



**Museo Art Academy**  
**Visual Arts Enrichment Program 2010/2011**  
**Snoqualmie Elementary**  
**Session 6: Oil Pastels**

*My name is Jan Charleson and through Museo Art Academy, I am teaching the weekly PTSA-sponsored art program at Snoqualmie Elementary. Occasionally, oil pastels are mistakenly considered a “high quality crayon”. Not so! They are a wonderful mix of deep pigments and oils that reveal brilliant color, layer with a buttery feel, and can even produce an impasto effect. Our students learned how to take advantage of the artistic properties of oil pastels, layering colors, and blending with tools and linseed oil, to create the sense of a vibrant oil painting in their art.*



*The oil pastels are packed in their boxes and we have wrapped up our last session of art. It has been a privilege to work with your children this year. The teachers at Snoqualmie are top-notch and I appreciated their welcoming manner and support of the visual arts. In addition, the PTSA volunteers made the art room hum with efficiency and positive energy. Because of the regular volunteers in art, I was able to teach a curriculum and give attention and instruction to each child. The volunteers prepared paint palettes, taped watercolor paper to mats, handed out supplies, helped students find a seat quickly, and provided encouragement. If you received a beautifully mounted art piece at home, it was due to the generous time of the art volunteers.*

*Kristi Gohlke is the parent and PTSA member who was in portable 32 every Thursday for the full day. Her dedication and consistency contributed to the success of the program and it was a pleasure working with her and all the parent art volunteers.*

*Jan Charleson, Art Instructor*

**First Grade**

Andy Warhol's “25 Cats Named Sam” was the springboard for the Pop Art-style expression of the first graders. The students clearly enjoyed the vibrant and colorful School of Pop Art and created their own fabulous cats, paying attention to the art elements of Line, Shape, and of course, Color. They sketched their cats with confidence and used the space of their Bristol paper canvas, pleasing both themselves and their art teacher! Bristol paper is heavy weight art paper and provides a bit of a “tooth” to grab and hold the bold pigment of oil pastels.



**Second Grade**

Science and art combined for 2<sup>nd</sup> grade when the subjects of Dr. Jane Goodall's primate studies came to life in oil pastel. Our students observed the design principle of symmetrical balance and rendered their own chimpanzee living in the jungles of Tanzania, Africa. Using their knowledge of Overlap and Perspective, they placed their chimpanzee (or two) in a jungle of their own imagination. Working on black construction paper, the students worked with oil pastel layering and color choices to produce a beautiful contrast and the surprise of a curious chimpanzee observing the artist.





### Third Grade

The 3<sup>rd</sup> graders learned how to use the design principle of Pattern to create the pleasing feel of Rhythm in their artwork. Students chose an animal and practiced their skill at observing Shape to draw their animal, creating a template. They then used their template to make their own rhythmic Frieze in the style of German Master Artist, Franz Marc. The vibrant colors of the oil pastels were used to distinguish the animals from the background by choosing Warm versus Cool Colors. The layering and blending ability of oil pastels allowed the students to create rich and textured art.



### Fifth Grade

The unique landscapes of Dutch Master Artist, Vincent van Gogh, served as the inspiration for the layered landscapes created by our 5<sup>th</sup> graders. The students used their knowledge of Space, Overlap, and Atmospheric Perspective to create a sense of depth in their colorful landscapes. Using the color-layering properties of oil pastels, they played with size differences of features such as evergreen and deciduous trees, cactus, and tropical palm trees. The students used linseed oil to facilitate more precise color blending, which gave their artwork the feel of an oil painting. Each distinct landscape depicted a place worthy of an imaginary visit.



### Fourth Grade

The artwork of French Master Artist, Paul Cezanne introduced the 4<sup>th</sup> graders to the art of Still Life. The students were provided color photographs of several types of fruit and asked to observe True Color. An apple is not just solid red, but is made up of reflection, shadow, different values of red, and possibly other colors. The students chose a photo and sketched a close up of a single piece of fruit. They used their oil pastels to add realistic color and used strokes that helped define the Form of the fruit. To masterfully blend colors and achieve a more finished look, the students blended the oil pastels with linseed oil. Their art looked almost good enough to eat!

