

Julia Jaquette Lesson Plans

High School Lesson

Lesson Title: Painting a Glass of Water

Activity: Students will learn to use shadow and highlight to paint a glass half filled with water

Grade level: 9-12

Time: 4x45 min. periods

Objectives:

By the end of this lesson, the class will have made a point-to-point blow up drawing of a glass of water and each student will create a gouache or watercolor painting of a glass of water on a surface

Materials: For each student:

- 1 piece of drawing paper (6"x6")
- 1 piece of watercolor paper (approx. 12x15)
- 1 set watercolors or gouache

For the class as a whole:

- 1 black and white photo of a glass half filled with water, enlarged to 9x12
- Assorted drawing pencils (ebony, 4B, 2B, HB, 2H)
- Vine Charcoal
- White Conte' crayon, or White Conte' pencil, White Charcoal Pencil, or white soft Pastel
- Blending stumps, or tissue
- Erasers
- Watercolor Brushes
- Water cups
- Several glasses to be filled with water for observation
- Pencils (various hardness) and erasers

Additional Resources: YouTube videos:

How to Draw a Glass of Water, Narrated Step by Step

<https://www.youtube.com/watch?v=Lf8lwkp44s&feature=youtu.be>

Gouache Techniques: Tiling, Grisaille, and Mid-tone Methods (beginning at 3:56)

<https://www.youtube.com/watch?v=gnFTfmCexBM>

Vocabulary: Value, highlight, shadow, mid-tone, abstract, gouache, grisaille

Inspiration: Julia Jaquette is among a group of painters who have developed a keen ability to paint liquid in glass, or glass by itself. Another is Janet Fish. Doing so requires carefully observing highlights and shadows on the surface of the glass and on the surface of the liquid. By learning to first draw a glass of water in black and white, you will be able to paint a very realistic glass of water.

Procedure/Activity:

Period 1

- Review images from Julia Jacqutte and Janet Fish
 - Discussion questions:
 - What are some of the ways that the artists create the illusion of clear glass and clear or transparent liquids?
 - What role do highlight and shadow play?
- Students work as a class to begin a point-to-point blow up an image of a glass of water (provided).
 - Print two copies of the attached image of a glass of water (or other image selected by teacher)
 - On one copy, draw a grid of 12 squares (each section of the grid will be approx. 3"x3")
 - Number the sections of the grid on the back of the page
 - Cut the gridded drawing into squares
 - Distribute 1 3"x3" square to each student
 - Students will study the patterns of light and dark and reproduce the image on the 3"x3" square on to a 6"x6" piece of paper using pencil

Period 2

Point-to-Point Blow Up drawing continued.

- Teacher distributes reference images and 6"x6" drawings started in previous period.
- Students continue working on 6"x6" sections.
- When all students are finished, the 6"x6" squares can be re-assembled into an 18x24 group drawing

Discussion: The role of value (shadow, mid-tone and highlight), the importance seeing glass, water and light as a series of abstract patterns

Periods 3 and 4

- Place glasses with water in the studio where students can observe them
- Discuss where students see highlights and shadows
 - Refer to insights from Activity #1
- Watch YouTube Videos
 - How to Draw a Glass of Water, Narrated Step by Step
 - <https://www.youtube.com/watch?v=Lf8lwkp44s&feature=youtu.be>

- Gouache Techniques: Tiling, Grisaille, and Mid-tone Methods (beginning at 3:56)
<https://www.youtube.com/watch?v=gnFTfmCexBM>
- Students use pencil and/or charcoal, erasers and white tools to create a drawing of a glass of water.
- Using gouache or watercolor, students create at least 3 values of a single color or related colors and apply the values as suggested by the under drawing. If using watercolor, (value can be built up in layers of wash and highlights can be protected with frisket, or other masking fluid—rubber cement can be used as a substitute for masking fluid)

Standards:

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

1.3.12.D.2: Culturally and historically diverse [art](#) media, [art mediums](#), techniques, and styles impact originality and interpretation of the artistic statement.

1.4.12.B.2: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.



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Images: (To be stored as separate files)

Julia Jaquette



Cognac

2011

Oil on linen

76x93in

<http://www.juliaJaquette.net/water-liquor-hair/enq4jcmq1tmjew1l8hp7k3dcotr5lz>



Bourbon Straight

2009

Oil on wood panel

8x8in

<http://www.juliaJaquette.net/water-liquor-hair/v2I5ysk9wnrchslta4mejbxckgi70b>

Janet Fish (American, born 1938)



Six glasses of water,

1974–1974

Pastel

56 x 94.3 cm. (22 x 37.1 in.)

<http://www.artnet.com/artists/janet-fish/six-glasses-of-water-S6jESj1TNtS49DUmCOLvSg2>



Afternoon Reflections, June and September,
1978

Oil on canvas

152.4 x 121.9 cm. (60 x 48 in.)

<http://www.artnet.com/artists/janet-fish/afternoon-reflections-june-and-september-kX5h2Te0Qa5uGygqpMJKdQ2>



Beer and Brandy Glasses,
1975

Oil on canvas

117 x 101.5 cm. (46.1 x 40 in.)

http://www.artnet.com/artists/janet-fish/beer-and-brandy-glasses-97bH_UpKtkVlgxiO7Zqc5A2

Glass of Water for Activity #1



<http://vignette2.wikia.nocookie.net/creepypasta/images/1/11/Glass-of-water.jpg/revision/latest/scale-to-width-down/800?cb=20120408000856>