

Imagine Schools *ENCORE*



*VISUAL ARTS PROGRAM
FOR GRADES 3-5*



Developing Character

Enriching Minds

Imagine Schools Presents
"Let's Create It Again!"



An Encore
Visual Arts Program
For Grades 3-5

"Let's Create It Again!"

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“Let’s Create It Again”

An Encore Visual Arts Program for Grade 3-5

You are about to journey into the world of art where lines will take on new meaning, colors will evoke new feelings, and space will give new direction. In this visual arts curriculum, children will learn that there are many aspects and forms of art. The arts provide a purpose for celebration, personal expression and communication. We use art to enhance our environment, express our emotions, and communicate our thoughts. Art is made by people in every culture and land. Many of the works to which students will be exposed are created by famous artists. Creativity, acceptance and effort will be stressed for every artistic endeavor.

In this standards-based curriculum, each grade level will work with the elements and principles of art. The elements of line, shape, color, value, space, form, and texture are the basic visual symbols in the language of art. These seven elements are what artists use to create a work of art. No matter what medium an artist uses, these visual elements will always be present. Only the degree of emphasis will change. The principles of art will also be present in each lesson. They are the rules for visual images such as rhythm, balance, emphasis, variety, harmony, and unit. Artists use the elements and principles of art to organize their thinking as they produce a piece of art.

Students will work on one project each week. The art materials (or media) used will range from two-dimensional projects with paint, fabric and pastels to three-dimensional projects using clay and collected objects. Students will be exposed to specific techniques used to manipulate the materials. For example, the proper technique for holding a brush to create a thin line is different from the technique for producing a thick line. They also will learn how to sequence steps in order to achieve the best quality on their art project. For example, the process of creating a finished watercolor painting is made up of many interwoven steps from thinking to sketching to deciding on the elements and principles and the watercolor techniques to use. Cross-curricular connections are made in each lesson. Teachers can easily sequence the projects to correlate with the concepts they are teaching during the Core Day.

Pacing the week is left up to the individual teacher. Let your students’ needs guide your days. If they need more time on certain aspects of the project, spend more time there. If you find they are zipping through a project, use the supplementary materials to enhance the week. The Technique Tips Chart and Art Prints will surely enhance a lesson. Do the recommended activities/prints that follow the standards for the week, or find one that pleases your eye.

A student portfolio will provide an account of each student’s growth in artistic talent during this year. Children’s observation skills, fine motor techniques and critical analysis of the world around them will be stressed. Assessment should occur in some form each week. Select from the variety of checklists and portfolio forms in the assessment section of this packet.

At the end of the nine weeks, the students who are in your visual arts program will share their work with their peers, family and friends in an Art Fair. Planning this event with the other visual arts teachers can provide a common theme, or working with the performing arts or reading enrichment teachers on a production might be the choice your class will make. Welcome to this blank canvas where students are encouraged to explore and say:

“Let’s Create It Again!”

An Encore Visual Arts Program for Grades 3-5

Program Description, Pacing Guide for the Encore Hour

Art Start! activities will start each art Encore lesson. They should take 10 to 15 minutes.



During this time, students will gain an appreciation for illustrators, develop observation skills, identify specific art techniques, and classify different mediums for art. As students walk into the art class, they should see art.

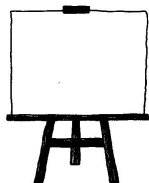
- Display an art print or Caldecott book as students enter your classroom.
- Have students analyze the work in their Artist Notepads (see appendix).
- Conduct a discussion about the selection using the following questions (art background information found at the end of this packet):
 - How did this piece of art make you feel?
 - Identify mood
 - Discussion should focus on media – oil, watercolor, metal, stone
 - What is the dominant technique in this piece?
 - Identify the techniques --overlapping, shading, varying size or color and organizational principles– repetition, balance, emphasis, contrast, unity
 - Discuss how that technique creates a certain tone.
 - What is the art's style (form)?
 - Discuss the types of art – landscape, portrait, impressionist, cubism, etc.
 - Discuss why this piece would fall into its designated classification.

Art Smart! activities are the main component of the lesson during the Encore program.



They should take 30-40 minutes. During this time, students will practice their craft, engage in varied art techniques, care for tools, and create masterpieces. Lessons for eight weeks are contained in this guide. They are to be delivered in weekly-project form. During the ninth week, your students will display their work in an Art Fair activity.

Art Show! activities end each Encore art lesson. They should take 10 to 15 minutes.



During this time, students summarize the lesson in creative ways. A tone is set for the next day of art.


- Pick an activity or assessment to review the day's skills, and provide a lesson link for the culminating project or performance.
- Keep a portfolio of each student's work.
- Use the appropriate assessment sheet to provide an overview of your students' progress and of the effectiveness of your lesson.

Art Fair! activities will culminate each nine-week Encore art session. Students can invite friends and family members to view their work in a Gallery Walk, Classroom Art Museum or Portfolio Potluck. Classes may want to team up with the performing arts classes and produce a backdrop for a musical or readers' theater. Plan a fun performance with your team.



Let's Create It Again

Grade Level Themes and Selections

	Third Grade	Fourth Grade	Fifth Grade
	Changing Art Elements and Principles	The System of Art Elements and Principles	The Environment of Art Elements and Principles
The Art Elements and Principles	Changing Threads: Weaving with Paper	A System of Weaving with Yarn	Threading Environments: Woven Landscapes
Line and Balance	Changing Balance by Changing Lines: Totem Pole Masks	Drawing a System of Lines for Balance: Hatching Portraits	Drawing Lines that Create an Environment of Balance: Proportioned Portraits
Color and Emphasis	Changing Color Moods for Emphasis: Painting Seasons in Monochromatic Moods	Color Moods: Systems for Emphasis: Painting Seasons like Van Gogh	Color Moods: Environments for Emphasis Painting like Renoir
Value and Variety	Changing Values for Variety: Life Collages	Value Systems for Variety: High Tech Collages	Environments of Variety Create Value: 3D Assemblage Collages
Texture and Rhythm	Changing Rhythm with Texture: Egyptian Hieroglyphics and Design Cards	Foil, Texture, Structure, Rhythm: Modern Egyptian Relief Assemblage	Texture Creates Environments for Rhythm: Egyptian Jewelry
Shape and Unity	Molas Change Shape with Unity: Animal Molas	Molas— Systems that Shape Unity Plant Molas	Molas Shape Environments for Unity: Mola, Mola
Form, Harmony and Space	Changing Forms for Harmony: Journey into Outer Space	Systems of Forms Create Harmony: Journey into Outer Space	Environments of Form Create Harmony: Journey into Outer Space Crayon Etching
Principles Revisited	Changing Principles with Bubbly Watercolors	The Principles within the Magical System of Watercolors	The Principles in the Environment of Georgia O'Keeffe's Watercolors
Art Fair 	<p style="text-align: center;">Culminating activity that promotes the interdisciplinary connections in the Encore Programs. The visual arts students may come up with a number of ways to share their learning some of which could be:</p> <ul style="list-style-type: none"> ▪ A Gallery Walk ▪ A Museum ▪ A Portfolio Potluck ▪ A School Mural ▪ The backdrop for a play or musical <p style="text-align: center;">An Art Fair</p>		

Third Grade



Change Your Attitude about Art

Contents

Introduction to Third Grade Encore Visual Arts

Week 1: Elements

Weaving with Paper

Week 2: Line and Balance

Totem Pole Masks

Week 3: Color and Emphasis

Painting Seasons in Monochromatic Moods

Week 4: Value and Variety

Life Collages

Week 5: Texture and Rhythm

Egyptian Hieroglyphics and Design Cards

Week 6: Shape and Unity

Animal Molas

Week 7: Form and Unity

Journey into Outer Space

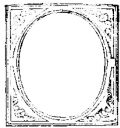
Week 8: Principles

Bubbly Watercolors

Introductory Procedures

Since Encore is something new (and at the end of the day), you will need to establish clear procedures to be followed in order to make your time with your students productive and enjoyable. Create clear procedural guidelines for the students to follow at each phase of the class. Before class, “lead” them to this list as you explain. Have “Art Start, Art Smart, Art Show” written on the board or chart (this should be posted at all times during your Encore class). Leave space for a short list of guidelines that the class will generate during this lesson. Each lesson has three distinct activities:

Art Start is the opening.

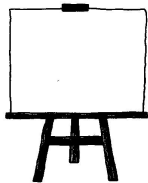


Artist Notepad will be used in this section for brainstorming and analyzing. Have a parent volunteer make a class set of Art Notepads (20 sheets of paper folded into a booklet with a construction paper cover). These will be used all year and put in each student’s art portfolio.

Art Smart is the project or activity.



Art Show is the closing.



- Artist Notepad will be used in this section for reflection and self and peer assessing.

Art Portfolio will house the your students’ most memorable work from the Encore Visual Arts Program. Take a day to have students create their portfolios with poster board and shoestrings or yarn. Have students bring in the materials. Fold the poster board in half, hole-punch the sides, string the edges, and decorate with beads. Students can decorate the outside with personal drawings or items. Selected pieces (about 4), and teacher, student and peer assessment forms should be kept in the portfolio.

Art Fair is the culminating activity for your classes during the ninth week of the grading period.



Art Start

To describe the “Art Start” portion of class, say something like...



“During the first ten minutes of class every day we will be looking at a book or print to analyze the different types of art. Often you will write in your Art Notepad as you reflect on the piece. This part of class will be called ‘Art Start.’ We will be looking at many famous pieces of art and illustrations. Sometimes you will like it, and sometimes you won’t. You will have a chance to express yourself in your Art Notepad, so let the other children observe and form their own opinions. Sometimes the art will make you want to laugh, frown, or say ‘hmmmmm’ or ‘huh????’ This is exactly how

you should express yourself in your Art Notepad! I think that you might be surprised by all the different and wonderful types of art that humankind has created!"

"Can anyone think of a few guidelines that the class should follow during 'Art Start?' " Summarize student answers into one or two positive directives, and write them on the chart or board.

Art Smart



"The next part of the class will no doubt be your favorite: 'Art Smart.' This is when we will be drawing and painting. Sometimes when we create, we will need our own space (show them the correct space-elbows and legs). Sometimes we will collaborate on the project (demonstrate how groups could work around the tables). Sometimes 'Art Smart' might even take place on the floor (have students demonstrate how they would work together without bumping each other)."

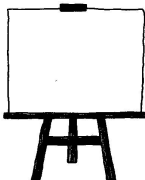
Discuss what they should do if they do accidentally bump someone. Ask, "How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn't want or get the wrong color in the wrong spot?" Sample ways of handling this situation are as follows: Say "sorry" before the person has a chance to get mad; don't wait for the person to say, "Hey, why did you hit me?" Help students to role play this. Also, help them show how they would help the person clean up because that shows you are truly sorry.

Discuss the correct usage of materials. Problem-solve ways to keep accidents from happening:

- Do not put heavy paint brushes in small water containers because the container will tip over, and the water will spill.
- Do not run with scissors or hold the point toward someone.
- Do not touch others when there is chalk dust on your hands.

Ask: "Can anyone raise his or her hand and tell me a few important guidelines for the 'Art Smart' part of class (be sure to lead them to 'never make fun of someone else's art work...')?" Have a student to come and write a summarized phrase on the board or chart.

Art Show



"The last part of class will be 'Art Show,' which will be a time to find out what you've learned during the lesson. It might be a game, some questions, a display of your work, or a demonstration. What if you are asked to share your artwork for that day?"

Let's think of some things to remember for 'Art Show.'" Discuss with students how to give compliments to others during Art Show. Teach them ways to say something nice. Pass out the peer and self assessment forms (see the Assessment section of this packet for the assessment forms). Talk about how you might complete each section. Hold up a not-so-great (messy) piece of artwork, and walk students through an acceptable way to talk about the piece. Write their suggestions on the chart.

Leave the summaries of acceptable student behavior on the board to later transfer to a chart for continued review during the first week of class. Keep the chart available for this class throughout the year. You should review it when you see them again the following semester. If students have a problem during

certain sections of the day, use the parent communication forms (found in the back of this packet) to let their parents know about their talents as well as areas in which they need improvement.

Practicing these procedures will provide students with the structure and framework necessary to have an orderly class. Many behavior problems arise because students know neither the teacher's expectations nor what they are supposed to be doing at a particular time. Keep directions clear and consistent. Make a clear distinction between procedures (guidelines for each individual student) and rules (guidelines and consequences for dealing with and/or hurting others). If students forget the procedures, review and practice them. If students break a rule, administer consequences.

Suggested Book List for Literature Connections
Third Grade Visual Arts

Third Grade Week 1

All My Family by Pat Mora

Third Grade Week 2

Let's Go Fishing (1994) by Trevor Wilson

Linnea in Monet's Garden (1987) by Christina Bjork

How to Make Cheese Muffins (1994) by Isabel Bissett

Third Grade Week 3

Tar Beach (1991) by Faith Ringgold

Little Blue and Little Yellow (1991) by Leo Lionne

Third Grade Week 4

Toothless Albert (1994) by Carol Taylor

Third Grade Week 5

The Winged Cat, A Tale of Ancient Egypt by Deborah Norse Lattimore

It Could Still Be a Rock (1993) by Alan Fowler

Third Grade Week 6

Polar Express (1985) by Chris Van Allsburg

More Shapes and Stories: A Book About Pictures (1967) by Geoffery and Jane Gregson

Third Grade Week 7

All My Family (1995) By Pat Mora

The Stinky Cheese and Other Fairly Stupid Tales (1992) by Jon Scieszka

Third Grade Week 8

White Rabbit's Color Book (1994) by Alan Baker

The Big Orange Splot (1977) by Daniel M. Pinkwater

Week One-Grade 3

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Explore line and shape by creating patterns and textures through weaving
- ❖ Know the differences among art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping, shading, varying size or color), and processes
- ❖ Use two-dimensional and three-dimensional processes to develop works of art from observation or imagination
- ❖ Identify the emotional impact of color by choice of yarn colors
- ❖ Understand texture
- ❖ Demonstrate with the yarn that line can create an illusion of direction
- ❖ Use art materials and tools in a safe and responsible manner

Background:

Weaving is the interlacing of paper, yarn or other materials to form a fabric or design. In the early days of weaving, the work was done by hand. The invention of the loom, a frame for weaving that has extended threads, speeded the process. Primitive people used natural materials for weaving such as palm leaves, straw, reeds and leaves. The people of the Andes Mountains of South America valued hand-woven cloth so much that it was often used for money. The Incas, like the Egyptians, wrapped their dead in cloth to preserve them. Andean craftspeople use wool and cotton to make clothing and hats with colorful, geometric designs.

Color theory: A basic tool of artists is the color wheel. The colors that come from light are called the color spectrum. The color spectrum consists of red, orange, yellow, green, blue and violet. The most wonderful example of this is the rainbow. The color wheel was developed by bending the spectral colors, the colors in the rainbow, into a wheel shape. Artists refer to the colors red, yellow and blue as the primary colors and green, orange and violet as secondary colors. The intermediate colors are the colors which are in between, for example red, *red-orange*, orange. They also include yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.

Materials:

Part 1

9x12" construction paper (red, yellow, blue)

Tape

Markers

Ruler

Crayons

Pencil

Drawing Paper

Color Wheel

Part2

12x18" Construction Paper

(colors-orange, green, purple)

Changing Threads for Elements and Principles (3)

Week 1

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Louis IX and Queen Blanche of Castile*
- Discuss how an artist makes an artwork look pleasing.
- *Getting To Know the World's Greatest Artists*: Dorothea Lang, Giotto, Paul Cezanne
 - Vocabulary (whole-group discussion)
 - **Elements** are the building blocks of art— Line, Shape, Color, Value, Space, Form, Texture.
 - **Principles** are the construction guides of art—Rhythm, Balance, Emphasis, Variety, Harmony, Unity.
 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *All My Family* by Pat Mora (uses repeated lines, shapes and colors in the background of each illustration)

Art Smart

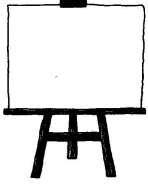


(pacing activities for the week)

- Weekly Art Projects
 1. Paper Weaving using Primary Colors (Lesson 1, 1 class)
- The student learns that line creates illusion of rhythm through the direction and movement of the woven paper. The hands create tactile art, which involves the elements of line, shape, color, and texture with the principle of rhythm in its patterns.
- ❖ **Preliminary Work (approximately 15 minutes):**
 - a) Have students draw quick sketches with crayons of a rainbow with colors in proper order (red, orange, yellow, green, blue and violet).
 - b) Instruct the students to hold the paper in “portrait position,” with 9-inch edge at the top.
 - ❖ **Project Work:**
 - a) Draw one horizontal line, one inch from the top all the way across the base paper (paper colors-red, yellow or blue).
 - b) Print your name across the top of this line in a neat, decorative way with markers.
 - c) Use the ruler to draw vertical lines one inch apart from the bottom of the paper to the top line.
 - d) Cut your vertical lines up to your horizontal line.

- e) Cut 9-inch strips of paper in the two primary colors other than the base color above.
 - f) Take a strip of paper and weave it through to make your first row.
 - g) Weave over and under until finished. Tape the paper down along the edges on the back.
 - h) Place students' work in their art folders.
2. Paper Weaving using Secondary Colors (Lesson 2, 1 class)
- The student learns that line creates the illusion of rhythm through the direction and movement of the woven paper. The hands create tactile art, which involves the elements of line, shape, color, and texture with the principle of rhythm in its patterns. Instruct the students to hold the paper in "portrait position" with 9-inch edge at the top.
- a) Draw one horizontal line one inch from the top all the way across the base paper (paper color green, orange or violet [purple]).
 - b) Print your name across the top of this line in a neat, decorative way with markers.
 - c) Use the ruler to draw vertical lines one inch apart from the bottom of the paper to the top line.
 - d) Cut your vertical lines up to your horizontal line.
 - e) Cut 9-inch strips of paper strips in the two secondary colors other than the base color above.
 - f) Take a strip of paper and weave it through to make your first row. Weave over and under until finished. Tape the paper down along the edges on the back.
 - g) Place students' work in their art folders.
3. Large Paper Weaving using All Spectrum Colors (Lessons 3-4, 2 classes)
- This piece of art can be used as a place mat for the dining table if the project is laminated later. Instruct the students to hold the paper in "portrait position" with 12-inch edge at the top.
- a) Draw one *horizontal line* one inch from the top all the way across the base paper (paper color: red, orange, yellow, blue, green or violet [purple]).
 - b) Print your name across the top of this line in a neat, decorative way with markers.
 - c) Use the ruler to draw vertical lines one inch apart from the bottom of the paper to the top line.
 - d) Cut your vertical lines up to your horizontal line.
 - e) Cut 12-inch strips of paper in spectrum colors other than the base color above.
 - f) Take a strip of paper and weave it through to make your first row. Weave over and under until finished. Tape the paper down along the edges on the back.
 - g) Beginning in the center, draw a symbol, tiny picture or word, which represents a part of your life (for example, pets, sports, food likes, hobbies, or family). Place students' work in their art folders.

Art Show



- Encore Festival of the Arts

Culminating Activity. Display paper and yarn crafts on tables and walls. Coordinate with the performing arts teachers to perform North and South American music. If possible, invite a school-approved parent or local restaurant to donate South American snack food. Recite Spanish poems about life in the mountains. Choreograph an Indian dance routine using a few of the weavings pinned on the students' shirts as part of the costumes.

Week Two-Grade 3

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Know how different materials, techniques, and processes cause different responses from the viewer
- ❖ Know how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories
 - Create two-dimensional artwork with emphasis on communication

Background:

In this lesson, students will learn to balance lines with understanding of symmetry in a totem pole. Native American Indians, including the Kwakiuti, created totem poles to communicate information about their tribes. Symmetry is a special type of balance in which two halves are a mirror image of each other or are the same on the right as on the left. The two halves are divided by a central axis, an imaginary dividing line. Everything on one side is balanced by the other side. This type of balance gives a feeling of calm.

Materials:

Part 1:

Drawing paper 9 x 12"

Pencils

Ruler

Construction paper

Scissors

Small, plastic grocery bags

Rubber bands

Newspaper

Masking tape

Transparent tape

Glue

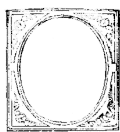
Two coffee cans or oatmeal boxes per student

Feathers

Changing Balance by Drawing Lines (3)

Week 2

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Fur Traders Descending the Missouri*
 - *Portrait of a Lady*
 - *Taj Mahal*
 - *Getting to Know the World's Greatest Artists: Monet, Matisse, Andy Warhol, Edgar Degas, El Greco, Henri de Toulouse-Lautrec*
- Vocabulary (whole-group discussion)
 - **Formal balance (symmetry)** –objects placed exactly in the same position on the right as on the left
 - **Central Axis** –an imaginary, dividing line balancing one side with the other
 - **Exaggerated** –made bigger to show strong feeling
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Let's Go Fishing* (1994) by Trevor Wilson (uses unique illustrations drawn with many different kinds of lines)
 - *Linnea in Monet's Garden* (1987) by Christina Bjork (fiction adventure in Monet's garden, which delivers facts on the artist's life and work)
 - *How to Make Cheese Muffins* (1994) by Isabel Bissett (utilizes a variety of lines in vibrant illustrations)

Art Smart



(pacing activities for the week)

- Weekly Art Projects
 1. Mask (Lesson 1, 1 class -Visualize, Design, Write, Create)
 - a) Brainstorm different examples of symmetry in nature with the students (for example, a leaf or our faces). Identify the central axis.
 - b) Pass out newsprint, rulers and pencils.
 - c) Guide students in a visualization to quiet music. Students should call to mind images of things that they enjoy and care about. Imagine a totem figure and a mask inspired by these things.
 - d) Have students draw a quick sketch of their own personal totem and mask. Instruct class to begin by folding the paper in half, and then plan the designs equally on the right and on the left. Draw designs on each side of the paper.
 - e) After the design has been developed, have students write a few sentences explaining what each part of the totem symbolizes.
 - f) Collect and place in students' art folders.
 - g) Instruct each student to bring two coffee cans or oatmeal cans for next class.

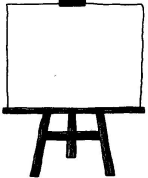
2. Papier-mache Mask (Lesson 2, 1 class)
 - a) Pass out sketches from last class. Allow students to review the work then collect and place in art folder.
 - b) Base for mask: Have students begin by stuffing a plastic grocery bag with newspaper. Tie with rubber band. Also, paper tubes or other attachments can be taped on at this point. Proceed with papier-mache strips.
 - c) Allow to dry.
 - d) Paint mask with tempera paints. Add a small amount of glue to thicken the paint.

3. Build Totem and Paint Mask (Lesson 3, 2 classes)

These activities are interchangeable depending on the drying time of the papier-mache and paint. Students will work on the paper totem while mask is in a drying stage.

 - a) Distribute two coffee cans or oatmeal cans for each student. Assist students to securely tape the two together. Students label with their name.
 - b) Direct class to remember the totem they created in the first lesson. Students can view their previous drawing but should then place the drawing back in the art folder.
 - c) Create a center where students can select materials with which to decorate their totem. Encourage the class to look around the room for found objects that could be included (glue on pencil shavings or pebbles, in addition to prepared materials such as feathers).
 - d) Instruct students to cover the can with construction paper first and then decorate.

Art Show



- Art Festival
- Display both the masks and totems. If there is time, allow students to type personal statements, which could be displayed with the art.

Week Three-Grade 3

Objectives

VA2: *Students will know how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art:*

- ❖ Know the differences among visual elements (e.g., color, texture, line, value, space, shape, form) and purposes of art (e.g., to convey ideas)
- ❖ Demonstrate understanding of the concepts of the color wheel through painting
- ❖ Know primary and secondary colors and mix intermediate colors (yellow-orange, blue-green, red-violet)
 - Create a painting based on color theory
- ❖ Understand how different compositional expressive features (e.g., evoking joy, sadness, anger) and organizational principles (e.g., balance, emphasis, unity, variety, harmony, rhythm) cause different responses
 - Create art work that evokes emotion by manipulating the illusion of space:
 - Use overlapping shapes
 - Vary the of size of shapes
 - Vary the placement of shapes

Background:

In painting, shades are made by adding black. Tints are light values of a color made by adding white. Ask leading questions about how different moods are created by light and color (for example, dark as somber and light as airy and cheerful). Relate these to adjectives associated with seasonal changes in temperate climates. Review and discuss the changes that occur in nature and the adaptations made by animals and humans. These ideas are possible subjects for the painting in this lesson.

Materials:

Tape or CD Vivaldi's *The Four Seasons*
9 x 12 heavy white drawing paper or poster board
Liquid tempera paints
Brushes
Palettes or flat containers for paint
Containers for water

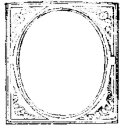
Newspaper
Flashlight
Markers
Pencils
Paper towels

Changing Color Moods for Emphasis

Painting Seasons in Monochromatic Moods (3)

Week 3

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Rhapsody* by Hans Hofmann
- Discuss how artists use color to express ideas and emotions.
- *Getting to Know the World's Greatest Artists*: Eugene Delacroix, Frida Kahlo, Georgia O'Keeffe, Johannes Vermeer, Michelangelo, Vincent van Gogh
-
- Vocabulary (whole-group discussion)
 - **Overlapping shapes** – the appearance of shapes on top of each other.
 - **Tint** - lighter value of a color made by adding white.
 - **Shade** - darker value of a color made by adding black.
 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *Tar Beach* (1991) by Faith Ringgold (dramatic use of color and pattern to express mood)
 - *Little Blue and Little Yellow* (1991) by Leo Lionne (clever concept of combining colors for a child's perspective)

Art Smart

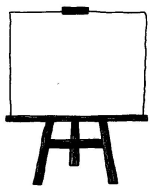


(pacing activities for the week)

- Weekly Art Projects
 - 1. Lesson 1, 1-2 classes
- a) Help students to begin visualizing the colors of changing seasons by playing a tape or CD of Vivaldi's *The Four Seasons*.
 - b) Pass out four sheets of white paper and pencils. Each student's name goes on the back at this time. On the front, label each painting autumn, winter, spring, fall.
 - c) After listening to the music with eyes closed for a few minutes, students begin to sketch a quick scene for each of the four seasons, one on each of the four papers.
 - Stress that this is a quick, planning type of drawing.
 - The pencil should be used very lightly.
 - Don't worry about erasing!
 - Use light, feathery strokes that can easily be sketched over.
 - d) Composition tips and guidelines:
 - Encourage students to use overlapping shapes (parts on top of each other).
 - Use a variety of shapes as they are placing the shapes and subjects of the painting in various positions on the page.
 - e) Put work in folder for each student for next class.

2. Lesson 2, 2-4 classes
- a) Demonstrate how to mix colors with tempera paint. *Refer to painting techniques in tip chart.
 - b) First, stir the paint to eliminate separation.
 - c) Stress keeping colors clean by not putting brushes loaded with paint into another color.
 - d) Dip into one color to transfer the paint to the palette.
 - e) Clean the brush by rinsing in a container of water and drying with a paper towel.
 - f) Dip into the next color and place on another part of the palette.
 - g) Mix drop by drop for a tiny change and then in increasing amounts.
 - h) Painting instructions:
 - Students will choose four colors, one color per season. This can be whatever color they choose to match the mood they visualized during the music.
 - To the color of choice, add white for a tint and black for a shade.
 - First paint with the pure color.
 - Then experiment mixing the colors together.
 - i) Cover desks with newspaper.
 - j) Pass out folders of students' drawings.
 - k) Direct students to the paint center to pick up paint, palette, water container, and paper towel. Very small containers work well, such as disposable espresso cups for paint and 2 oz. plastic cups for water. Baby wipes, if available, are a good addition to paper towels.
 - l) Put on music, Vivaldi's *The Four Seasons*, and direct students to again visualize as they paint!

Art Show



- Classroom Art Showcase
- As the students are returning the brushes and throwing away paint and water cups, their paintings should be drying on the desks. Students can circulate around the room to observe the paintings and then analyze and discuss them.

Week Four-Grade 3

Objectives

VA5: *Students will understand the characteristics and merits of one's own artwork and the artwork of others:*

- ❖ Know how people's experiences (e.g., cultural background, human needs) can influence the development of specific works of art).
- ❖ Understand that specific works of art can elicit different responses.
- ❖ Utilize ideas inspired from real life and from imagination to create artwork.
- ❖ Value independence and originality in artwork of self and of classmates.
 - Create a collage which shows the role of technology in our world

Background:

Hans Hoffman used color and shapes to create interesting paintings. Matisse was another artist who, in his later years, liked to experiment with color and shapes. He created collages by cutting out colorful shapes and gluing them to paper. In this lesson, the students will create a collage from color symbols and artifacts of their own lives. Have the students look at Hans Hoffman's painting *Rhapsody* while they are working on their Shape of my Life Collage.

Materials:

Pencil

Glue

Markers

Drawing Paper (12" x 18")

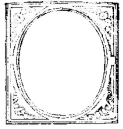
Colored tissue

Colored pencils

Tape

Changing Values for Variety: The Shape of My Life Collage (3) Week 4

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Rhapsody* by Hans Hofman
Discuss color, values and variety. There are a variety of forms (complex near the top, simple near the bottom of the painting), shapes (large rectangles versus small irregular, rounded), and colors.
 - *Getting to Know the World's Greatest Artists: Salvador Dali, Rene Magritte, Henri Matisse*
- Vocabulary (whole-group discussion)
 - A **collage** is a form of art created by gathering, arranging and gluing paper, pictures and/or materials on a flat, two-dimensional surface.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Toothless Albert* (1994) by Carol Taylor (has illustrations that show a few predominate colors and their values)

Art Smart

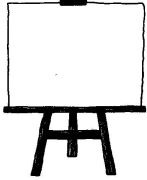


(pacing activities for the week)

- Weekly Art Project
 - The Shape of My Life Collage Planning (Lesson 1, 1 Class)
At the first class, tell students that their homework is to bring in small, lightweight artifacts that represent their lives to add to the final stage of this work. These could be photographs, tickets, cards, ribbons, etc.
 - a) While playing music, instruct the students to take a few minutes to think about the people, activities and events in their daily lives.
 - b) On a sheet of plain paper, create a Venn diagram to display all action of their daily lives.
 - c) On another sheet of paper, students begin to plan the visual symbols for the items in their diagrams. For example, orange squares could represent a TVs, yellow circles soccer balls, red hearts for family time, and green triangles could represent school.
- 2. The Shape of My Life Collage Creation (Lesson 2, 3-4 classes)
Referencing the Venn diagram, students create a collage to represent their daily lives.
 - a) Pass out 12" x 18" drawing paper, colored tissue and glue.
 - b) Instruct the students to make a collage from a variety of shapes and colors that will represent their daily lives.
 - c) Have students check off the events on their diagram as they create the collages.

- d) Save the diagrams for the students' art folders. Tell the class not to get glue on them!
- e) After all of the basic shapes are in place and the glue is dry, students can draw and write on top of the tissue with colored pencils or markers to clarify the meaning of their collage shapes.
- f) Add any artifacts that have been brought in from home which reflect the students' interests.
- g) Plan plenty of time to allow the class to show and talk about their work.

Art Show



- Encore Art Festival

Hang collages on the walls. Include the following: modern musical performance, modern dance to depict robots, Spanish poem about modern life.

Week Five-Grade 3

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Know that the visual arts have both a history and a specific relationship to various cultures
- ❖ Identify specific works of art as belonging to particular cultures, times, and places
- ❖ Compare similar art themes created by different cultures, e.g., holidays, rituals, war, family, emotions
 - Create Egyptian art project

Background:

Show and discuss the book, *The Winged Cat*, or any other resource book with pictures of Egyptian life. Discuss the styles in Egyptian art. The human figure was portrayed with head and legs in profile while the trunk of the body and the eye were shown from the front view. Men wore linen kilts and a neckpiece of gold. Women wore long loose dresses, heavy necklaces and wigs. Review the art element of texture and the principle of rhythm. In this project, texture and rhythm will be visually created by the lines used to make Egyptian symbols and decorations. Students will create cards with their names in hieroglyphics on one side and a detailed Egyptian design on the other.

Materials:

Pictures of Ancient Egypt
Printed sheet of hieroglyphs
Poster board cut to 4" x 8"
Colored pencils
Gold glitter
Glue
Newsprint
Yarn
Markers
Tape

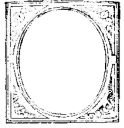
Changing Rhythm with Texture

Modern Egyptian Hieroglyphics and Design Card

Week 5

Art Start

(ten minutes each day-select an activity)



- Prints
 - *The Hunt of the Unicorn*
- Prompt discussion about how artists from different cultures and times create rhythm in their art with texture and color.
- Vocabulary
 - **Hieroglyphics** – words in the form of pictures
 - **Lines:**
 - Vertical– straight up and down
 - Horizontal– straight across from side to side
 - Diagonal– straight and slanted
 - Curved– bent and in different directions
 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *The Winged Cat, A Tale of Ancient Egypt* by Deborah Nourse Lattimore (story with beautiful shades of green, blue, gold, and brown against backgrounds designed to look like papyrus or linen and filled with hieroglyphics and ancient Egyptian symbols and decorative motifs)
 - *It Could Still Be a Rock* (1993) by Alan Fowler (shows many textures and forms in nature photographs)

Art Smart

(pacing activities for the week)



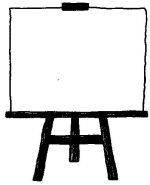
- Weekly Art Project
 1. Drawing in Pencil – Hieroglyphics and Egyptian Design (Lesson 1, 1-2 classes)

Note: Students should first do practice hieroglyphics on newsprint.

- a) Pass out printed sheets of hieroglyphs, pencils and pieces of 4" x 8" tag board.
- b) Students write their names on the back of the board, first in English and then in Egyptian hieroglyphs.
- c) Keep writing in the middle of the page, as edges will be covered later. On the front, sketch an Egyptian design with pencil.
 - Make sure you have a center of interest and draw designs in the middle and on the outer edges.
 - Try to create a rhythm with repeated design patterns along the borders.
 - Create in the style of ancient Egypt as much as possible.

- Keep in mind the use of straight and curved lines to create the impression of texture and rhythm.
 - d) Collect student work; keep in folder for next class.
2. Egyptian Creation (Lesson 2, 2-4 classes)
- a) Pass out students' hieroglyphics and designs, which were done in pencil.
 - b) Instruct students to carefully color in the designs with colored pencils.
 - c) Outlines can be gone over with the thin tip markers.
 - d) Final trim can be done with lines of glue and sprinkles of gold glitter.
 - e) Teacher will punch a hole in one end.
 - f) Students will string and knot yarn so that the cards can be hung.

Art Show



- Egyptian Art Festival

Hang art on cardboard ready for display. Encourage students to have parents help prepare Egyptian robes, wigs (from yarn or paper), and jewelry for them to wear at the art festival. Coordinate with Egyptian dancers and music. Spanish speaking students can a tell story and/or perform a play about early South American pyramids.

Week Six-Grade 3

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Know how history, culture, and the visual arts can influence each other
 - Identify the visual art styles of various cultures: African/African-American, Jamaican, Asian/Asian-American, Middle Eastern, European/European-American, Hispanic/Hispanic-American.
- ❖ Select a specific culture and incorporate literary skills as well as knowledge of the visual principles and elements of art to create multi-cultural art project, a mola design.

Background:

The Kuna Indians of Panama are known for their brightly colored cloth designs called molas. They were created using the reverse appliqué technique. The decoration is first embroidered onto the cloth, and then it is trimmed. Traditionally, the images used for the designs were abstracted animals, birds or plants in done in bright colors on a red or black background. Students will create their own mola design using construction paper.

Materials:

12"x18" black construction paper

Assorted sizes and bright colors of construction paper

9"x12" drawing paper

Scissors

Rulers

Pencils

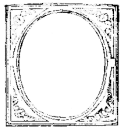
Glue

Reference pictures of abstract shapes of animals, birds, plants

Molas Change Shape with Unity (3)

Week 6

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Fur Traders Descending the Missouri* by George Caleb Bingham

Discuss how artists use lines to create shapes.

 - *Getting to Know the World's Greatest Artists: Henri Rousseau, Paul Gauguin, Henri Matisse, and Pablo Picasso.*
-
- Vocabulary (whole-group discussion)
 - **Positive space** is the area that shapes and objects fill in an artwork.
 - **Negative space** is empty space that surrounds shapes and forms in an artwork.
 - **Mosaic** is a work of art made by fitting together small pieces of ceramic, stone or glass.

 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *Polar Express* (1985) by Chris Van Allsburg (full of geometric and free-form shapes)
 - *More Shapes and Stories: A Book About Pictures* (1967) by Geoffery and Jane Gregson (good information about well-chosen paintings)

Art Smart



(pacing activities for the week)

- Weekly Art Project
 1. Lesson 1, 1-2 classes
 - a) Pass out drawing paper.
 - b) Play musical selections that include nature sounds.
 - c) Tell students, "Get very still and quiet and concentrate on the music. Visualize the rainforest. Imagine your favorite animal walking toward you. Now, slowly and quietly draw that animal in a very simplified way. Fill up the paper with the drawing. The animal should be large." *Note: For students having difficulty at this point, hand out the reference pictures of abstract shapes of animals, birds, and plants.*
 - d) Cut out the shape. This is now the pattern for future use. Make sure students' names are on the back.
 - e) Students will place their work in their art folders.

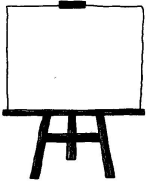
 2. Lesson 2, 2-3 classes

Note: Use the pattern to make multiples.

 - a) Trace the shape TWO times on brightly colored construction paper.
 - b) Trace EACH shape again, TWICE, on a DIFFERENT COLOR but this time enlarge it by drawing a line around it $\frac{1}{4}$ "to $\frac{1}{2}$ " larger than the shape.

- c) Pass out 12"x18" black construction paper.
- d) Glue the two BIGGEST shapes on the paper so that they face each other. Center the smaller shapes on the larger and glue.
Note: The area around the main shapes is known as the negative space.
- e) Decorate with ½" squares of assorted colored paper.
- f) Make a pattern with the colored squares with a little bit of the black background showing between each square.
- g) This type of pattern resembles mosaics. Mosaics are works of art in which tiles of glass, stone or ceramic are set in cement.
- h) Students should recheck their work to make sure all the edges of paper are glued down.

Art Show



- Mola Rainforest

Those students who finish early create a large mural of a rainforest scene. Arrange molas on tabletops or on the walls. Combine South American mountain music with Spanish folk songs and dances.

Week Seven-Grade 3

Objectives

VA5: *Students will understand the characteristics and merits of one's own artwork and the artwork of others:*

- ❖ Know various purposes for creating works of visual art
- ❖ Classify the different types of art careers: architecture, fine art, graphics for advertising, designing furniture, and designing everyday objects, including greeting cards
- ❖ Utilize ideas inspired from real life and from imagination to create artwork
- ❖ Create a crayon engraving with the theme of space and planets

Background:

Alan Bean was the fourth man to walk on the moon as Lunar Module pilot on Apollo 12. This was the second lunar landing. It has been more than 30 years since that momentous event; however, his footprints still lie undisturbed on the moon! In 1981, Alan Bean abruptly retired from NASA to pursue his lifelong passion...art! He is a first-rate artist. Alan Bean is unique in the history of art, as he is the only artist who has walked in another world! This project is a crayon etching. Begin the session by asking students to share facts that they have learned about the solar system, space, and planets.

Materials:

CD or tape of *Thus Spoke Zarathustra* (2001, *A Space Odyssey* theme song)

12" x18" white drawing paper

Pencils

Rulers

Crayons

Changing Forms for Harmony: Journey into Outer Space (3) Week 7

Art Start

(ten minutes each day-select an activity)



- Prints
 - Illuminated page with *Louis IX and Queen Blanche of Castille* (*find on the Internet)
 - *Lunar High Five* by Alan Bean
 - *Getting to Know the World's Greatest Artists*: Roy Lichenstein, Pieter Brueghel, Paul Klee, and Marc Chagall
- Vocabulary (whole-group discussion)
 - **Etching** is scratching away the surface of a material to create and reveal an artistic pattern.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *All My Family* (1995) By Pat Mora (shows harmony with the repeated borders, lines and colors)
 - *The Stinky Cheese and Other Fairly Stupid Tales* (1992) by Jon Scieszka (uses expressive designs for the text)

Art Smart

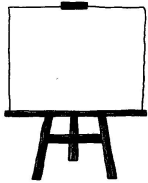
(pacing activities for the week)



- Weekly Art Project
 - Lesson 1, 2 classes
 - a) Pass out 12" x 18" drawing paper, pencils and rulers.
 - b) Instruct students to draw a two-inch border all around the paper. Names go in the upper right corner near the top, within the border.
 - c) Pass out crayons. It is preferable to use old crayons and allow the students to remove the wrappers.
 - d) Play music *Thus Spoke Zarathustra*, (2001, *A Space Odyssey* theme).
 - e) Guide students in a brief visualization of an imaginary journey into space.
 - f) Have the students cover the paper completely, inside the border, with heavy, overlapping layers of bright colors.
 - g) As soon as the music speeds up, the fun really starts. Encourage the students to color on the paper in pace with the music (very fast!).
OPTIONAL: at this point you can make a game of musical colors. Color when the music is on, and stop and switch colors when the music is off.
 - h) Collect art and place in students' folders.
 - 2. Lesson 2, 1 class
 - a) Return artwork to students.

- b) Again play music *Thus Spoke Zarathustra* (2001, *A Space Odyssey* theme)
 - c) Have the students cover the paper completely with black crayon OVER the layers of bright colors.
 - d) Again, as the music speeds up the fun really starts! Encourage the students to color on the paper in pace with the music (very fast!).
 - e) Inform the students that they have been working and visually creating in harmony with the music.
 - f) Collect artwork and place in folders
3. Lesson 3, 1 class
- a) Pass out students' art.
 - b) Have the students create a realistic space drawing by "scratching" away the crayon wax.
 - c) Encourage students to recall their initial visualization of their imaginary journeys through space.
 - d) Pass out large toothpicks and large paper clips (unbent) to use as etching tools.
 - e) Have students keep a sheet of newspaper under their work to collect the wax shavings as they are scraped off.
 - f) Plan time for students to show and discuss their journey into space.
 - g) OPTIONAL: for those students who finish early, write the story of their personal imagined journey on the back of the artwork.

Art Show



- Encore Art Festival
- Create a large-scale mural of outer space as a backdrop for display of this artwork.

Week Eight-Grade 3

Objectives

VA3: *Students will know a range of subject matter, symbols, and potential ideas in the visual arts:*

- ❖ Select prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art
- ❖ Know how subject matter, symbols, and ideas are used to communicate meaning
 - Analyze various artists. Decide which art tools are the most effective way to portray an idea. Understand that there can be many solutions to the same visual idea
 - Create a mixed media and watercolor painting

Background:

Georgia O’Keeffe (1887-1986) was an American painter born in Wisconsin. She was an art teacher before she became a full time artist. She painted large flowers, New York scenes, southwestern landscapes and stark bones she found in the desert. In 1939, she was selected as one of the twelve most outstanding women of the past fifty years. Ms. O’Keeffe was granted the Medal of Arts by President Ronald Reagan. Students will review the principles of art as they create large-scale watercolor flowers in the style of Georgia O’Keeffe.

Materials:

Watercolor paint (*watercolors can easily be made by diluting tempera paint with water and made available to students in small containers, such as disposable espresso cups)

12” x 18” drawing paper

Strong glue

Brushes

Pencils

Liquid dish soap

Glazes

Markers

Straws

Protective shirts or aprons

Reviewing the Principles of Art: Bubbly Watercolor (3) Week 8

Art Start

(ten minutes each day-select an activity)



- Prints
 - *Red Figured Amphora*
 - *Young Man and Woman in an Inn* by Frans Hals
 - *Getting to Know the World's Greatest Artists: Georgia O'Keeffe, Grant Wood, Edward Hopper, Edgar Degas*
- Vocabulary (whole-group discussion)
 - **Positive space** is the space that objects in an artwork fill or occupy.
 - **Negative space** is the space around the objects and lines in an artwork.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *White Rabbit's Color Book* (1994) by Alan Baker (shows color changes through paint pots)
 - *The Big Orange Spot* (1977) by Daniel M. Pinkwater (fictional color transformation)

Art Smart

(pacing activities for the week)



- Weekly Art Projects

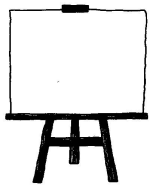
Show the book, *Getting To Know the World's Greatest Artists: Georgia O'Keeffe*. Direct students' attention to the large-scale flower paintings on pages 4, 19 and 20.

 1. Flower Painting Part I (Lesson 1, 1-2 classes)
 - a) Cover tables with newspaper.
 - b) Pass out drawing paper. Have students sign their names in cursive in the lower right corner (like an artist!).
 - c) Instruct students to begin a drawing a large flower with a pencil. Remind class to fill the paper to the edge to achieve a Georgia O'Keeffe style.
 - d) While the class is drawing, have students take turns at the "Blowing Bubbles" paint center. It does not matter how much sketching the students have completed before they apply the paint.
 - e) When the paint is dry, the drawing process will continue.
 - f) Have a painting center set up in the room.
- ❖ **Painting center for background of the flower petals:**
- a) Mix approximately ¼-cup clear liquid dishwashing detergent with approx. ¾-cup watercolor paint in a 2-cup container, which is placed in a pie pan

or large Styrofoam tray on top of lots of newspapers. Prepare containers of red, yellow and blue paint.

- b) Give each student his or her own wrapped straw. *Note: Often a box of straws can be purchased from the school cafeteria with advance notice.*
 - c) Instruct the students to gently blow bubbles in the paint. Caution children to never suck the paint into the straw.
 - d) After a mound of bubbles has appeared, have students gently touch their papers to the bubbles. Continue this process with different colors until the paper is almost totally covered with impressions of round paint bubbles. *Note: This is a good time to review primary and secondary colors.*
 - e) Allow painting to dry in the drying rack. Those students who finish this part early can do free drawing on their own or read the Georgia O'Keeffe book.
2. Flower Painting Part II - Direct Painting (Lesson 2, 2-3 classes)
- a) Pass out dried bubble paintings. Turn on relaxing music.
 - b) Have students resume sketching the flower shape in pencil. Spend no more than 5-10 minutes on this.
 - c) Paint on top of the bubble background and the pencil sketch. Remind class to include outlining the petals and details in the center of the flower. With this process, parts of the bubble background will show while other areas will be covered.
 - d) Encourage the students to relax while holding the paintbrush and strive for a loose approximation of a flower.
 - e) Allow to dry flat on drying rack.
 - f) These flower paintings look wonderful when mounted and displayed on the wall. Parents often like to frame them.

Art Show



- Assessment
Portfolio Rubric

Art Fair



- During the last (ninth) week, your students will compile their favorite/best art works to put on display at the Art Fair.
 - Agree on a number of art works the students can include that demonstrate a variety of media, techniques, and processes.
 - The Art Fair can be held in the classroom with each student having his or her own individual space/table to display his or her artwork. Encourage students to bring tablecloths to cover their tables and maybe some goodies (such as cookies) to pass out to guests. The Art Fair can also be held outdoors.
- Invite other classes to come and visit the Art Fair and provide artists with feedback. Students may ask the artists questions about their art and discuss the techniques and processes used.

- Have background music from the Renaissance era. Invite a face painter, mime, dancers, or other guests to provide entertainment like in a real Art Fair.
- Have background music from the Renaissance Era. Invite a face painter, mime, dancers, or other guests to provide entertainment like in a real Art Fair.

Fourth Grade



A System to Becoming an Artist

Contents

Introduction to Fourth Grade Encore Visual Arts

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Weaving with Yarn

Week 2: Line and Balance

Hatching Portraits

Week 3: Color and Emphasis

Painting Seasons like van Gogh

Week 4: Value and Variety

High Tech Collages

Week 5: Texture and Rhythm

Modern Egyptian Relief Assemblage

Week 6: Shape and Unity

Plant Molas

Week 7: Form and Unity

Journey into Outer Space

Week 8: Principles

Watercolor Magic

Introductory Procedures

Since Encore is something new (and at the end of the day), you will need to establish clear procedures to be followed in order to make your time with your students productive and enjoyable. Create clear procedural guidelines for the students to follow at each phase of the class. Before class, “lead” them to this list as you explain. Have “Art Start, Art Smart, Art Show” written on the board or chart (this should be posted at all times during your Encore class). Leave space for a short list of guidelines that the class will generate during this lesson. Each lesson has three distinct activities:

Art Start is the opening.

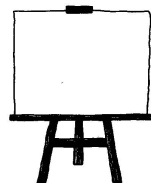
- Artist Notepad will be used in this section for brainstorming and analyzing. Have a parent volunteer make a class set of Art Notepads (20 sheets of paper folded into a booklet with a construction paper cover). These will be used all year and put in each student’s art portfolio.



Art Smart is the project or activity.



Art Show is the closing.



- Artist Notepad will be used in this section for reflection and self and peer assessing.

Art Portfolio will house the your students’ most memorable work from the Encore Visual Arts Program. Take a day to have students create their portfolios with poster board and shoestrings or yarn. Have students bring in the materials. Fold the poster board in half, hole-punch the sides, string the edges, and decorate with beads. Students can decorate the outside with personal drawings or items. Selected pieces (about 4), and teacher, student and peer assessment forms should be kept in the portfolio.

Art Fair is the culminating activity for your classes during the ninth week of the grading period.

Art Start



To describe the “Art Start” portion of class, say something like...

“During the first ten minutes of class every day we will be looking at a book or print to analyze the different types of art. Often you will write in your Art Notepad as you reflect on the piece. This part of class will be called ‘Art Start.’ We will be looking at many famous pieces of art and illustrations. Sometimes you will like it, and sometimes you won’t. You will have a chance to express yourself in your Art Notepad, so let the other children observe and form their own opinions. Sometimes the art will make you want to laugh, frown, or say ‘hmmmmm’ or ‘huh????’ This is exactly how you should express yourself in your Art Notepad! I think that you might be surprised by all the different and wonderful types of art that humankind has created!”

“Can anyone think of a few guidelines that the class should follow during ‘Art Start?’ ” Summarize student answers into one or two positive directives, and write them on the chart or board.

Art Smart



“The next part of the class will no doubt be your favorite: ‘Art Smart.’ This is when we will be drawing and painting. Sometimes when we create, we will need our own space (show them the correct space-elbows and legs). Sometimes we will collaborate on the project (demonstrate how groups could work around the tables). Sometimes ‘Art Smart’ might even take place on the floor (have students demonstrate how they would work together without bumping each other).”

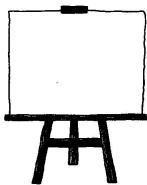
Discuss what they should do if they do accidentally bump someone. Ask, “How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn’t want or get the wrong color in the wrong spot?” Sample ways of handling this situation are as follows: Say “sorry” before the person has a chance to get mad; don’t wait for the person to say, “Hey, why did you hit me?” Help students to role play this. Also, help them show how they would help the person clean up because that shows you are truly sorry.

Discuss the correct usage of materials. Problem-solve ways to keep accidents from happening:

- Do not put heavy paint brushes in small water containers because the container will tip over, and the water will spill.
- Do not run with scissors or hold the point toward someone.
- Do not touch others when there is chalk dust on your hands.

Ask: “Can anyone raise his or her hand and tell me a few important guidelines for the ‘Art Smart’ part of class (be sure to lead them to ‘never make fun of someone else’s art work...’)?” Have a student to come and write a summarized phrase on the board or chart.

Art Show



“The last part of class will be ‘Art Show,’ which will be a time to find out what you’ve learned during the lesson. It might be a game, some questions, a display of your work, or a demonstration. What if you are asked to share your artwork for that day?”

Let’s think of some things to remember for ‘Art Show.’” Discuss with students how to give compliments to others during Art Show. Teach them ways to say something nice. Pass out the peer and self assessment forms (see the Assessment section of this packet for the assessment forms). Talk about how you might complete each section. Hold up a not-so-great (messy) piece of artwork, and walk students through an acceptable way to talk about the piece. Write their suggestions on the chart.

Leave the summaries of acceptable student behavior on the board to later transfer to a chart for continued review during the first week of class. Keep the chart available for this class throughout the year. You should review it when you see them again the following semester. If students have a problem during certain sections of the day, use the parent communication forms (found in the back of this packet) to let their parents know about their talents as well as areas in which they need improvement.

Practicing these procedures will provide students with the structure and framework necessary to have an orderly class. Many behavior problems arise because students know neither the teacher's expectations nor what they are supposed to be doing at a particular time. Keep directions clear and consistent. Make a clear distinction between procedures (guidelines for each individual student) and rules (guidelines and consequences for dealing with and/or hurting others). If students forget the procedures, review and practice them. If students break a rule, administer consequences.

Suggested Book List for Literature Connections
Fourth Grade Visual Arts

Fourth Grade Week 1

Grandfather's Journey by Allen Say

Fourth Grade Week 2

My Name is Alice by Mary Seymour

Diego Rivera: Artist of the People by Anne E. Neimark

Fourth Grade Week 3

Lucy's Winter Tale by Amy Ehrlich

Blueberries for Sal by Robert McCloskey

Fourth Grade Week 4

Ashanti to Zulu: African Traditions by Margaret Musgrove

Fox Learns a Lesson by Rosebud Yellow Robe

Keeping the Quilt by Patricia Polacco

The Worlds of Nam June Paik by John G. Hanhardt

Play with Models by Ivan Bulloch

Fourth Grade Week 5

The Winged Cat, A Tale of Ancient Egypt by Deborah Norse Lattimore

Armadillo Rodeo by Jan Brett

Fourth Grade Week 6

Ox-Cart Man (1979) by Donald Hall

Arrow to the Sun, a Pueblo Indian Tale (1974) by Gerald McDermott

Fourth Grade Week 7

Osa's Pride (1990) by Ann Grifalconi

Parents in the Pigpen, Pigs in the Tub (1993) by Amy Ehrlich

Week One-Grade 4

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Explore line and shape by creating patterns and textures through weaving
- ❖ Know the differences among art materials (e.g., paint, clay, wood, videotape), techniques (e.g., overlapping, shading, varying size or color), and processes
- ❖ Use two-dimensional and three-dimensional processes to develop works of art from observation or imagination
- ❖ Identify the emotional impact of color by choice of yarn colors
- ❖ Understand texture
- ❖ Demonstrate with the yarn that line can create an illusion of direction
- ❖ Understand the weaving terms **warp** and **weft**
- ❖ Use art materials and tools in a safe and responsible manner

Background:

Weaving is the interlacing of paper, yarn or other materials to form a fabric or design. In the early days of weaving, the work was done by hand. The invention of the loom, a frame for weaving that has extended threads, speeded the process. Primitive people used natural materials for weaving such as palm leaves, straw, reeds and leaves. The people of the Andes Mountains of South America valued hand-woven cloth so much that it was often used for money. The Incas, like the Egyptians, wrapped their dead in cloth to preserve them. Andean craftspeople use wool and cotton to make clothing and hats with colorful, geometric designs.

Color theory: A basic tool of artists is the color wheel. The colors that come from light are called the color spectrum. The color spectrum consists of red, orange, yellow, green, blue and violet. The most wonderful example of this is the rainbow. The color wheel was developed by bending the spectral colors, the colors in the rainbow, into a wheel shape. Artists refer to the colors red, yellow and blue as the primary colors and green, orange and violet as secondary colors. The intermediate colors are the colors which are in between, for example red, *red-orange*, orange. They also include yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.

Materials:

Part 1:

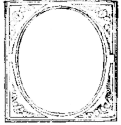
Color Wheel
Crayons
Drawing Paper

Part2:

Cardboard sheet approximately 9" x 12"
Narrow craft sticks – punch a hole at one end
String
Scotch and masking tape
Markers
Yarn
Beads
Ruler
Pencil

Systems of Weaving for Elements and Principles (4) Week 1

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Old Man and the Boy*
Discuss the elements including visual texture.
 - *Getting to Know the World's Greatest Artists:* Dorothea Lang, Giotto, Paul Cezanne
- Vocabulary (whole-group discussion)
 - **Elements** are the building blocks of art— Line, Shape, Color, Value, Space, Form, Texture.
 - **Principles** are the construction guides of art—Rhythm, Balance, Emphasis, Variety, Harmony, Unity.
 - **Warp** refers to the threads that go vertically to form the structure of a woven piece.
 - **Weft** refers to horizontal threads that are woven through the warp.
 - A **loom** is a frame for weaving that has extended threads; it speeds the weaving process.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Grandfather's Journey* by Allen Say (shows excellent lesson examples of art and cross-cultural experiences)

Art Smart



(pacing activities for the week)

- Weekly Art Projects
 1. Lesson 1, 1 class
- ❖ **Preliminary work in preparation for weaving project:**
 - a) Pass out drawing paper.
 - b) Name goes on the upper right corner.
 - c) Have students draw a color wheel to include the primary, secondary, and intermediate colors.
 - Use a paper plate, can or other flat, round object to trace a circle for the wheel.
 - Divide it into 12 even segments
 - Color in the proper order using the color wheel as reference
 - d) Study the colors in the finished work. Students should select a color group, *just primary* or *just secondary*, as the color theme for their yarn, which will be used in lesson 2.
 - e) Have students go around the room, show their color wheels, and tell which color group they have chosen for their yarn and why.

❖ **Project work:**

An easy beginning-weaving pattern is the “Tabby” weave, moving the yarn over and under.

❖ **Make the loom:**

- a) Pass out the cardboard rectangles. Students put their names on the back on a small piece of masking tape.
- b) Draw a dark horizontal line across the top 1/2” from the edge.
- c) Draw a dark horizontal line across the bottom 1/2” from the edge.
- d) Draw lines vertically 1/4” apart from top edge to bottom.
- e) Follow the vertical lines and cut slits on top and bottom to the horizontal lines.

❖ **First step, weaving a warp:**

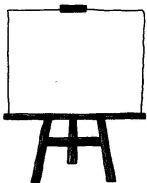
- a) Make a loop in one end of a long piece of yarn.
- b) Anchor the warp by hooking over the 2 slits on the upper left.
- c) Stretch the yarn to the bottom, loop it under the bottom slit and bring up through the next. *Note: Be careful not to pull the warp too tightly, or it will bow out. The warp should be flat across the front of the cardboard.*

❖ **Second step, weaving the weft:**

**Note: Before the class, punch a hole in a narrow craft stick near the end.*

- a) Thread the yarn through the hole in the craft stick and knot. Use the craft stick to weave the weft.
- b) If the craft stick is not available, weave the weft by hand.
- c) Continue weaving toward one edge by going over and under the yarn.
- d) When you get to the last row, loop the yarn around and start weaving in the other direction.
- e) Experiment with using different yarns, ribbon, and other material, if available; however, stick to the chosen group of colors. Change yarn by cutting the yarn and tying on the new color.
- f) When the loom is covered, unhook and remove the weaving from the loom.
- g) Tie any loose ends. If desired, slide a dowel or thin strip of cardboard through one end to display the piece as a wall hanging.
- h) For very fast weavers, two of the same size weavings can be made and sewn together to make a bag.

Art Show



- Encore Festival of the Arts

Culminating Activity. Display crafts on tables and walls. Coordinate with music to perform North and South American Music. If possible, invite a school approved parent or local restaurant to donate South American snack food. Recite Spanish poem about life in the mountains. Indian dance routine using a few of the weavings pinned on the students’ shirts as part of the costume.

Week Two-Grade 4

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Know how different materials, techniques, and processes cause different responses from the viewer
- ❖ Know how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories
 - Create two-dimensional artwork with emphasis on communication
 - Draw portrait using three values
 - Draw using contour line

Background:

Chuck Close is famous for making very interesting, large-scale portraits. An exact frontal view of the face in a portrait is a good example of formal balance, also called symmetry. Artists often use a three – quarter view of the face. This is an example of approximate symmetry. The outline of the head and features are drawn with “contour” lines. Then the artist creates a more realistic impression of the face by using value to show the dark and light areas of the face. Techniques to achieve value include hatching and crosshatching.

Materials:

Part 1

18” x 24” drawing paper
18” x 24” construction paper
9” x 12” Newsprint
Scissors
Glue
Ruler
Pencils
Colored pencils

Drawing a System of Lines for Balance (4)

Week 2

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Cindy by Chuck Close*
 - *Old Man and Young Boy*
- *Getting to Know the World's Greatest Artists: Monet, Matisse, Andy Warhol, Edgar Degas, El Greco, Henri de Toulouse-Lautrec*

- Vocabulary (whole-group discussion)
 - **Formal balance (symmetry)**—objects placed exactly in the same position on the right and the left.
 - **Approximate symmetry**—objects are placed in almost the same position on the right and the left.
 - **Contour line**—the outline around an object to define its shape.
 - **Value**—the lightness or darkness of an object.
 - **Hatching**—using sets of small parallel lines.
 - **Cross-hatching**—using sets of intersecting parallel lines.

- Caldecott & Literature Resources (selections to read to whole group this week)
 - *My Name is Alice* by Mary Seymour (provides illustrations showing placement and depth)
 - *Diego Rivera: Artist of the People* by Anne E. Neimark (provides details about the artist's murals)

Art Smart



(pacing activities for the week)

- Weekly Art Projects
 1. Hatching and Cross-hatching (Lesson 1, 1 class) to develop values in drawing.

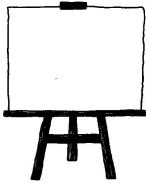
Practice sheets that will be saved in students' folder.

 - a) Pass out newsprint. Name goes on upper right.
 - b) Direct students to draw two rectangles 5 inches long and 5 inches high.
 - c) Divide these into 5 equal sections.
 - d) In the first rectangle, create five values using crosshatching. Draw the lines far apart to show the lightest value and increasingly closer together, thus darker, but not touching, for the darkest value.
 - e) In the second rectangle, repeat the process but use crosshatching.

 2. Sketching a Face (Lesson 2, 1 class)
 - a) Pass out newsprint and pencils.
 - b) Direct students to label and save this work for their art folders.

- c) Brainstorm with the class about what and how emotions are shown on the face. For example, an angry emotion may be depicted by frowning, with eyebrows drawn down.
 - d) Direct students to experiment with sketching emotions drawn on a face. Use the front and back of the paper. Draw at least four faces. Students will select one and write a few sentences about the emotion it shows. Students will circle their selected faces and present their work to the instructor for evaluation. This drawing will be returned next class to be used as the basis for a Chuck Close type portrait. Instruct students to bring colored pencils to the next class.
3. Combining Techniques for a Chuck Close Type Portrait (Lesson 3, 2 classes)
- a) Pass out 18" x 24" drawing paper and colored pencils.
 - b) Instruct students to draw a large portrait. Fill the 18" x 24" paper.
 - c) Begin with a contour outline of the face and features.
 - d) Create the detail and value by using hatching and crosshatching. Students must have at least two examples of each type. Experiment with mixing the colors in creating value. For example, mix pink lines cross hatches with tan, yellow, brown, blue, green and/or black for the shadow areas in the cheeks and under the eyes.
 - e) Create a competition to see which student has the most areas of hatching and crossing in his or her portrait.
 - f) When the large, detailed drawing is finished, have students cut out the background and glue the face on a piece of 18" x 24" construction paper.

Art Show



- Art Festival
- Display the Chuck Close portraits. If there is time, allow students to type their personal statements, which could be displayed with the art.

Week Three-Grade 4

Objectives

VA2: *Students will know how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art:*

- ❖ Know the differences among visual elements (e.g., color, texture, line, value, space, shape, form) and the purposes of art (e.g., to convey ideas)
- ❖ Demonstrate understanding of the concepts of the color wheel through painting
- ❖ Know primary and secondary colors and mix intermediate color (yellow-orange, blue-green, red-violet)
 - Create a painting based on color theory
- ❖ Understand how different compositional, expressive features (e.g., evoking joy, sadness, anger) and organizational principles (e.g., balance, emphasis, unity, variety, harmony, rhythm) cause different responses
 - Create art work that evokes emotion by manipulating the illusion of space
 - Use overlapping shapes
 - Vary the size of shapes
 - Vary the placement of shapes

Background:

Vincent van Gogh (1853-1890) was a famous painter who used color brilliantly. He used very intense, pure colors that were not mixed with other colors. His work shows that he observed nature and the changing seasons. He was especially interested in recreating the effects of light with paint. His thick and lively brush strokes added to the action in his paintings. Artists often create works in series. In this lesson, the student will paint a series of works based on van Gogh's *Iris*s.

Materials:

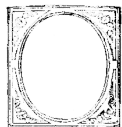
Tape or CD of Vivaldi's *The Four Seasons*
9" x 12" heavy drawing paper or poster board
Liquid tempera paints
Brushes
Palettes or flat containers for paint
Containers for water
Newspaper
Markers
Paper towels
Pencils

Color Moods: Systems for Emphasis

Painting Seasons like van Gogh (4)

Week 3

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Irises* by Vincent van Gogh
 - *Getting to Know the World's Greatest Artists*: Eugene Delacroix, Frida Kahlo, Georgia O'Keeffe, Johannes Vermeer, Michelangelo, Vincent van Gogh
- Vocabulary (whole-group discussion)
 - **Color intensity** is the brightness or dullness of colors.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Lucy's Winter Tale* by Amy Ehrlich (illustrated with acrylic paintings of great skill)
 - *Blueberries for Sal* by Robert McCloskey (illustrations are done in monochromatic pen)

Art Smart



(pacing activities for the week)

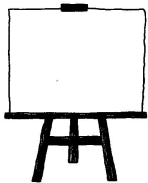
- Weekly Art Project
 - Planning to Paint like van Gogh (Lesson 1, 1 class)
- Provide each student with a black and white copy of *Irises* if possible. *Instruct the student*: Create four paintings, one for each season. Paint the irises as you would imagine them to be in the autumn, winter, spring, and summer. Study van Gogh's painting and try to recreate it for the summer painting. Note the direction and texture of the brushstrokes. The spring painting would be similar but with the flowers less fully developed and colors lighter. Paint a landscape of the season with dried brown leaves for fall, and use snow in the winter scene.
- Help students begin to visualize the colors of changing seasons by playing the CD of Vivaldi's *The Four Seasons*.
 - Pass out four sheets of heavy white paper or poster board and pencils. Students' names go on the back at this time. On the front, label each painting *Autumn Irises*, *Winter Irises*, *Spring Irises*, *Summer Irises*.
 - After listening to the music with eyes closed for a few minutes, students begin to sketch a quick scene for each of the four seasons, one on each of the four papers.
 - Stress that this is a quick, planning type of drawing.
 - The pencil should be used very lightly.
 - Don't worry about erasing!
 - Use light, feathery strokes that can easily be sketched over.
 - Composition tips and guidelines:

- Encourage students to use overlapping shapes (parts on top of each other).
 - Use a variety of shapes as they are placing the shapes and subjects of the painting in various positions on the page.
- e) Put work in folder for each student for next class.

2. Painting

- a) Demonstrate how to mix colors with tempera paint. *Refer to painting techniques in tip chart.
- First, stir the paint to eliminate separation.
 - Stress keeping colors clean by not putting brushes loaded with paint into another color, especially for the fresh, intense colors that van Gogh used.
 - Dip into one color to transfer the paint to the palette.
 - Clean the brush by rinsing in a container of water and drying with a paper towel.
 - Dip into the next color and place on another part of the palette.
 - Mix drop by drop for a tiny change; then use increasing amounts.
- b) Painting instructions:
- Instruct the students to choose colors in keeping with the season. Winter white is easy to recreate by leaving the white of the paper showing and painting outlines or blue sky around the white areas.
- c) Cover desks with newspaper.
- d) Pass out folders of students' drawings.
- e) Direct students to the paint center to pick up paint, palettes, water containers, and paper towels. Very small containers work well; disposable espresso cups work well for paint and 2 oz. plastic cups can be used for water. Baby wipes, if available, are a good addition to paper towels.
- f) Put on music, Vivaldi's *The Four Seasons*, and direct students to again visualize as they paint!

Art Show



- Classroom Art Showcase

As the students are returning the brushes and throwing away paint and water cups, their paintings should be drying on the desks. Students can circulate around the room to observe the paintings and then analyze, discuss and compare their paintings to van Gogh's *Iris*.

Week Four-Grade 4

Objectives

VA5: *Students will understand the characteristics and merits of one's own artwork and the artwork of others:*

- ❖ Know how people's experiences (e.g., cultural background, human needs) can influence the development of specific works of art
- ❖ Understand that specific works of art can elicit different responses
- ❖ Utilize ideas inspired from real life and from imagination to create artwork
- ❖ Value independence and originality in artwork of self and of classmates
 - Create a collage which shows the role of technology in our world

Background:

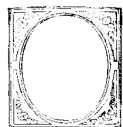
Nam June Paik (b. 1932) is a famous, modern artist, musician, scientist, and engineer who is known as the *Father of Video Art*. He creates large-scale assemblages from old TVs, videocassettes, computer parts, and traditional art mediums (like paint!). In this project, students will create a collage, which shows the role of technology in our world. Collage is a form of art created by gathering, arranging and gluing paper, pictures and/or other materials on a flat, two-dimensional surface. This lesson will begin with one color background as an exercise in understanding values.

Materials:

Pencil
Newsprint paper
Scissors
Glue
Markers
Poster board (12" x 18")
Colored pencils
Tape
Magazines (include old computer issues)

Value Systems for Variety: High Tech Collage (4) Week 4

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Notre Dame de Paris*
 - *West Façade*
 - *Ball Court Panel*
 - *Getting to Know the World's Greatest Artists: Salvador Dali, Rene Magritte*
- Vocabulary (whole-group discussion)
 - A **collage** is a form of art created by gathering, arranging and gluing paper, pictures and/or other materials on a flat, two-dimensional surface.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Ashanti to Zulu: African Traditions* by Margaret Musgrove (uses numerous examples of patterns and variety)
 - *Fox Learns a Lesson* by Rosebud Yellow Robe (uses color and line to create a variety in the clever illustrations)
 - *Keeping the Quilt* by Patricia Polacco (illustrations show a variation in textures)
 - *The Worlds of Nam June Paik* by John G. Hanhardt
 - *Play with Models* by Ivan Bulloch (project book of 3-D crafts for all ages)

Art Smart

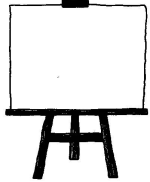


(pacing activities for the week)

- Weekly Art Project
 - Collage (Lesson 1, 1-2 classes)
 - a) Planning the project
 - Instruct the students to take a few minutes to think about the technology that they see and use in their daily lives.
 - On a sheet of plain paper, create a Venn diagram to display all the forms of technology the students use in everyday life (e.g., TV, Playstation, etc).
 - b) Background
 - Tell students, "Begin by choosing a color for the background. Then, look through magazines and cut out pieces of any page with that color. Look for the largest sized sections of color that you can find. Fit the pieces together and glue into place. Try to use at least three different values of that color. See how many different values you can find!"
 - c) "Techno Life" Collage

- On the completed background, cut and paste from magazine pictures to represent the features and products of technology in the students' lives.
- Instruct students to include at least three small drawings. "If you can't find a picture of your favorite electronic game or learning program, draw it!"

Art Show



- Class Art Show
Display the collages and allow students time to explain their collages to the class.

Week Five-Grade 4

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Know that the visual arts have both a history and a specific relationship to various cultures
- ❖ Identify specific works of art as belonging to particular cultures, times, and places
- ❖ Compare similar art themes created by different cultures, e.g., holidays, rituals, war, family, emotions
 - Create Egyptian art project

Background:

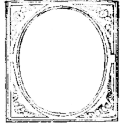
Show and discuss the book, *The Winged Cat*, or any other resource book with pictures of Egyptian life. Discuss the styles in Egyptian art. The human figure was portrayed with head and legs in profile while the trunk of the body and the eyes were shown from the front view. Men wore linen kilts and a neckpiece of gold. Women wore long loose dresses, heavy necklaces and wigs. Review the art element of texture and the principle of rhythm.

Materials:

Pictures of Ancient Egypt
Printed sheet of hieroglyphs
Poster board cut to 8x10"
Aluminum foil
Found objects (buttons, yarn, string, etc.)
Markers
Glue
Tape

Foil, Texture, Structures, Rhythm: Modern Egyptian Relief Assemblage (4) Week 5

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Shiva and the Eagle's Song*

Compare how different artists from different cultures and times use symbols and styles.

- Vocabulary
 - **Hieroglyphics** – words in the form of pictures
 - **Relief** – artwork that has areas that stand out from a flat surface
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *The Winged Cat, A Tale of Ancient Egypt* by Deborah Nourse Lattimore (story with beautiful shades of green, blue, gold, and brown against backgrounds designed to look like papyrus or linen and filled with hieroglyphics, ancient Egyptian symbols and decorative motifs)
 - *Armadillo Rodeo* by Jan Brett (full of detailed textures and patterns)

Art Smart

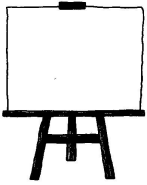


(pacing activities for the week)

- Weekly Art Project
 1. Drawing (Lesson 1, 1 class)
 - a) Pass out printed sheet of hieroglyphs and piece of 8" x 10" tag board.
 - b) Students write their names on the back of the boards, first in English and then in Egyptian hieroglyphs.
 - c) Students should write only in the middle of the page as edges will be covered later. On the front, sketch an Egyptian design with pencil.
 - d) Try to create a rhythm with line by repeating design patterns along the borders.
 - e) Create in the style of ancient Egypt as much as possible.
 - f) Collect student work; keep in folder for next class.
 2. Lesson 2, 1 class
 - a) Review pictures of ancient Egyptian life.
 - b) Create a raised surface, which will be the base for an aluminum foil print.
 - c) Start in the middle and trace your drawing with a thin line of glue.
 - d) Place yarn or string carefully on top of the glue to follow the outline of your drawing.
 - e) Add buttons or other small objects, which will create texture.

- f) Finish this process completely during this class, so the glue dries before the next class.
3. Lesson 3, 2-3 classes
- a) Gently press a sheet of aluminum foil, which is one inch bigger than your poster board on each side onto the surface of your decorated poster board. Carefully fold it over the edges.
 - b) With markers, gently color in the indented shapes and highlight lines on the aluminum foil.
 - c) Admire and list the textures and rhythm of pattern. Discuss with the class.
 - d) For those students who work very quickly, make an additional Egyptian design.

Art Show



- Egyptian Art Festival

Prepare for this with a large (4' x 4') pyramid cut from butcher paper. At any point in the lessons, have students who finish early work in groups to decorate large murals. Direct the students to draw on the pyramids from the "outside." Encourage students to have parents help them to prepare Egyptian robes, wigs (from yarn or paper) and jewelry for them to wear at the art festival. Coordinate with Egyptian dancers and music. Spanish-speaking students can tell a story and/or perform a play about early South American pyramids.

Week Six – Grade 4

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Know how history, culture, and the visual arts can influence each other
 - Identify the visual art styles of various cultures: African/African-American, Jamaican, Asian/Asian-American, Middle Eastern, European/European-American, Hispanic/Hispanic-American
- ❖ Select a specific culture and incorporate literary skills as well as knowledge of the visual principles and elements of art to create multi-cultural art project, a mola design

Background:

The Kuna Indians of Panama are known for their brightly colored cloth designs called molas. They were created using the reverse appliqué technique. The decoration is first embroidered onto the cloth, and then it is trimmed. Traditionally, the images used for the designs were abstract animals, birds or plants done in bright colors on a red or black background. Students will create their own mola design using construction paper.

Materials:

12"x18" black construction paper

Assorted sizes and bright colors of construction paper

9"x12" drawing paper

Scissors

Rulers

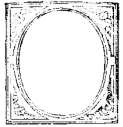
Pencils

Glue

Reference pictures of abstract shapes of animals, birds and plants

Mola Systems that Shape Unity: Plant Molas (4) Week 6

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Musicians* by Nicholas de Stael

Discuss how artists use lines to create shapes.

 - *Getting to Know the World's Greatest Artists*: Henri Rousseau, Paul Gauguin, Henri Matisse, Pablo Picasso
-
- Vocabulary (whole-group discussion)
 - **Positive space** is the area that shapes and objects fill in an artwork.
 - **Negative space** is empty space that surrounds shapes and forms in an artwork.
 - **Mosaic** is a work made by fitting together small pieces of ceramic, stone or glass.
 - **Abstract art** refers to simplified shapes that emphasize form instead of matter.

 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *Ox-Cart Man* (1979) by Donald Hall (uses color to depict the art principle of unity)
 - *Arrow to the Sun, a Pueblo Indian Tale* (1974) by Gerald McDermott (provides examples of Native American patterns of shapes, color and line)

Art Smart



(pacing activities for the week)

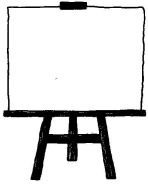
- Weekly Art Project
 1. Lesson 1
 - a) Pass out drawing paper.
 - b) Play musical selections that include nature sounds.
 - c) Tell students, "Get very still and quiet, and concentrate on the music. Visualize the rainforest. Imagine taking a walk on a cleared path. Picture the trees and leaves, and as you turn the corner, you notice the most beautiful plant that you have ever seen. Now quietly draw that plant in a very simplified way. Fill up the paper with the drawing. The plant should be large." *Note: For students having difficulty at this point, hand out the reference pictures of abstract shapes of animals, birds and plants.*
 - d) Cut out the shape. This is now the pattern for future use. Make sure each student's name is on the back of his or her shape.
 - e) Students will place their work in their art folders.

 2. Lesson 2, 2-3 classes
Note: Use the pattern to make multiples.

- a) Trace the shape TWO times on brightly colored construction paper.
- b) Trace EACH shape again, TWICE, on a DIFFERENT COLOR, but this time enlarge it by drawing a line around it $\frac{1}{4}$ " to $\frac{1}{2}$ " larger than the shape. Result should be four shapes, two larger and two smaller.
- c) Pass out 12"x18" black construction paper.
- d) Glue the two BIGGEST shapes on the paper so that they face each other. Center the smaller shapes on the larger and glue. *Note: The area around the main shapes is known as the negative space.*
- e) Decorate with $\frac{1}{2}$ " squares of assorted colored paper.
- f) Make a pattern with the colored squares with a little bit of the black background showing between each square.
- g) This type of pattern resembles mosaics. Mosaics are tiles of glass, stone or ceramic set in cement.
- h) Students should recheck their work to make sure all the edges of paper are securely glued.

Art Show

- Mola Rainforest



Those students who finish early create a large mural of a rainforest scene. Arrange molas on tabletops or on the walls. Combine South American mountain music with Spanish folk songs and dances.

Week Seven - Grade 4

Objectives

VA5: *Students will understand the characteristics and merits of one's own artwork and the artwork of others:*

- ❖ Know various purposes for creating works of visual art
- ❖ Classify the different types of art careers: architecture, fine art, graphics for advertising, designing furniture and designing everyday objects, including greeting cards
- ❖ Utilize ideas inspired from real life and from imagination to create artwork
- ❖ Create a crayon engraving with the theme of space and planets

Background:

Alan Bean was the fourth man to walk on the moon as Lunar Module pilot on Apollo 12. This was the second lunar landing. It has been more than 30 years since that momentous event; however, his footprints still lie undisturbed on the moon! In 1981, Alan Bean abruptly retired from NASA to pursue his lifelong passion...art! He is a first-rate artist. Alan Bean is unique in the history of art, as he is the only artist who has walked in another world! This project is a crayon etching. Begin the session by asking students to share facts that they have learned about the solar system, space, and planets. Reinforce learning according to the students' grade level.

Materials:

CD or tape of *Thus Spoke Zarathustra* (2001, A Space Odyssey theme song)

12" x 18" white drawing paper

Pencils

Rulers

Crayons

Watercolors

Brushes

Construction paper

Systems of Forms Create Harmony: Journey into Outer Space (4) Week 7

Art Start



(ten minutes each day-select an activity)

- Prints
 - *River Mouth Map* by David Malangi
 - *Lunar High Five* by Alan Bean (*teachers look for this on the Internet)
 - *Getting to Know the World's Greatest Artists: Roy Lichenstein, Pieter Brueghel, Paul Klee, Marc Chagall*
- Vocabulary (whole-group discussion)
 - **Wash** – watercolor painting term referring to a small amount of paint mixed with a large amount of water.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Osa's Pride* (1990) by Ann Grifalconi (illustrations of free-form shapes and expressionist use of design)
 - *Parents in the Pigeon, Pigs in the Tub* (1993) by Amy Ehrlich (creative watercolor washes of geometric and free-form shapes)

Art Smart

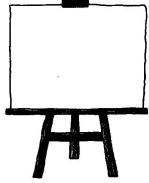


(pacing activities for the week)

- Weekly Art Project
 1. Lesson 1, 2-3 classes
 - a) Pass out 12" x 18" drawing paper, pencils and rulers. Instruct students to draw a two-inch border all around the paper. Name goes in the upper right corner near the top, within the border.
 - b) Draw planets and a space scene using bright colored crayons AND NO BACKGROUND.
 - Pass out crayons.
 - Play music: *Thus Spoke Zarathustra (2001: A Space Odyssey* theme).
 - Guide students in a brief visualization of an imaginary journey into space.
 - c) Collect art and place in students' folders.
 2. Lesson 2, 1-2 class
 - a) Return artwork to students.
 - b) Have students paint background using blue and/or black watercolor wash.
 - c) Again play music: *Thus Spoke Zarathustra (2001: A Space Odyssey* theme).
 - d) Inform the students that they have been working and visually creating in harmony with the music.

- e) Collect artwork and place in folders.
3. Lesson 3, 1 class
- a) Pass out students' art.
 - b) Glue paintings on construction paper for display.
 - c) Plan time for students to show and discuss their journeys into space.
 - d) OPTIONAL: For those students who finish early, write the story of their personal imagined journey on the back of the artwork.

Art Show



- Encore Art Festival
- Create a large-scale mural of outer space as a backdrop for display of this artwork.

Week Eight - Grade 4

Objectives

VA3: *Students will know a range of subject matter, symbols, and potential ideas in the visual arts:*

- ❖ Select prospective ideas (e.g., formulated thoughts, opinions, concepts) for works of art
- ❖ Know how subject matter, symbols, and ideas are used to communicate meaning
 - Analyze various artists. Decide which art tools are the most effective way to portray an idea. Understand that there can be many solutions to the same visual idea
 - Create a mixed media and watercolor painting

Background

Georgia O’Keeffe (1887-1986) was an American painter born in Wisconsin. She was an art teacher before she became a full time artist. She painted large flowers, New York scenes, southwestern landscapes, and stark bones she found in the desert. In 1939, she was named one of the twelve most outstanding women of the past fifty years. Ms. O’Keeffe was awarded the Medal of Arts by President Ronald Reagan. Students will review the principles of art as they create large-scale watercolor flowers in the style of Georgia O’Keeffe. The students produce their own bit of magical creativity with 3-D centers to their flowers.

Materials:

Watercolor Paint (*watercolors can be made easily by using water to dilute tempera paint, and then made available to students in small containers such as disposable espresso cups)

12” x 18” Drawing paper

Strong glue

Brushes

Pencils

Liquid dish soap

Clay (firing or self-hardening like Crayola Model Magic)

Glazes

Markers

Straws

Protective shirts or aprons

Reviewing the Principles of Art: Watercolor Magic (4) Week 8

Art Start

(ten minutes each day-select an activity)



- Prints
 - *Irises* by Vincent Van Gogh
 - Kente Cloth (material)
 - *Getting to Know the World's Greatest Artists*: Georgia O'Keeffe, Grant Wood, Edward Hopper, Edgar Degas

- Vocabulary (whole-group discussion)
 - **Glaze** is a specialized type of paint for fired clay objects.
 - **Fire (firing)** refers to the process of baking clay in an oven, usually at a temperature of 1000 degrees or more.

Art Smart

(pacing activities for the week)

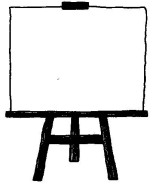


- Weekly Art Project
 1. 3-D Flower Sculpture (Lesson 1, 1 class)
 - a) Show the book, *Getting to Know the World's Greatest Artists Georgia O'Keeffe*. Direct students' attention to the large-scale flower paintings on pages 4, 19 and 20.
 - b) Inform the class that they each will be creating a large-scale watercolor flower and an accompanying flower form sculpted from clay.
 - c) Begin by making the flower sculpture.
 - d) Pass a Styrofoam vegetable tray to each student.
 - e) Have students put their names on the tray with a marker. Instruct students to write large and dark, as they are using washable markers.
 - f) Pass out a ball of clay to each person. The ball should be smaller than the student's hand.
 - g) Have students to carefully carve their names or initials on the back of their pieces.
 - h) Dry according to the directions.
 - i) If you are using clay that must be baked, fire the clay according to the directions provided by the manufacturer of your kiln.

- ❖ **Modeling:**
 - a) Play quiet, soothing music. Remind students to work to the rhythm of the music.
 - b) Have students begin to visualize the form of a flower.
 - c) Demonstrate how to pinch, pull, add, and subtract clay to mold a shape (refer to Technique Tips Chart, page 20).
 - d) Instruct students to consider the form and space of their emerging flowers.

- e) Positive space is the space that objects in an artwork fill. Negative space is the space around the objects and lines in an artwork.
 - f) Caution students not to make any area of their pieces too thin, or they will break when drying. Keep the designs compact. Make only the flowers, NOT the stems.
2. Flower Painting Part I (Lesson 2, 1-2 classes)
- a) Cover tables with newspaper.
 - b) Pass out drawing paper. Have students sign their names in cursive in the lower right corner (like an artist!).
 - c) Instruct students to begin drawing a large flower with a pencil. Remind class to fill the paper to the edge to achieve a Georgia O’Keeffe style.
 - d) While the class is drawing, have students take turns at the “Blowing Bubbles” paint center. It does not matter how much sketching the students have completed before they apply the paint.
 - e) When the paint is dry, the drawing process will continue.
 - f) Have a painting center set up in the room.
- ❖ **Painting center for background of the flower petals:**
- a) Mix approximately ¼-cup clear liquid dishwashing detergent with approx. ¾-cup watercolor paint in a 2-cup container, which is placed in a pie pan or large Styrofoam tray on top of lots of newspapers. Prepare containers of red, yellow and blue paint.
 - b) Give each student his or her own wrapped straw. *Note: often a box of straws can be purchased from the school cafeteria – with advance notice.*
 - c) Instruct each student to gently blow bubbles in the paint. Caution children never to suck the paint into the straw.
 - d) After a mound of bubbles has appeared, have students gently touch their papers to the bubbles. Continue this process with different colors until the papers are almost totally covered with impressions of round paint bubbles. *Note: This is a good time to review primary and secondary colors.*
 - e) Allow paintings to dry on the drying rack. Those students who finish this part early can do free drawing on their own or read the book about Georgia O’Keeffe.
3. Flower Painting Part II (Lesson 3, 1 class)
- a) Pass out dried bubble paintings. Turn on relaxing music.
 - b) Have students resume sketching the flower shape in pencil. Spend no more than 5-10 minutes on this.
 - c) Paint on top of the bubble background and pencil sketch. Remind class to include outlining the petals and details in the center of the flower. With this process, parts of the bubble background will show while other areas will be covered.
 - d) Encourage the students to relax while holding the paintbrush and strive for a loose approximation of a flower.
 - e) Allow to dry flat on drying rack.

Art Show



- Assessment
Portfolio Rubric

Art Fair



- During the last (ninth) week, your students will compile their favorite/best art works to put on display at the Art Fair.
- Agree on a number of art works the students can include that demonstrate a variety of media, techniques, and processes.
- The Art Fair can be held in the classroom with each student having his or her own individual space/table to display his or her artwork. Encourage students to bring tablecloths to cover their tables and maybe some goodies (such as cookies) to pass out to guests. The Art Fair can also be held outdoors.
- Invite other classes to come and visit the Art Fair and provide artists with feedback. Students may ask the artists questions about their art and discuss the techniques and processes used.
- Have background music from the Renaissance era. Invite a face painter, mime, dancers, or other guests to provide entertainment like in a real Art Fair.

Fifth Grade



A Perfect Environment for Art

Contents

Introduction to Fifth Grade Encore Visual Arts

Week 1: Elements

Woven Landscapes

Week 2: Line and Balance

Proportioned Portraits

Week 3: Color and Emphasis

Painting Like Renoir

Week 4: Value and Variety

3D Assemblage Collage

Week 5: Texture and Rhythm

Egyptian Jewelry

Week 6: Shape and Unity

Mola Mola

Week 7: Form and Unity

Journey into Outer Space: Crayon Etchings

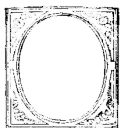
Week 8: Principles

Georgia O'Keeffe Watercolors

Introductory Procedures

Since Encore is something new (and at the end of the day), you will need to establish clear procedures to be followed in order to make your time with your students productive and enjoyable. Create clear procedural guidelines for the students to follow at each phase of the class. Before class, “lead” them to this list as you explain. Have “Art Start, Art Smart, Art Show” written on the board or chart (this should be posted at all times during your Encore class). Leave space for a short list of guidelines that the class will generate during this lesson. Each lesson has three distinct activities:

Art Start is the opening.



Artist Notepad will be used in this section for brainstorming and analyzing. Have a parent volunteer make a class set of Art Notepads (20 sheets of paper folded into a booklet with a construction paper cover). These will be used all year and put in each student's art portfolio.

Art Smart is the project or activity.



Art Show is the closing.

- Artist Notepad will be used in this section for reflection and self and peer assessing.

Art Portfolio will house the your students' most memorable work from the Encore Visual Arts Program. Take a day to have students create their portfolios with poster board and shoestrings or yarn. Have students bring in the materials. Fold the poster board in half, hole-punch the sides, string the edges, and decorate with beads. Students can decorate the outside with personal drawings or items. Selected pieces (about 4), and teacher, student and peer assessment forms should be kept in the portfolio.

Art Fair is the culminating activity for your classes during the ninth week of the grading period.



Art Start

To describe the “Art Start” portion of class, say something like...



“During the first ten minutes of class every day we will be looking at a book or print to analyze the different types of art. Often you will write in your Art Notepad as you reflect on the piece. This part of class will be called ‘Art Start.’ We will be looking at many famous pieces of art and illustrations. Sometimes you will like it, and sometimes you won't. You will have a chance to express yourself in your Art Notepad, so let the other children observe and form their own opinions. Sometimes the art will make you want to laugh, frown, or say ‘hmmmm’ or ‘huh????’ This is exactly how you should express yourself in your Art Notepad! I think that you might be surprised by all the different and wonderful types of art that humankind has created!”

“Can anyone think of a few guidelines that the class should follow during ‘Art Start?’ ” Summarize student answers into one or two positive directives, and write them on the chart or board.

Art Smart



“The next part of the class will no doubt be your favorite: ‘Art Smart.’ This is when we will be drawing and painting. Sometimes when we create, we will need our own space (show them the correct space-elbows and legs). Sometimes we will collaborate on the project (demonstrate how groups could work around the tables). Sometimes ‘Art Smart’ might even take place on the floor (have students demonstrate how they would work together without bumping each other).“

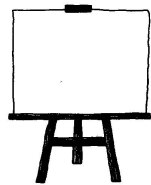
Discuss what they should do if they do accidentally bump someone. Ask, “How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn’t want or get the wrong color in the wrong spot?” Sample ways of handling this situation are as follows: Say “sorry” before the person has a chance to get mad; don’t wait for the person to say, “Hey, why did you hit me?” Help students to role play this. Also, help them show how they would help the person clean up because that shows you are truly sorry.

Discuss the correct usage of materials. Problem-solve ways to keep accidents from happening:

- Do not put heavy paint brushes in small water containers because the container will tip over, and the water will spill.
- Do not run with scissors or hold the point toward someone.
- Do not touch others when there is chalk dust on your hands.

Ask: “Can anyone raise his or her hand and tell me a few important guidelines for the ‘Art Smart’ part of class (be sure to lead them to ‘never make fun of someone else’s art work...’)?” Have a student to come and write a summarized phrase on the board or chart.

Art Show



“The last part of class will be ‘Art Show,’ which will be a time to find out what you’ve learned during the lesson. It might be a game, some questions, a display of your work, or a demonstration. What if you are asked to share your artwork for that day?”

Let’s think of some things to remember for ‘Art Show.’” Discuss with students how to give compliments to others during Art Show. Teach them ways to say something nice. Pass out the peer and self assessment forms (see the Assessment section of this packet for the assessment forms). Talk about how you might complete each section. Hold up a not-so-great (messy) piece of artwork, and walk students through an acceptable way to talk about the piece. Write their suggestions on the chart.

Leave the summaries of acceptable student behavior on the board to later transfer to a chart for continued review during the first week of class. Keep the chart available for this class throughout the year. You should review it when you see them again the following semester. If students have a problem during certain sections of the day, use the parent communication forms (found in the back of this packet) to let their parents know about their talents as well as areas in which they need improvement.

Practicing these procedures will provide students with the structure and framework necessary to have an orderly class. Many behavior problems arise because students know neither the teacher's expectations nor what they are supposed to be doing at a particular time. Keep directions clear and consistent. Make a clear distinction between procedures (guidelines for each individual student) and rules (guidelines and consequences for dealing with and/or hurting others). If students forget the procedures, review and practice them. If students break a rule, administer consequences.

Suggested Book List for Literature Connections
Fifth Grade Visual Arts

Fifth Grade Week 1

Abuela's Weave by Omar Castaneda

Fifth Grade Week 2

Jumanji by Chris Van Allsburg

A Child's Book of Art: Great Pictures by Lucy Michelthwait

Fifth Grade Week 3

The Great Blueness and Other Predicaments by Arnold Lobel

Night Sounds, Morning Colors by Rosemary Wells

Fifth Grade Week 4

On the Day You Were Born by Debra Frasier

Caddie Woodlawn by Carol Brink

The Worlds of Nam June Paik by John G. Hanhardt

Play with Models by Ivan Bulloch

Fifth Grade Week 5

Baba Yaga and Vasilisa (1994) by Marianna Mayer

The Winged Cat: A Tale of Ancient Egypt by Deborah Norse-Lattimore

Fifth Grade Week 6

The Hidden Jungle (1992) by Simon Henwood

A Day in the Blue Ridge Mountains (1995) by Joyce Durham Barrett and Celeste Durham Wilson

Fifth Grade Week 7

Christmas at Long Pond (1992) by William T. George

The Jacket (1995) by Steven Otfinoski

Fifth Grade Week 8

The Firebird (1993) by Selina Hastings

Week One-Grade 5

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Explore line and shape by creating patterns and textures through weaving
- ❖ Identify the emotional impact of color by choice of yarn colors
- ❖ Understand texture
- ❖ Demonstrate with the yarn that line can create an illusion of direction
- ❖ Understand the weaving terms **warp** and **weft**

Background:

Weaving is the interlacing of paper, yarn or other materials to form a fabric or design. In the early days of weaving, the work was done by hand. The invention of the loom, a frame for weaving that has extended threads, speeded the process. Primitive people used natural materials for weaving such as palm leaves, straw, reeds and leaves. The people of the Andes Mountains of South America valued hand-woven cloth so much that it was often used for money. The Incas, like the Egyptians, wrapped their dead in cloth to preserve them. Andean craftspeople use wool and cotton to make clothing and hats with colorful, geometric designs.

Color theory: A basic tool of artists is the color wheel. The colors that come from light are called the color spectrum. The color spectrum consists of red, orange, yellow, green, blue and violet. The most wonderful example of this is the rainbow. The color wheel was developed by bending the spectral colors, the colors in the rainbow, into a wheel shape. Artists refer to the colors red, yellow and blue as the primary colors and green, orange and violet as secondary colors. The intermediate colors are the colors which are in between, for example red, *red-orange*, orange. They also include yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.

Materials:

Drawing paper

Crayons

9x12" cardboard sheet (**2 per student**)

Narrow craft sticks-punch hole near one end

String

Scotch and masking tape

Pencil

Markers

Yarn

Beads

Ruler

Threading Environments for Elements and Principles (5) Week 1

Art Start



(ten minutes each day-select an activity)

- Prints
 - *The Letter and the Dancing Couple*
 - *Getting to Know the World's Greatest Artists:* Dorothea Lang, Giotto, Paul Cezanne
- Vocabulary (whole-group discussion)
 - **Elements** are the building blocks of art— Line, Shape, Color, Value, Space, Form, Texture
 - **Principles** are the construction guides of art—Rhythm, Balance, Emphasis, Variety, Harmony, Unity.
 - **Warp** is when the threads go vertically to form the structure.
 - **Weft** is horizontals which are woven through the warp.
 - **Loom** is a frame for weaving that has extended threads; speeds the process.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Abuela's Weave* by Omar Castaneda (shows differences in pattern, design and cultures)

Art Smart

(pacing activities for the week)



- Weekly Art Projects
 1. Weaving Intermediate Colors with Yarn (Lesson 1, 2 classes)
 - ❖ **Preliminary Work (approx 15. min):**
 - a) Pass out drawing paper.
 - b) Instruct the students to plan the colors for a 9" x 12" weaving using intermediate colors.
 - c) Students draw a rectangle
 - d) Students create an interesting pattern of colors using two or more of the following sets of colors: yellow-orange, yellow-green, blue-green, blue-violet, red-orange, red-violet (any combination of these colors will work).
 - This is the plan for the weaving pattern. Two pieces of yarn will be woven together to form the intermediate color. For example, a yellow piece of yarn will be placed next to an orange piece, and then the two will be woven together as one.

❖ **Project work:**

An easy beginning-weaving pattern is the “Tabby” weave, moving the yarn over and under.

❖ **Make the loom:**

- a) Pass out the cardboard rectangles. Students put their names on the back on a small piece of masking tape.
- b) Draw a dark horizontal line across the top 1/2” from the edge.
- c) Draw a dark horizontal line across the bottom 1/2” from the edge.
- d) Draw lines vertically 1/4” apart from top edge to bottom.
- e) Follow the vertical lines and cut slits on top and bottom to the horizontal lines.

❖ **First step, weaving a warp:**

- a) Make a loop in one end of a long piece of yarn.
- b) Anchor the warp by hooking over the 2 slits on the upper left.
- c) Stretch the yarn to the bottom, loop it under the bottom slit and bring up through the next. *Note: Be careful not to pull the warp too tightly, or it will bow out. The warp should be flat across the front of the cardboard.*

❖ **Second step, weaving the weft:**

**Note: Before the class, punch a hole in a narrow craft stick near the end.*

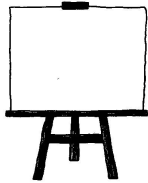
- a) Thread the yarn through the hole in the craft stick and knot. Use the craft stick to weave the weft.
- b) If the craft stick is not available, weave the weft by hand.
- c) Continue weaving toward one edge by going over and under the yarn.
- d) When you get to the last row, loop the yarn around and start weaving in the other direction.
- e) Experiment with using different yarns, ribbon, and other material, if available; however, stick to the chosen group of colors. Change yarn by cutting the yarn and tying on the new color.
- f) When the loom is covered, unhook and remove the weaving from the loom.
- g) Tie any loose ends. If desired, slide a dowel or thin strip of cardboard through one end to display the piece as a wall hanging.

2. Beautiful and Unique Woven Landscape (Lesson 2)

- a) Pass out 9” x 12” cardboard.
- b) Instruct students to visualize a landscape that a North American would have experienced in the early 1800s. It could be just the land or it could include teepees, etc.
- c) Sketch the landscape with pencil. Make sure to draw one large focal point, for example, a tree. This will be later developed in weaving with the weft (horizontal threads).
- d) Paint the drawing in completely with markers. OPTIONAL: use tempera paint if time allows.
- e) Next string the warp (vertical) threads over the drawing using the same method as in lesson one.

- f) With yarn, outline onto the warp the shape of your focal point.
- g) Use tape to hold the outline in place.
- h) Fill in the shape with weft (horizontal) threads.
- i) Continue weaving over and under in this area until finished.
- j) Change colors as desired.
- k) Cut and knot yarn when finished.
- l) Display as a wall hanging.

Art Show



- **Encore Festival of the Arts**
Culminating Activity. Display crafts on tables and walls. Coordinate with the performing arts teachers to perform North and South American music. If possible, invite a school-approved parent or local restaurant to donate South American snack food. Recite Spanish poems about life in the mountains. Choreograph an Indian dance routine using a few of the weavings pinned on the students' shirts as part of the costumes.

Week Two-Grade 5

Objectives

VA1: *Students will understand and apply media, techniques, and processes related to the visual arts:*

- ❖ Know how different materials, techniques, and processes cause different responses from the viewer
- ❖ Know how different media (e.g., oil, watercolor, stone, metal), techniques, and processes are used to communicate ideas, experiences, and stories
 - Create two-dimensional artwork with emphasis on communication
 - Draw portrait using three values
 - Draw using contour line

Background:

In this lesson, students will learn to balance lines with an understanding of symmetry in a portrait. Before beginning to work, students should again study the painting, *Portrait of a Lady* by Rogier van der Weyden. It was painted in 1455 by the leading artist of the times in Netherlands. The composition is formed from a three quarter view of the lady's face, the most typical pose for a portrait. What mood does this painting create? The very dark and light areas make a strong contrast. Since these areas are almost equally placed on the right and left, the balance is called *approximate symmetry*. Look at the print *Taj Mahal*. It is a type of **formal balance** called **symmetry, meaning that** it is exactly the same on the right and on the left.

Materials:

Part 1

8.5" x 11" drawing paper

Scissors

Ruler

Pencils

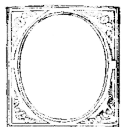
Colored pencils

*8.5" x 11" copy of photograph or black and white magazine picture of a face

*Parents may contribute by sending in an 8" x 10" photocopy of their child's school portrait from last year.

Drawing Lines that Create an Environment for Balance: Proportioned Portraits (5) Week 2

Art Start



(ten minutes each day-select an activity)

- Prints
 - *A Sunday Afternoon on the Island of La Grande Jatte* by Georges Seurat
 - *The Letter* by Mary Cassatt
 - *Getting to Know the World's Greatest Artists: Monet, Matisse, Andy Warhol, Edgar Degas, El Greco, Henri de Toulouse-Lautrec, Georges Seurat, Mary Cassatt*

- Vocabulary (whole-group discussion)
 - **Formal balance (symmetry)**—objects placed exactly in the same position on the right and the left.
 - **Approximate symmetry**—objects are placed in almost the same position on the right and the left.
 - **Contour line**—the outline around an object to define its shapes.
 - **Proportion**—how one part of an object relates to the whole.

- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Jumanji* by Chris Van Allsburg (uses space and points of view in black and white illustrations to accompany adventure story)
 - *A Child's Book of Art: Great Pictures* by Lucy Michelthwait (well-known pieces of art are used to illustrate words)

Art Smart



(pacing activities for the week)

- Weekly Art Projects
 - 1. Lesson 1, 2 classes

Students will grid a picture of a face so they can draw in correct proportion.

- ❖ **Prepare the picture to be copied with a grid:**
 - a) Pass out 9" x 12" paper, pencils, and rulers.
 - b) Tell students to hold the paper in the tall or "portrait" position with 9-inch side at the top.
 - c) With a pencil and ruler, mark off *one-inch squares*, both vertically and horizontally, *on the picture to be copied*. The original could be a copy of a photograph of a person's face or a face from a magazine.
 - Align the ruler with the top edge (9") of the page.
 - Put a large dot at every point marking one inch.
 - Start at the first dot. Draw a straight vertical line from the dot down to the bottom of the page. Keep the ruler evenly spaced and straight! Continue drawing lines until finished.

- Align the ruler with the side edge (12") of the page. Start at the first dot. Draw a straight horizontal line from the dot straight across the page. Keep the ruler evenly spaced and straight! Continue drawing lines until finished.
- When completed, the paper should be covered with equal squares.
Note: if a portion of a square is left after measuring the 1" blocks, cut it off.

❖ **Prepare the drawing paper for copying the original:**

- a) Make the same amount of squares on the drawing paper as on the picture to be copied.
- b) Pass out white drawing paper. Students' names go on the back.
- c) Instruct the students to draw a 1" grid the same way as they drew it on the picture.

❖ **Transfer the drawing** (students may need direct assistance when starting the grid):

- a) Look closely at what you see on the upper left square of the picture.
- b) Go to the corresponding square on the paper and draw only what is in that square.
- c) Repeat this process for every square on the paper.
- d) To prevent confusion use a sheet of plain paper to cover all the rows except the one you are working on.
- e) **MAKE A COPY OF THE FINISHED ART TO BE USED IN THE NEXT CLASS.** Center the original carefully to ensure straight lines for the student. Also, center to begin with a full square. Use your judgment for the best final piece. This copy will be the base for an enlargement of the same drawing!

2. Enlarging the Portrait with a Grid (Lesson 2, 2-3 classes)

Before the class, the teacher will copy the students' finished drawings from the last class. Pass out the copy of last week's drawings, which are now on 8.5 x 11" copy paper, pencils and rulers.

❖ **Prepare the drawing paper for copying the original:**

- a) Make the same amount of squares on the drawing paper as on the picture to be copied. This time the squares will be twice as big.
- b) Pass out 18" x 24" white drawing paper. Students' names go on the back.
- c) Instruct the students to draw a 2" grid using the same process as in lesson one. Again, assist individual students as necessary in correctly starting the grid.

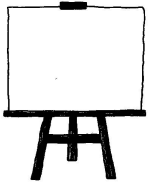
❖ **Transfer the drawing:**

- a) Look closely at what you see on the *upper left square* of the *picture*.
- b) Go to the corresponding square on the paper and draw only what is in that square.
- c) Repeat this process for every square on the paper.
- d) To prevent confusion, use a sheet of plain paper to cover all the rows except the one on which you are working.

❖ **Prepare Work for Final Presentation:**

- a) Carefully erase the grid lines.
- b) Retouch the drawing as needed.
- c) Cut out drawing and glue to an 18" x 24" piece of construction paper.
- d) Separate and dry flat.
- e) Display in school and then present to parents as a gift.

Art Show



- **Art Festival**

Students who finish early can begin large scale “Andy Warhol” portrait to be the focal point in the display of all the artwork this session. Match the theme with music, dances and songs about “people.” Invite a parent who does face painting to provide this service at the festival.

Week Three-Grade 5

Objectives

VA2: *Students will know how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art:*

- ❖ Know some of the effects of various visual structures (e.g., design elements such as line, color and shape and principles such as repetition, rhythm and balance) and functions of art of art
- ❖ Understand what makes various organizational structures effective (or ineffective) in the communication of ideas
- ❖ Demonstrate understanding of the concepts of the color wheel through painting
- ❖ Know primary and secondary colors and mix intermediate colors (yellow-orange, blue-green, red-violet)
 - Create a painting based on color theory
 - Create art work that evokes emotion by manipulating the illusion of space:
 - Use overlapping shapes
 - Vary the size of shapes
 - Vary the placement of shapes

Background:

Pierre Auguste Renoir (1841- 1919), a famous French painter in the late nineteenth century, was a leader of Impressionism. He painted everyday objects and represented in his paintings the effect of light on color. He used both light and dark colors for emphasis of subject matter and mood in his paintings.

Materials:

Tape or CD of Vivaldi's *The Four Seasons*

8.5" x 11" or 9" x 12" white drawing paper

Liquid tempera paints

Brushes

Palettes or flat containers for paint

Containers for water

Newspaper

Markers

Pencils

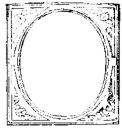
Paper towels

Color Moods: Systems for Emphasis

Painting Seasons in Monochromatic Moods (5)

Week 3:

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Path Through the Tall Grass* by Auguste Renoir
 - *Getting to Know the World's Greatest Artists*: Eugene Delacroix, Frida Kahlo, Georgia O'Keeffe, Johannes Vermeer, Michelangelo, Vincent van Gogh
- Vocabulary (whole-group discussion)
 - **Impressionism**—a period of art in the late 19th Century in which artists were concerned with painting daily life and the effects of sunlight.
 - **Shadows**—the shade parts of a drawing or painting.
 - **Highlights**—the areas of white or light, usually small areas, used to show the brightest sections of the artwork.
 - **Gradation**—gradual change from one value to the next.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *The Great Blueness and Other Predicaments* by Arnold Lobel (shows the effect of monochromatic colors on the world)
 - *Night Sounds, Morning Colors* by Rosemary Wells (examines the senses by reviewing the expressive use of the elements of art)

Art Smart



(pacing activities for the week)

- Weekly Art Project
 1. Planning to Paint like Renoir (Lesson 1, 1 class)

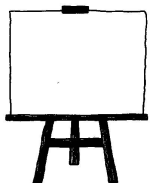
Provide each student with a black and white copy of *Path through the Tall Grass* if possible. *Instruct the students*: Create four paintings, one for each season. Paint the scenes as you would imagine them to be in the autumn, winter, spring, and summer. Study Renoir's painting and try to recreate it for the summer painting. Note the direction and texture of the brush strokes. The spring painting would be similar but with the flowers less developed and the colors lighter. For fall, paint a landscape of the season with dried brown leaves, and paint snow in the winter scene.

 - a) Help students begin to visualize the colors of changing seasons by playing the CD of Vivaldi's *The Four Seasons*. Direct the students to study the painting *Path through the Tall Grass* by Auguste Renoir closely.
 - b) Pass out four sheets of heavy white paper or poster board and pencils. Students' names go on the back at this time. On the front, label each painting Renoir's Autumn, Renoir's Winter, Renoir's Spring, and Renoir's Summer.

- c) After listening to the music with eyes closed for a few minutes, students begin to sketch a quick scene for each of the four seasons, one on each of the four papers.
 - Stress that this is a quick, planning type of drawing.
 - The pencil should be used very lightly.
 - Don't worry about erasing!
 - Use light, feathery strokes that can easily be sketched over.
 - d) Composition tips and guidelines:
 - Encourage students to use overlapping shapes (parts on top of each other).
 - Use a variety of shapes as they are placing the shapes and subjects of the painting in various positions on the page.
 - e) Put work in folder for each student for next class.
2. Painting (Lesson 2, 4 classes)
- a) Demonstrate how to mix colors with tempera paint. *Refer to painting techniques in tips chart, page 7.
 - First, stir the paint to eliminate separation.
 - Stress keeping colors clean by not putting brushes loaded with paint into another color.
 - Dip into one color to transfer the paint to the palette.
 - Clean the brush by rinsing in a container of water and drying with a paper towel.
 - Dip into the next color and place on another part of the palette.
 - Mix drop by drop for a tiny change and then use increasing amounts.
 - b) Painting instructions:
 - Renoir was known for his control of his paintings by good use of highlights and shadows.
 - To the color of choice, add white for a highlight and black for a shadow.
 - First paint with the pure color.
 - Then experiment mixing the colors together.
 - c) Cover desks with newspaper.
 - d) Pass out folders of students' drawings.
 - e) Direct students to paint center to pick up paint, palettes, water containers, and paper towels. Very small containers work well (e.g., disposable espresso cups for paint and 2 oz. plastic cups for water). Baby wipes, if available, are a good addition to paper towels.
 - f) Put on music, Vivaldi's *The Four Seasons*, and direct students to again visualize as they paint!

Art Show

- Classroom Art Showcase



As the students are returning the brushes and throwing away paint and water cups, their paintings should be drying on the desks. Students can circulate around the room to observe the paintings and then analyze, discuss and compare their paintings to Renoir's.

Week Four-Grade 5

Objectives

VA3: *Students will know a range of subject matter, symbols, and potential ideas in the visual arts:*

- ❖ Know how visual, spatial and temporal concepts integrate with content to communicate intended meaning in one's works of art
- ❖ Know how subject matter, symbols, and themes are used to communicate meaning
 - Create a collage and an assemblage which shows the role of technology in our world

Background:

Nam June Paik (b. 1932) is a famous, modern artist, musician, scientist, and engineer who is known as the *Father of Video Art*. He creates large-scale assemblages from old TVs, videocassettes, computer parts, and traditional art mediums (like paint!). In this project, students will create a collage and an assemblage, which show the role of technology in our world. Collage is a form of art created by gathering, arranging and gluing paper, pictures and/or other materials on a flat, two-dimensional surface. An assemblage is a three-dimensional work made by combining a variety of objects to create a unified piece of art. This lesson will begin with one color background as an exercise in understanding values. As the students exercise their limitless creativity, they will produce amazing works of art.

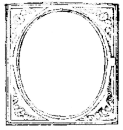
Materials:

Pencil
Paper
Scissors
Glue
Heavy weight paper/tag board
Cardboard scraps
Paper towel tubes
Shoe boxes
Old computer CDs and floppy discs
Colored pencils
Assortment of found objects (buttons, key chains, nuts, bolts, etc.)
Markers
Thread
Paint
Yarn
Tape
Magazines

Environments of Variety Create Value (5)

Week 4:

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Drawing at a Window* by Rembrandt van Rijn
 - *Votive Statue of Gudea from Lagash*
 - *Getting to Know the World's Greatest Artists: Salvador Dali, Rene Magritte*
- Vocabulary (whole-group discussion)
 - An **assemblage** is a 3-D work made by combining a variety of objects to create a unified piece of art.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *On the Day You Were Born* by Debra Frasier (contains bright paper collages that utilize positive/negative space in interesting designs)
 - *Caddie Woodlawn* by Carol Brink (uses variety as a description of the main character)
 - *The Worlds of Nam June Paik* by John G. Hanhardt
 - *Play with Models* by Ivan Bulloch (project book of 3-D crafts for all ages)

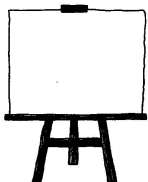
Art Smart

(pacing activities for the week)



- Weekly Art Project
 1. Assemblage (Lesson 1, 4-5 classes)
 - a) Put together a station for the students to visit to collect assemblage items, as they need them: found objects, magazines, paper towel tubes, computer discs, old CDs, etc.
 - b) Each student becomes a “high tech” inventor.
 - c) Brainstorm and write down ideas for a new high tech invention that will be assembled using cardboard or shoe boxes. It can be anything, a robot or imaginary tool, for example. It must be something useful to society in a positive way. Each student will discuss his or her final idea with the teacher, who will give approval when the student is ready to begin construction of his or her invention.
 - d) Begin by using a box to form the base of the structure. The base structure could be covered with construction paper or painted. Choose a color theme using as many different values of the same color that you can.

Art Show



- Class Presentation

Once the students have finished constructing and decorating their inventions, they should be allowed time at the end of the last class for show and tell about each assemblage.

Week Five-Grade 5

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Know that the visual arts have both a history and a specific relationship to various cultures
- ❖ Identify specific works of art as belonging to particular cultures, times, and places
- ❖ Compare similar art themes created by different cultures, e.g., holidays, rituals, war, family, emotions
 - Create an Egyptian art project

Background:

Show and discuss the styles of Egyptian art and life. Men wore linen kilts and neckpieces of gold. Women wore long, loose dresses, heavy necklaces and wigs. Ancient Egyptian culture is full of examples of abstract or simplified shapes. The “divine eye” was a symbol for prosperity. The scarab beetle was a symbol of eternal regeneration, or continuous life after physical death. In this lesson, students will create their own pieces of jewelry in the style of Egyptian art.

Materials:

Found objects – safety pins, buttons, beads, bits and pieces of discarded jewelry

Glue and pin backings

Newsprint

Markers

Tape

String

Yarn

Thin leather thong strips or chain if available.

Model Magic™ or other self-hardening clay

Tempera paints

Brushes

Texture Creates Environments for Rhythm: Egyptian Jewelry (5) Week 5

Art Start



(ten minutes each day-select an activity)

- Prints
 - *Drawing at a Window* by Rembrandt van RijnDiscuss how lines, shapes, and textures express ideas
- Vocabulary (whole-group discussion)
 - **Abstraction** –the simplification of shapes
 - **Hieroglyphics** – words in the form of pictures
 - **Center of Interest** – area of an artwork that draws the viewer’s attention
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Baba Yaga and Vasilisa* (1994) by Marianna Mayer (wonderful illustrations that show how texture creates moods in art)
 - *The Winged Cat: A Tale of Ancient Egypt* by Deborah Norse-Lattimore (an adventure-filled story filled with beautiful in shades of green, blue, gold, and brown against backgrounds designed to look like papyrus or linen and filled with hieroglyphics, ancient Egyptian symbols and decorative motifs)

Art Smart

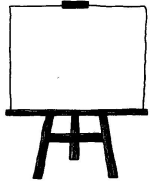
(pacing activities for the week)



- Weekly Art Projects
 1. Lesson 1, 1 class
 - a) Brainstorm to gather ideas for a badge or a necklace. Think of a personal symbol, which could represent an idea about life.
 - b) Make sketches of workable ideas leading to the final plan.
 - c) Pay attention to the position of shapes and lines, so they are simplified yet meaningful.
 - d) Direct the lines and forms in a pattern to create visual rhythm.
 2. Lesson 2, 1 class
 - a) If using Model Magic™, begin molding the shape first, so that it can dry.
 - b) Make sure that the finished piece is not too thin or it will crack when drying.
 - c) Push a hole in the piece so that it can be stung on a necklace.
 - d) A pin could be attached to the back if the piece is a shield.
 - e) When dry, color with markers or tempera paint.
 3. Lesson 3, 2-3 classes

- a) Gather found objects and dried Model Magic™ piece to string together to form an elaborate necklace or badge. Ancient Egyptian necklaces were worn as wide collars. A badge could be in the shape of a shield.
- b) Beads and layers of yarn strung with objects created or found will develop into an interesting piece of jewelry.
- c) Attach pieces of poster board for display with the students' names and statements about the symbolism.

Art Show



- Egyptian Art Festival

Prepare for this with a large (4' x 4') pyramid cut from butcher paper. At any point in the lessons, have students who finish early work in groups to decorate large murals. Direct the students to draw on the pyramids from the "outside." Encourage students to have parents help them to prepare Egyptian robes, wigs (from yarn or paper) and jewelry for them to wear at the art festival. Coordinate with Egyptian dancers and music. Spanish-speaking students can tell a story and/or perform a play about early South American pyramids.

Week Six - Grade 5

Objectives

VA4: *Students will understand the visual arts in relation to history and cultures:*

- ❖ Understand the historical and cultural contexts of a variety of art objects
- ❖ Understand how factors of time and place (e.g., climate, resources, ideas, technology) influence visual, spatial or temporal characteristics that give meaning or function to a work of art
 - Create a mola project

Background:

The Kuna Indians of Panama are known for their brightly colored cloth designs called molas. They were created using the reverse appliqué technique. The decoration is first embroidered onto the cloth, and then it is trimmed. Traditionally, the images used for the designs were abstract animals, birds or plants done in bright colors on a red or black background. Similar backgrounds, colors, shapes, and repeated patterns create a unified artwork in molas. Students will create their own mola designs using construction paper.

Materials:

12"x18" black construction paper

Assorted sizes and bright colors of construction paper

9"x12" Drawing paper

Scissors

Rulers

Pencils

Glue

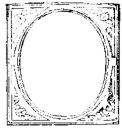
Reference pictures of abstracted shapes of animals, birds, plants

Molas Shape Environments for Unity

Mola, Mola (5)

Week 6:

Art Start



(ten minutes each day-select an activity)

- Prints
 - *The Letter* by Mary Cassatt
- Discuss shape.
- *Getting to Know the World's Greatest Artists: Henri Rousseau, Paul Gauguin, Henri Matisse, Pablo Picasso*
 - Vocabulary (whole-group discussion)
 - **Positive space** is the area that shapes and objects fill in an artwork.
 - **Negative space** is empty space that surrounds shapes and forms in an artwork.
 - A **mosaic** is a work made by fitting together small pieces of ceramic, stone or glass.
 - **Abstract art** refers to simplified shapes that emphasize form instead of matter.
 - Caldecott & Literature Resources (selections to read to whole group this week)
 - *The Hidden Jungle* (1992) by Simon Henwood (vibrant examples of subject and unity)
 - *A Day in the Blue Ridge Mountains* (1995) by Joyce Durham Barrett and Celeste Durham Wilson

Art Smart



(pacing activities for the week)

- Weekly Art Project
 1. Lesson 1
 - a) Pass out drawing paper.
 - b) Play musical selections that include nature sounds.
 - c) Tell students, "Get very still and quiet and, concentrate on the music. Visualize the rainforest. Imagine your favorite animal walking toward you. Now quietly draw that animal in a very simplified way. Fill up the paper with the drawing. The animal should be large." *Note: For students having difficulty at this point, hand out the reference pictures of abstracted shapes of animals, birds, and plants.*
 - d) Cut out the shape. This is now the pattern for future use. Make sure students' names are on the back.
 - e) Students will place their work in their art folders.
 2. Lesson 2, 2-3 classes
 - Note: Use the pattern to make multiples.*
 - a) Trace the shape TWO times on brightly colored construction paper.

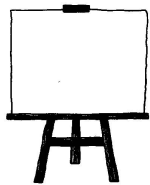
- b) Trace EACH shape again, TWICE, on a DIFFERENT COLOR, but this time enlarge it by drawing a line around it $\frac{1}{4}$ " to $\frac{1}{2}$ " larger than the shape.
- c) Repeat this process. Result should be six shapes in three colors.
- d) Pass out 12"x18" black construction paper.
- e) Glue the two BIGGEST shapes on the paper so that they face each other. Center the smaller shapes on the larger and glue. Repeat.

❖ **Completing the artwork:**

- a) The area around the main shapes is known as the negative space.
- b) Decorate with $\frac{1}{2}$ " squares of assorted colored paper.
- c) Make a pattern with the colored squares with a little bit of the black background showing between each square.
- d) This type of pattern resembles mosaics. Mosaics are tiles of glass, stone, or ceramic set in cement.
- e) Students should recheck your work to make sure all the edges of paper are securely glued.

Art Show

- Mola Rainforest



Those students who finish early create a large mural of a rainforest scene. Arrange molas on tabletops or on the walls. Combine South American mountain music with Spanish folk songs and dances.

Week Seven - Grade 5

Objectives

VA3: *Students will* know a range of subject matter, symbols and potential ideas in the visual arts:

- ❖ Know a range of subject matter, symbols and potential ideas in the visual arts
- ❖ Know how visual, spatial and temporal concepts integrate with content to communicate intended meaning in one's works of art
- ❖ Know different subjects, themes and symbols (through context, value) and which ones convey intended meaning in works of art
 - Create a crayon etching with a space and planets theme

Background:

Alan Bean was the fourth man to walk on the moon as Lunar Module pilot on Apollo 12. This was the second lunar landing. It has been more than 30 years since that momentous event; however, his footprints still lie undisturbed on the moon! In 1981, Alan Bean abruptly retired from NASA to pursue his lifelong passion...art! He is a first-rate artist. Alan Bean is unique in the history of art, as he is the only artist who has walked in another world! This project is a crayon etching. Begin the session by asking students to share facts that they have learned about the solar system, space, and planets. Reinforce learning according to the students' grade level. Instruct students to pay close attention to the round forms they will be drawing. Demonstrate shading to increase three-dimensional effects for the increased impression of reality.

Materials:

CD or tape of *Thus Spoke Zarathustra* (2001: A Space Odyssey theme song)

12" x18" white drawing paper

Large toothpicks

Large paper clips

Pencils

Rulers

Crayons

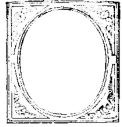
Cotton swabs (e.g., Q-Tips™)

Tempera paint

Brushes

Environments of Forms Create Harmony: Journey into Outer Space (5) Week 7

Art Start



(ten minutes each day-select an activity)

- Prints
 - *English Armor of George Clifford*
 - *Third Earl of Cumberland*
 - *Lunar High Five* by Alan Bean (*teachers look for this on the Internet)
 - *Getting to Know the World's Greatest Artists: Ray Lichtenstein, Pieter Brueghel, Marc Chagall*
- Vocabulary (whole-group discussion)
 - **Etching** – scratching away the surface of a material to create and reveal an artistic pattern.
 - **Form** – any object that can be measured by height, width and depth.
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *Christmas at Long Pond* (1992) by William T. George (subtle colors harmoniously create moods)
 - *The Jacket* (1995) by Steven Otfinoski (illustrates focal points in design)

Art Smart

(pacing activities for the week)



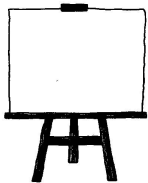
- Weekly Art Projects
 1. Lesson 1, 2 classes

Pass out 12" x 18" drawing paper, pencils and rulers. Instruct students to draw a two-inch border all around the paper. Name goes in the upper right corner near the top, within the border.
- ❖ **Create the under layer of bright color:**
 - a) Pass out crayons. It is preferable to use old crayons and allow the students to remove the wrappers.
 - b) Play music, *Thus Spoke Zarathustra* (2001:A Space Odyssey theme)
 - c) Guide students in a brief visualization of an imaginary journey into space.
 - d) Have the students cover the paper completely, inside the border, with heavy, overlapping layers of bright colors.
 - e) As soon as the music speeds up, the fun really starts. Encourage the students to color on the paper in pace with the music (very quickly!).
 - f) Collect art and place in students' folders.
- 2. Lesson 2, 1 class
 - a) Return artwork to students.
 - b) Again play music, *Thus Spoke Zarathustra* (2001:A Space Odyssey theme).

- c) Have the students cover the paper completely with black crayon OVER the layers of bright colors.
 - Again, as the music speeds up, the fun really starts! Encourage the students to color on the paper in pace with the music (very quickly!).
 - d) Inform the students that they have been working and visually creating in harmony with the music.
 - e) Collect artwork and place in folders.
3. Lesson 3, 1 class
- a) Pass out students' art.
 - b) Have the students create realistic space drawings by "scratching" away the crayon wax.
 - Encourage students to recall their initial visualization of their imaginary journey through space.
 - Pass out large toothpicks and large paper clips (unbent) to use as etching tools.
 - Have students keep a sheet of newspaper under their work to collect the wax shavings as they are scraped off.
 - c) Students slowly and carefully paint around their planets with slightly thinned tempera paint. They should just skim over the surface to create a misty, space-like feeling.
 - d) Use cotton swabs to remove paint immediately from unwanted areas. Paint will not adhere to most of the crayon areas.
 - e) Plan time for students to show and discuss their journeys into space.
 - f) OPTIONAL: for those students who finish early, they may write the story of their personal imagined journeys on the back of the artwork.

Art Show

- Encore Art Festival



Create a large-scale mural of outer space as a backdrop for a display of this artwork.

Week Eight- Grade 5

Objectives

VA5 : *Students will :*

- ❖ Understand the characteristics and merits of one's own artwork and the artwork of others
- ❖ Distinguish among multiple purposes for creating works of art
- ❖ Understand possible contemporary and historic meanings in specific works of art
- ❖ Understand how one's own works of art as well as works of art from various eras and cultures may elicit a variety of responses
 - Create a watercolor of a flower

Background:

Georgia O'Keeffe (1887-1986) was an American painter born in Wisconsin. She was an art teacher before she became a full time artist. She painted large flowers, New York scenes, southwestern landscapes, and stark bones she found in the desert. In 1939, she was named one of the twelve most outstanding women of the past fifty years. Ms. O'Keeffe was awarded the Medal of Arts by President Ronald Reagan. Students will review the principles of art as they create large-scale watercolor flowers in the style of Georgia O'Keeffe.

Materials:

Watercolor Paint (*watercolors can be made easily by using water to dilute tempera paint, and then made available to students in small containers such as disposable espresso cups)

Newsprint

18" x 24" Drawing paper

Strong glue

Brushes

Pencils

Markers

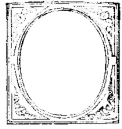
Protective shirts or aprons

Reviewing the Principles of Art

Georgia O'Keeffe Watercolors (5)

Week 8:

Art Start



(ten minutes each day-select an activity)

- Prints
 - *The Letter*
 - *Current*
 - *Getting to Know the World's Greatest Artists: Georgia O'Keeffe, Grant Wood, Edward Hopper, Edgar Degas*
- Caldecott & Literature Resources (selections to read to whole group this week)
 - *The Firebird* (1993) by Selina Hastings (shows warm color usage)

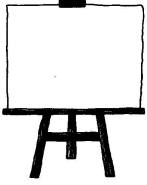
Art Smart



(pacing activities for the week)

- Weekly Art Projects
 1. Lesson 1, 1 class
 - *Bring in fresh flowers if possible.
 - a) Show the book *Getting to Know the World's Greatest Artists: Georgia O'Keeffe*. Direct students' attention to the large-scale flower paintings on pages 4, 19 and 20.
 - b) Inform the class that they will be creating a large-scale watercolor flower in approximately the same scale as Ms. O'Keeffe.
 - c) Have students make a few quick sketches on newsprint just for practice.
 - d) Direct students to expand the petals of the flower all the way to the edges of the paper.
 2. Flower Painting (Lesson 2, 3-4 classes)
 - a) Cover tables with newspaper. Pass out 18" x 24" drawing paper. Have students sign their names in cursive in the lower right corner (like an artist!).
 - b) Instruct students to begin a drawing a large flower with a pencil. Remind class to fill the paper to the edge to achieve a Georgia O'Keeffe style! While the class is drawing, play music softly.
 - c) Encourage the students to relax while holding the paintbrush and strive for a loose approximation of a flower.
 - d) If it is necessary to paint over an area, caution student to allow to paint to dry first to prevent muddy, messy colors. *Note: a hair dryer to be used only by the teacher can be useful.*
 - e) Allow drying flat on drying rack.
 - f) When dry, petal shapes and the stamen could be outlined with thin marker lines.
 - g) Paintings look fabulous hanging in a school display.

Art Show



- Assessment
Portfolio Rubric

Art Fair



- During the last (ninth) week, your students will compile their favorite/best art works to put on display at the Art Fair.
- Agree on a number of art works the students can include that demonstrate a variety of media, techniques, and processes.
- The Art Fair can be held in the classroom with each student having his or her own individual space/table to display his or her artwork. Encourage students to bring tablecloths to cover their tables and maybe some goodies (such as cookies) to pass out to guests. The Art Fair can also be held outdoors.
- Invite other classes to come and visit the Art Fair and provide artists with feedback. Students may ask the artists questions about their art and discuss the techniques and processes used.
- Have background music from the Renaissance era. Invite a face painter, mime, dancers, or other guests to provide entertainment like in a real Art Fair.

Assessment and Communication

The following supplements are provided to assist you in assessing your students' learning in the Encore Visual Arts program. The course will be graded on a Satisfactory and Unsatisfactory basis. Each week, teachers should record students' progress and evaluate the effectiveness of the lessons. A portfolio should be kept for each student, which will contain examples of their learning and growth in the program. Examples for the portfolio could include artist notepads, photographs, the interest inventory, self and peer assessments, teacher observation checklists, work samples, reports, and/or group projects. A portfolio evaluation form should accompany all work samples.

The lessons in the Visual Arts Encore module are standards-based and reflect the skills and concepts students should know and be able to do in an art class. Each unit will culminate with students' showing what they have learned in an Art Fair, which will be assessed by the teacher and the student's peers.

This section contains the following assessment and communication supplements:

Standards-Based Rubrics	Skills and Concepts Assessment
Artist Notepad	Listening and Reflection Notes
Portfolio Evaluation Forms	Teacher and Student Evaluation
Self-Assessment Sheet	Student Self-Assessment
Peer Assessment Sheet	Collaborative Group Ratings
Interest Inventory	Portfolio Entry
Class Record Chart	Class Participation Rating
Student Record Chart	Student Weekly Records
Parent Communication Forms	Progress, Information and Invitation

Standards-Based Rubrics

Directions: Teachers use these rubrics to assess daily skill and concept work.

These are the four types of rubrics referenced in the art lesson plans:

Art Rubric A

To be used to assess Art History and Culture VA4

Score	Representation	Criteria
3	Exceeded the standard	Identifies and describes many works of art from particular cultures, times and places by using appropriate art vocabulary.
2	Met the standard	Identifies and describes specific works of art from particular cultures, times and places by using appropriate art vocabulary.
1	Attempted standard	Unsuccessfully attempts to identify and describe specific works of art from particular cultures, times and places by using appropriate art vocabulary.
0	Did not attempt standard	Does not attempt to identify and describe specific works of art from particular cultures, times and places by using appropriate art vocabulary.

Art Rubric B

To be used to assess Art Criticism VA5

Score	Representation	Criteria
3	Exceeded the standard	Analyzes many pieces of artwork effectively by recognizing an artist's technique, style and goals.
2	Met the standard	Analyzes specific pieces of artwork effectively by recognizing an artist's technique, style and goals.
1	Attempted standard	Attempts to analyze artwork effectively by recognizing an artist's technique, style and goals.
0	Did not attempt standard	Does not attempt to analyze artwork effectively by recognizing an artist's technique, style and goals.

Art Rubric C
To be used to assess Aesthetic Perception VA5, VA3

Score	Representation	Criteria
3	Exceeded the standard	Demonstrates an ability to observe many elements and principles of art in the environment, dance, theater and other real world situations.
2	Met the standard	Demonstrates an ability to observe specific elements and principles of art in the environment, dance, theater and other real world situations.
1	Attempted standard	Unsuccessfully demonstrates an ability to observe elements and principles of art in the environment, dance, theater and other real world situations.
0	Did not attempt standard	Does not attempt to demonstrate an ability to observe elements and principles of art in the environment, dance, theater and other real world situations.

Art Rubric D
To be used to assess Creative Expression VA1, VA2,

Score	Representation	Criteria
3	Exceeded the standard	Uses different art materials, media, techniques and processes effectively at most times.
2	Met the standard	Uses different art materials, techniques and processes effectively at specific times.
1	Attempted standard	Attempts to use different art materials, techniques and processes effectively at most times.
0	Did not attempt standard	Does not use different art materials, techniques and processes effectively at most times.

Artist's Notepad

For Intermediate Art Start!

Students make these into an art journal to write reflections, take notes and share thoughts during their Art Start! time in the Performing Arts Encore program. Photocopy five per student (front to back) to be folded into a booklet for the week's unit.

Art Start!

Impressions shared by: _____

Art Start! Week _____ Student's Name _____

Piece of Art Displayed: _____ Artist _____

Book Read: _____ Illustrator _____

How does it make you feel (mood)? _____

What do you think was the artist's purpose for creating this work of art? _____

What is the artistic form?



Landscape



Still Life



Portrait



Abstract

Draw a picture in this form:

Art Start! Week _____ Student's Name _____

Piece of Art Displayed: _____ Artist _____

Book Read: _____ Illustrator _____

How does it make you feel (mood)? _____

What do you think was the artist's purpose for creating this work of art? _____

What is the artistic form?



Landscape



Still Life



Portrait



Abstract

Draw a picture in this form:



Observation Checklist

Prepare a table set (5 students) of these and staple them together.
Keep them on a clipboard and conduct table observations when appropriate.



Table _____

Student's Name _____

Criteria	-	+	Comments
Does the student know what to do?			
Does the student get right to work?			
Is the student organized?			
Can the student do the required task independently?			
Can the student do the required task with peer assistance?			
Can the student do the required task with teacher assistance?			
Has the student done the task accurately?			
Can the student explain the work?			
How does the work look?			
Does the student work well with others?			
Does the student use time wisely?			
Other			



Observation Checklist

Prepare a table set (5 students) of these and staple them together.
Keep them on a clipboard and conduct table observations when appropriate.



Table _____

Student's Name _____

Criteria	-	+	Comments
Does the student know what to do?			
Does the student get right to work?			
Is the student organized?			
Can the student do the required task independently?			
Can the student do the required task with peer assistance?			
Can the student do the required task with teacher assistance?			
Has the student done the task accurately?			
Can the student explain the work?			
How does the work look?			
Does the student work well with others?			
Does the student use time wisely?			
Other			

Portfolio Evaluation Form

Directions: Teacher and student discuss the contents of his/her portfolio and assign a score of 0-3 for each criterion. A satisfactory or unsatisfactory rating will result from the average of the scores.



_____s Encore

Encore Program

	<p><i>Write in the earned score and total at the bottom to calculate the student's report card grade.</i></p>			
Evaluation of Contents	<i>Unsatisfactory Did not Attempt Goals</i>	<i>Satisfactory Attempted Goals</i>	<i>Good Met Goals</i>	<i>Excellent Exceeded Goals</i>
	0	1	2	3
Completeness: <i>Meets portfolio requirements (Use Portfolio Table of Contents)</i>				
Variety: <i>Tries new things. (Use portfolio selection form)</i>				
Quality: <i>Sets high standards for completed work. (Use rubrics)</i>				
Effort: <i>Sets goals and works on them. (Use portfolio selection form)</i>				
Reflection: <i>Defines strengths and weaknesses (Use self-assessment form)</i>				

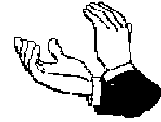
Portfolio Evaluation Forms

Directions: Students and teachers complete this portfolio form and attach to the work to be placed in the portfolio. At least four items should be selected for the Encore Portfolio. (For example: beginning and end of each 4-week module).

A portfolio selection form with a decorative border. The border consists of a central rectangular area with rounded corners and two trapezoidal sections on the left and right sides. Each trapezoidal section contains a line drawing of two hands, one palm up and one palm down, as if presenting something. The central area contains the following text: "Portfolio Selection Form for" at the top, followed by a horizontal line and "(Name)" below it. Below that is another horizontal line, with "(Unit)" on the left and "(Date)" on the right. Underneath are three sections: "Student Evaluation:", "Student Goal:", and "Teacher's Comments:", each followed by a blank space for writing.A second, identical portfolio selection form to the one above. It features the same decorative border with hand illustrations and the same text layout: "Portfolio Selection Form for", a line for "(Name)", a line for "(Unit)" and "(Date)", and three sections for "Student Evaluation:", "Student Goal:", and "Teacher's Comments:".



Self-Assessment Sheet



Directions: Students reflect on their strengths and weaknesses.

When I draw I feel....

When I share my art work with others
I feel

I have gotten better in...

I still need work on...

I am proud of...



Name of performer:

I helped my group by:

Next time, I hope:

These are the things I did well:

These are the things I would like to do
better:

Ideas:

Drawing Listening sculpting

Painting coloring weaving



Peer Assessment Sheet



Directions: Students ask their classmates to give them feedback on their collaborative projects and performances.

I enjoyed when you:

Signed by:

I like the way you:

Signed by:



Name of Artist

You helped our group by:

Signed by:

Next time, I hope:

Signed by:

Intermediate Interest Inventory

Directions: Students fill this out on their first visit to your class and keep as a portfolio entry.

Art Interest Inventory

Directions: Complete the following with a short answer.

I like to:

Draw using _____

Paint using _____

Sculpt using _____

Weave using _____

Sew using _____

Other _____

Rate your feelings about the following on a scale of 0-4: 0= not that great and 4=pretty good, if I say so myself.

Water color painting ____

Tempera painting ____

Other painting ____

Pencil drawing ____

Marker drawing ____

Pastel drawing ____

Clay sculpting ____

Paper sculpting ____

other ____

Working with others ____

Finishing projects on time ____

Have you ever been to an art museum? _____ If yes, which one? _____

_____ What is something you remember about it? _____

Have you ever been to an Art Fair? _____ If yes, which one? _____

What is something you remember about it? _____

Parent Communication Form

Directions: Fill out a parent communication form to introduce each unit and request supplies or give other information (field trips, guest speakers etc)

Visual Arts Encore Program Parent Communication:

Dear Parents,

In the Visual Arts Encore Program we are about to begin our unit on _____

_____. We would like to request _____

Thank you so much,

Visual Arts Encore Program Parent Communication:

Dear Parents,

In the Visual Arts Encore Program we are about to begin our unit on _____

_____. We would like to request _____

Thank you so much,

Visual Arts Encore Program Parent Communication:

Dear Parents,

In the Visual Arts Encore Program we are about to begin our unit on _____

_____. We would like to request _____

Thank you so much,

Parent Communication Form

Directions: Fill out a parent communication form to invite parents and guests to your culminating Encore Performance.

Visual Arts Encore Program Parent Communication

Dear _____,

We would like to cordially invite you to attend our culminating Encore Performance

scheduled for _____

We hope you will be able to attend.

Sincerely,

Visual Arts Encore Program Parent Communication

Dear _____,

We would like to cordially invite you to attend our culminating Encore Performance

scheduled for _____

We hope you will be able to attend.

Sincerely,

Visual Arts Encore Program Parent Communication

Dear _____,

We would like to cordially invite you to attend our culminating Encore Performance

scheduled for _____

We hope you will be able to attend.

Sincerely,

Art Background

Seven Elements of Art:

- Line** Line in art refers to a mark drawn by tool such as a pencil, pen , or paintbrush as it moves across a surface. Lines can either be thick or thin, rough, solid or broken. Lines can be vertical or horizontal. When they are used it gives the piece a calm and quiet feel. When broken or active they give the feeling of excitement. Lines are a very important art element.
- Shape** A flat, two-dimensional figure begins our discussion on the element of shape. When lines connect they make a shape. Some shapes are geometric like the ones used in math (circle, square, triangle and rectangle). Others do not take on a defined shape. They are called irregular shapes or free-form shapes. When we say shapes are two dimensional, we are referring to the two dimensions of height and width. Shapes have matching forms that have height, width, and depth.
- Form** A form is any object that can be measured in three ways: height, width and depth. Forms take up space and are surrounded by space. The human head is a three-dimensional form. It has height, width, and depth. Bodies are also forms because they are three-dimensional.
- Space** This element of art refers to the area between, around, above, below and within an object. Shapes and objects take up space. Depth is deep space. It creates the illusion of distance on a flat surface. Artists use these techniques to show space and depth. One of the techniques is overlapping.
- Color** The type of color or hue an artist uses will determine a mood or express an idea. Colors may be secondary or primary. Artists use the terms *warm and cool colors* when referring to a feeling in artwork. Many artist work years to get the perfect color to match the emotion they are trying to evoke.
- Primary hues are the three basic colors: red, yellow and blue.
 - Secondary colors are created when two primary colors are mixed. Yellow and red produce orange. Blue and yellow make green. Red and blue make purple (violet)
 - Cool colors are blue, green and purple. You can think of blue water or green grass as a cool spot on a hot day.
 - Warm colors are colors that seem to jump out at you. They have energy. Red, orange and yellow are warm colors. The colors of the sun.
- Value** The lightness or brightness of a color or object is its value. Black, gray and white are used to show value. Light is used to project a feeling or mood. Light values are called tints. Dark values are called shades.

Texture How things feel, or look as if they might feel if you were able to touch them is called texture. Artists can create the illusion of texture. This is called visual texture. By making objects look like they have texture, an artist can emphasize a section of his or her work.

Six Principles of Art:

Rhythm The repetition of lines, shapes, or colors that create a feeling of movement is called rhythm in art.

Balance The term given to art that shows symmetry—the space is evenly distributed and accounted for.

Emphasis Emphasis is the technique artists use when they want something to stand out over the other objects or parts in the picture.

Variety When artist use different shapes, lines or colors, they are producing variety.

Harmony Is when an artist is able to show a common link between two very different things. When similarities overshadow the differences.

Unity Unity is the feeling of wholeness that comes from applying the elements and principles correctly in a piece of artwork.

Types of Subject Matter:

Still Life A still life is a collection of objects that do not move.

Landscape A picture of nature.

Cubism A 20th Century art movement that emphasizes structure and design. Three-dimensional objects being viewed from all perspectives.

Expressionism A 20th century art movement where the purpose of the art was to express and evoke feelings.

Portrait A picture of a person.

Abstract Twentieth Century Art whose purpose is to show form in object not necessarily the reality of the object.

Media Tools artist use to produce their piece such as crayons, markers, paint, paper, clay, fabric, wood, metal or glass.

Techniques:

Drawing	Art created using pencil, crayon, marker, oil pastels, colored chalk
Painting	Art created using tempera, watercolors, acrylics, and combinations of techniques such as, watercolor resist (crayons and oil pastels showing through watercolor).
Printing	Art created using stencils, sponge, Styrofoam plates
Collage	Art created using objects or paper
Sculpting	Art created using clay, paper, glassblowing
Weaving	Art created using yarn, paper, needle assist

Care of Tools:

Brushes	Store with bristles up.
Scissors	Cut away from your body.
Needles	Keep point in sight.

Materials and Resources

Large Prints

Order Prints: <http://meetthemasters.com/artists/>

12-22" x 26½" large art prints which highlight famous artists and their mastery of the art elements and principles. The back of each print features detailed information about the artist, the media, the times the subject and the culture in both English and Spanish

World's Greatest Artist Series

Your library might possess a beautiful set of books, which present biographies of the world's greatest composers and artists, if not order from :

http://www.amazon.com/s/ref=nb_sb_noss_2?url=search-alias%3Dstripbooks&field-keywords=Getting%20to%20know%20the%20world%27s%20greatest%20artists

Andy Warhol
Dorothea Lange
Edgar Degas
Edward Hopper
El Greco
Eugene Delacroix
Francisco Goya
Frederic Remington
Frida Kahlo
Georges Seurat
Georgia O'Keeffe
Giotto
Grant Wood

Henri de Toulouse-Lautrec
Henri Matisse
Henri Rousseau
Jackson Pollock
Jacob Lawrence
Johannes Vermeer
Marc Chagall
Mary Cassatt
Michelangelo
Claude Monet
Norman Rockwell
Paul Cezanne

Paul Gauguin
Paul Klee
Pablo Picasso
Pierre Auguste Renoir
Pieter Brueghel
Raphael
Rembrandt
Rene Magritte
Roy Lichtenstein
Salvador Dali
Vincent van Gogh

Art Prints 3rd Grade

Work	Artist
<i>Silver Llama</i>	
<i>Henry VIII</i>	Hans Hobein the Younger
<i>Portrait of a Lady</i>	Rogier van der Weyden
<i>A Dash for the Timber</i>	Frederic S. Remington
<i>Rhapsody</i>	Hans Hofmann
<i>Red Figured Amphora (vase)</i>	Attributed to the Berlin Painter
<i>Taj Majal</i>	
<i>Illuminated Page with Louis IX and Queen Blanche of Castile</i>	
<i>Warrior Chief, Warriors, and Attendants</i>	
<i>Young Man and Woman in an Inn</i>	Frans Hals
<i>Fur Trader Descending the Missouri</i>	
<i>George Caleb Bingham</i>	
<i>The Hunt of the Unicorn II, The Unicorn Dips His Horn into the Stream to Rid It of Poison</i>	

Art Prints 4th Grade

Work	Artist
<i>River Mouth Map</i>	David Malangi
<i>The Great Stupa</i>	
<i>Cindy</i>	Chuck Close
<i>Ball Court Panel</i>	Late Classic Mayan Culture
<i>An Old Man and Young Boy</i>	Domenico Ghirlandaio
<i>Cable Car Festival</i>	Dong Kingman
<i>Musicians</i>	Nicholas de Stael
<i>Iris</i>	Vincent Van Gogh
<i>Kente Cloth</i>	
<i>Nave of Cathedral of Amiens</i>	Robert de Luzarches
<i>Buffalo Hide Painting</i>	Dennis Fox
<i>Notre Dame de Paris, West Facade</i>	

Art Prints 5th Grade

Work	Artist
<i>Belt Mask</i>	
<i>A Sunday Afternoon on the Island of La Grande Jatte</i>	Georges Seurat
<i>The Letter</i>	Mary Cassatt
<i>Votive Statue of Gudea from Lagash</i>	
<i>Trade (Gifts for Trading Land with White People)</i>	Jaune Quick-to-See Smith
<i>Self Portrait</i>	Judith Leyster
<i>Path through the Tall Grass</i>	Auguste Renoir
<i>Bookwus Mask</i>	Beau Dick (Kwakiutl)
<i>English Armor of George Clifford, Third Earl of Cumberland (1558-1605)</i>	
<i>Drawing at a Window</i>	Rembrandt van Rijn
<i>The Dancing Couple</i>	Jan Steen
<i>Current</i>	Bridget Riley

Art Supplies

✚ Materials (Non-consumable)

- ◆ Paint Drying Rack
- ◆ Stubby Brushes-set of 3
- ◆ Stainless Classroom Scissors-12
- ◆ Plastic Rulers

✚ Painting (Consumable)

- ◆ Economy Watercolors
- ◆ Sargent Powdered Tempera Paint
 - red
 - green
 - blue
 - yellow
 - black
 - white
 - brown
 - orange
- ◆ Finger Paint
 - red
 - yellow
 - green
 - white
 - black

✚ Drawing Tools (Consumable)

- ◆ Crayons-box of 400
- ◆ Colored Pencils-box of 240
- ◆ Pastels-1 box
- ◆ Markers- 200 sets
- ◆ Pencils-1 gross
- ◆ Charcoal Pencils

✚ Paper (Consumable)

- ◆ White Drawing Paper-500 sheets
- ◆ Manila Paper-500 sheets
- ◆ Newsprint-1 ream
- ◆ Tissue Paper-100 sheets
- ◆ Construction Paper-12" x 18"
 - red
 - green
 - yellow
 - brown
 - black
 - white
 - blue
 - violet
 - pink
 - orange
- ◆ Finger Painting Paper-100 sheets
- ◆ Poster Board-100 boards

✚ Sculpture

- ◆ Mexican Pottery Clay-5 pounds
- ◆ Papier-mache-1 pound bag
- ◆ Molding Tools-6
- ◆ Glue-1 gallon
- ◆ School Utility Tape

✚ Crafts

- ◆ Remnant Yarn -assorted colors
- ◆ Burlap Cloth
- ◆ Flannel Cloth
- ◆ Safety Needles-package of 12

Classical Music: <http://www.pandora.com/music/classical/classical>

Order Time-Life *100 Classics for Kids* Compact Disc Series
Guide to Classical Music Selections

<http://www.amazon.com/Classics-Mozart-Sleepytime-Party-Imagination/dp/B001ANV2XK>

(to be played during Art Start)

Week	Theme for the Week	Disc	Disc Name	Track	Name of Work	Composer	Length
1	Elements and Principles	2	<i>Imagination Classics</i>	3	Canon in D Major	Pachebel	4 m 44 s
2	Lines and Balance	1	<i>Party Time</i>	15	<i>Swan Lake</i> , Op. 20 (Excerpts from the Ballet)	Tchaikovsky	4 m 22 s
3	Color Moods for Emphasis	3	<i>Sleepytime Classics</i>	1	<i>The Four Seasons</i> Concerto no.1 in E, RV 269 "Spring"	Vivaldi	3 m 39 s
4	Values for Variety	5	<i>Let's Play</i>	9	Peer Gynt Suite no. 1, Op. 46 "In the Hall of the Mountain King"	C. Grieg	2 m 38 s
5	Rhythm with Foil Texture	4	<i>Mozart for Kids</i>	10	Piano Concerto no. 21 in C Major "Elvira Madigan"	Mozart	5 m 37 s
6	Molas	3	<i>Sleepytime Classics</i>	14	<i>Carmen</i> Suite no. 1, Intermezzo	Bizet	2 m 43 s
7	Forms for Harmony	5	<i>Let's Play</i>	11	Sprach Zarathustra (Opening Fanfare)	Strauss	1 m 34 s
8	Reviewing Principles	5	<i>Let's Play</i>	4	<i>The Nutcracker</i> no. 13 "Waltz of the Flowers"	Tchaikovsky	5 m 34 s