



Elements: Color

Principles: Contrast

Materials:

- ☐ 9" x 12" white construction paper
- ☐ Scratch paper
- ☐ Watercolor trays (spray with water bottle to activate prior to lesson)
- ☐ Water (in cup/jars)
- ☐ Brushes
- ☐ Paper towels
- ☐ Black and white tempera paint
- ☐ Newsprint or paper (for under art)

Instructions:

1. **Silhouette:** The dark shape and outline of someone or something visible against a lighter background, especially in dim light. View the **silhouette artwork** from any of the following artists:

American artist **Kara Walker** – Panoramic silhouettes of Plantation life/African America History

Canadian artist **Kristi Malakoff** – Silhouettes of children (see below)

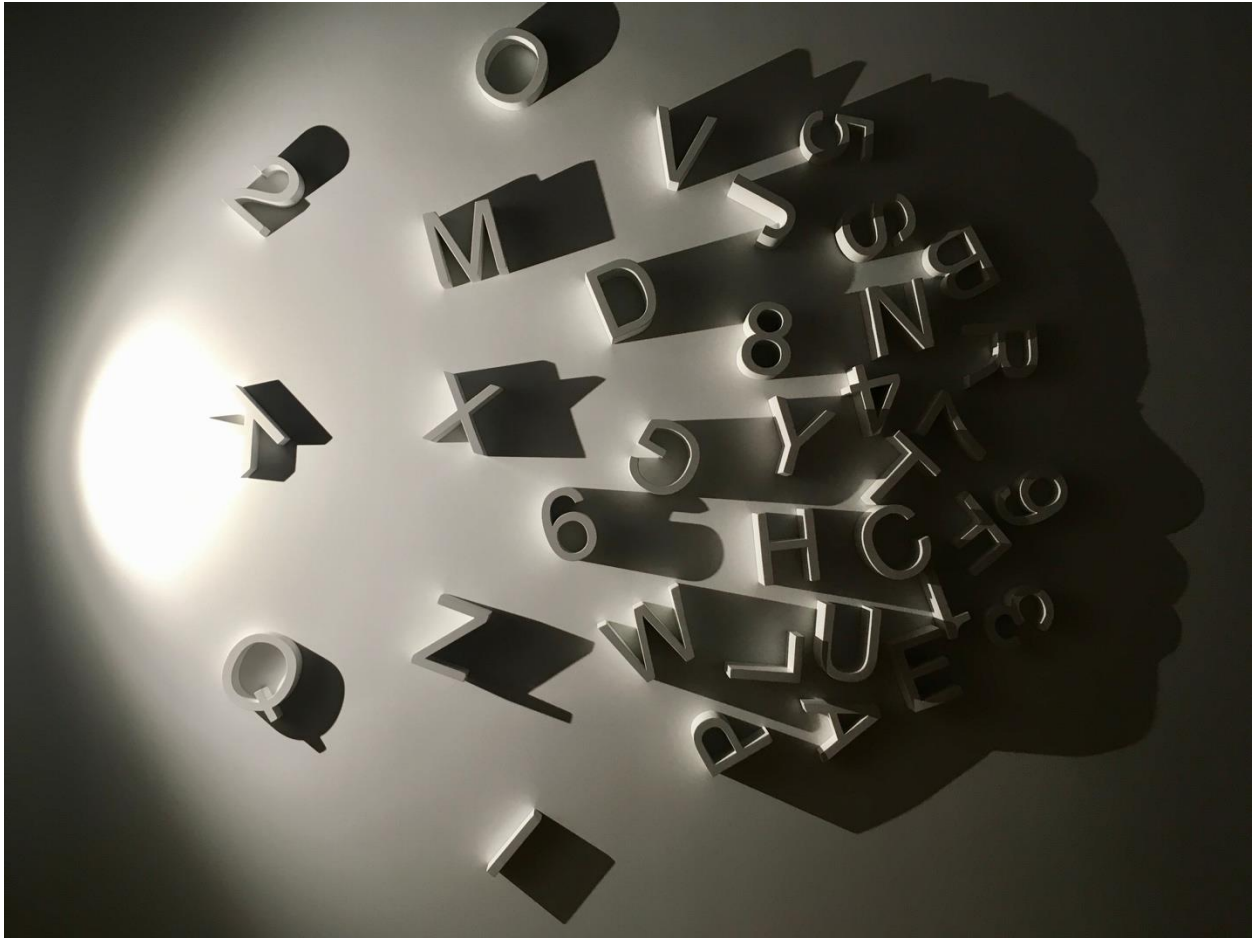
New York-based Japanese artist **Kumi Yamashita** – Art pieces using light/shadow (see below)

2. Using watercolor, have students **paint over the entire surface of their paper using a variety of colors**. Have them think of the colors in a sunrise or a sunset for inspiration. Remind students to keep their watercolor painting **"free from puddles"** by spreading the paint from one side of the paper to the other, without leaving pools of water.
3. While their watercolor is drying, have students use scratch paper to **practice making tree silhouettes with black paint**.
4. Once the watercolor paper is dry enough, have students **add a horizon line slightly about the middle of their paper**. They should keep in mind that they need to leave room to make some background mountains and also to add some black paint for the silhouette land masses.
5. Have students **paint their mountains in a contrasting color from the watercolor** that is already on the paper. **High contrast colors are opposite each other on the color wheel**.
6. Next, have students **use black paint to create land shapes** on the bottom half of their paper. If they are going to include trees, small trees are what is needed in the middle of the paper, while larger trees should be toward the bottom of the paper to create more of a sense of depth in the artwork. Take a moment to write – **small trees = background, big trees = foreground** – on the whiteboard.

7. Remind students that **the black paint they are using on their Pacific Northwest landscape should only take up about a quarter of the painting.** The idea is to show a good amount of color from the background watercolor and mountains. Trim the mountain with white tempera if desired.
8. Write names on back of paper. Have students wipe out the top of their watercolor tray with a paper towel and finish cleaning up.



Canadian artist **Kristi Malakoff**



New York based Japanese artist **Kumi Yamashita** - Profile