



CLASS
Community Liaison for
Art in Stanislaus Schools

**Central California
Art Association**

1015 J Street
Modesto, California 95354
Email class.ccaa@gmail.com
Coordinator, Linda Knoll
Phone 209-247-2626

Required Materials:

9x12" watercolor paper
blue masking tape
watercolor trays
brushes
salt
paper towels
spray bottles (opt.)
oil pastels (opt.)

Resources:

pictures of trees



Vocabulary:

detail
observation
pattern
texture

Prior Knowledge:

Geographical regions of
California



Lesson Title: Masking Tape Tree

Learning Objective: Students will be able to observe patterns in trees, and notice differences between species in different California habitats, then create a painting of a tree using masking tape and watercolor.

Number of Sessions: 1 hr. **Grade(s):** 3-4

Process

Warm Up/Introduction: Show photos of a variety of trees and discuss how the structure can be drawn by simplifying lines and shapes. Students should note that trees from different regions of California adapt to their environments.

- Bristlecone pine adapted to extreme cold and high altitude by having few needles and very slow growth to conserve energy. Oldest know is over 5,000 years old.
- Monterey cypress adapts to high wind and foggy conditions on the coast.
- Valley Oak is adapted to dry summers, but needs to tap underground aquifers year round. It usually withstands wildfires.
- Joshua tree is adapted to extreme temperatures of the desert and have waxy leaves to avoid loss of moisture, and leaves grow in a way that directs moisture directly to roots.

Step 1: Demonstrate how to tear the masking tape in pieces, vertically, so that branches can be made from a variety of widths. Press the tape firmly so edges are down, but not too hard or it will tear the paper when removed. Have a completed version to show with tape still adhered.

Step 2: After the tree is done, pass out watercolors. Quickly demonstrate? They've probably had enough exposure to watercolors that demo isn't necessary. Have students watercolor the background completely, however they choose. If its not covered, the outline of the tree won't appear complete when tape is removed. You can sprinkle salt in the background if desired, while the paint is still wet.

Step 3: If time allows, and paintings are fairly dry, the tape can be removed CAREFULLY. Add a little texture to tree trunks with oil pastel.

Close/Evaluation: "Gallery walk" to see how everyone's drawings show the details of particular tree types.



Student example

Framework Standards:

Artistic Perception:

(Look, Notice Details)

1.1 Develop Perceptual Skills and Visual Arts Vocabulary: Describe and replicate repeated patterns in nature, in the environment, and in works of art.

Creative Expression:

(Materials, Technique)

2.4 Communication and Expression Through Original Works of Art: Plan and use variations in line, shape/form, color, and texture to communicate ideas or feeling in works of art.

Aesthetic Valuing:

(Evaluate, Appreciate)

4.1 Derive Meaning: Discuss works of art created in the classroom, focusing on selected elements of art (shape/form, texture, line, color).

Curriculum tie-in

Geographical regions of California:
mountain
valley
desert
coast