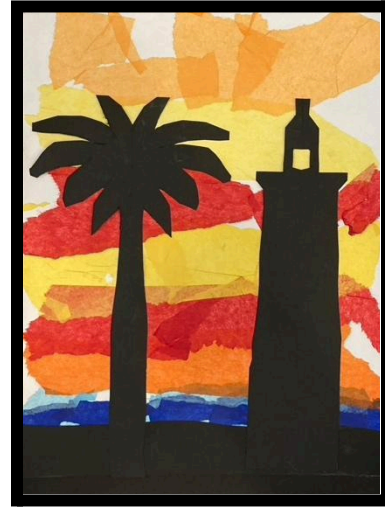


TK-2



Grades 3-5

## PV Lighthouse at Sunset

By Robin Kiss

March 2025

*"Lighthouses are beautiful in a plain sort of way."*

Edward Hopper

### Project Description

Inspired by the lighthouse paintings of Edward Hopper, students will use torn tissue and black paper to create the silhouette of our own Point Vicente Lighthouse at sunset.

### Learning Objectives

1. Make a collage with cut or torn paper shapes.
2. Demonstrate skill in use of tools and process: Such as use of scissors, glue, & paper.
3. Use placement, overlapping, and size differences.
4. Mix and apply layers to change a color's characteristics.



## Supplies: Per Student

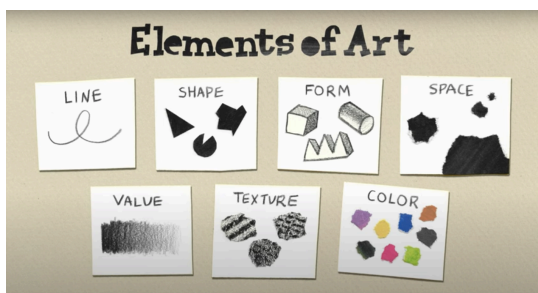
- one (1) light blue cardstock: 8 ½" x 11"
- black cardstock rectangles:
  - Grades TK-2: Land and lighthouse
  - Grades 3-5: Land, lighthouse, palm tree and (optional) caretaker house
- glue stick
- scissors
- one (1) Richeson Black Art paper: 9" x 12"
- #2 pencil or white pencil, if available
- AAYF program label

## Supplies: Shared by 2 students

Tissue paper set:

- One (1) of each: Red, orange, light orange, bright yellow, light yellow, light blue, pink, bright pink, lavender, and white.
- Two (2): dark blue.

## Art Vocabulary



Children's Museum of the Arts, [cmany.org](http://cmany.org)

**Elements of Art** – are stylistic features/ building blocks used to make a work of art. The seven most common elements include line, shape, form, space, value, texture, and color.

**color** – Element of Art. The visual perception of color depends on the reflection or absorption of light spectrum from a given surface. The three characteristics of color are hue, value, and intensity.

**collage** – an artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

**horizon line** – the visual boundary (eye level) where the sky and earth seem to meet.

**organic** – refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.

**American Realism** – 20th century artistic movement characterized by subjects painted from everyday life in a naturalistic manner.

## Historical and Cultural Context

**Edward Hopper** (1882-1967) is generally considered the foremost realist painter of 20th-century America. He was famous for painting pictures that looked real. He transformed the flat canvas, skillfully creating the illusion of 3-dimension. His artwork painted with realism reflected the loneliness of life in the modern city and rural America. He often sketched on location, drawing inspiration from his surroundings and the people he encountered.

Hopper was born in upstate New York to a middle-class family. He studied commercial art, but always wanted to be a painter. Between 1906-1910, Hopper made three trips to Europe where he studied with American realist Robert Henri. Although he had little interest in Fauvism or Cubism, Hopper developed an attachment to the works of Degas and Manet whose composition and images of urban life would influence his art.

In his earlier years, Hopper struggled to gain recognition. Although he worked primarily in oil painting, he also mastered the medium of etching which brought him more immediate success. He lived in NYC where he maintained a studio throughout his career and spent summers in New England. Hopper used locations of Cape Cod repeatedly in his art. He liked to paint lighthouses.

## Point Vicente Lighthouse

In 1923 the federal government purchased 13 acres of Palos Verdes Project land to construct a lighthouse. Although it had been commissioned in 1925, plans were required to pass the local Art Jury. As a result, the PV Lighthouse is America's only operating lighthouse where architecture of the Spanish or Mediterranean type is used. Additionally, it is the only lighthouse property that has palm trees.

## Why Are Sunrise and Sunset so Colorful? Rayleigh Scattering

During sunrise or sunset, when the sun is close to the horizon, the light must travel through more of the atmosphere than it does when the sun is overhead. This results in more scattering of light, including longer wavelengths such as yellow, orange, and red, which creates colorful sunrise and sunset skies.



## Project

### Docent Prep: Black cardstock

Cut black cardstock according to diagram: *Grade specific as it is different for grades TK-2 and grades 3-5.*

#### Grades TK-2

- Cut the rectangle for “house” first. Set aside for cutting in half again for grades 3-5.
- One sheet of cardstock makes **2 student sets** of “lighthouse” and “land” rectangles of the same size.
- Pre-fold the 2 “lighthouse” rectangles in half, vertically (*Not the “land” rectangles.*)

#### Grades 3-5

- Cut the rectangle for “land” first. (Note: the “land” rectangle is the same size as the “house” rectangle cut for TK-2.)
- One sheet of cardstock makes only 1 student set: A rectangle for the “land”, “lighthouse”, and “palm tree”.
- The “land” rectangle is slightly smaller than the “lighthouse” rectangle. It would be helpful if the lighthouse rectangle was pre-folded (in half vertically) before handing it out to make sure the two are not confused.
- Time permitting, also prefold (in half vertically) the rectangle for the palm tree. This will savetime, since folding corner to corner is a skill not all students master.

### Docent Prep: Tissue paper (All grades)

- Cut sheets of tissue paper into 10 pieces (6” X 10” each):
- Assemble color sets one of each color, except dark blue 2.
- Two students share a set.
- Have extra sets on hand.

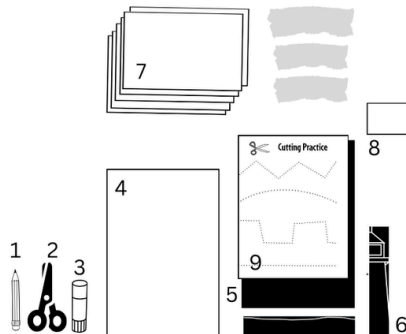
### Use slides to prepare students:

- Introduce students to the artwork of Edward Hopper:
    - Focus on his Lighthouse paintings.
  - Show students images of the PV lighthouse during the day and at sunset.
  - Discuss Rayleigh Scattering:
    - Identify the colors in the sunset: Red, yellow, orange, blue, purple, etc.
    - Explain that at sunrise and sunset, sunlight is no longer shining directly on the surface. This causes what is seen to be dark.
1. Introduce the project. Students will create a collage, a silhouette of the PV Lighthouse at sunset and the process will be broken up into two parts:
    - **Part one- Tissue Paper:** Tearing and applying the tissue paper.
    - **Part two - Black Cardstock:** Drawing, cutting, and gluing the lighthouse, land, tree and house.
  2. Grade appropriate: review vocabulary words.

## Setup - Optional

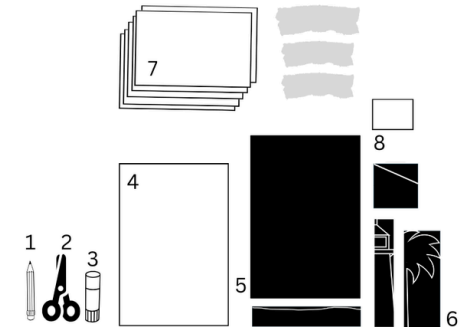
Here are some ideas for how the Helping Hands can help Docents lay out the supplies for each student.

### Set-up per student: Grades TK-2



1. Pencil or white pencil
2. Scissors
3. Glue stick
4. One (1) Light blue cardstock
5. one (1) Black Art paper: 9" x 12"
6. Black cardstock rectangles: Flat "land" and folded "lighthouse".
7. Tissue Paper Set , shared by 2 students
  - 13 colors (2 dark blue)
  - if available, scraps from previous class
8. AAYF Label
9. Practice Cutting worksheet

### Set-up per student: Grades 3-5



1. Pencil or white pencil
2. Scissors
3. Glue stick
4. One (1) Light blue cardstock
5. one (1) Black Art paper: 9" x 12"
6. Black cardstock rectangles: "Land", "lighthouse" (preferably folded), palm tree and optional caretaker's house.
7. Tissue Paper Set, shared by 2 students
  - 13 colors (2 dark blue)
  - if available, scraps from previous class
8. AAYF Label



## Procedure Part One: Tissue Paper

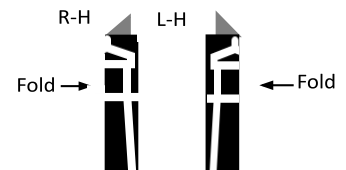
### Applying tissue paper all grades

1. Use the unfolded “land” rectangle to draw land and horizon lines: **(Note: Grade 3-5 students land and lighthouse are close in size, but not the same.)**
2. Tear all sides of strips of tissue paper, with exception of one dark blue. Leave the width of the cardstock with a straight edge to cover the horizon line:
  - a. Set the straight edge strip aside to apply after the sunset sky and ocean are completed.
3. Apply torn strips with glue to the light blue cardstock, layering some thereby creating new values.
4. Glue the ocean with mostly dark blue with details of smaller pieces of white and lighter blue.
5. Overlap different color tissue paper to make the sky colorful with new hues.

## Procedure Part Two: Black Cardstock

### Lighthouse: All Grades

1. If rectangles are not pre-folded have students fold the lighthouse rectangle in half vertically.
2. Draw half the lighthouse according to Drawing Guide on folded paper.
  - a. Right-handed students opening to the right and left-handed students opening to the left.  
*(Note: Diagram incomplete drawing of lighthouse, follow Drawing Guide.)*
3. **For TK-2 have students first practice cutting with scissors on worksheet or pre cut some parts to save time.**
4. Hold the two sides together (with paperclip, if necessary) start cutting on the line from the bottom up. *(Note: For TK-2 cutting out the lighthouse might require guided practice, that is demonstrating cutting on each and every line.)*
5. Set aside for assembly.



### Palm Tree: Grades 3-5

1. Draw outline of half the palm tree on folded paper (see Drawing Guide) and cut out. *(Note: Pay attention to right- and left-handed placements, diagram above.)*
2. By folding the paper in half when the paper is opened, the leaves will be symmetrical.
3. Modify some of the leaves with the scissors to create a more natural looking palm.

### Land: Grades TK-2

Grades Tk-2 students have a different view of the cliff than grades 3-5 students. In their art, they see the edge of the cliff. The rectangle for the land is longer and needs to be trimmed to fit:

1. Put the land rectangle in place. Mark the rectangle where it meets the end of the cardstock.
  - a. Draw a line from the pencil mark down to show the new end of the rectangle.



2. Remove the rectangle. Moving left to right, draw a curvy horizontal line across the very top rounding when just reaching the newly marked end. (Drawing Guide: Land Grades TK-2.)
3. Use the pencil line as a guide to cut out the cliff's edge.

### **Land: Grades 3-5**

Since older student's view includes the palm tree, the curved edge of the cliff is not seen:

1. Draw a horizontal line across the very top of the rectangle (Drawing Guide: Land Grades 3-5.)
2. Use the pencil line as a guide to cut out the top of the cliff.

### **Caretaker's House: Grades 3-5 (Optional)**

**Note:** *Paper may not be available for all students.*

1. Holding the house rectangle horizontal, fold in half (Drawing Guide: House.)
2. Draw line on an angle as indicated in the Drawing Guide.
3. Use the pencil line as a guide to cut the angle of the roof.

### **Assemble:**

#### **All grades apply glue to pencil side**

**ALL GRADES** check placement without gluing. Make sure there is room for all the pieces starting with the land, then the lighthouse, and palm tree. When satisfied everything will fit, glue pieces in place:

**Note:** *If adding the caretaker's house, see gluing instructions below in Grades: 3-5 for sequence.*

#### **Grades: TK-2**

1. Glue land first.
2. Then glue the lighthouse.

#### **Grades: 3-5**

1. Glue land first.
2. Then glue the lighthouse in place.
3. If adding the caretaker's house, glue in place next to the lighthouse.
4. Glue the palm tree to the left of the lighthouse (in front of the caretaker's house.)

#### **Assemble: Final all grades**

1. Check tissue paper sunset for any unglued edges.
2. Turn art over and trim excess tissue with scissors.
3. Turn right-side-up and print name in lower right-hand corner with pencil.
4. Mount on Richeson black art paper. (If the project label is not affixed, fill in your information and add a label.)



## **Docent Project Management**

- Time Management Tips:
  - Remember to watch the clock and make sure you are where you need to be to complete the project. Artwork can always be mounted later but should absolutely be mounted.
  - Decide in advance of the class, how many minutes to allocate for applying the tissue paper, drawing, cutting, and assembly. This will vary based upon grade level skill. For example, younger students will probably need more time to draw, cut, and assemble.
  - Limit discussions about historical and cultural connections. Show one or two of Hoppers lighthouse paintings and then sunset photos of the Point Vicente Lighthouse.
- Keep larger tissue paper scraps for other classes.

## **Aesthetic Valuing:**

Take time at the end of the project to have students reflect on their project by asking these grade level questions. The conversation can be facilitated by docents or classroom teachers:

1. What colors did you use to make the sunsetting sky?
2. Did you make any new colors by overlapping the original colors?
3. What math shapes did you draw to make the lighthouse?
4. What do you like best about your artwork?



## **AAYF Artist Bio**

Robin Kiss is a teaching artist. A past AAYF president and participating program artist, she has presented several projects to students. She has also taught integrated art residencies to students in the Palos Verdes and Paramount Unified School Districts, provided professional development, and unique programming for GATE, and Art/ELL residencies. Robin returns to AAYF as a Helping Hand in her grandchildren’s classrooms and currently serves as a board member.

Earning an art degree, with honors in drawing from the State University system in New York, Robin trained with renowned Realist artist Phillip Pearlstein and Abstract Expressionist Jimmy Ernst. She spent many years in the classroom as both a paid kindergarten aide and Title 1 aide across the grade levels.

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Art At Your Fingertips is a Palos Verdes Art Center school-based outreach program that brings visual arts education to elementary school classrooms from transitional kindergarten through fifth grade.

Established in 1976, this program reaches 6,000 students annually on the Palos Verdes Peninsula. Run completely by parent volunteers, AAYF’s paramount objective is to make every child feel comfortable using art as a means of expression. We thank the Palos Verdes Peninsula Unified School District, PTA, PTO, and Booster Club for their support.

[pvartcenter.org](http://pvartcenter.org)





## PV LIGHTHOUSE AT SUNSET

Learn more about the Point Vicente Lighthouse and Edward Hopper, an artist known for his fondness of lighthouses.

You can find these materials in one of the Palos Verdes Library District libraries

### **Edward Hopper: An American Master**

**Adult Nonfiction 759.13 HOPPER BERKOW**

This volume distills the essence of its subject with authoritative texts and lavish illustrations. This book celebrates a popular artist who saw the lyricism in Main Street and explored the visual vocabulary of light.

### **Point Vicente Lighthouse**

**PVIC Docent Research Series 368**

Learn more about the Point Vicente Lighthouse. This resource is available in the Local History Collection at the Peninsula Center Library.

### **Playing With Collage**

**J Nonfiction 702.812 BAKER**

Each of the four main sections in *Playing with Collage* presents an abstract collage by the artist and offers suggestions and starting points for anyone aspiring to master the art.

### **How Does a Lighthouse Work?**

**J Nonfiction 387.155 BELYAEV**

How can we tell one lighthouse from another? What does a lighthouse keeper do? Where are the most unusual lighthouses in the world? Depart on an enchanting voyage with the school children in this book to discover the answers to these questions along with other fascinating facts about lighthouses and how they work. A charming journey through the science and history of lighthouses around the world.

### **Collage With Color**

**Adult Nonfiction 702.812 DAVIES**

Collage is a favorite with crafters at every level--it's fun and easy. But sometimes the results can be a little drab. No more! *Collage with Color* shows crafters how to create brilliantly colored collages by decorating papers with acrylics, watercolors, and watercolor dyes

### **More about the PV Lighthouse and Edward Hopper**

*History of the PV Lighthouse*

<http://www.palosverdes.com/pvlight/>

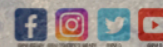
Edward Hopper @ the Whitney Museum of American Art

<https://whitney.org/artists/621>



PVLD.ORG

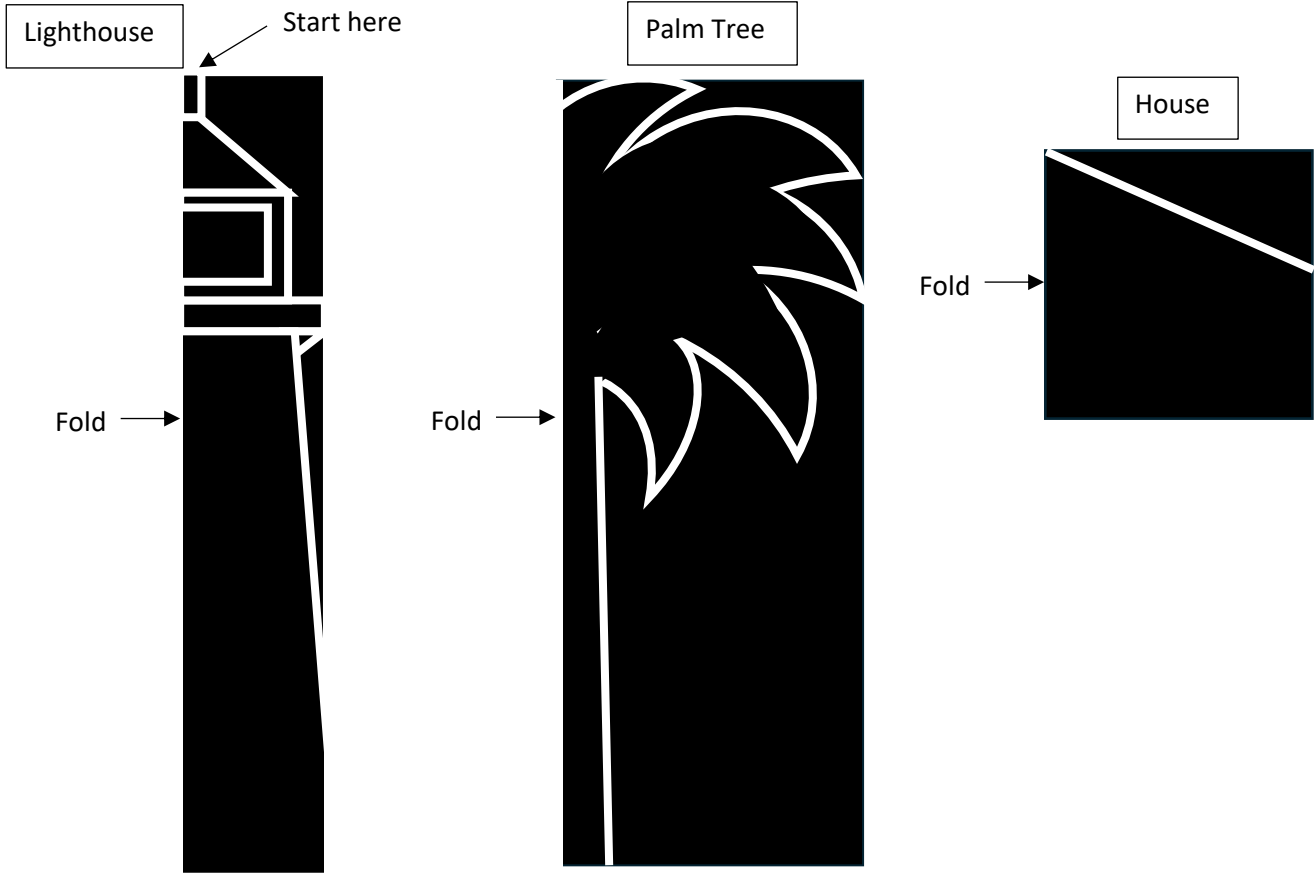
FOLLOW US



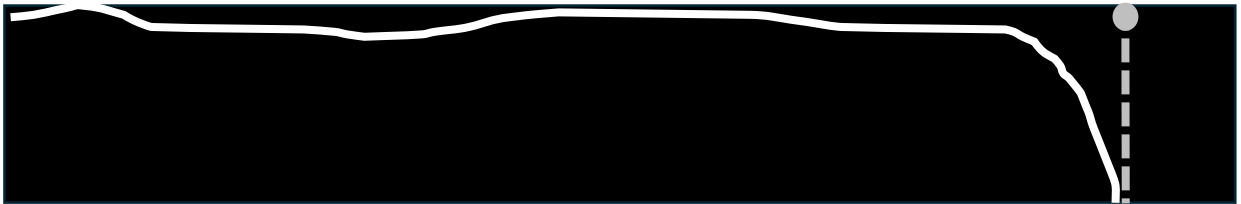
# Drawing Guide: *Point Vicente Lighthouse at Sunset*

Not to scale

*Right-handed view, opposite for left-handed students for lighthouse and palm tree only.*



Land: Grades TK-2



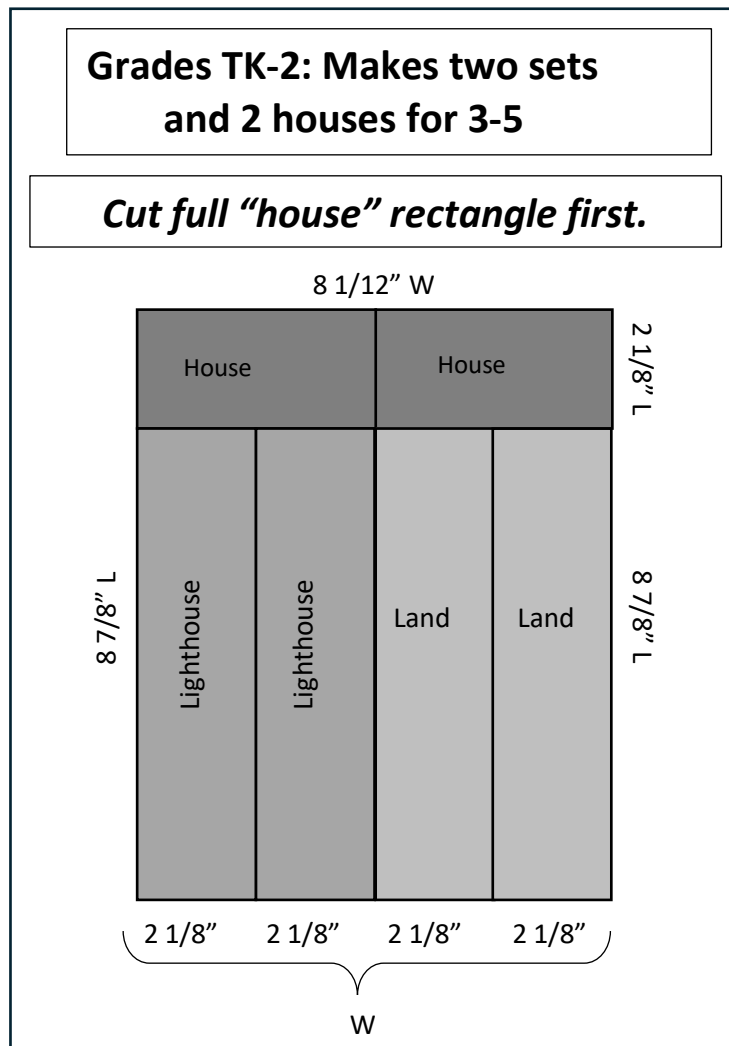
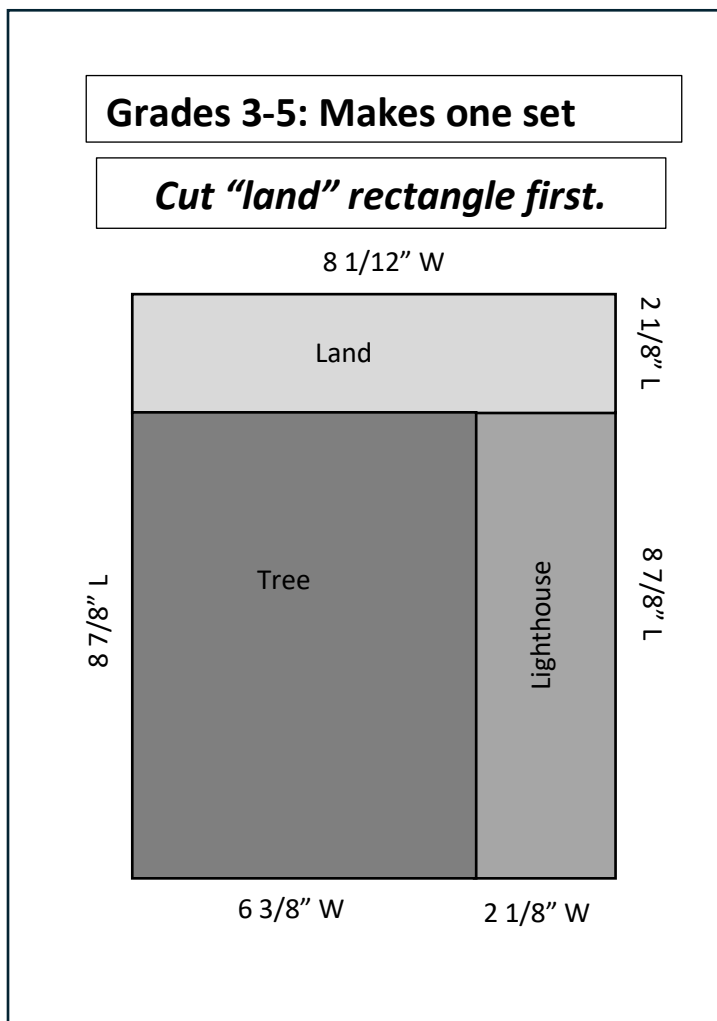
Land: Grades 3-5



# Cutting Card Stock and Tissue Paper

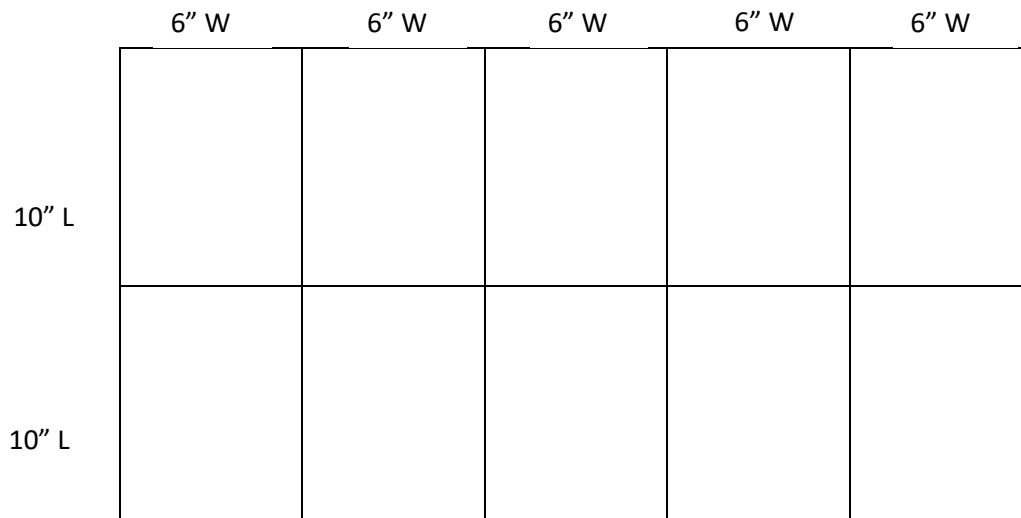
**Not to Scale**

**Black Card Stock: 8 1/2" x 11"**



**Tissue Paper: 20" x 30"**

***Cut into 10 pieces: 6" x 10" each***





# Cutting Practice

