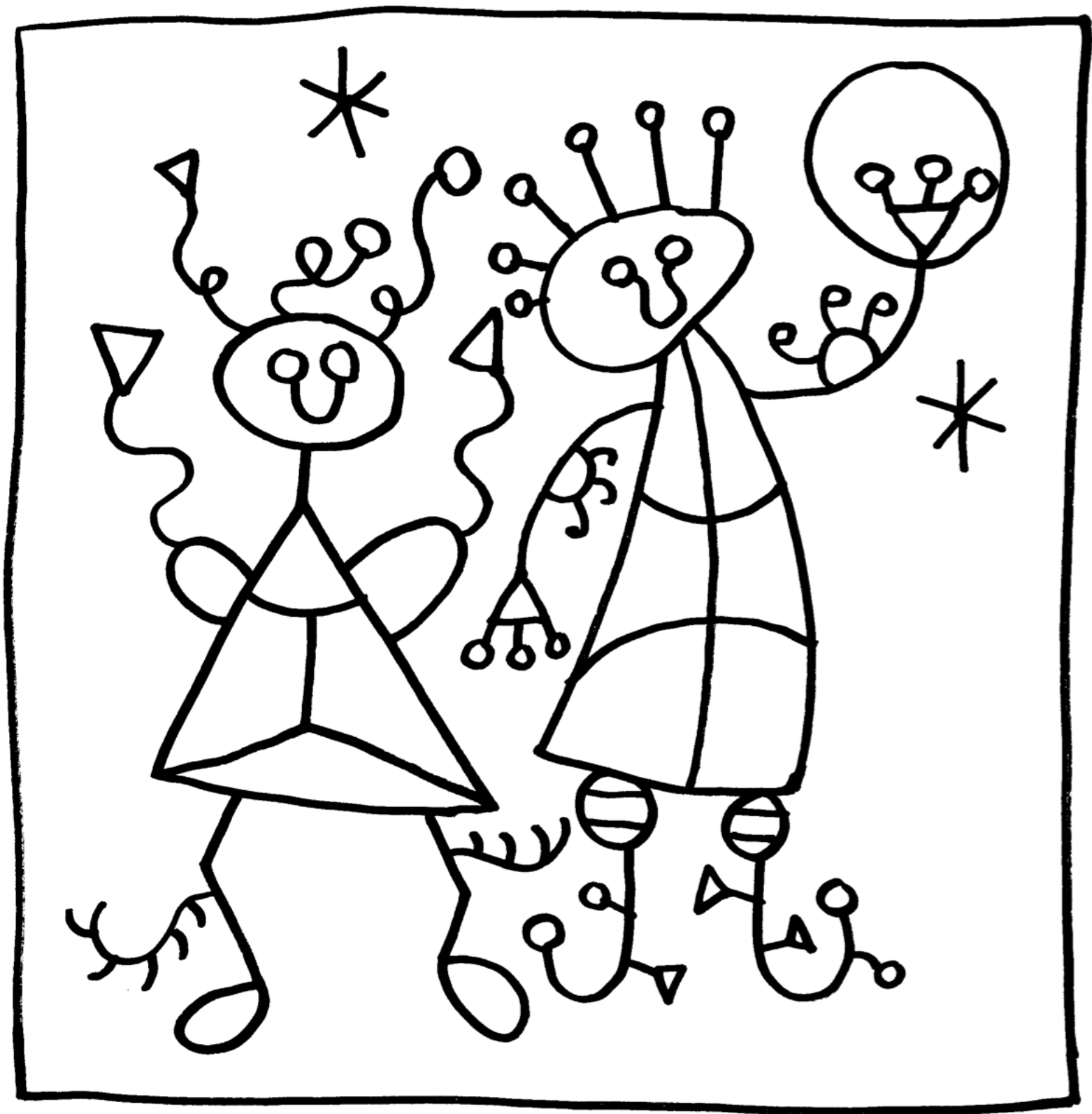
Fun ways to draw a Miró-inspired face



Miró-inspired legs and arms are lines with shapes attached. How many ways can you draw arms and legs?

# MIRÓ DRAWING GUIDE





# MIRÓ COLORING SHEET



# MIRÓ PAINTINGS

## GRADE ONE GALLERY



# NATIONAL CORE ARTS STANDARDS-FIRST GRADE

## CREATING

- ☒ **Generate and conceptualize artistic ideas and work** — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- ☒ **Organize and develop artistic ideas and work** — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- ☒ **Refine and complete artistic work**—use art vocabulary to describe choices in art-making

## PRESENTING/PRODUCING

- ☐ **Analyze, interpret and select artistic work for presentation**— explain why some objects, artifacts and artwork are valued over others
- ☐ **Develop and refine artistic work for presentation** — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- ☐ **Convey meaning through the presentation of artistic work** — identify the roles and responsibilities of people who work in museums and art settings

## RESPONDING

- ☐ **Perceive and analyze artistic work-** select art that illustrates daily life experiences to others —compare images that represent the same object.
- ☒ **Interpret intent and meaning in artistic work** — interpret art by categorizing subject matter and identifying the characteristics of form
- ☒ **Apply criteria to evaluate artistic work**— classify artwork based on different reasons for preferences

## CONNECTING

- ☐ **Synthesize and relate knowledge and personal experiences to make art-** identify times, places and reasons by which students make art outside school
- ☒ **Relate artistic ideas and works with societal, cultural and historical context to deepen understanding** —identify times, places and reasons by which students make art outside school

# I CAN STATEMENTS FOR MIRO LINE DRAWINGS

- Today I will learn about artist JOAN MIRÓ, so that I CAN DESCRIBE his art.
- Today I will learn about LINE and SHAPE, so that I CAN draw an ABSTRACT composition using GEOMETRIC and ORGANIC shapes.
- Today I will learn about COLOR and CONTRAST, so that I CAN color my shapes with bright colors that stand out against each other. I'll know I have it when my figure pops because my background is white.

## COMMON CORE STANDARDS FOR MIRO LINE DRAWINGS

### **CCSS.ELA-Literacy.SL.1.2**

*Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

After presenting information on artist Joan Miró via Power Point, youtube, posters, etc., you can ask students questions verbally to assess their understanding of his background, his style, specific artworks, etc.

### **CCSS.ELA-Literacy.W.1.1**

*Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.*

Students address this standard when completing the artist statement worksheet (located in Resources). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

### **CCSS.Math.Content.1.G.A.1**

*Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.*

As students draw their shapes, you can have a class discussion about what they have learned already about shapes from math (geometric shapes) and their attributes and how those shapes are different from the organic shapes they are using for their composition.



# ASSESSMENT CHECKLIST

MAIN IDEAS FROM:

MIRÓ LINE DRAWINGS

STUDENT NAME: \_\_\_\_\_

☐

Can the student tell me at least 2 facts about Miró?

☐

Did the student draw organic and geometric shapes?

☐

Did the student leave the background white to achieve contrast of color?