



## BAEA Presents: *Art History in a Bottle*

(Upper Elementary, Middle, and High School)

### Supplies Needed:

- Glass bottles (various sizes)
- Stainless Steel Wool Scrubber
- Paint Markers
- Art history visual stimulus
- Art history “message” to put inside (book report, essay, etc.)

\*\*Wine bottles work great! Contact your local restaurants and bars and they will probably donate for free! To remove labels from bottles, soak in soapy hot

water overnight. Use “goo-gone” and stainless steel scrubber to remove any remaining glue or paper. Also, you can use an x-acto or knife to remove any foil wrappings. It is best to do this before starting the lesson!

### **Objectives:** Students will...

- Report on a famous artist
- Devise and apply a plan to recreate an artwork
- Incorporate art history, aesthetics, and criticism with a hands-on activity
- Experience the skills and techniques belonging to a particular culture, time and place

### **Procedure:**

1. Have students pick a famous artist to simulate on their bottle (or you could assign them...there are many ways to do this! See suggestions below for variations)
2. Get paint pens/markers ready to use: shake, remove caps, press tip down until color appears. You can mix colors to create new colors on a plastic surface/palette
3. Pick a place on the bottle to start and begin drawing/painting! It is best to work from top to bottom to avoid smudges. Consider using one color to “map” out a sketch with dots or broken lines to ensure proper proportion.

**Alabama Course of Study:  
Upper Elementary (3-5)**

3.9 Contrast artistic styles of various cultures, times, and places.

4.8 Identify works of art from various artists that were inspired by the environments in which they were created.

5.6 Describe works of art according to the style of various cultures, times, and places.

**Middle School (6-8)**

1. Create works of art utilizing a variety of traditional and nontraditional media and techniques.
7. Describe historical and cultural influences on works of art.

**High School**

Level 1(11) Describe historical themes, symbols, and styles associated with works of art from various cultures, times, and places, including major periods and movements.

Level 2(4) Evaluate student works of art orally or in writing according to specified criteria.

Level 3(4) Demonstrate independent research related to studio work.

Level 4(7) Analyze specific works of art to determine the relationship between intrinsic qualities and historical and cultural context.

**Variations:**

- For older (high school aged perhaps) students you could have them do their artwork in the style of a local living artist. They could have the “message” inside be an interview with the artist
- Get mason jars (or other jars with lids from home or thrift stores) and do a “culture jar.” Have students do the flag, do a miniature work from a famous artist in that culture, etc and install into the clear jar. The finished artwork would be “viewed” by opening the jar and sifting through the materials inside.
- Focus on a specific culture, art movement, era, etc. and have each student do a different style/artist within those parameters.
- The “messages” inside could be anything from a book report, an outline on the artist, an essay, interview or even other visual images from the same artist!

\*\*This lesson comes from NASCO. They also graciously provided the painter’s markers for our workshop. To see their lesson you can visit their website:

[http://www.enasco.com/pdfs/ac\\_lessons/volume11.pdf](http://www.enasco.com/pdfs/ac_lessons/volume11.pdf)