

# Imagine Schools *ENCORE*



*VISUAL ARTS PROGRAM  
FOR GRADES K-2*



Developing Character  

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Enriching Minds

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



An Encore  
Visual Arts Enrichment Program  
For Grades K-2

# "Let's Create It Again!"

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## **“Let’s Create It Again”**

### **An Encore Visual Arts Program for Grade K-2**

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 unity. 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 K-2

## 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

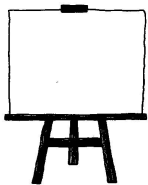
- Display an art print or Caldecott book as students enter your classroom.
- Have students analyze the work in their Artist Notepads (see appendix).
- Conduct a discussion about the selection using the following questions (art background information found at the end of this packet):
  - How did this 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**

	Kindergarten	First Grade	Second Grade
	<b>Discovering Art</b>	<b>The Structure of Art</b>	<b>Connecting Art to Life</b>
<b>Principles and Elements of Art</b>	Faces with Paper Plates	Portrait in Charcoal	Profiles in Pastels
<b>Line and Balance</b>	Line in a Kente Cloth Design with Markers	Line in a Kente Cloth Design with Crayons	Line in a Kente Cloth Design with Markers
<b>Color and Emphasis</b>	Finger Painting Windows	Watercolor Windows	Impasto Windows
<b>Value and Variety</b>	Tropical Fish with Pastels	Under the Sea with Pastel Resist	Sea Garden with Paper Batik
<b>Texture and Rhythm</b>	Textured Burlap Shapes	Burlap Mosaics	Fabric Designs – Burlap Masks
<b>Shape and Unity</b>	Discovering Paint!	Grid Design with Colored Pencils	Paper Shapes in 3D Designs
<b>Form and Unity</b>	Animals of Clay	Clay People	Clay Busts
<b>Space and Harmony</b>	Tissue Paper Garden	Finger Painting Gardens	Overlaying Tissue Paper Gardens
<b>Art Fair</b> 	<p>Culminating activity that promotes the interdisciplinary connections among 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"> <li>▪ A Gallery Walk</li> <li>▪ A Museum</li> <li>▪ A Portfolio Potluck</li> <li>▪ A School Mural</li> <li>▪ The backdrop for a play or musical</li> <li>▪ An Art Fair</li> </ul>		

# Kindergarten



Discovering Art



## Table of Contents

### Introduction to Kindergarten Encore Visual Arts

Week 1:	Principles and Elements	Discovering Faces
Week 2:	Line and Balance	Discovering line in Kente Cloth
Week 3:	Color and Emphasis	Discovering the Primary Colors
Week 4:	Value and Variety	Discovering Art in the Sea
Week 5:	Texture and Rhythm	Discovering Textures
Week 6:	Shape and Unity	Discovering Paint!
Week 7:	Form and Unity	Discovering Clay
Week 8:	Space and Harmony	Discovering Space

## 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.

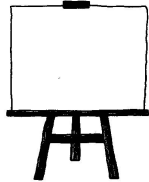


- Artist Notepad will be used in this section for brainstorming and analyzing. Have a parent volunteer make a class set of Art Notepads (20 sheets of paper folded into a booklet with a construction paper cover). These will be used all year and put in each student’s art portfolio.

**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 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).”

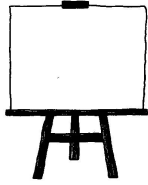
Discuss what they should do if they do accidentally bump someone. Ask, “How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn’t want or get the wrong color in the wrong spot?” Sample ways of handling this situation are as follows: Say “sorry” before the 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 paintbrushes 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**

### **Kindergarten Visual Arts**

#### **Kindergarten Week 1**

*The Maestro Plays* by Bill Martin, Jr.

Additional resources:

*Cubs and Colts and Calves and Kittens* by Alan Fowler  
*Dots, Spots, Speckles, and Stripes* by Tana Hoban  
*Get Set...Go Printing* by Ruth Thomson  
*It Could Still Be a Tree* by Alan Fowler  
*Make a Pizza Face* by David Drew  
*Masks* by Lyndie Wright  
*Swimmy* by Leo Lionni  
*The Wave of the Sea Wolf* by David Wisniewski  
*Truck* by Donald Crews  
*Two More* by David Drew  
*Up the Stairs* by Sally Farrell  
*When Clay Sings* by Byrd Baylor

#### **Kindergarten Week 2**

*Saint George and the Dragon* by Margaret Hodges

Additional resources:

*A Child's Book of Art: Great Pictures, First Words* by Lucy Michelthwait  
*A Tree is Nice* by Janice May Udry  
*Circus* by Brian Wildsmith  
*I Am an Artist* by Pat Lowery Collins  
*Listen to the Rain* by Bill Martin Jr. and John Archambault  
*My Dog Ben* by Cecily Matthews  
*The Biggest Bear* by Lynd Ward  
*The Goat in the Rug* by Charles L. Blood and Martin Link  
*The Painter and the Wild Swans* by Claude Clement  
*Waves* by Barbara Beveridge  
*What Are You Called?* By Honey Andersen and Bill Reinholdt  
*Where Does the Trail Lead?* By Burton Albert

#### **Kindergarten Week 3**

*The Great Kapok Tree* by Lynne Cherry

Additional resources:

*A Color Sampler* by Kathleen Westray  
*A Painter* by Douglas Florian  
*Colors* by Gabrielle Woolfit  
*Ducks* by Robyn Gaw  
*Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban  
*Kente Colors* by Debbie Chocolate  
*Linnea in Monet's Garden* by Christina Bjork  
*One Foggy Night* by Brenda Parkes  
*Out of the Blue: Poems About Color* by Hiawyn Oram  
*There Are No Polar Bears Down There* by Trish Hart  
*White Rabbit's Color Book* by Alan Baker

## **Kindergarten Week 4**

*Saint George and the Dragon* by Margaret Hodges

*The Great Kapok Tree* by Lynne Cherry

*Free Fall* by David Wiesner

Additional resources:

*A Child's Book of Art: Great Pictures, First Words* by Lucy Michelthwait

*A Color Sampler* by Kathleen Westray

*A Painter* by Douglas Florian

*A Tree is Nice* by Janice May Udry

*A Year of Beasts* by Ashley Wolff

*Circus* by Brian Wildsmith

*Clouds* by Jenney Hessell

*Colors* by Gabrielle Woolfit

*Ducks* by Robyn Gaw

*Families (The World of Art Through the Eyes of Artists Series)* by Peggy Roalf

*Free Fall* by David Weisner

*I Am an Artist* by Pat Lowery Collins

*Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban

*Kente Colors* by Debbie Chocolate

*Li'l Sis and Uncle Willie: A Story Based on the Life and Paintings of William H. Johnson* by Gwen Everett

*Linnea in Monet's Garden* by Christina Bjork

*Listen to the Rain* by Bill Martin Jr. and John Archambault

*My House* by David Drew

*One Foggy Night* by Brenda Parkes

*Out of the Blue: Poems About Color* by Hiawyn Oram

*Parade* by Donald Crews

*Patchwork Island* by Karla Kuskin

*Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson

*Shapes in Nature* by Judy Feldman

*Taking Our Photos* by Pauline Cartwright

*The Painter and the Wild Swans* by Claude Clement

*The Snowy Day* by Ezra Jack Keats

*There Are No Polar Bears Down There* by Trish Hart

*Waves* by Barbara Beveridge

## **Kindergarten Week 5**

*The Pig's Picnic* by Keiko Kasza

Additional resources:

*A Fish That's a Box* from the National Museum of American Art

*Alphabet City* by Stephen T. Johnson

*Armadillo Rodeo* by Jan Brett

*Arnold the Prickly Teddy* by Kym Lardner

*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell

*Creepy Crawlies* by Kathie Atkinson

*Dots, Spots, Speckles, and Stripes* by Tana Hoban

*Get, Set...Go Printing* by Ruth Thomson

*Hello, Puppet* by Virginia King

*Kofi and His Magic* by Maya Angelou

*Meet Jim Henson* by Louise Gilow

*Patchwork Island* by Karla Kuskin  
*Swimmy* by Leo Lionni  
*Talking to the Sun: A Compilation* by Kenneth Koch and Kate Farrell  
*The Lion's Whiskers* by Nancy Raines Day  
*The Wave of the Sea Wolf* by David Wisniewski  
*Truck* by Donald Crews  
*Two More* by David Drew  
*Up the Stairs* by Sally Farrell  
*When Clay Sings* by Byrd Baylor

### **Kindergarten Week 6**

*Free Fall* by David Wiesner

Additional Resources:

*A Year of Beasts* by Ashley Wolff  
*Clouds* by Jenney Hessell  
*Families (The World of Art Through the Eyes of Artists Series)* by Peggy Roalf  
*Li'l Sis and Uncle Willie: A Story Based on the Life and Paintings of William H. Johnson* by Gwen Everett  
*My House* by David Drew  
*Parade* by Donald Crews  
*Patchwork Island* by Karla Kuskin  
*Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson  
*Shapes in Nature* by Judy Feldman  
*Taking Our Photos* by Pauline Cartwright  
*The Snowy Day* by Ezra Jack Keats

### **Kindergarten Week 7**

*Henry and Mudge Under the Yellow Moon* by Cynthia Rylant

Additional Resources:

*A Road Might Lead to Anywhere* by Rachel Field  
*Alphabet City* by Stephen T. Johnson  
*Another Day of Dabbling* by Bronwen Scarffe  
*Black and White* by Robyn Green and Bronwen Scarffe  
*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell  
*Hooray, a Pinata* by Elisa Kleven  
*Houses That Move* by Diana Noonan  
*Snowballs* by Lois Ehlert  
*The Artist and the Architect* by Demi  
*The Mitten* by Jan Brett  
*The Paper Crane* by Molly Garrett Bang  
*The Sweet and Sour Animal Book* by Langston Hughes

## **Kindergarten Week 8**

*Henry and Mudge Under the Yellow Moon* by Cynthia Rylant

Additional Resources (additional selections to read to whole group this week)

*A Road Might Lead to Anywhere* by Rachel Field

*The Paper Crane* by Molly Garrett Bang

*The Wave of the Sea Wolf* by David Wisniewski

*When Clay Sings* by Byrd Baylor



# Principles and Elements of Art (K)

## Week 1

The elements and principles of art are the concepts or ideas that artists use to organize their artwork. The Elements of Art are line, shape, color, value, space, form, and texture. These seven elements are the visual building blocks that the artist puts together to create a work of art. No matter what materials are used, the artwork will contain all of the visual elements. Sometimes one element will be more important than others. The Principles of Art are rhythm, balance, emphasis, variety, harmony, and unity. These are the six rules in visual art for organizing the elements.

### Objectives

- ❖ *VA2: Students will know how to use structures (e.g., sensory qualities organizational principles, expressive features) and functions of art.*
  - Explore creating in two dimensions
  - Explore creating in three dimensions
- ❖ *VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.*

### Art Start



(Ten minutes each day-select an activity)

- Prints
  - *Garden at Sainte-Adresse*
  - *Gros Ventre Shield*
  - *Jar*
  - *Leopard Throne*
  - *New Mexico*
  - *Pendule*
  - *San Ildefonso Pueblo*
  - *The Emperor*
- Caldecott Book
  - *The Maestro Plays* by Bill Martin, Jr. (introduces students to the difference between musical rhythm and visual rhythm)
- Vocabulary (whole-group discussion)
  - **Even balance** refers to two sides of an artwork having the same shapes, colors, or patterns. If an artwork is divided in half and both halves are exactly the same, we say they are equal in balance, or have even balance.
  - **Visual rhythm** is the repetition of a line, shape, or color. The pattern of repetition creates a rhythm and a feeling of movement.
  - **Unity** is a feeling of wholeness, or oneness of the artwork. It is a sense of belonging to a group or part of a whole.

- Literature Resources (additional selections to read to whole group this week)
  - *Cubs and Colts and Calves and Kittens* by Alan Fowler
  - *Dots, Spots, Speckles, and Stripes* by Tana Hoban
  - *Get Set...Go Printing* by Ruth Thomson
  - *It Could Still Be a Tree* by Alan Fowler
  - *Make a Pizza Face* by David Drew
  - *Masks* by Lyndie Wright
  - *Swimmy* by Leo Lionni
  - *The Wave of the Sea Wolf* by David Wisniewski
  - *Truck* by Donald Crews
  - *Two More* by David Drew
  - *Up the Stairs* by Sally Farrell
  - *When Clay Sings* by Byrd Baylor
  
- Artist Library Resource
  - Pablo Picasso and Henri Matisse

## **Art Smart**



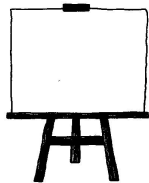
(Pacing activities for the week)

- Weekly Art Project
  1. Paper Plate Faces
    - Materials: Paper plates  
Construction paper of assorted colors  
Pencils  
Crayons  
Yarn  
Scissors  
Tongue depressors  
White glue  
Mirrors
  
  - a) Pass out mirrors for each student. Allow them to explore their faces and discuss everything they see. Emphasize the placement of everything and where the features are in relation to other parts.
  - b) Give each student a paper plate, and tell them that the inside circles of the plate will represent their face. Students may use pencils first, if they prefer, to draw the eyes, eyebrows, nose, and mouth. They can use their mirrors to continue to study each part as they draw. Students then use crayons to color the parts of the face and the skin tone.
  - c) Have students study where their ears are in relation to the other parts of their face. They should find that the ears are centered pretty much with the nose.
  - d) Have students draw their ears on the outer border of the paper plate but still connecting to the face. Assist students in cutting the excess plate from around the ears. Cut the outside border of the plate starting at the bottom of one ear all the way to the bottom of the other ear. Leave some border on the top half of the paper plate for the hair. The ears should stick out of

the plate without excess paper plate around them. Student can color the ears the same skin tone as the face.

- e) Have students choose the color yarn that best represents their hair color. Give each student enough yarn that they can cut into short or long pieces to represent the length of their hair. Students with curly hair can make loops or tie knots along the length of the strips of yarn.
- f) Students place the white glue on the excess border left on the top of the paper plate, and then carefully place the pieces of yarn on the glue to cover the border. Make sure students place enough yarn to cover the border. Students can use the mirrors to look at their hairstyles. By parting the "hair" down the middle or side, straight back or up, other styles can be created. Let glue dry.
- g) Once the glue is dry, students can create accessories using construction paper (e.g., baseball cap, ribbon, and flower). Students can glue these accessories over the hair. Caps and hats can be made to fit over the top of the paper plate by making two of them the same size and only gluing the edges to form a pocket.
- h) Glue the tongue depressors to the bottom back of the paper plate. Students can parade around using their paper plate masks.
- i) OPTIONAL: Glue google eyes for the center of the eyes or cut the pupil part of the eyes out and a small portion of the mouth out to have seeing and talking holes.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures and tools learned. Q&A, journal or buddy chat.
- Me and My Shadow Artist  
Culminating Activity. Have students come up with a list of questions they would ask to an artist about his or her work. Questions should relate to the elements and principles of art in their work. Pair up students and have them ask each other the questions as an interview. Artists who are being asked the questions can use their paper plate faces as masks when answering. This activity may also be set up for the whole group by having the artist sit in the front and the crowd asks the questions.
- Assessment  
Art Criticism Rubric B

# Line and Balance (K)

## Week 2

### Objective

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

### Art Start



(Ten minutes each day-select an activity)

- Prints
  - *Cat and Bird*
  - *Cat and Spider*
  - *Garden at Sainte-Adresse*
- Caldecott Book
  - *Saint George and the Dragon* by Margaret Hodges (introduces students to how artists use lines)
- Vocabulary (whole-group discussion)
  - **Line quality** is the thickness and thinness of a line. A thick line is wide and a thin line is narrow.
  - **Line direction** is the path that a line takes as it is made with a moving tool.
  - A **straight line** moves up and down or side to side.
  - A **slanted line** moves at an angle, from corner to corner.
  - A **curved line** changes direction.
  - **Line texture** is the way an artist uses lines to show how things feel or look or how they might feel if touched.
  - A **rough line** is uneven.
  - A **smooth line** is even.
  - **Broken lines** are lines with spaces between them.
  - How **lines create pictures** involves recognizing lines that show people and objects moving or standing still.
  - **Even Balance** refers to two sides of an artwork having the same shapes, colors, or patterns. If an artwork is divided in half and both halves are exactly the same, we say they are equal in balance or have even balance.
- Literature Resources (additional selections to read to whole group this week)
  - *A Child's Book of Art: Great Pictures, First Words* by Lucy Michelthwait
  - *A Tree is Nice* by Janice May Udry
  - *Circus* by Brian Wildsmith
  - *I Am an Artist* by Pat Lowery Collins
  - *Listen to the Rain* by Bill Martin Jr. and John Archambault
  - *My Dog Ben* by Cecily Matthews
  - *The Biggest Bear* by Lynd Ward
  - *The Goat in the Rug* by Charles L. Blood and Martin Link
  - *The Painter and the Wild Swans* by Claude Clement
  - *Waves* by Barbara Beveridge
  - *What Are You Called?* By Honey Andersen and Bill Reinholdt
  - *Where Does the Trail Lead?* By Burton Albert

- Artist Library Resource
  - Leonardo da Vinci and Vincent van Gogh

## Art Smart



(Pacing activities for the week)

- Weekly Art Project

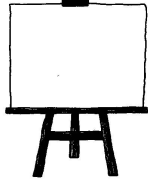
### 1. Kente Cloth

Kente cloth is a cloth of beautiful colors and patterns produced in many countries of West Africa. The Ashanti people of Ghana are especially known for making this woven cloth. Because of its wonderful designs and varied colors and textures, kente cloth is prized for its richness and cultural associations. In our own country, ties, shirts, and hats are often made from such cloth. Although we will not be weaving the cloth, we will be designing original patterns, using construction paper and markers, that simulate the look of the cloth.

- Materials:
    - 12x18 white construction paper
    - Newsprint
    - Pencils
    - Markers
    - Rulers
- Each student will be designing his or her own piece of kente cloth using construction paper and markers. The majority of kente cloth has geometric designs – ones generally based on the rectangle and square.
  - Introduce thin and thick lines and have students explore using the markers on newsprint. Ask students to make some sketches of cloth designs on the newsprint using thin and thick lines. They will use these designs to create their kente cloth. Students can experiment with a variety of lines: straight, curved, and zigzag.
  - Give each student a 12 x 18 piece of white construction paper. Fold the paper in half, lengthwise. Using a ruler and pencil, draw a line down the folded center. Fold the paper in half, widthwise, and then fold again to create four columns. Using a ruler and pencil, draw a line down the folded creases. The paper should have eight rectangles.
  - Students will use the markers to design each of the eight rectangles. Show students how to hold the paper horizontally when working on the first rectangle and then to turn it vertically for the next rectangle. Students should continue this pattern throughout the top row, and then reverse on the bottom row.
  - Remind students to use a variety of lines (emphasize thin and thick) and to fill the entire rectangle, leaving no white background. Students should not rush through their designs, but they should take their time in creating an assortment of colors, lines, and designs.
  - OPTIONAL: Connect the individual kente cloths to form a large class kente cloth. Use a hole-puncher to punch evenly-spaced holes down the two sides of each paper. Give each student a pre-cut piece of yarn that will be long

enough to thread through the punched holes from top to bottom. Students use the yarn to weave through the punched holes. Repeat on both sides. Assist students in tying the yarn at each corner with the corner of another kente cloth. Fit all the kente cloth pieces together.

## **Art Show**



- **Artists' Corner**  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- **African Art Festival**  
Culminating Activity. Include African music and books related to Africa (fiction & non-fiction), and have an African Art Festival. Students can share their kente cloth and discuss the art principles and techniques learned this week.
- **Assessment**  
Art History and Culture Rubric A

# Color and Emphasis (K)

## Week 3

### Objectives

- ❖ *VA3: Students will know a range of subject matter, symbols, and potential ideas in the visual arts.*
- ❖ *VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.*

### Art Start

(Ten minutes each day-select an activity)



- Prints
  - *Garden at Sainte-Adresse*
  - *Landscape, Fruit, and Flowers*
- Caldecott Book
  - *The Great Kapok Tree* by Lynne Cherry (reinforces the unit concepts and introduces students to the vivid colors depicted in the story)
- Vocabulary (whole-group discussion)
  - **Color names**, i.e. red, blue, yellow, orange, purple, green, brown, black, and white.
  - **Color identification** is the recognition of things in our environment by color.
  - **Color choice** is the decision that artists make concerning which colors to use in order to depict things from both real life and their imaginations.
  - **Color appearance** is the brightness or dullness of a color. Colors look brighter or duller and darker or lighter because of the colors that surround them.
  - **Color and feelings** is a subjective topic. Artists use colors to show emotions.
  - **Color value** has to do with the darkness or lightness of a color. Mixing black with a color makes it darker. Adding white to a color makes it lighter.
  - **Emphasis** is created when one art element, such as line, shape, texture, or color, stands out and captures your attention.
- Literature Resources (additional selections to read to whole group this week)
  - *A Color Sampler* by Kathleen Westray
  - *A Painter* by Douglas Florian
  - *Colors* by Gabrielle Woolfit
  - *Ducks* by Robyn Gaw
  - *Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban
  - *Kente Colors* by Debbie Chocolate
  - *Linnea in Monet's Garden* by Christina Bjork
  - *One Foggy Night* by Brenda Parkes
  - *Out of the Blue: Poems About Color* by Hiawyn Oram
  - *There Are No Polar Bears Down There* by Trish Hart

- *White Rabbit's Color Book* by Alan Baker
- Artist Library Resource
  - Henri Matisse and Marc Chagall

## **Art Smart**



(Pacing activities for the week)

- Weekly Art Project
  1. Primary Color Windows
 

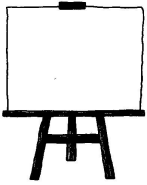
Have students explore the world around them (classroom, school perimeter, home, neighborhood, park, etc.). Make a 3-column list on chart paper or on the chalkboard. Label the columns red, yellow, and blue using markers or crayons or colored tags. Have students list the objects they found under the matching colors.

    - Materials:
      - Finger paint (red, yellow, blue)
      - 9x9 white construction paper
      - Pencils
      - Crayons
      - Ruler
      - Scissors
      - Glue
    - a) Start with one of the three primary colors. Each student chooses one object that he or she explored for that particular color (e.g., red apple).
    - b) Pass out one piece of white construction paper for each student. *Note: you may want to use pencil to outline a 1" border on the paper, so that the students do not draw in that area.*
    - c) Using pencils, students are to outline the shape of the object they chose on one of the sheets of paper. Emphasize using the entire paper (excluding the 1" border).
    - d) Pour some finger paint onto paper plates (one paper plate for every one to two students). Show students how to use a variety of finger paint methods (e.g., circular movements, vertical/horizontal movements, finger dots). Students will finger paint the inside of the drawn object using these methods.
    - e) Once the paint has dried, students can go back and color in additional areas with crayons (e.g., a red apple requires a brown stem and green leaf).
    - f) Repeat steps 1-5 for each of the three primary colors. When students have completed all three prints, they can begin creating the windows.
    - g) Pass out one piece of white construction paper for each student. Students can use rulers and a pencil to make a 1" border on the paper. *Note: you may want to use pencil to outline a 1" border on the paper as opposed to having students do it.*
    - h) Using crayons, students can color the border black or leave white.
    - i) Start with one of the three primary colors. Students use that color crayon to decorate the window box. They can create curtains, blinds, panes, or designs.



- j) Assist students in cutting the two sides and the bottom of the window box. DO NOT CUT THE TOP. You may use an exacto knife instead with caution.
- k) Students are to glue the back of the 1" border of the window to the front of the 1" border of the primary color object they finger-painted. The window color and object color should match (e.g., red window/red object). Wipe off any excess glue. Keep the window box open until the glue dries.
- l) Repeat steps 7-11 for each of the primary colors.
- m) OPTIONAL: Glue a button to the bottom of the window box to help open and close, or use a hole puncher to make a hole at the bottom of the window box and thread a piece of yarn through it, and tie.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Art Auction  
Culminating Activity. Artists present their windows to the auction room, one at a time. They are to tell a story about the work of art behind the window before showing it to the auctioneers. Stories can be imaginative (e.g., a long lost work of art, an artwork found in grandma's attic) or real life stories. Give three auctioneers (without the artist's knowing) a card labeled 1, 2, or 3. The number represents how many times they may raise their hand once the auction begins. The person with the three wins the auction. Repeat with other windows of art.
- Assessment  
Aesthetic Perception Rubric C

# Value and Variety (K)

## Week 4

### Objectives

- ❖ *VA3: Students will know a range of subject matters, symbols, and potential ideas in the visual arts.*
- ❖ *VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.*

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *Cat and Bird*
  - *Cat and Spider*
  - *Edward and Sarah Rutter*
  - *Garden at Sainte-Adresse*
  - *Landscape, Fruit, and Flowers*
  - *The Emperor*
  - *Watermelon*
- Caldecott Books
  - *Saint George and the Dragon* by Margaret Hodges (introduces students to how artists use lines)
  - *The Great Kapok Tree* by Lynne Cherry (reinforces the unit concepts and introduces students to the vivid colors depicted in the story)
  - *Free Fall* by David Wiesner (provides wonderful examples of free-form shapes presented in a way students will enjoy)
- Vocabulary (whole-group discussion)
  - **Value** is the lightness or darkness of a color or object.
  - **Variety** is the use of different lines, shapes, and colors in artwork.
- Literature Resources (additional selections to read to whole group this week)
  - *A Child's Book of Art: Great Pictures, First Words* by Lucy Michelthwait
  - *A Color Sampler* by Kathleen Westray
  - *A Painter* by Douglas Florian
  - *A Tree is Nice* by Janice May Udry
  - *A Year of Beasts* by Ashley Wolff
  - *Circus* by Brian Wildsmith
  - *Clouds* by Jenney Hessell
  - *Colors* by Gabrielle Woolfit
  - *Ducks* by Robyn Gaw
  - *Families (The World of Art Through the Eyes of Artists Series)* by Peggy Roalf
  - *Free Fall* by David Weisner

- *I Am an Artist* by Pat Lowery Collins
  - *Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban
  - *Kente Colors* by Debbie Chocolate
  - *Li'l Sis and Uncle Willie: A Story Based on the Life and Paintings of William H. Johnson* by Gwen Everett
  - *Linnea in Monet's Garden* by Christina Bjork
  - *Listen to the Rain* by Bill Martin Jr. and John Archambault
  - *My House* by David Drew
  - *One Foggy Night* by Brenda Parkes
  - *Out of the Blue: Poems About Color* by Hiawyn Oram
  - *Parade* by Donald Crews
  - *Patchwork Island* by Karla Kuskin
  - *Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson
  - *Shapes in Nature* by Judy Feldman
  - *Taking Our Photos* by Pauline Cartwright
  - *The Painter and the Wild Swans* by Claude Clement
  - *The Snowy Day* by Ezra Jack Keats
  - *There Are No Polar Bears Down There* by Trish Hart
  - *Waves* by Barbara Beveridge
- Artist Library Resource
    - Henri Matisse and Marc Chagall

## **Art Smart**

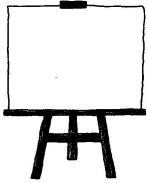


(Pacing activities for the week)

- Weekly Art Project
  1. Tropical Fish in Pastels
    - Materials: Newsprint  
Pencils  
12" x 18" Construction Paper (white)  
Oil Pastels  
Pictures of Tropical Fish
  - a) Display pictures of tropical fish. Discuss their colors and shapes. Note: If pictures of tropical fish are not available, find other pictures of fish. The focus is on the contour line of the fish.
  - b) Have students look at the pictures of fish. Focus on the outside (contour line) of the fish. Draw the contour edge of the fish in the air with your finger. Have students do the same.
  - c) Hand out newsprint and pencils to each student. Students should practice drawing fish on the newsprint. Model how to draw fish in different positions and how to draw the objects so that they touch each other (overlay) and "bleed off" the edges of the paper. Students should practice these techniques. It may be difficult for students to visualize part of the fish missing, so they can first practice by drawing the entire fish over another and then erasing the lines that fall inside the other fish.

- d) Hand out the 12x18 white construction paper and pencils. Students should use the newsprint practice drawings to help guide them in creating a school of tropical fish. Emphasize that students should draw fish until the paper is filled. Remind students about using details such as fins and eyes.
- e) Hand out the oil pastels and allow students to practice using them on the newsprint. Show students how easily oil pastels rub off and how students should paint without resting their hands on the paper. Students should use bright brilliant colors for the tropical fish. Emphasize that students use a variety of lines and dots to design their fish, as well as a variety of colors. Students may wish to use a tissue to blend colors together.
- f) When students have finished painting the fish, they should use blue or a mixture of blue and green oil pastels to fill in the blank spaces for water.
- g) OPTIONAL: Cover the finished painting with Saran Wrap™ or cellophane. Stretch the Saran Wrap™ over the painting and fold the excess behind the painting. Use tape to secure it to the back of the painting.
- h) OPTIONAL: Mount the finished paintings side by side on a long strip of butcher paper to create an underwater scene. Paintings can be taped or glued.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Under Water Art Festival  
Culminating Activity. Include music with natural ocean sounds, sea animal sounds, or children's songs of sea life. Bring in books related to ocean life, specifically coral reefs (fiction & non-fiction), and have an Underwater Art Festival. Students can share their artwork and discuss the art principles and techniques learned this week.
- Assessment  
Aesthetic Perception Rubric C

# Texture and Rhythm (K)

## Week 5

### Objectives

- ❖ VA1: Students will understand and apply media, techniques, and processes related to the visual arts.
- ❖ VA2: Students will know how to use structures and functions of art.

### Art Start



(Ten minutes each day-select an activity)

- Prints
  - *Garden at Sainte-Adresse*
  - *Gros Ventre Shield*
  - *Jar*
  - *Leopard Throne*
  - *New Mexico*
  - *Pendule*
  - *San Ildefonso Pueblo*
  - *The Emperor*
- Caldecott Book
  - *The Pig's Picnic* by Keiko Kasza (reinforces the concept of texture to the students by introducing them to the different forms of texture)
- Vocabulary (whole-group discussion)
  - **Real texture** is texture you can touch. Wood, cloth, paper, and aluminum are some materials that artists use in their sculptures, collages, and other works of art. We describe how real textures feel with words such as rough, smooth, fuzzy, prickly, and bumpy.
  - **Visual texture** is texture you see with your eyes but cannot feel to your touch. Artists copy textures from real life by painting and drawing with lines, shapes, and colors.
  - **Designing with texture** is done with different kinds of fibers, or cloth, such as velvet, lace, wool, yarn, and so on.
  - **Other fibers** come directly from nature, such as straw, leaves, and grass.
  - **Texture in forms** focuses on understanding how texture can be created in clay. Artists can carve lines or press objects into clay or other materials to create real texture.
  - **Texture in shapes** focuses on creating real texture by sewing with yarn.
  - **Visual rhythm** is the repetition of a line, shape, or color. The pattern of repetition creates a rhythm and a feeling of movement.
- Literature Resources (additional selections to read to whole group this week)
  - *A Fish That's a Box* from the National Museum of American Art

- *Alphabet City* by Stephen T. Johnson
  - *Armadillo Rodeo* by Jan Brett
  - *Arnold the Prickly Teddy* by Kym Lardner
  - *Children of Clay: A Family of Pueblo Potters* by Rina Swentzell
  - *Creepy Crawlies* by Kathie Atkinson
  - *Dots, Spots, Speckles, and Stripes* by Tana Hoban
  - *Get, Set...Go Printing* by Ruth Thomson
  - *Hello, Puppet* by Virginia King
  - *Kofi and His Magic* by Maya Angelou
  - *Meet Jim Henson* by Louise Gilow
  - *Patchwork Island* by Karla Kuskin
  - *Swimmy* by Leo Lionni
  - *Talking to the Sun: A Compilation* by Kenneth Koch and Kate Farrell
  - *The Lion's Whiskers* by Nancy Raines Day
  - *The Wave of the Sea Wolf* by David Wisniewski
  - *Truck* by Donald Crews
  - *Two More* by David Drew
  - *Up the Stairs* by Sally Farrell
  - *When Clay Sings* by Byrd Baylor
- Artist Library Resource
    - Rembrandt van Rijn

## Art Smart

(Pacing activities for the week)



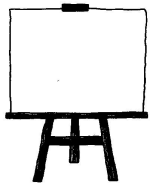
- Weekly Art Project
  1. Sewing on Burlap
 

Have students explore the shapes they see in the world around them. Make a list of the different geometric shapes students recognize. Introduce stitchery and discuss the different things that can be made by stitching.

    - Materials: Newsprint
    - Crayons
    - Large Plastic Needles
    - Yarn Assorted Colors and Precut
    - 4x4 Burlap Scrap
    - 12x12 Burlap (taped around the edges)
    - a) Have students use crayons on newsprint to draw a picture using geometric shapes. *Note: Students can also use tangrams to create a figure of geometric shapes.*
    - b) Model for students how to sew a running stitch. Use a scrap 4-inch square of burlap. Provide students with a needle, yarn, and a scrap of burlap, and have them practice the running stitch. Make sure students are pulling the yarn all the way through before starting the next stitch.

- c) Give each student a 12x12 piece of burlap and crayons. Students are to reproduce the picture they made on the newsprint onto the burlap. Have students use different color crayons for the different geometric shapes. This will help them in following the lines when stitching.
- d) Help students with the threading of the needle and the changing of yarn colors. Have students use the running stitch to follow the outlines they have drawn. It is helpful if students have pieces of yarn that are long enough to stitch around the entire geometric shape. Assist students with tying a small knot in the back of the burlap when finishing each geometric shape.
- e) OPTIONAL: Have an assortment of pieces of fabric, buttons, sequins, fabric markers, fabric glue, and fabric paint for students to add embellishments onto their shapes to make the background more interesting.
- f) OPTIONAL: Have students make their burlap into a wall hanging. Give each student an extra long piece of yarn to stitch straight across the top of the burlap. Tie the excess yarn on both sides together. There should be enough yarn to leave a loop at the top to hang over a nail on the wall, or glue all student shapes onto a large background to make a wall hanging.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Round Table Art Discussion  
Culminating Activity. Have chairs set up in a circle, or have students sit on the floor in a circle. A small table can be set up in the middle of the circle to display the individual art works being discussed. Decide on some rules, such as waiting a turn to speak and leaving mean criticism out of the round table discussion. Pass one finished stitchery design around for everyone to see and then place in the center of the table for everyone to see. Have students discuss the technique, creativity and artisanship of each design. Students can self-assess their own work as well and explain difficulties. Play soft folk music in the background and have milk and cookies (tea and crumpets).
- Assessment  
Creative Expression Rubric D

# Shape and Unity (K)

## Week 6

### Objective

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

### Art Start



(Ten minutes each day-select an activity)

- Prints
  - *Edward and Sarah Rutter*
  - *The Emperor*
  - *Watermelon*
- Caldecott Book
  - *Free Fall* by David Wiesner (provides wonderful examples of free-form shapes presented in a way students will enjoy)
- Vocabulary (whole-group discussion)
  - **A shape** is a flat, two-dimensional area that is defined by its outline.
  - **Geometric shapes** are precise shapes that can be described using mathematical formulas and are recognized by their names. Simple geometric shapes are the circle, square, triangle, and rectangle.
  - **Free-form shapes** are all shapes that are not geometric. Free-form shapes are people, animals, plants, and objects.
  - **Unity** is the feeling of wholeness or oneness of the artwork. It is a sense of belonging to a group or being part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *A Year of Beasts* by Ashley Wolff
  - *Clouds* by Jenney Hessell
  - *Families (The World of Art Through the Eyes of Artists Series)* by Peggy Roalf
  - *Li'l Sis and Uncle Willie: A Story Based on the Life and Paintings of William H. Johnson* by Gwen Everett
  - *My House* by David Drew
  - *Parade* by Donald Crews
  - *Patchwork Island* by Karla Kuskin
  - *Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson
  - *Shapes in Nature* by Judy Feldman
  - *Taking Our Photos* by Pauline Cartwright
  - *The Snowy Day* by Ezra Jack Keats
- Artist Library Resource
  - Jackson Pollock, Grant Wood and Pieter Bruegel the Elder



## Art Smart



(Pacing activities for the week)

- **Weekly Art Project**

1. **Drip, Smash, Splash, and Sponge Painting**

This activity is comprised of four separate activities. The individual activities can be taken out of order or eliminated. The purpose of each activity is to increase student awareness of abstract art. Abstract art is a twentieth-century art form containing shapes that simplify shapes of real objects to emphasize form instead of subject matter.

- **Materials:** 12 x 18 Black, White and Blue Construction Paper  
18 x 24 Newsprint or Butcher Paper  
Tempera Paint  
Cornstarch  
Paper Cups  
Thick Sponges  
Wide Paintbrushes  
Pie Plates

- ❖ **Drip Painting**

- a) *Note: You may wish to set up work stations for this project and take turns.* Add a little cornstarch to the paper cups filled with tempera paint. The paint should be thick like cream.
- b) Place newsprint on newspaper.
- c) Punch holes in the bottom of the cups with a pencil. Drip colors onto the newsprint. Try drips, swirls, spots, dribbles, slow and fast movement, and up and down movement.
- d) Place cup in a pie plate and use a different color.
- e) Continue until the painting is full of color and all kinds of drips. Let dry.
- f) **OPTIONAL:** Create a frame for the painting using construction paper strips and glue to the border of the painting. Students can decorate the frames.

- ❖ **Smash Painting**

- a) Take a walk outside on a cloudy day. Have students lie down on the ground/grass and watch the clouds. Using their imagination, students can describe the objects they see in the clouds.
- b) Give each student a sheet of blue construction paper. Fold it in half.
- c) Place white tempera paint in paper cups and punch holes in the bottom of the cups with a pencil. Drip the white paint onto the opened blue construction paper only in the middle area.
- d) Fold the paper in half and press down to 'smash' the white paint in the middle.
- e) Open the paper and let dry. Students use their imagination to describe what object the paint has created on their paper. Label paintings.

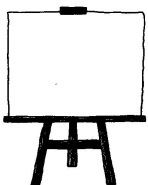
### ❖ **Splash Painting**

- a) *Note: This activity is MESSY and requires supervision.* Take the following items outside to an open grass area: per student – one piece of white construction paper, one wide paintbrush, one pie plate or paint tray. Also, take a variety of tempera paint bottles of various colors.
- b) Have students make a large circle, leaving ample space among themselves. Students will place their construction paper on the ground in front of them. *Note: If it is a windy day, find rocks or other heavy objects to hold the papers down in the corners. Paint will stain the objects.* Students should stand inside the paper circle facing out and looking at their paper.
- c) Have students practice “splashing” the paintbrush towards the paper without paint. A good way to practice is by wetting the paint brushes with water, so students can tell whether or not they are splashing the wrong way. The motion should be quick and towards the paper.
- d) Squirt a small amount of one color paint on the pie plate for each student. They should dip the top bristles into the paint and begin to “splash” paint. Students may have to adjust their distance to or from the paper as well as the amount of paint on the brush. Repeat this step with a variety of colors. Let dry.
- e) OPTIONAL: Take one long sheet of butcher paper and have students line up 4-5 at a time to splash paint a class painting. While the other students are waiting their turns, they can have paper and crayons and color an abstract drawing.

### ❖ **Sponge Painting**

- a) Cut sponges into a variety of imperfect shapes. Each student should have at least one sponge to work with at a time. Students can exchange sponges in their groups.
- b) Give each student a black sheet of construction paper. Place a separate color of tempera paint on each pie plate. Use bright colors. Do not use dark colors such as black or brown for this activity.
- c) Model for students how to dip the sponges into the pie plates and press down so that the paint covers the entire bottom surface of the sponge.
- d) Students use the sponges and paints to create an abstract picture. Emphasize that students cover the entire paper and overlap shapes. Let dry.

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- **Art Gallery**  
Culminating Activity. Display the various works of art completed throughout the week. Allow students time to take a Gallery Walk around the classroom. Students can have a Gallery Talk Time where they discuss the various shapes and objects they imagined through the art, the mood each design made them feel, and the contrast between art and real objects. Play contemporary jazz music in the background. Bring in a lava lamp and explore the abstract shapes it makes.
- **Assessment**  
Art Criticism Rubric B

# Form and Unity (K)

## Week 7

### Objectives

- ❖ VA3: Students will understand and apply media, techniques, and processes related to the arts.
- ❖ VA2: Students will know how to use structures (e.g. sensory qualities, organizational principles, expressive features) and functions of art.

### Art Start



(Ten minutes each day-select an activity)

- Prints
  - *Cycladic Harpist*
  - *Jar*
  - *Leopard Throne*
  - *Pendule*
  - *Watermelon*
- Caldecott Book
  - *Henry and Mudge Under the Yellow Moon* by Cynthia Rylant (explores the concepts of space and form)
- Vocabulary (whole-group discussion)
  - **Form** refers to the objects having three dimensions. Like a shape, a form has height and width, but it also has depth. Unlike shapes, which are flat, forms are solid shapes and take up space. They stand up, move, hang from above, or project from a wall. You can see all around a form.
  - **Building forms** are part of a category of art known as architecture. Buildings are forms with many parts. An artist that designs a building is called an architect.
  - **Animal forms** can also be three-dimensional. A four-legged animal sculpture can be a solid form.
  - **Uses for forms** refers to pottery that is both pretty and useful.
  - **Unity** is the feeling of wholeness or oneness of the artwork. It is a sense of belonging to a group or being part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *A Road Might Lead to Anywhere* by Rachel Field
  - *Alphabet City* by Stephen T. Johnson
  - *Another Day of Dabbling* by Bronwen Scarffe
  - *Black and White* by Robyn Green and Bronwen Scarffe
  - *Children of Clay: A Family of Pueblo Potters* by Rina Swentzell
  - *Hooray, a Pinata* by Elisa Kleven
  - *Houses That Move* by Diana Noonan

- *Snowballs* by Lois Ehlert
  - *The Artist and the Architect* by Demi
  - *The Mitten* by Jan Brett
  - *The Paper Crane* by Molly Garrett Bang
  - *The Sweet and Sour Animal Book* by Langston Hughes
- Artist Library Resource
    - Michelangelo

## **Art Smart**



(Pacing activities for the week)

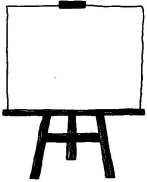
- Weekly Art Project
  1. Clay Animals
 

Find books or pictures of 4-legged animals. Discuss their shapes and how their heads and limbs are in proportion to the rest of their bodies. Have students study their own bodies and proportions. Discuss what would happen to animals if parts of their bodies were not in proportion.

    - Materials: Newsprint  
Crayons  
Model Magic Clay  
Cardboard Base  
Paper Towels  
Kiln  
Tempera Paint  
Paintbrushes  
Shoebox  
Construction Paper Scraps
    - a) Have students use crayons on newsprint to draw a picture of an animal with four legs. Emphasize details and proportions. Students will use this draft to help in creating their clay figure.
    - b) Hand out the earthen clay and a wet paper towel to students. Teach students to keep their hands moist because the clay will harden and break when too dry.
    - c) Have students roll a ball of clay (the size of a small apple) into the shape of a potato. Then, have them to squeeze the clay to make a head and body. For legs, have students add four additional pieces of clay by thoroughly rubbing the spot where they connect. This will blend the pieces and make them stick. Remind students that they will need to place each leg at a corner of the body so that their animal will stand up.
    - d) Students can use a pencil tip to add eyes and other details to all sides of their forms. Clay can be picked, pinched, and shaved to add texture. Students can add other details, e.g., a lion's mane, by adding small pieces of clay and rubbing the spot where they connect to blend the pieces and make them stick. Let dry.
    - e) Once the figures are dry, have students paint their sculptures with liquid tempera paint. Let dry.

- f) Using a shoebox, students will create the natural surroundings for their animals.  
*Note: Assist students in cutting their box if it is too tall to display their animal.*
- g) Have students decide if the animal they made belongs in the wild, in a zoo, on a farm, or at home. Students can color the inside of the shoebox with crayons, markers, or tempera paint. Use construction paper to add trees, grass, or other surroundings. Students can add sand, dirt, twigs, or real grass to their boxes. Encourage students to be as creative and imaginative as possible to create a realistic environment. Students can also glue construction paper or pictures to the outside of the box.
- h) Add the animal to its surrounding and have students present to the class.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Action Art  
Culminating Activity. Prior to students' showing their works of art, they are to act out the animal they sculpted. The class is to guess the animal. Once they have guessed the animal, the artist then presents the sculpture to the class. The artist should explain the chosen surroundings. The class can ask questions about the animal. Bring in a variety of animal-related books, music, animal cookies, and stuffed animals to share.
- Assessment  
Creative Expression Rubric D

# Space and Harmony (K)

## Week 8

### Objectives

- ❖ *VA3: Students will know a range of subject matter, symbols, and potential ideas in the visual arts.*
- ❖ *VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.*

### Art Start

(Ten minutes each day-select an activity)



- Prints
  - *Cycladic Harpist*
  - *New Mexico*
  - *Pendule*
  - *San Ildefonso Pueblo*
  - *The Emperor*
- Caldecott Book
  - *Henry and Mudge Under the Yellow Moon* by Cynthia Rylant (explores the concepts of space and form)
- Vocabulary (whole-group discussion)
  - **Space** is the emptiness between shapes. This concept relates to two-dimensional works of art such as paintings, collages, drawings, and prints. If you lay one shape next to another, there will likely be a gap, or empty area, between the shapes. This empty area is space. There will also be space above, below, and on each side of the shape. The shapes will look different if the space around them changes.
  - **Unity** is the feeling of wholeness, or oneness of the artwork. It is a sense of belonging to a group or being part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *A Road Might Lead to Anywhere* by Rachel Field
  - *The Paper Crane* by Molly Garrett Bang
  - *The Wave of the Sea Wolf* by David Wisniewski
  - *When Clay Sings* by Byrd Baylor
- Artist Library Resource
  - Georges Seurat

## Art Smart



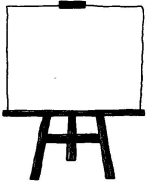
(Pacing activities for the week)

- Weekly Art Project
  1. Tissue Paper Garden
    - Materials: 12x18 white construction paper  
Tissue Paper  
Paintbrushes  
Cups with Water  
Markers  
Scissors  
Glue
  - a) Give students one piece of 12x18 white construction paper. Tell them that they are going to create a garden, but before they can do that, they need to create the background. Ask students to think of some things that may be in the background of a garden (e.g., sun, clouds, sky, grass, trees). Without actually drawing any of these objects, they are going to apply the colors that represent these objects to the paper using tissue paper.
  - b) Place a bunch of tissue paper in a variety of colors, already precut into small squares, at each table. Have students place the tissue paper squares all over the white paper. Tissue paper squares should overlap so that the colors will bleed into each other. If students want a sun in the right hand corner, then they should place yellow, orange, and even red tissue paper in that corner. They continue to do the same for other parts of the background. Emphasize that students fill the paper completely with tissue paper.
  - c) Give each student a paintbrush and a cup of water. They are to dip the paintbrush in water and wet the top of the tissue papers. Emphasize that they wet the tissue paper completely and not leave any dry areas. Monitor that students are properly wetting the tissue paper. Let dry.
  - d) Repeat steps 1-3 on a second sheet of construction paper. However, students should place the tissue paper colors randomly and not in specific areas. This sheet will be used to draw flowers for the garden. Let dry.
  - e) Remove all the tissue paper once it has dried and throw it away. Set the background paper aside and work with the second sheet of paper. This sheet will represent the foreground.
  - f) With markers, students can make a variety of flowers. Model for students how to make simple flowers by making a circle and then circles or triangles for petals. Remind students that they are only using the markers to outline the flowers and not to color them. Students can also make butterflies.
  - g) Have students cut the flowers out of the foreground paper.



- h) Hand out the background papers to students. Students can arrange their pre-cut flowers and/or butterflies onto the background to create a garden. Glue the flowers onto the background. Students can use markers to add stems and leaves to the flowers. For a 3D look, students can glue the middle of the flowers and fold the petals upward (they may have to make small slits between the petals).
- i) **OPTIONAL:** Have students use green construction paper to cut stems and leaves for the flowers. Glue them onto the background paper, carefully tucking the stems under the flowers.

## **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.

# First Grade



## The Structure of Art

## Table of Contents

### Introduction to First Grade Encore Visual Arts

Week 1:	Principles and Elements	The Structure of Self
Week 2:	Line and Balance	The Structure of Line in Kente Cloth
Week 3:	Color and Emphasis	The Structure of the Secondary
Week 4:	Value and Variety	The Structure of Art in the Sea
Week 5:	Texture and Rhythm	Stitchery Structures Burlap Mosaic
Week 6:	Shape and Unity	Shape Structures in Grid Designs
Week 7:	Form and Unity	Clay Human Structures
Week 8:	Space and Harmony	Structure Pointillism

## Introductory Procedures

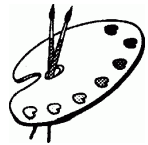
Since Encore is something new (and at the end of the day), you will need to establish clear procedures to be followed in order to make your time with your students productive and enjoyable. Create clear procedural guidelines for the students to follow at each phase of the class. Before class, “lead” 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.

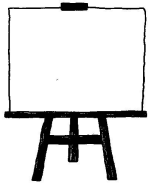


- Artist Notepad will be used in this section for brainstorming and analyzing. Have a parent volunteer make a class set of Art Notepads (20 sheets of paper folded into a booklet with a construction paper cover). These will be used all year and put in each student’s art portfolio.

**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).”

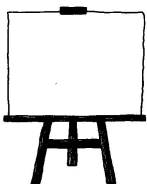
Discuss what they should do if they do accidentally bump someone. Ask, “How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn’t want or get the wrong color in the wrong spot?” Sample ways of handling this situation are as follows: Say “sorry” before the 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 First Grade Visual Arts**

### **First Grade Week 1**

*The Little Band* by James Sage

Additional Resources (additional selections to read to whole group this week)

*Abuela's Weave* by Omar Castaneda

*Ah, Treasure!* By David Drew

*Autumn Leaves* by Virginia Ferguson and Peter Durkin

*Get Set...Go Painting* by Ruth Thomson

*Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner

*It's for You* by John Talbot

*It's My Earth, Too* by Kathleen Krull

*Make a Salad Face* by David Drew

*My Painted House, My Friendly Chicken, and Me* by Maya Angelou

*Talking to the Sun* by Kenneth Koch and Kate Farrell

*The Hidden Jungle* by Simon Henwood

*The Paper Crane* by Molly Garrett Bang

### **First Grade Week 2**

*Mama Don't Allow* by Thatcher Hurd

Additional Resources (additional selections to read to whole group this week)

*A Child's Story of Vincent van Gogh* by Laurin Luchner

*Castle* by David Macaulay

*Get Set...Go Painting* by Ruth Thomson

*Lines* by Philip Yenawine

*Make a Salad Face* by David Drew

*Nature Patterns* by Gayle Bittinger

*Owl Moon* by Jane Yolen

*Ox-Cart Man* by Donald Hall

*Rocks* by Judy Tuer

*Shadow* by Marcia Brown

*The Painter and the Wild Swans* by Claude Clement

*There and Back* by Libby Hathorn

*To Climb a Waterfall* by Jean Craighead George

*When It Rains* by Jan Millicer

### **First Grade Week 3**

*Ernst* by Elisa Kleven

Additional Resources (additional selections to read to whole group this week)

*A Color Sampler* by Kathleen Westray

*Animalia* by Graeme Base

*Barnaby's Birthday* by John and Lyn Fitzgerald

*Chagall* by Ernest Raboff

*Colors* by Philip Yenawine

*Energize Your Paintings with Color* by Lewis Barnette Lehrman

*I am an Artist* by Pat Lowery Collins  
*Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban  
*Little Sisters* by Stephen and Jenny Axelsen  
*The Big Orange Splot* by Daniel Pinkwater  
*The Legend of the Indian Paintbrush* by Tomie DePaola  
*The Storm* by David Drew

#### **First Grade Week 4**

*Mama Don't Allow* by Thacher Hurd

*Ernst* by Elisa Kleven

*The Relatives Came* by Cynthia Rylant

Additional Resources (additional selections to read to whole group this week)

*1 2 3* by Brian Wildsmith

*A Child's Story of Vincent van Gogh* by Laurin Luchner

*A Color Sampler* by Kathleen Westray

*Animalia* by Graeme Base

*Bad Dog, George!* by Sally George

*Barnaby's Birthday* by John and Lyn Fitzgerald

*Castle* by David Macaulay

*Chagall* by Ernest Raboff

*Color Farm* by Lois Ehlert

*Color Zoo* by Lois Ehlert

*Colors* by Philip Yenawine

*Energize Your Paintings with Color* by Lewis Barnette Lehrman

*Get Set...Go Painting* by Ruth Thomson

*Great-Grandpa* by Susan McQuade

*I am an Artist* by Pat Lowery Collins

*Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban

*Lines* by Philip Yenawine

*Little Sisters* by Stephen and Jenny Axelsen

*Make a Salad Face* by David Drew

*Nature Patterns* by Gayle Bittinger

*Oranges* by Carmen Lomas Garza

*Owl Moon* by Jane Yolen

*Ox-Cart Man* by Donald Hall

*People in Art* by Helen Williams

*Rocks* by Judy Tuer

*Shadow* by Marcia Brown

*Shapes* by Phillip Yenawin

*Simply Sam* by Greg Mitchell

*Snowballs* by Lois Ehlert

*Swimmy* by Leo Lionni

*The Big Orange Splot* by Daniel Pinkwater

*The Cut-Outs of Henri Matisse* by John Elderfield

*The Legend of the Indian Paintbrush* by Tomie DePaola

*The Painter and the Wild Swans* by Claude Clement

*The Storm* by David Drew

*There and Back* by Libby Hathorn

*To Climb a Waterfall* by Jean Craighead George



*When It Rains* by Jan Millicer

### **First Grade Week 5**

*Monster Mama* by Liz Rosenberg

Additional Resources (additional selections to read to whole group this week)

*Armadillo Rodeo* by Jan Brett

*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell

*Don't Cut Down This Tree* by Joney Andersen and Bill Reinholdt

*How Artists See People* by Colleen Carroll

*It Could Still Be a Rock* by Alan Fowler

*On Top of Strawberry Hill* collection of poems

*Pattern-Math Counts* by Henry Pluckrose

*Play with Models* by Ivan Bulloch

*Portraits* by Editions Gallimard

*Rechenka's Egg* by Patricia Polacco

*The Lion's Whiskers* by Nancy Raines Day

*Wash Day* by Ron Bacon

### **First Grade Week 6**

*The Relatives Came* by Cynthia Rylant

Additional Resources (additional selections to read to whole group this week)

*1 2 3* by Brian Wildsmith

*Ah! Treasure* by David Drew

*Color Farm* by Lois Ehlert

*Color Zoo* by Lois Ehlert

*Great-Grandpa* by Susan McQuade

*Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner

*It's for You* by John Talbot

*My Painted House, My Friendly Chicken, and Me* by Maya Angelou

*Oranges* by Carmen Lomas Garza

*People in Art* by Helen Williams

*Shapes* by Phillip Yenawine

*Snake* by Stephen Ray and Kathleen Murdoch

*Snowballs* by Lois Ehlert

*Swimmy* by Leo Lionni

*The Cut-Outs of Henri Matisse* by John Elderfield

*The Hidden Jungle* by Simon Henwood

*The Paper Crane* by Molly Garrett Bang

### **First Grade Week 7**

*Paper Crane* by Molly Bang

*The Little Band* by James Sage

Additional Resources (additional selections to read to whole group this week)

*Ah, Treasure!* by David Drew

*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell

*Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner

*Hooray, a Pinata* by Elisa Kleven

*I Spy a Lion* by Lucy Micklethwait  
*It's for You* by John Talbot  
*My Painted House, My Friendly Chicken, and Me* by Maya Angelou  
*Snowballs* by Lois Ehlert  
*The Big, Brown Box* by David Drew  
*The Hidden Jungle* by Simon Henwood  
*The Paper Crane* by Molly Garrett Bang  
*The Sweet and Sour Animal Book* by Langston Hughes  
*And Grandpa Sat on Friday* by Val Marshall and Bronwyn Tester

### **First Grade Week 8**

*The Little Band* by James Sage

*Paper Crane* by Molly Bang

Additional Resources (additional selections to read to whole group this week)

*And Grandpa Sat on Friday* by Val Marshall and Bronwyn Tester

*Ah, Treasure!* by David Drew

*Children of Clay: A Family of Pueblo Potters* by Rina Swentzell

*Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner

*It's for You* by John Talbot

*My Painted House, My Friendly Chicken, and Me* by Maya Angelou

*The Artist and the Architect* by Demi

*The Hidden Jungle* by Simon Henwood

*The Paper Crane* by Molly Garrett Bang

# Principles and Elements of Art (1)

## Week 1

The elements and principles of art are the concepts or ideas that artists use to organize their artwork. The Elements of Art are line, shape, color, value, space, form, and texture. These seven elements are the visual building blocks that the artist puts together to create a work of art. No matter what materials are used, the artwork will contain all of the visual elements. Sometimes one element will be more important than others. The Principles of Art are rhythm, balance, emphasis, variety, harmony, and unity. These are the six rules in visual art for organizing the elements.

### Objective

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

### Art Start

(ten minutes each day-select an activity)



- Prints
  - *Breezing Up (A Fair Wind)*
  - *Ginevra de' Benci*
  - *Lidded Bowl*
  - *The Church Picnic Story Quilt*
- Caldecott Book
  - *The Little Band* by James Sage (introduces students to the words unity and emphasis)
- Vocabulary (whole-group discussion)
  - Artwork has **unity** when everything looks like it belongs together.
  - **Emphasis** is how artists show the most important part of their artwork. Artists use difference to create emphasis in artwork.
  - A shape has even **balance** when both halves are exactly the same.
  - Colors and forms that are alike can create **unity** in a sculpture. Colors, shapes, and lines can connect words and pictures to create unity. A subject can create unity in artwork by connecting all the images.
- Literature Resources (additional selections to read to whole group this week)
  - *Abuela's Weave* by Omar Castaneda
  - *Ah, Treasure!* By David Drew
  - *Autumn Leaves* by Virginia Ferguson and Peter Durkin
  - *Get Set...Go Painting* by Ruth Thomson
  - *Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner

- *It's for You* by John Talbot
  - *It's My Earth, Too* by Kathleen Krull
  - *Make a Salad Face* by David Drew
  - *My Painted House, My Friendly Chicken, and Me* by Maya Angelou
  - *Talking to the Sun* by Kenneth Koch and Kate Farrell
  - *The Hidden Jungle* by Simon Henwood
  - *The Paper Crane* by Molly Garrett Bang
- Artist Library Resource
    - Pablo Picasso

## **Art Smart**



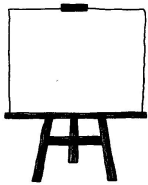
(pacing activities for the week)

- Weekly Art Project
  1. Charcoal Self-Portrait
    - Materials: 9x12 white construction paper  
Newsprint  
Charcoal pencils  
Erasers  
Mirrors  
Crayons
    - a) Pass out mirrors for each student. Allow them to explore their faces and discuss everything they see. Emphasize the placement of their features and where everything is in relation to other parts.
    - b) Give each student a sheet of newsprint and a charcoal pencil. Allow students to explore using the charcoal pencil to form thin and thick lines, rough and smooth lines, and smudges. Have students do a fast rough draft of their self-portrait. Discuss details students may have left out.
    - c) Give each student a piece of 9x12 white construction paper and a charcoal pencil. Remind students how easily charcoal can smudge and ruin their white paper.
    - d) Students are to draw a self-portrait on the paper vertically, the long way (up and down). They may use the mirror as a guide. Students should start with a large oval for the face, at least life size. Have students use rulers or measuring tape ensure an accurate size. Emphasize details: pupils, eyelashes, eyebrows, freckles, birth marks, moles, scars, etc.
    - e) Students should take their time with the self-portrait, focusing on every detail of their faces. Have students include neck and shoulders. Students may also include the top portion of their shirt or a necklace.
    - f) Once students have completed their self-portrait, they are to design the frame. Have students measure a 1" border around the entire portrait using a ruler and pencil.
    - g) Students are to design the frame with pictures that help to represent them as individuals, e.g., hobby, activity, family, likes. Students can draw these pictures inside the frame area or they can cut pictures out of magazines and glue them to the inside of the frame. Students do not have to fit the

entire picture inside the frame; they can leave off part of the picture so that it looks like it is falling off the paper.

- h) Once the designs are completed all around the frame, students can color them in using crayons. Remind students to be careful with the charcoal portraits.
- i) Hang the portraits around the classroom and have the class guess who is in the picture. Have students share their frame representations with the class.
- j) OPTIONAL: Students may carefully cut out their self-portrait. On a separate sheet of construction paper, glue decorative wallpaper or wrapping paper. Glue the self-portrait on top of the decorative backdrop.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Me and My Shadow Artist  
Have students to come up with a list of questions they would ask an artist related to their work. Questions should relate to the elements and principles of art in their work. Pair students up and have them ask each other the questions as an interview. Artists should use their self-portraits as a basis for their answers. This activity may also be set up for the whole group by having the artists sit in the front while the crowd asks the questions. Artists would also have the chance to explain the designs around their self-portraits.
- Assessment  
Art Criticism Rubric B

# Line and Balance (1)

## Week 2

### Objective

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

### Art Start

(ten minutes each day-select an activity)



- Prints
  - *Boating Party*
  - *Breezing Up*
  - *Case with Five Balusters*
  - *Ginevra de' Benci*
  - *Hockenheim*
  - *Iris, Tulips, Jonquils, and Crocuses*
  - *Lidded Bowl*
  - *The Circus*
- Caldecott Book
  - *Mama Don't Allow* by Thacher Hurd (introduces the concept of line by pointing out how the artist used line and line qualities)
- Vocabulary (whole-group discussion)
  - A **line** is a mark made by a tool as it moves. Lines can be thick, thin, smooth, rough, solid, or broken.
  - Artists use **vertical** and **horizontal** lines to make a picture look calm.
  - Lines that look like they are falling down or getting up are called **diagonal**. They give a busy feeling to artwork.
  - Artists use **curved lines** to show movement in their artwork.
  - A shape has **balance** when both halves are exactly the same.
- Literature Resources (additional selections to read to whole group this week)
  - *A Child's Story of Vincent van Gogh* by Laurin Luchner
  - *Castle* by David Macaulay
  - *Get Set...Go Painting* by Ruth Thomson
  - *Lines* by Philip Yenawine
  - *Make a Salad Face* by David Drew
  - *Nature Patterns* by Gayle Bittinger
  - *Owl Moon* by Jane Yolen
  - *Ox-Cart Man* by Donald Hall
  - *Rocks* by Judy Tuer
  - *Shadow* by Marcia Brown
  - *The Painter and the Wild Swans* by Claude Clement
  - *There and Back* by Libby Hathorn

- *To Climb a Waterfall* by Jean Craighead George
- *When It Rains* by Jan Millicer
- Artist Library Resource
  - Jacob Lawrence and Vincent van Gogh

## **Art Smart**



(pacing activities for the week)

- Weekly Art Project

1. Kente Cloth

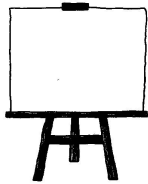
Kente cloth is a cloth of beautiful colors and patterns produced in many countries of West Africa. The Ashanti people of Ghana are especially known for creating this woven cloth. Because of its wonderful designs and varied colors and textures, kente cloth is prized for its richness and cultural associations. In our own country, ties, shirts, and hats are often made from such cloth. Although we will not be weaving the cloth, we will be designing original patterns, using construction paper and markers to simulate the look of the cloth.

- Materials: 12x18 white construction paper  
Newsprint  
Pencils and Crayons  
Rulers
- a) Each student will be designing his or her own piece of kente cloth using construction paper and crayons. The majority of kente cloth has geometric designs – ones generally based on the rectangle and square.
- b) Introduce patterns and have students explore using the crayons on newsprint. Ask students to make some sketches of cloth designs on the newsprint using patterns. They will use these designs to create their kente cloth. Students can experiment with a variety of lines such as straight, curved, and zigzag, as well as geometric shapes. Students can use both colors and line designs to form a pattern.
- c) Give each student a piece of 12x18 white construction paper. Fold the paper in half lengthwise. Using a ruler and pencil, draw a line down the folded center. Fold the paper in half widthwise and then fold again to create four columns. Using a ruler and pencil draw a line down the folded creases. The paper should have eight rectangles.
- d) Have students divide the first rectangle with a large X to form four triangles. Have students divide the next rectangle also with an X, and the last rectangle with a cross to form four squares. Repeat the X in the next rectangle and a cross in the last. Reverse this order on the bottom row of rectangles.
- e) Students will use crayons to design each of the eight rectangles. The top and bottom triangles of the Xs should have the same pattern design within the same rectangle. The left and right sides of the Xs should have the same pattern design within the same rectangle. However, patterns can vary from rectangle to rectangle. The top left and bottom right of the cross should have the same pattern design within the same rectangle. The top

right and bottom left of the cross should have the same pattern design within the same rectangle, but again, patterns can vary from rectangle to rectangle.

- f) Remind students to use a variety of lines, emphasize patterns, and fill the entire rectangle, leaving no white background. Students should not rush through their designs, but they should take their time in creating an assortment of colors, lines and designs.
- g) **OPTIONAL:** Connect the individual kente cloths to form a large class kente cloth. Use a hole-puncher to punch evenly-spaced holes down the two sides of each paper. Give each student a pre-cut piece of yarn that will be long enough to thread through the punched holes from top to bottom. Students use the yarn to weave through the punched holes. Repeat on both sides. Assist students in tying the yarn at each corner with the corner of another kente cloth. Fit all the kente cloth pieces together.

## **Art Show**



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat.

- African Art Festival  
Culminating Activity. Include African music and books related to Africa (fiction and non-fiction), and have an African Art Festival. Students can share their kente cloths and discuss the art principles and techniques learned this week.
- Assessment  
Art History and Culture Rubric A



# Color and Emphasis (1)

## Week 3

### Objectives

- ❖ VA3: Students will know a range of subject matter, symbols, and potential ideas in the visual arts.
- ❖ VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *Boating Party*
  - *Iris, Tulips, Jonquils, and Crocuses*
- Caldecott Book
  - *Ernst* by Elisa Kleven (students learn to identify and review the names of colors)
- Vocabulary (whole-group discussion)
  - Artists **mix** colors to make other colors.
  - A **color wheel** shows the colors of the rainbow in order.
  - Red, yellow, and blue are **primary colors**.
  - Red and yellow can be mixed to make the **secondary color** orange. Blue and yellow can be mixed to make the **secondary color** green. Red and blue can be mixed to make the **secondary color** violet.
  - Artists use **emphasis** to show what they feel is most important in their artwork.
- Literature Resources (additional selections to read to whole group this week)
  - *A Color Sampler* by Kathleen Westray
  - *Animalia* by Graeme Base
  - *Barnaby's Birthday* by John and Lyn Fitzgerald
  - *Chagall* by Ernest Raboff
  - *Colors* by Philip Yenawine
  - *Energize Your Paintings with Color* by Lewis Barnette Lehrman
  - *I am an Artist* by Pat Lowery Collins
  - *Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban
  - *Little Sisters* by Stephen and Jenny Axelsen
  - *The Big Orange Splot* by Daniel Pinkwater
  - *The Legend of the Indian Paintbrush* by Tomie DePaola
  - *The Storm* by David Drew

- Artist Library Resource
  - Mary Cassatt and Marc Chagall

## Art Smart



(pacing activities for the week)

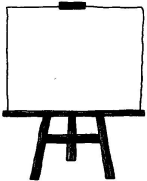
- Weekly Art Project
  1. Secondary Color Windows
 

Have students explore the world around them (classroom, school perimeter, home, neighborhood, park, etc.). Make a 3-column list on chart paper or on the chalkboard. Label the columns green, orange, and purple using markers or crayons or colored tags. Have students list the objects they found under the matching colors.

    - Materials: Watercolors  
Newsprint  
Paper Towels  
9x9 white construction paper  
Pencils  
Ruler  
Scissors  
Glue
    - a) Start with one of the three secondary colors. Each student chooses one object that he or she explored for that particular color (e.g., green apple).
    - b) Pass out the watercolors (one set for every 1-2 students). For each student, pass out a watercolor paintbrush, a cup of clean water, paper towels, and a sheet of newsprint. Show students how to keep the individual colors from mixing by cleaning the brush in water before dipping into a new color (students can refresh their cups when the water becomes too dark). Allow students to explore making lighter and darker shades of the same color (excess water on the brush will create lighter shades). Students may use the paper towels to dry excess water off the brush.
    - c) Starting with the first secondary color chosen, have students guess which two colors they can use to create that secondary color. Have students use those two colors to create the secondary color and explore how to make lighter and darker shades (Yellow & Blue = Green, Yellow & Red = Orange, Red & Blue = Purple). Remove the newsprint and wipe excess water off the tables.
    - d) Pass out one piece of white construction paper for each student. *Note: you may want to use pencil to outline a 1" border on the paper, so that the students do not draw in that area.*
    - e) Using pencils, students are to outline the shape of the object they chose on one of the sheets of paper. Emphasize using the entire paper (excluding the 1" border).
    - f) Students will use watercolor to paint their objects. Emphasize using the two primary colors to make the secondary color, rather than using the one secondary color.

- g) Repeat steps 4-6 for each of the three secondary colors. When students have completed all 3 prints, they can begin creating the windows.
- h) Pass out one piece of white construction paper for each student. Students can use rulers and a pencil to make a 1" border on the paper. *Note: you may want to use pencil to outline a 1" border on the paper.*
- i) OPTIONAL: Students may use crayons to color the borders black, or they may leave them white.
- j) Start with one of the three secondary colors. Students will use the two primary colors to paint the window box. Show students how to start at the top of the window box with one primary color (yellow) and paint until they reach the middle of the window box. Then starting from the bottom with another primary color (blue), paint until they reach the middle of the window box. Once the two colors meet in the middle, they should form the secondary color (green). Repeat this step with all three secondary colors. Let dry.
- k) Once their work has dried, assist students in cutting the two sides and the bottom of the window box. DO NOT CUT THE TOP. You may use an exacto knife instead with caution.
- l) Students are to glue the back of the 1" border of the window to the front of the 1" border of the primary color object they painted. The window color and object color should match, i.e. green window/green object. Wipe off any excess glue. Keep the window box open until the glue dries.
- m) Repeat steps 11 and 12 for each of the secondary colors.
- n) OPTIONAL: Glue a button to the bottom of the window box to help open and close, or use a hole puncher to make a hole at the bottom of the window box. Thread a piece of yarn through it, and tie.

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Art Auction

Culminating Activity. Artists present their windows to the auction room, one at a time. They are to tell a story about the work of art behind the window before showing it to the auctioneers. Stories can be imaginative (e.g., a long lost work of art, an artwork found in grandma's attic) or real life stories. Give three auctioneers (without the artist's knowing) a card labeled 1, 2, or 3. The number represents how many times they may raise their hand once the auction begins. The person with the 3 wins the auction. Repeat with other windows of art.

- Assessment

Aesthetic Perception Rubric C

# Value and Variety (1)

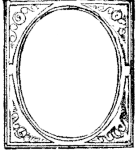
## Week 4

### Objective

- ❖ VA3: Students will know a wide range of subject matter, symbols, and potential ideas in the visual arts.

### Art Start

(ten minutes each day-select an activity)



- Prints
  - *Beasts of the Sea*
  - *Boating Party*
  - *Breezing Up*
  - *Case with Five Balusters*
  - *Ginevra de' Benci*
  - *Hockenheim*
  - *Iris, Tulips, Jonquils, and Crocuses*
  - *Lidded Bowl*
  - *The Church Picnic Story Quilt*
  - *The Circus*
- Caldecott Books
  - *Mama Don't Allow* by Thacher Hurd (introduces the concept of line by pointing out how the artist used line and line qualities)
  - *Ernst* by Elisa Kleven (students learn to identify and review the names of colors)
  - *The Relatives Came* by Cynthia Rylant (helps emphasize the differences between geometric and free-form shapes)
- Vocabulary (whole-group discussion)
  - **Value** is the lightness or darkness of a color or object.
  - **Variety** is the use of different lines, shapes, and colors in artwork.
- Literature Resources (additional selections to read to whole group this week)
  - *1 2 3* by Brian Wildsmith
  - *A Child's Story of Vincent van Gogh* by Laurin Luchner
  - *A Color Sampler* by Kathleen Westray
  - *Animalia* by Graeme Base
  - *Bad Dog, George!* by Sally George
  - *Barnaby's Birthday* by John and Lyn Fitzgerald
  - *Castle* by David Macaulay
  - *Chagall* by Ernest Raboff
  - *Color Farm* by Lois Ehlert
  - *Color Zoo* by Lois Ehlert

- *Colors* by Philip Yenawine
  - *Energize Your Paintings with Color* by Lewis Barnette Lehrman
  - *Get Set...Go Painting* by Ruth Thomson
  - *Great-Grandpa* by Susan McQuade
  - *I am an Artist* by Pat Lowery Collins
  - *Is it Red? Is it Yellow? Is it Blue?* By Tana Hoban
  - *Lines* by Philip Yenawine
  - *Little Sisters* by Stephen and Jenny Axelsen
  - *Make a Salad Face* by David Drew
  - *Nature Patterns* by Gayle Bittinger
  - *Oranges* by Carmen Lomas Garza
  - *Owl Moon* by Jane Yolen
  - *Ox-Cart Man* by Donald Hall
  - *People in Art* by Helen Williams
  - *Rocks* by Judy Tuer
  - *Shadow* by Marcia Brown
  - *Shapes* by Phillip Yenawin
  - *Simply Sam* by Greg Mitchell
  - *Snowballs* by Lois Ehlert
  - *Swimmy* by Leo Lionni
  - *The Big Orange Splot* by Daniel Pinkwater
  - *The Cut-Outs of Henri Matisse* by John Elderfield
  - *The Legend of the Indian Paintbrush* by Tomie DePaola
  - *The Painter and the Wild Swans* by Claude Clement
  - *The Storm* by David Drew
  - *There and Back* by Libby Hathorn
  - *To Climb a Waterfall* by Jean Craighead George
  - *When It Rains* by Jan Millicer
- Artist Library Resource
    - Jacob Lawrence, Vincent van Gogh, Mary Cassatt, and Marc Chagall

## **Art Smart**

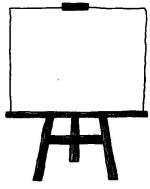
(pacing activities for the week)



- Weekly Art Project
  1. Under the Sea in Pastels
    - Materials: Newsprint
    - Pencils
    - 12 x 18 white construction paper
    - Oil Pastels
    - Pictures of Ocean Life
    - Blue Tempera Paint (thinned with water)
    - Wide Flat Brushes
    - Newspapers

- a) Display pictures of ocean life. Discuss the colors and shapes of animals and plant life.
- b) Have students look at the pictures. Focus on the outside (contour line) of the animals and plants. Practice drawing the contour edge of the animals and plants in the air with your finger. Have students do the same.
- c) Hand out newsprint and pencils to each student. Students should practice drawing an ocean scene on the newsprint. Emphasize that students draw large figures and not a bunch of tiny little ones. Model how to draw objects in different positions and how to draw the objects so that they touch each other (overlay) and “bleed off” the edges of the paper. Students should practice these techniques. It may be difficult for students to visualize part of the animal missing, so they can first practice by drawing the entire animal over another and then erasing the lines that fall inside another animal or plant (Example: a shark lurking in the background of seaweed and other sea plants).
- d) Hand out the 12x18 white construction paper and pencils. Students should use the newsprint practice drawings to help guide them in creating an “Under the Sea” scene. Emphasize that students should draw animals and plants until the paper is almost filled but leave enough spaces for water. Students may use wavy lines to represent water.
- e) Hand out the oil pastels and allow students to practice using them on the newsprint. Show students how easily oil pastels rub off and how students should paint without resting their hands on the paper. Students should use bright brilliant colors for their scene and press hard as they color. Students may wish to use a tissue to blend colors together. Remind students to NOT PAINT THE WATER. They may trace the wavy lines with oil pastels or leave the background blank.
- f) Place the drawing on newspaper. Assist students in painting a wash: dip a brush in diluted blue tempera paint, drag the brush from one side to the other across the top, dip again, slightly overlap and paint across the second row, continue to the bottom. Let dry. The oil pastels should “resist” the tempera paint and show through. *NOTE: You may wish to dab the painting with paper towels if the layer of paint is too thick for the pastels to show through.*
- g) OPTIONAL: Mount the finished paintings side by side on a long strip of butcher paper to create an underwater scene. Paintings can be taped or glued.
- h) OPTIONAL: Assist students in gluing real seashells to their pictures with a hot glue gun (regular white glue may work).

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Underwater Art Festival  
Culminating Activity. Include music with natural ocean or sea animal sounds or children's songs of sea life. Bring in books related to ocean life (fiction & non-fiction) and have an Underwater Art Festival. Students can share their artwork and discuss the art principles and techniques learned this week.
- Assessment  
Aesthetic Perception Rubric E

# Texture and Rhythm (1)

## Week 5

### Objectives

- ❖ VA1: Students will understand and apply media, technique, and processes related to the visual arts.
- ❖ VA2: Students will know how to use structures (sensory qualities, organizational principles, expressive features) and functions of art.

### Art Start (ten minutes each day-select an activity)

- Prints



- *Breezing Up (A Fair Wind)*
  - *Ginevra de' Benci*
  - *Gros Ventre Feather Bonnet*
  - *Iris, Tulips, Jonquils, and Crocuses*
  - *Lidded Bowl*
- Caldecott Book
    - *Monster Mama* by Liz Rosenberg (introduces students to the concepts of texture and rhythm)
  - Vocabulary (whole-group discussion)
    - **Texture** is how something feels.
    - **Rhythm** is another word for pattern.
    - Texture you can feel is called **real texture**. A collage has real texture from bits and pieces of things glued onto paper.
    - Texture you can see but cannot feel is called **visual texture**.
    - Repeated shapes, lines, or colors create **visual rhythm** in artwork. Every pattern has its own rhythm.
  - Literature Resources (additional selections to read to whole group this week)
    - *Armadillo Rodeo* by Jan Brett
    - *Children of Clay: A Family of Pueblo Potters* by Rina Swentzell
    - *Don't Cut Down This Tree* by Joney Andersen and Bill Reinholdt
    - *How Artists See People* by Colleen Carroll
    - *It Could Still Be a Rock* by Alan Fowler
    - *On Top of Strawberry Hill* collection of poems
    - *Pattern-Math Counts* by Henry Pluckrose
    - *Play with Models* by Ivan Bulloch
    - *Portraits* by Editions Gallimard
    - *Rechenka's Egg* by Patricia Polacco
    - *The Lion's Whiskers* by Nancy Raines Day
    - *Wash Day* by Ron Bacon
  - Artist Library Resource
    - Johannes Vermeer

### Art Smart





(pacing activities for the week)

- Weekly Art Project

1. Sewing on Burlap

Have students explore the shapes they see in the world around them. Discuss the free-form shapes students find. Free-form shapes are irregular and uneven shapes whose outline is curved, angular, or both, rather than geometric. Introduce stitchery and discuss the different things that can be made by stitching.

- Materials: Newsprint

Crayons

Large Plastic Needles

Yarn (assorted colors and precut)

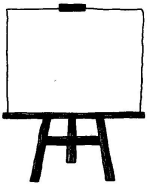
4x4 Burlap Scrap

12x12 Burlap (taped around the edges)

Assortment of Fabric Scraps, Felt, and Buttons

- a) Have students use crayons on newsprint to draw a picture using free-form shapes. Have students choose only a few free-form shapes for their stitching. Too many may make the stitching too difficult. Students can choose to make an abstract using free-form shapes.
- b) Model for students how to sew a running stitch. Use a scrap 4-inch square of burlap. Provide students with a needle, yarn, and a scrap of burlap, and have them practice the running stitch. Make sure students are pulling the yarn all the way through before starting the next stitch.
- c) Give each student a 12 x 12 piece of burlap and crayons. Students are to reproduce the free-form shapes they made on the newsprint onto the burlap. Have students use different color crayons for the different shapes. This will help them in following the lines when stitching.
- d) Help students with the threading of the needle and the changing of yarn colors. Have students use the running stitch to follow the outlines they have drawn. It is helpful if students have pieces of yarn that are long enough to stitch around the entire shape. Assist students with tying a small knot in the back of the burlap when finishing each shape.
- e) Have an assortment of pieces of fabric, felt, buttons, sequins, fabric markers, fabric glue, and fabric paint to create a mosaic. Students can glue small fabric shapes and buttons on or stitch them onto the burlap. Assist students in filling in the shapes completely and differently to create a mosaic look. Encourage students to be imaginative in creating unique looks with the embellishments. OPTIONAL: Small beans in assorted colors can also be glued onto the burlap to create a mosaic look.
- f) OPTIONAL: Have students make their burlap into a wall hanging. Give each student an extra long piece of yarn to stitch straight across the top of the burlap. Tie the excess yarn on both sides together. There should be enough yarn to leave a loop at the top to hang over a nail on the wall.

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Round Table Art Discussion

Culminating Activity. Have chairs set up in a circle, or have students sit on the floor in a circle. A small table can be set up in the middle of the circle to display the individual works of art being discussed. Decide on some rules, such as waiting a turn to speak and leaving mean criticism out of the round table discussion. Pass one finished stitchery design around for everyone to see and then place in the center table for everyone to see. Have students discuss the technique, creativity and artisanship of each design. Students can assess their own work as well and explain difficulties. Play soft folk music in the background and have milk and cookies (tea and crumpets).

- Assessment

Creative Expression Rubric D

# Shape and Unity (1)

## Week 6

### Objective

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

### Art Start (ten minutes each day-select an activity)

- Prints



- *Beasts of the Sea*
- *Boating Party*
- *Breezing Up (A Fair Wind)*
- *Case with Five Balusters*
- *Ginevra de' Benci*
- *Lidded Bowl*
- *The Church Picnic Story Quilt*
- *The Circus*
- *Votive Statues from the Square Temple at Tell Asmar*
- Caldecott Book
  - *The Relatives Came* by Cynthia Rylant (helps emphasize the differences between geometric and free-form shapes)
- Vocabulary (whole-group discussion)
  - A **Shape** is a flat, two-dimensional area that is defined by its outline.
  - A shape may be either a **geometric shape** or a **free-form shape**.
  - **Unity** is the feeling of wholeness or oneness of the artwork. It is a sense of belonging to a group or being part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *1 2 3* by Brian Wildsmith
  - *Ah! Treasure* by David Drew
  - *Color Farm* by Lois Ehlert
  - *Color Zoo* by Lois Ehlert
  - *Great-Grandpa* by Susan McQuade
  - *Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner
  - *It's for You* by John Talbot
  - *My Painted House, My Friendly Chicken, and Me* by Maya Angelou
  - *Oranges* by Carmen Lomas Garza
  - *People in Art* by Helen Williams
  - *Shapes* by Phillip Yenawine
  - *Snake* by Stephen Ray and Kathleen Murdoch
  - *Snowballs* by Lois Ehlert
  - *Swimmy* by Leo Lionni
  - *The Cut-Outs of Henri Matisse* by John Elderfield
  - *The Hidden Jungle* by Simon Henwood
  - *The Paper Crane* by Molly Garrett Bang

- Artist Library Resource
  - Paul Klee and Leonardo da Vinci

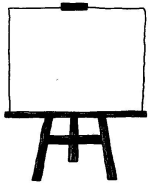
## Art Smart



(pacing activities for the week)

- Weekly Art Project
  1. Grid Design
    - Materials: 9x12 white drawing paper  
Pencils  
Color Pencils or Crayons  
Rulers
  - a) Give each student a sheet of paper and a pencil.
  - b) Have students draw abstract shapes on the paper. Shapes should not look geometric or like an object or figure. Explain to students that the shapes should look more like blobs or spilt milk - abstract. Shapes can overlap and run off the paper. *Note: Abstract art is a twentieth-century art form containing shapes that simplify shapes of real objects to emphasize form instead of subject matter.*
  - c) Draw a three-inch grid on top of the drawing. *Note: Teachers may have to help draw three-inch marks on the edges for the students to use to draw straight lines with a ruler.*
  - d) Choose only 3-4 colors of colored pencils or crayons. Students will color in every “enclosed” area. They should change colors when they come to a line. Try to mix colors up so that the same color is not side-by-side. Students can use solid colors or dots to fill in each area, and use light and dark shades of color by pressing down firmly or gently. Students should take their time.
  - e) Outline all lines (objects and grid) with a black colored pencil or crayon.
  - f) OPTIONAL: Mount the finished drawing on a larger sheet of paper and decorate a frame with dots or lines.

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Art Gallery

Culminating Activity. Display the works of art completed throughout the week. Allow students time to take a Gallery Walk around the classroom. Students can have a Gallery Talk Time where they discuss the various shapes and objects they imagined through the art, the mood each design made them feel, and the contrast between art and real objects. Play contemporary jazz music in the background. Bring in a lava lamp and explore the abstract shapes it makes.

- Assessment  
Art Criticism Rubric B

# Form and Unity (1)

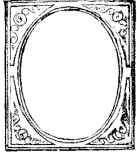
## Week 7

### Objective

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

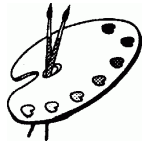
### Art Start

(ten minutes each day-select an activity)



- Prints
  - *Case with Five Balusters*
  - *Ginevra de' Benci*
  - *Lidded Bowl*
  - *The Church Picnic Story Quilt*
  - *Votive Statues from the Square Temple at Tell Asmar*
- Caldecott Books
  - *Paper Crane* by Molly Bang (introduces students to the concept of form by making a paper crane)
  - *The Little Band* by James Sage (introduces students to the words unity and emphasis)
- Vocabulary (whole-group discussion)
  - **Forms** have height, width, and depth. A form takes up space and has space all around it. A form can also have space inside it.
  - **Shapes** only have height and width.
  - Some forms are **geometric forms**. Other forms are **free-forms**.
  - Colors, shapes, and lines can connect to create **unity**.
- Literature Resources (additional selections to read to whole group this week)
  - *And Grandpa Sat on Friday* by Val Marshall and Bronwyn Tester
  - *Ah, Treasure!* by David Drew
  - *Children of Clay: A Family of Pueblo Potters* by Rina Swentzell
  - *Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner
  - *Hooray, a Pinata* by Elisa Kleven
  - *I Spy a Lion* by Lucy Micklethwait
  - *It's for You* by John Talbot
  - *My Painted House, My Friendly Chicken, and Me* by Maya Angelou
  - *Snowballs* by Lois Ehlert
  - *The Big, Brown Box* by David Drew
  - *The Hidden Jungle* by Simon Henwood
  - *The Paper Crane* by Molly Garrett Bang
  - *The Sweet and Sour Animal Book* by Langston Hughes
- Artist Library Resource
  - Michelangelo and Leonardo da Vinci

## Art Smart



(pacing activities for the week)

- Weekly Art Project
  1. Clay People

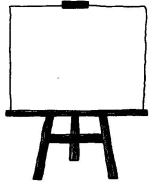
Have students study their own body and proportions. Discuss the various parts of the body that can move and how they move. Have students count how many joints they can actually move.

- Materials:
  - Newsprint
  - Crayons
  - Model Magic Clay
  - Cardboard Base
  - Paper Towels
  - Kiln
  - Tempera Paint
  - Paintbrushes
  - Shoebox
  - Construction Paper Scraps
- a) Have students use crayons on newsprint to draw a picture of a person doing a physical activity, e.g., running, dancing or sitting. Emphasize details, proportions, and the moveable joints. Students will use this draft to help in creating their clay figure.
- b) Hand out the earthen clay and a wet paper towel to students. Teach students to keep their hands moist because the clay will harden and break when too dry.
- c) Have students roll a ball of clay (the size of a small apple) into the shape of a potato. Pinch a head shape on one end. Pinch and pull out arms and legs. Leave some, but not too much, clay for the body. Squeeze the head, arms, legs, and body into the desired shapes. Remind students to try and bend the clay to make the figure look like it is moving, as in their picture.
- d) To add hands and feet, students use a pencil or paper clip to add lines to the clay to make it look like fingers and toes. *Note: since tiny parts such as fingers and toes may break off when drying, it is recommended to only add the "look" of having fingers and toes.*
- e) Students can use a pencil tip to add eyes and other details to all sides of their forms. Clay can be picked, pinched, and shaved to add texture. Students can add other details by adding small pieces of clay and rubbing the spot where they connect to blend the pieces and make them stick hair. Let dry.
- f) OPTIONAL: Have students paint their sculptures with liquid tempera paint. Let dry.
- g) Using a shoebox, students will create the natural surroundings for their figures. *Note: Assist students in cutting their box if it is too tall to display their figure.*
- h) Have students decide where the figure they made belongs, e.g., park, on a football field, at home, etc. Students can color the inside of the shoebox with crayons, markers, or tempera paint. Students can add sand, dirt, twigs, or real grass to their boxes. Encourage students to be as creative

and imaginative as possible to create a realistic environment. Students can also glue construction paper or pictures to the outside of the box.

- i) Add the figure to its surroundings and have students present to the class.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Action Art  
Culminating Activity. Prior to students showing their work of art, they are to act out the action their sculpted person is making. The class is to guess the action. Once the action has been guessed, the artist then presents the sculpture to the class. The artist should explain the chosen surroundings. The class can ask questions about the sculpture. Bring in a variety of sports related books and sports equipment (jump ropes, balls) to share.
- Assessment  
Creative Expression Rubric D

# Space and Harmony (1)

## Week 8

### Objective

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

### Art Start (ten minutes each day-select an activity)



- Prints
  - *Breezing Up (A Fair Wind)*
  - *Case with Five Balusters*
  - *Ginevra de' Benci*
  - *Lidded Bowl*
  - *The Church Picnic Story Quilt*
  - *Votive Statues from the Square Temple at Tell Asmar*
- Caldecott Books
  - *The Little Band* by James Sage (introduces students to the words unity and emphasis)
  - *Paper Crane* by Molly Bang (introduces students to the concept of form by making a paper crane)
- Vocabulary (whole-group discussion)
  - **Space** is the emptiness between shapes. This concept relates to two-dimensional artworks such as paintings, collages, drawings, and prints. If you lay one shape next to another, there will likely be a gap, or empty area between the shapes. This empty area is space. There will also be space above, below, and on each side of the shape. The shapes will look different if the space around them changes.
  - **Unity** is the feeling of wholeness, or oneness of the artwork. It is a sense of belonging to a group or part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *...and Grandpa Sat on Friday* by Val Marshall and Bronwyn Tester
  - *Ah, Treasure!* by David Drew
  - *Children of Clay: A Family of Pueblo Potters* by Rina Swentzell
  - *Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner
  - *It's for You* by John Talbot
  - *My Painted House, My Friendly Chicken, and Me* by Maya Angelou
  - *The Artist and the Architect* by Demi
  - *The Hidden Jungle* by Simon Henwood
  - *The Paper Crane* by Molly Garrett Bang
- Artist Library Resource
  - Georges Seurat and Leonardo da Vinci

### Art Smart



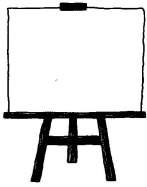


(pacing activities for the week)

- Weekly Art Project
    1. Pointillism Garden
      - Materials: Newsprint  
Pencils  
12 x 18 finger paint paper  
6 x 9 finger paint paper  
Finger paints (red, yellow, blue)  
Paint trays  
Paper towels  
Sponges  
Scissors  
Glue  
Small construction paper scraps
- a) Give each student a sheet of newsprint and a pencil. Have students draw a simple flower large enough to fill the entire sheet of paper. The flower should include the stem and leaves. There should only be a small amount of background left. Students will use this draft as a guide when finger painting.
  - b) Have students wet the paper with a sponge. Wipe off excess water.
  - c) Give each group of students a paint tray with red, yellow, and blue finger paint. The paint should be accessible to each student.
  - d) Model for students how to use their index fingers to create dots. Students should wipe their finger when changing colors. However, they can place dots of two primary colors close together in the same area. This will create the illusion of mixing to make secondary colors.
  - e) Give each student a sheet of finger paint paper. Wet the paper with a sponge and wipe off excess water.
  - f) Students may begin using the pointillism technique to paint their flower. **OPTION:** Have students use Q-tips instead of their index fingers.
  - g) Once students have completed the flowers, they should continue to use the pointillism technique to paint the background and completely fill the paper. Note: This may take more than one day. Let dry.
  - h) Repeat steps 1-6 for the second half of this project. Students will create an insect for their flower, e.g., bee, butterfly, caterpillar, etc. Use the same pointillism technique to complete this step.
  - i) When dry, have students carefully cut out their insect.
  - j) Students can fold small scraps of construction paper back and forth to create a spring. A rectangle about 1" x 4" is recommended.
  - k) Students glue one end of the spring to the insects and one end to the flowers on which they want their insects located. They may want to use more than one spring.
  - l) The insects should have a 3-D effect and should look smaller than the larger flower.
  - m) Hang paintings up and have students stare at the paintings from afar and then continue to focus on the pictures as they move closer. Reverse. Ask students if the figure is easier to view while standing close to it or from afar.

n) OPTIONAL: Mount on a larger sheet of paper and make a frame.

## **Art Show**



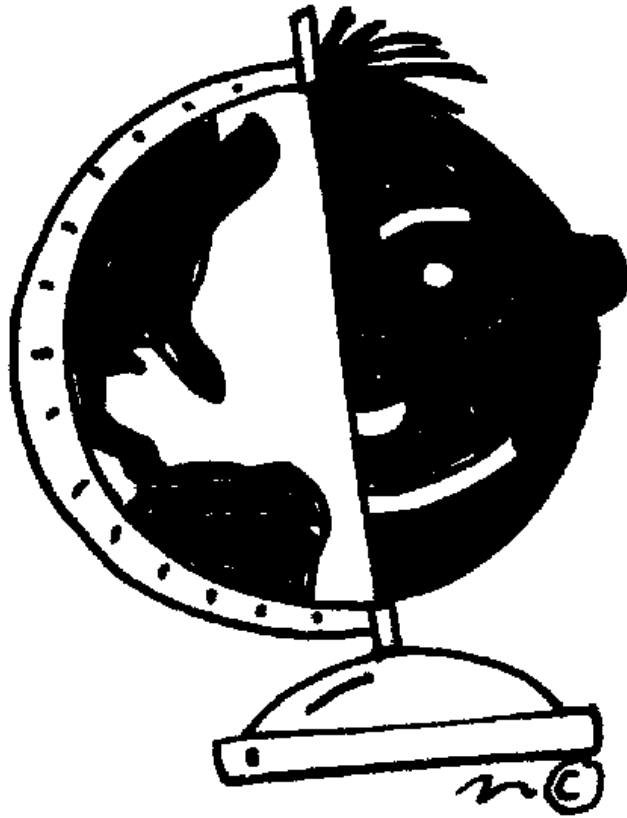
- Assessment  
Portfolio Rubric

## **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, 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.

Second Grade



**Connecting Art to the World**

## Table of Contents

### Introduction to Second Grade Encore Visual Arts

Week 1:	Principles and Elements	Connecting Profiles in Pastels
Week 2:	Line and Balance	Connecting the World of Design with Kente Cloth
Week 3:	Color and Emphasis	Connecting Colors in Impasto Windows
Week 4:	Value and Variety	Connecting Gardens with Paper Batik
Week 5:	Texture and Rhythm	Connecting Fabric Designs with Burlap Masks
Week 6:	Shape and Unity	Connecting Paper Shapes in 3-D Designs
Week 7:	Form and Unity	Connecting the Head – Clay Busts
Week 8:	Space and Harmony	Overlaying Connections with Tissue Paper Gardens

## 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).”

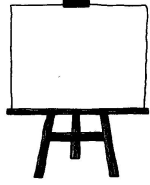
Discuss what they should do if they do accidentally bump someone. Ask, “How would someone feel if he or she were bumped, and it made him or her draw a line that he or she didn’t want or get the wrong color in the wrong spot?” Sample ways of handling this situation are as follows: Say “sorry” before the 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 Second Grade Visual Arts**

### **Second Grade Week 1**

*Chair for My Mother* by Vera B. Williams

*It Could Always Be Worse* by Margot Zemach

Additional Resources (additional selections to read to whole group this week)

*Amazing Buildings* by Philip Wilkinson

*Ashanti to Zulu: African Traditions* by Margaret Musgrove

*Cubs and Colts and Calves and Kittens* by Alan Fowler

*Dots, Spots, Speckles and Stripes* by Tana Hoban

*Grandfather's Journey* by Allen Say

*Growing Sprouts and Eva's Sprout Diary* by Julie Kennelly and Eva Boyle

*I Am an Artist* by Pat Lowery Collins

*Kente Colors* by Debbie Chocolate

*Masks* by Lyndie Wright

*Ox-Cart Man* by Donald Hall

*Peter's Chair* by Ezra Jack Keats

*The Artist and the Architect* by Demi

*The Hidden Jungle* by Simon Henwood

*The Keeping Quilt* by Patricia Polacco

*The Quiet World* by Raewyn Caisley

*The Quilt Encyclopedia* Illustrated by Carter Houck

*The Sea Where I Swim* by Gwen Pascoe

*This and That* by Vic Warren

*Tiptoe Round the Corner* by Virginia Ferguson and Peter Durkin

*Tutankhamen's Gift* by Robert Sabuda

*Yo Ho! Yo Ho!* by Virginia Ferguson and Peter Durkin

### **Second Grade Week 2**

*The Talking Eggs* by Robert San Souci

Additional Resources (additional selections to read to whole group this week)

*A Year in the City* by Kathy Henderson

*Color Farm* by Lois Ehlert

*Figaro* by Frances Barnes

*Getting to Know the World's Greatest Artists: Monet* by Mike Venezia

*Pen Pals* by Wendy Graham

*Picture This: A First Introduction to Paintings* by Felicity Woolf

*Places in Art* by Anthea Peppin

*Secret Place* by Eve Bunting

*Something Special for Miss Margery* by Janet Slater Redhead

*The Cut-Outs of Henri Matisse* by John Elderfield

*Things I Can Make with Paper* by Sabine Lohf

*To Climb a Waterfall* by Jean Craighead George

### **Second Grade Week 3**



The Polar Express by Chris Van Allsburg

Additional Resources (additional selections to read to whole group this week)

*Antarctic Diary* by Trish Hart

*Color* by Alice Cole

*Color Dance* by Ann Jonas

*Hailstones and Halibut Bones, Adventures in Color* by Mary O'Neill

*Hopper* by Marcus Pfister

*I Can See a Rainbow* by Denise Lewis Patrick

*Knots on a Counting Rope* by Bill Martin, Jr. and John Archambault

*Periwinkle's Ride* by Ian Trevaskis

*Round Trip* by Ann Jonas

*Song of the Horse* by Richard Kennedy

*The Polar Express* by Chris Van Allsburg

*We Hide, You Seek* by Jose Aruego and Ariane Dewey

#### **Second Grade Week 4**

The Talking Eggs by Robert San Souci

The Polar Express by Chris Van Allsburg

Additional Resources (additional selections to read to whole group this week)

*A Year in the City* by Kathy Henderson

*Antarctic Diary* by Trish Hart

*Ashanti to Zulu: African Traditions* by Margaret Musgrove

*Color* by Alice Cole

*Color Dance* by Ann Jonas

*Color Farm* by Lois Ehlert

*Cubs and Colts and Calves and Kittens* by Alan Fowler

*Dots, Spots, Speckles and Stripes* by Tana Hoban

*Figaro* by Frances Barnes

*Getting to Know the World's Greatest Artists : Monet* by Mike Venezia

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*The Polar Express* by Chris Van Allsburg

*Things I Can Make with Paper* by Sabine Lohf

*To Climb a Waterfall* by Jean Craighead George

*We Hide, You Seek* by Jose Aruego and Ariane Dewey

*Yo Ho! Yo Ho!* by Virginia Ferguson and Peter Durkin

#### **Second Grade Week 5**

Chair for My Mother by Vera B. Williams

Additional Resources (additional selections to read to whole group this week)

*A Child's Story of Vincent van Gogh* by Laurin Luchner and George Kaye

*Collections* by David Drew

*Dots, Spots, Speckles and Stripes* by Tana Hoban

*Flowers* by Claude Delafosse, and Rene Mettler

*Grandfather's Journey* by Allen Say

*Growing Sprouts and Eva's Sprout Diary* by Julie Kennelly and Eva Boyle

*Kente Colors* by Debbie Chocolate

*Kofi and His Magic Cloth* by Maya Angelou

*Masks* by Lyndie Wright

*Mirette on the Highwire* by Emily Arnold McCully

*Nature Patterns* by Gayle Biltinger, Susan Sexton, and Jean Warren

*Peter's Chair* by Ezra Jack Keats

*The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble

*The Keeping Quilt* by Patricia Polacco

*The Magic Wheel* by Brian Birchall

*The Patchwork Lady* by Mary K. Whittington

*The Quiet World* by Raewyn Caisley

*The Quilt Encyclopedia Illustrated* by Carter Houck

*This and That* by Vic Warren

*Tracks* by Rob Morrison

*Tutankhamen's Gift* by Robert Sabuda

*Why Mosquitoes Buzz in People's Ears* by Verna Aardema

## **Second Grade Week 6**

*The Talking Eggs* by Robert San Souci

Additional Resources (additional selections to read to whole group this week)

*A Year in the City* by Kathy Henderson

*Amazing Buildings* by Philip Wilkinson

*Build Your Own Castle* by Caroline Pitcher

*Color Farm* by Lois Ehlert

*Lizard's Song* by Barbara Beveridge

*Pen Pals* by Wendy Graham

*The Artist and the Architect* by Demi

*The Cut-Outs of Henri Matisse* by John Elderfield

## **Second Grade Week 7**

*Heckedy Peg* by Audrey Wood

Additional Resources (additional selections to read to whole group this week)

*Amazing Buildings* by Philip Wilkinson  
*Animals Observed: A Look at Animals in Art* by Dorcas MacClintock  
*Build Your Own Castle* by Caroline Pitcher  
*Cardboard* by John Lancaster  
*Dinosaur for a Day* by Mark Alan Weatherby  
*Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner  
*Lizard's Song* by Barbara Beveridge  
*Masks and Mask Makers* by Kari Hunt and Bernice Wells Carlson  
*Masks Tell Stories* by Carol Gelber  
*Pancakes, Pancakes!* by Eric Carle  
*Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson  
*Tail Tales* by Sally Markham-David  
*The Artist and the Architect* by Demi  
*The Ghost Tree* by Jean Holkner

### **Second Grade Week 8**

*Heckedy Peg* by Audrey Wood

Additional Resources (additional selections to read to whole group this week)

*Amazing Buildings* by Philip Wilkinson  
*Cardboard* by John Lancaster  
*Dinosaur for a Day* by Mark Alan Weatherby  
*Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson  
*The Artist and the Architect* by Demi  
*The Ghost Tree* by Jean Holkner

# Principles and Elements of Art (2)

## Week 1

The elements and principles of art are the concepts or ideas that artists use to organize their artwork. The Elements of Art are line, shape, color, value, space, form, and texture. These seven elements are the visual building blocks that the artist puts together to create a work of art. No matter what materials are used, the artwork will contain all of the visual elements. Sometimes one element will be more important than others. The Principles of Art are rhythm, balance, emphasis, variety, harmony, and unity. These are the six rules in visual art for organizing the elements.

### Objective

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

### Art Start (ten minutes each day-select an activity)



- Prints
  - *Doric*
  - *King Solomon and His Court*
  - *Mask of Tutankhamen*
  - *May, Book of Days*
  - *Portrait of a Noblewoman*
  - *Relief Plaque of Woman Spinning*
  - *Self-Portrait in a Fur Coat with Gold Chain and Earring*
  - *Spiritualist*
  - *Staffelsee in Autumn*
- Caldecott Books
  - *Chair for My Mother* by Vera B. Williams (helps to define emphasis by focusing on the chair in the story)
  - *It Could Always Be Worse* by Margot Zemach (introduces the concepts of harmony, variety and unity and how the illustrator demonstrates each concept)
- Vocabulary (whole-group discussion)
  - **Formal balance**, also called symmetry, is created when lines, shapes, textures, and colors are the same on both halves of an object.
  - **Emphasis** is created when one art element, such as line, shape, texture, or color, stands out and captures your attention.
  - **Harmony** is the pleasing relationship that occurs when artists repeat similar elements or parts in an artwork.
  - **Variety** is the interest and contrast artists create when elements such as lines, shapes, colors, or textures are different in an artwork.
  - **Unity** occurs when artists create a balance of harmony and variety to make an artwork look satisfying and complete.
  - **Rhythm** refers to the technique artists use to create movement in artwork through the repetition of shapes, lines, or colors.

- Literature Resources (additional selections to read to whole group this week)
  - *Amazing Buildings* by Philip Wilkinson
  - *Ashanti to Zulu: African Traditions* by Margaret Musgrove
  - *Cubs and Colts and Calves and Kittens* by Alan Fowler
  - *Dots, Spots, Speckles and Stripes* by Tana Hoban
  - *Grandfather's Journey* by Allen Say
  - *Growing Sprouts and Eva's Sprout Diary* by Julie Kennelly and Eva Boyle
  - *I Am an Artist* by Pat Lowery Collins
  - *Kente Colors* by Debbie Chocolate
  - *Masks* by Lyndie Wright
  - *Ox-Cart Man* by Donald Hall
  - *Peter's Chair* by Ezra Jack Keats
  - *The Artist and the Architect* by Demi
  - *The Hidden Jungle* by Simon Henwood
  - *The Keeping Quilt* by Patricia Polacco
  - *The Quiet World* by Raewyn Caisley
  - *The Quilt Encyclopedia Illustrated* by Carter Houck
  - *The Sea Where I Swim* by Gwen Pascoe
  - *This and That* by Vic Warren
  - *Tiptoe Round the Corner* by Virginia Ferguson and Peter Durkin
  - *Tutankhamen's Gift* by Robert Sabuda
  - *Yo Ho! Yo Ho!* by Virginia Ferguson and Peter Durkin
  
- Artist Library Resource
  - Francisco Goya and Rembrandt van Rijn

## **Art Smart**

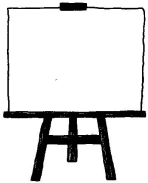


(pacing activities for the week)

- Weekly Art Project
  1. Oil Pastel Profiles
    - Materials: 9x12 white construction paper  
Newsprint  
Pencils  
Oil pastels
  - a) Have students study their neighbor. Discuss how the profile (side view) looks different from the front view.
  - b) Give each student a newsprint sheet and a pencil. Allow students to explore drawing profiles, placing the paper horizontally (long way across). Emphasize using the entire paper from top to bottom. Have students do a fast rough draft of their profile. Remind students to include hair.
  - c) Give each student a 9x12 piece of white construction paper and a pencil. Students are to use the practice paper as a guideline for their final drafts. Students are to draw two profiles either facing each other or facing away. The shoulders should rest at the bottom of the page and the top of the head close to the top of the paper. It might be easier for students to fold the paper in half to keep each profile the same size.

- d) Have students draw three intersecting lines from one edge of the paper to another (top to bottom, side to side, side to top, or side to bottom). These lines do not have to be straight; they can curve and bend. Tell students to make it interesting.
- e) Give students the oil pastels and discuss how to use the pastels to make light and dark shades. Students are to use three colors of their choice, as well as black and white. Students are to paint the areas of the abstracted profiles with these colors by using the colors in their original hues and mixing them with white to produce tints. They can mix the colors with black to produce shades. Each area of the drawing (previously sectioned with the intersecting lines) should be painted in a different color. Black and white may also be used in their pure states. Each area must be colored in completely. Emphasize pressing the pastel and not just scribbling.
- f) Hang the profiles around the classroom and have the class guess whose profile it is.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Me and My Shadow Artist  
Have students come up with a list of questions they would ask an artist related to his or her work. Questions should relate to the elements and principles of art in the artist's work. Pair students up and have them ask each other the questions as an interview. Artists should use their profiles as a basis for their answers. This activity may also be set up for the whole group by having the artist to sit in the front while the crowd asks the questions.
- Assessment  
Art Criticism Rubric B

# Line and Balance (2)

## Week 2

### Objective

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

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *King Solomon and His Court*
  - *Portrait of a Noblewoman*
  - *Relief Plaque of Woman Spinning*
  - *The Artist and His Model as Klio*
  - *We Have Known Rivers: Trio of the Gods Series*
- Caldecott Book
  - *The Talking Eggs* by Robert San Souci (helps introduce students to the concepts of line and shape)
- Vocabulary (whole-group discussion)
  - **Line** is an art element. Lines can be used to show feelings or emotions.
  - **Shapes** are created when lines connect. They are either geometric or free-form.
  - **Formal balance**, also called symmetry, is created when lines, shapes, textures, and colors are the same on both halves of an object.
- Literature Resources (additional selections to read to whole group this week)
  - *A Year in the City* by Kathy Henderson
  - *Color Farm* by Lois Ehlert
  - *Figaro* by Frances Barnes
  - *Getting to Know the World's Greatest Artists: Monet* by Mike Venezia
  - *Pen Pals* by Wendy Graham
  - *Picture This: A First Introduction to Paintings* by Felicity Woolf
  - *Places in Art* by Anthea Peppin
  - *Secret Place* by Eve Bunting
  - *Something Special for Miss Margery* by Janet Slater Redhead
  - *The Cut-Outs of Henri Matisse* by John Elderfield
  - *Things I Can Make with Paper* by Sabine Lohf
  - *To Climb a Waterfall* by Jean Craighead George
- Artist Library Resource
  - Francisco Goya, Claude Monet and Rembrandt van Rijn

## Art Smart



(pacing activities for the week)

- Weekly Art Project
  1. Kente Cloth

Kente cloth is a cloth of beautiful colors and patterns produced in many countries of West Africa. The Ashanti people of Ghana are especially known for creating this woven cloth. Because of its wonderful designs and varied colors and textures, kente cloth is prized for its richness and cultural associations. In our own country, ties, shirts, and hats are often made from such cloth. Although we will not be weaving the cloth, we will be designing original patterns, using construction paper and markers that simulate the look of the cloth.

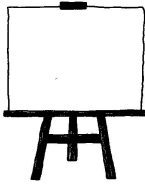
- Materials: Assorted colors of construction and scrap paper (12x18)  
Newsprint  
Pencils  
Markers  
Rulers  
Scissors  
Crayons  
White glue
- a) Each student will be designing his or her own piece of kente cloth using construction paper of assorted colors. The majority of kente cloth has geometric designs that are generally based on the rectangle and square.
- b) Each student will make some sketches of cloth designs using the newsprint paper and pencils; then they are to select their favorite sketch. Once students have done so, have them color in the sketches using crayons. Remind the students not to spend too much time on the coloring, since these are just preliminary sketches.
- c) When the crayon design is completed, students will begin their final work using construction paper of assorted colors. Students should begin selecting a single background color, and then use other colors to enhance it. Each color can be cut to different widths and glued in different directions onto the background.
- d) Give students the 12x18 construction paper they selected for background color. Fold the paper in half, lengthwise. Using a ruler and pencil, draw a line down the folded center. Fold the paper in half widthwise and then fold again to create four columns. Using a ruler and pencil draw a line down the folded creases. The paper should have eight rectangles.
- e) Show students how to hold the paper horizontally when working on the first rectangle and how to turn it vertically for the next rectangle. Students should continue this pattern throughout the top row and then reverse it on the bottom row.
- f) Students should have a variety of construction paper to cut into strips (zigzag, wavy, straight, etc.), geometric shapes (triangles, squares, circles, etc.), and other designs (hearts, flowers, stars, etc.). Students will use these to design each rectangle of the kente cloth. Encourage students



to use both the horizontal and vertical aspects to create a pattern on the kente cloth.

- g) Students use glue to paste the construction paper design onto the background paper. Continue to complete each rectangle until the entire kente cloth is covered with horizontal and vertical designs.
- h) OPTIONAL: Connect the individual kente cloths to form a large class kente cloth. Using a hole-puncher to punch evenly spaced holes down the two sides of each paper. Give each student a pre-cut piece of yarn that will be long enough to thread through the punched holes from top to bottom. Students use the yarn to weave through the punched holes. Repeat on both sides. Assist students in tying the yarn at each corner with the corner of another kente cloth. Fit all the kente cloth pieces together.

## **Art Show**



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- African Art Festival  
Culminating Activity. Include African music and books related to Africa (fiction & non-fiction), and have an African Art Festival. Students can share their kente cloth and discuss the art principles and techniques learned this week.
- Assessment  
Art History and Culture Rubric A

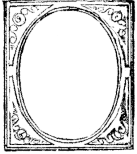
# Color and Emphasis (2)

## Week 3

### Objectives

- ❖ VA3: Students will know a range of subject matter, symbols, and potential ideas in the visual arts.
- ❖ VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.

### Art Start (ten minutes each day-select an activity)



- Prints
  - *Self-Portrait in a Fur Coat*
  - *Spiritualist*
  - *Staffelsee in Autumn*
  - *The Artist and His Model as Klio*
- Caldecott Book
  - *The Polar Express* by Chris Van Allsburg (introduces students to the concepts of color and value)
- Vocabulary (whole-group discussion)
  - **Secondary** hues are made by mixing two primary hues.
  - **Value** is the lightness or darkness of a hue. Artists mix light and dark values of hues to show objects, places, and moods.
  - **Warm or cool hues** are used to express warm or cool feelings in artwork.
  - **Emphasis** is created when one art element, such as line, shape, texture, or color, stands out and captures your attention.
- Literature Resources (additional selections to read to whole group this week)
  - *Antarctic Diary* by Trish Hart
  - *Color* by Alice Cole
  - *Color Dance* by Ann Jonas
  - *Hailstones and Halibut Bones, Adventures in Color* by Mary O'Neill
  - *Hopper* by Marcus Pfister
  - *I Can See a Rainbow* by Denise Lewis Patrick
  - *Knots on a Counting Rope* by Bill Martin, Jr. and John Archambault
  - *Periwinkle's Ride* by Ian Trevaskis
  - *Round Trip* by Ann Jonas
  - *Song of the Horse* by Richard Kennedy
  - *The Polar Express* by Chris Van Allsburg
  - *We Hide, You Seek* by Jose Aruego and Ariane Dewey
- Artist Library Resource
  - Georgia O'Keeffe and Vincent van Gogh

### Art Smart



(pacing activities for the week)

- Weekly Art Project

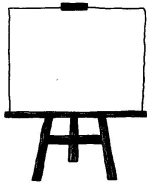
1. Impasto Windows

Van Gogh painted with strokes of paint. This style is called “Impasto.” The paint is applied in a very thick, paste-like manner. The finished paintings will have a rough texture. Warm colors (oranges, reds, and yellows) represent hot, energetic objects such as sun and fire. Warm colors tend to advance or come forward. Cool colors (blues, greens, and violets) represent calm and peaceful subjects such as a lake, lawn, etc. Cool colors tend to recede. To prepare for this activity, mix about  $\frac{1}{2}$  cup of soap flakes to one cup of tempera paint. Some paints take more and some will take less soap. Mix until the paint is as thick as pancake batter.

- Materials:     Tempera Paint: Orange, Yellow, Red, Green, Blue, Violet  
                      White soap flakes  
                      Paper cups  
                      Paint trays or paper plates  
                      9 x 9 tag board  
                      9 x 9 white construction paper  
                      Crayons and pencils  
                      Rulers, scissors and glue
- a) Pass out one tag board for each student. Note: you may want to use pencil to outline a 1” border on the paper so that the students do not draw in that area.
  - b) Start by drawing an object, such as a flower, on the paper. Place this object in the center of the paper, keeping the edges from touching the edges of the 1” border on the paper.
  - c) Starting at the edge of the object, draw lines off the edge of the paper (like rays shooting out from the sun). Space these out evenly around the object.
  - d) Give each student a paint tray with tempera paint (cool colors—blue, green and violet). Paint the background areas with these colors. Mix them together to create new colors: blue-violet and blue-green. Emphasize using strokes of thick paint. Let dry. *Note: do not worry if paint enters the 1” border.*
  - e) Give each student another paint tray with tempera paint (warm colors—orange, yellow and red). Paint the center object with these colors. Mix them together to create new colors on the warm side of the color wheel. Emphasize using strokes of thick paint. Let dry.
  - f) Pass out one piece of white construction paper for each student. *Note: you may want to use a pencil and ruler to outline a 1” frame on the paper and a 1” window pane frame down and across the center to make four squares in the window box.*
  - g) Have students choose one cool color crayon to color the borders and frame of the window. Emphasize pressing down hard in order for the color to show and not coloring inside the four squares of the window box.

- h) Have students choose one warm color crayon to color the four squares inside the window box. Emphasize pressing down hard in order for the color to show and not to color over the border and frame.
- i) Assist students in cutting the two sides and the bottom of the window box. DO NOT CUT THE TOP. You may use an exacto knife instead with caution.
- j) Students are to glue the back of the 1" frame of the window to the front of the 1" border of the tag board painting. Wipe off any excess glue. Keep the window box open until the glue dries.
- k) OPTIONAL: Glue a button to the bottom of the window box to help open and close OR use a hole puncher to make a hole at the bottom of the window box, thread a piece of yarn through, and tie.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Art Auction  
Culminating Activity. Artists present their windows to the auction room, one at a time. They are to tell a story about the work of art behind the window before showing it to the auctioneers. Stories can be imaginative (e.g., a long lost work of art, an artwork found in grandma's attic) or real life stories. Give three auctioneers (without the artist's knowing) a card labeled 1, 2, or 3. The number represents how many times they may raise their hand once the auction begins. The person with the 3 wins the auction. Repeat with other windows of art.
- Assessment  
Aesthetic Perception Rubric C

# Value and Variety (2)

## Week 4

### Objectives

- ❖ VA3: Students will know a range of subject matter, symbols, and potential ideas in the visual arts.
- ❖ VA5: Students will understand the characteristics and merits of one's own artwork and the artwork of others.

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *Daric*
  - *King Solomon and His Court*
  - *May, Book of Days*
  - *Portrait of a Noblewoman*
  - *Relief Plaque of Woman Spinning*
  - *Self-Portrait in a Fur Coat*
  - *Spiritualist*
  - *Staffelsee in Autumn*
  - *The Artist and His Model as Klio*
  - *We Have Known Rivers: Trio of the Gods Series*
- Caldecott Books
  - *The Talking Eggs* by Robert San Souci (helps introduce students to the concepts of line and shape)
  - *The Polar Express* by Chris Van Allsburg (introduces students to the concepts of color and value)
- Vocabulary (whole-group discussion)
  - **Value** is the lightness or darkness of a color or object.
  - **Variety** is the use of different lines, shapes, and colors in artwork.
- Literature Resources (additional selections to read to whole group this week)
  - *A Year in the City* by Kathy Henderson
  - *Antarctic Diary* by Trish Hart
  - *Ashanti to Zulu: African Traditions* by Margaret Musgrove
  - *Color* by Alice Cole
  - *Color Dance* by Ann Jonas
  - *Color Farm* by Lois Ehlert
  - *Cubs and Colts and Calves and Kittens* by Alan Fowler
  - *Dots, Spots, Speckles and Stripes* by Tana Hoban
  - *Figaro* by Frances Barnes
  - *Getting to Know the World's Greatest Artists : Monet* by Mike Venezia

- *Hailstones and Halibut Bones, Adventures in Color* by Mary O'Neill
  - *Hopper* by Marcus Pfister
  - *I Can See a Rainbow* by Denise Lewis Patrick
  - *Knots on a Counting Rope* by Bill Martin Jr. and John Archambault
  - *Pen Pals* by Wendy Graham
  - *Periwinkle's Ride* by Ian Trevaskis
  - *Picture This: A First Introduction to Paintings* by Felicity Woolf
  - *Places in Art* by Anthea Peppin
  - *Round Trip* by Ann Jonas
  - *Secret Place* by Eve Bunting
  - *Something Special for Miss Margery* by Janet Slater Redhead
  - *Song of the Horse* by Richard Kennedy
  - *The Cut-Outs of Henri Matisse* by John Elderfield
  - *The Polar Express* by Chris Van Allsburg
  - *Things I Can Make with Paper* by Sabine Lohf
  - *To Climb a Waterfall* by Jean Craighead George
  - *We Hide, You Seek* by Jose Aruego and Ariane Dewey
  - *Yo Ho! Yo Ho!* by Virginia Ferguson and Peter Durkin
- Artist Library Resource
    - Francisco Goya, Claude Monet Rembrandt van Rijn, Georgia O'Keeffe and Vincent van Gogh

## **Art Smart**



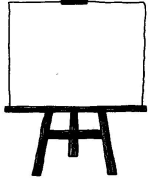
(pacing activities for the week)

- Weekly Art Project
  1. Sea Garden in Tempera
    - Materials: Newsprint
    - Pencils
    - 12x18 white construction paper
    - Colored chalk
    - Tempera paint
    - Paintbrushes
    - Pictures of ocean life
    - Black India ink or diluted black tempera paint
    - Wide flat brushes
    - Flat cookie sheet
    - Newspapers
  - a) Display pictures of ocean plants. Discuss the colors and shapes of the plant life.
  - b) Have students look at the pictures. Focus on the outside (contour line) of the plants. Practice drawing the contour edge of the plants in the air with your finger. Have students do the same.
  - c) Hand out newsprint and pencils to each student. Students should practice drawing a plant scene on the newsprint. Encourage students to draw large figures and not several small ones. Model drawing objects in different

positions and drawing the objects so that they touch each other (overlay) as well as “bleed” from the edges of the paper. Students should practice these techniques. Using repeating shapes, demonstrate how to draw very simple flowers. Begin with a circle. Add ovals or triangles for petals. Rotate around the circle. Use simple details for the center of the flower.

- d) Hand out the 12x18 white construction paper and chalk. Students should use the newsprint practice drawings to help guide them in creating a “Sea Garden” scene. Encourage students to draw plants/flowers until the paper is almost filled. Remind them to use large figures. Students should use thick chalk lines.
- e) Students then paint in the flowers using small brushes. The trick is to keep all the paint OFF of the chalk lines and to use very thick, heavy paint. This may be difficult for the students to visualize, so be prepared to demonstrate several times for each group. All chalk lines should be FREE OF PAINT. The paint should be applied very heavily. Watch for students who try to spread the paint too thinly. Encourage them to dip their brush in the paint frequently. Work slowly and carefully, repeating colors.
- f) After the flowers have been painted, mix several shades of light blue or light blue-green paint. Have the students use this paint for the background spaces. Again, emphasize the need to keep the chalk lines free of paint. Students should use a thick coat of paint, but be careful not to touch the chalk lines. Let dry.
- g) Pass back paintings. Have students gently wipe off the chalk lines with tissue paper. Mix a dish of slightly diluted India ink for each group. *NOTE: You may want to have students wear paint shirts and cover the tables.* Give each student a large, wide, flat brush.
- h) Students then gently paint over their sea garden pictures with the diluted India ink. They should use a generous amount of ink. Tell them not to brush back and forth or overlap brush strokes, but rather float the ink over the paper. Let dry.
- i) Have the students bring their papers to the sink, one at a time. *NOTE: This is a great time to have students bring a library book to class!*
- j) Lay the painting face up on the back of the cookie sheet.
- k) Run cool water over the painting to remove the ink.
- l) Use a very soft paintbrush to gently remove stubborn ink. Do not try to remove all the black areas. Too much brushing will also cause the tempera paint to fade.
- m) Lay the wet papers flat on newspaper to dry.
- n) If the papers have curled, iron them between two pieces of paper when dry.
- o) OPTIONAL: Mount the finished paintings side by side on a long strip of butcher paper to create an underwater scene. Paintings can be taped or glued.
- p) OPTIONAL: Mount the finished paintings onto a larger piece of tag board.

## **Art Show**



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Underwater Art Festival  
Culminating Activity. Include music with natural ocean or sea animal sounds or children's songs of sea life. Bring in books related to ocean life (fiction & non-fiction) and have an Underwater Art Festival. Students can share their artwork and discuss the art principles and techniques learned this week.
- Assessment  
Aesthetic Perception Rubric C



# Texture and Rhythm (2)

## Week 5

### Objectives

- ❖ VA1: Students will understand and apply media, techniques, and processes related to the visual arts.
- ❖ VA2: Students will know how to use structures and functions of art.

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *Doric*
  - *King Solomon and His Court*
  - *Mask of Tutankhamen*
  - *May, A Book of Days*
  - *Portrait of a Noblewoman*
  - *Relief Plaque of Woman Spinning*
  - *Self-Portrait in a Fur Coat with Gold Chain and Earring*
  - *The Artist and His Model as Klio*
- Caldecott Book
  - *Chair for My Mother* by Vera B. Williams (helps define emphasis and texture by focusing on the chair in the story)
- Vocabulary (whole-group discussion)
  - **Tactile texture** is surface texture you can both see and feel. Tactile means “touch,” and we describe such texture with words like bumpy, smooth, soft, or furry.
  - **Rhythm** refers to the technique artists use to create movement in artwork through the repetition of shapes, lines, or colors. Rhythms, or patterns, are found in the lines, shapes, and colors of natural objects and in artwork. The arrangement of rhythms in artwork creates visual movement.
- Literature Resources (additional selections to read to whole group this week)
  - *A Child's Story of Vincent van Gogh* by Laurin Luchner and George Kaye
  - *Collections* by David Drew
  - *Dots, Spots, Speckles and Stripes* by Tana Hoban
  - *Flowers* by Claude Delafosse, and Rene Mettler
  - *Grandfather's Journey* by Allen Say
  - *Growing Sprouts and Eva's Sprout Diary* by Julie Kennelly and Eva Boyle
  - *Kente Colors* by Debbie Chocolate
  - *Kofi and His Magic Cloth* by Maya Angelou
  - *Masks* by Lyndie Wright
  - *Mirette on the Highwire* by Emily Arnold McCully

- *Nature Patterns* by Gayle Biltinger, Susan Sexton, and Jean Warren
  - *Peter's Chair* by Ezra Jack Keats
  - *The Day Jimmy's Boa Ate the Wash* by Trinka Hakes Noble
  - *The Keeping Quilt* by Patricia Polacco
  - *The Magic Wheel* by Brian Birchall
  - *The Patchwork Lady* by Mary K. Whittington
  - *The Quiet World* by Raewyn Caisley
  - *The Quilt Encyclopedia* Illustrated by Carter Houck
  - *This and That* by Vic Warren
  - *Tracks* by Rob Morrison
  - *Tutankhamen's Gift* by Robert Sabuda
  - *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- Artist Library Resource
    - Paul Klee

## **Art Smart**



(pacing activities for the week)

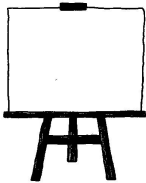
- Weekly Art Project
  1. Sewing on Burlap
 

Have students explore the shapes they see in the world around them. Discuss the difference between geometric and free form shapes. Free form shapes are irregular and uneven shapes, whose outline is curved, angular, or both. Introduce masks and how they can be used to create an imaginative form. Masks do not have to maintain the oval form of a human face but can take on many characteristics, such as fire. Introduce stitchery and discuss the different things that can be made by stitching.

    - Materials:
      - Newsprint
      - Crayons
      - Large plastic needles
      - Yarn (assorted colors and precut)
      - 4x4 Burlap scraps
      - 12x12 Burlap (taped around the edges)
      - Fabric paint and/or fabric markers
    - a) Have students use crayons on newsprint to draw a mask using free form and/or geometric shapes. Have students add eyes, nose and mouth. Remind students that in a mask, the eyes, nose and mouth are usually open and can express mood and feelings. Have students color the mask with crayons but not take too much time, as it is just a rough draft.
    - b) Model for students how to sew a running stitch. Use a scrap 4-inch square of burlap. Provide students with a needle, yarn, and a scrap of burlap, and have them practice the running stitch. Make sure students are pulling the yarn all the way through before starting the next stitch.
    - c) Give each student a 12x12 piece of burlap and crayons. Students are to reproduce the masks they made on the newsprint onto the burlap. Only have students draw the outline of the mask, the eyes, nose, and mouth.

- d) Help students with the threading of the needle and the changing of yarn colors. Have students use the running stitch to follow the outlines they have drawn. It is helpful if students have pieces of yarn that are long enough to stitch around the entire shape. However, students may wish to use different colors around the outline of the mask. Assist students with tying a small knot in the back of the burlap when finishing each piece of yarn.
- e) Students will use fabric paint and/or fabric markers to color the masks. Students do not have to color the eyes and mouth in order to give the mask illusion and reveal the mood and feeling. Encourage students to be creative and imaginative with the colors. *Note: It is recommended to use fabric markers first and then add fabric paint for texture over the markers.*
- f) OPTIONAL: Students can glue or sew buttons and fabric scraps onto the masks as embellishments. They can also sew pieces of yarn coming off the burlap to add the look of hair/fur.
- g) OPTIONAL: Have students make their burlap into a wall hanging. Give each student an extra long piece of yarn to stitch straight across the top of the burlap. Tie the excess yarn on both sides together. There should be enough yarn to leave a loop at the top to hang over a nail on the wall, or glue all student shapes onto a large background to make a wall hanging.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Round Table Art Discussion  
Culminating Activity. Have chairs set up in a circle, or have students sit on the floor in a circle. A small table can be set up in the middle of the circle to display the individual art works being discussed. Decide on some rules such as waiting a turn to speak and to leave mean criticism out of the round table discussion. Pass one finished stitchery design around for everyone to see and then place in the center table for everyone to see. Have students discuss the technique, creativity and artisanship of each design. Students can self-assess their own work as well and explain difficulties. Play soft folk music in the background and have milk and cookies (tea and crumpets).
- Assessment  
Creative Expression Rubric D

# Shape and Unity (2)

## Week 6

### Objectives

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

### Art Start (ten minutes each day-select an activity)



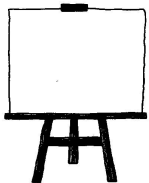
- Prints
  - *Head of Nefertiti*
  - *King Solomon and His Court*
  - *Mask of Tutankhamen*
  - *Portrait of a Noblewoman*
  - *Relief Plaque of Woman Spinning*
  - *Staffelsee in Autumn*
  - *The Artist and His Model as Klio*
  - *We Have Known Rivers: Trio of the Gods Series*
- Caldecott Book
  - *The Talking Eggs* by Robert San Souci (helps introduce students to the concepts of line and shape)
- Vocabulary (whole-group discussion)
  - **Shapes** are created when lines connect. Every two-dimensional shape has a matching three-dimensional form. When artists arrange shapes and forms, they change the space over, under, around, between, and inside the shapes and forms.
  - A **dimension** is a measurement. Shapes have two dimensions: height and width. Forms have three dimensions: height, width and depth. **Unity** occurs when artists create a balance of harmony and variety to make an artwork look satisfying and complete.
- Literature Resources (additional selections to read to whole group this week)
  - *A Year in the City* by Kathy Henderson
  - *Amazing Buildings* by Philip Wilkinson
  - *Build Your Own Castle* by Caroline Pitcher
  - *Color Farm* by Lois Ehlert
  - *Lizard's Song* by Barbara Beveridge
  - *Pen Pals* by Wendy Graham
  - *The Artist and the Architect* by Demi
  - *The Cut-Outs of Henri Matisse* by John Elderfield
- Artist Library Resource
  - Francisco Goya and Henri Matisse

### Art Smart



- Weekly Art Project
  1. Pop-Up Design
    - Materials: 12x12 black construction paper  
Construction paper in a variety of colors  
Glue  
Scissors  
Pencils
  - a) Students will make an abstract raised design using paper. Abstract art is a twentieth-century art form containing shapes that simplify shapes of real objects to emphasize form instead of subject matter.
  - b) Students themselves can cut strips of paper (1/2-inch width and a variety of lengths) to use as springs.
  - c) Give students a sheet of black paper as the base for the design. Discuss how abstract art contains shapes that simplify shapes of real objects to emphasize form instead of subject matter. Students will be making a raised abstract scene on paper.
  - d) Have students explore moving strips of paper into arcs, spirals, bends, and other forms. Students can draw abstract shapes on paper and cut them out.
  - e) To give their scenes a 3D look, students can use springs behind flat shapes. For arcs, spirals and bends, students can glue each end to the base and leave enough slack for the shape to pop up.
  - f) Encourage students to be creative with their design. Shapes can intertwine, overlap, and move. Students should explore as many possibilities as they can.
  - g) Students glue every shape down onto the base. Encourage students to fill the paper as much as possible. Have students name their designs based on the images they may see in the designs.
  - h) Have students share their abstract designs. Have other students try to find real images the abstract shapes may look like. Look at the designs from different angles.
  - i) OPTIONAL: Add embellishments to the designs such as buttons, glitter, sequins, etc.

## Art Show



- Artists' Corner  
Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.
- Art Gallery  
Culminating Activity. Display the works of art completed throughout the week. Allow students time to take a Gallery Walk around the classroom. Students can have a Gallery Talk Time where they discuss the various shapes and objects they imagined through the art, the mood each design made them feel, and the contrast between art and real objects. Play contemporary jazz music in the background. Bring in a lava lamp and explore the abstract shapes it makes.
- Assessment  
Art Criticism Rubric B

# Form and Unity (2)

## Week 7

### Objectives

- ❖ VA1: Students will understand and apply media, techniques, and processes related to the visual arts.
- ❖ VA2: Students will know how to use structures (sensory qualities, organizational principles, expressive features) and functions of art.

### Art Start (ten minutes each day-select an activity)



- Prints
  - *Head of Nefertiti*
  - *King Solomon and His Court*
  - *Mask of Tutankhamen*
  - *Staffelsee in Autumn*
- Caldecott Book
  - *Heckedy Peg* by Audrey Wood (illustrator uses form and space)
- Vocabulary (whole-group discussion)
  - Artists use different shapes and **forms** to create spaces in artwork. Every two-dimensional shape has a matching three-dimensional form. When artists arrange shapes and forms, they change the space over, under, around, between, and inside the shapes and forms.
  - **Geometric forms** – cubes, pyramids, and spheres – are the three-dimensional versions of two-dimensional squares, triangles, and circles.
  - **Free-form forms** are not geometric. They match the shapes of plants, people, and other objects.
  - **Unity** occurs when artists create a balance of harmony and variety to make an artwork look satisfying and complete.
- Literature Resources (additional selections to read to whole group this week)
  - *Amazing Buildings* by Philip Wilkinson
  - *Animals Observed: A Look at Animals in Art* by Dorcas MacClintock
  - *Build Your Own Castle* by Caroline Pitcher
  - *Cardboard* by John Lancaster
  - *Dinosaur for a Day* by Mark Alan Weatherby
  - *Henry Moore: From Bones and Stones to Sketches and Sculptures* by Jane Mylum Gardner
  - *Lizard's Song* by Barbara Beveridge
  - *Masks and Mask Makers* by Kari Hunt and Bernice Wells Carlson
  - *Masks Tell Stories* by Carol Gelber
  - *Pancakes, Pancakes!* by Eric Carle
  - *Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson
  - *Tail Tales* by Sally Markham-David
  - *The Artist and the Architect* by Demi
  - *The Ghost Tree* by Jean Holkner
- Artist Library Resource
  - Michelangelo

## Art Smart



(pacing activities for the week)

- Weekly Art Project

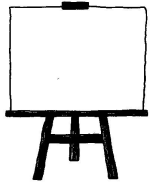
1. Clay Bust

Have students study their heads and shoulders. Discuss how many artists, called sculptors, made busts of famous people throughout history. It is helpful to have mirrors available for students to view themselves.

- Materials: Newsprint  
Crayons  
Model Magic clay  
Cardboard base  
Paper towels  
Kiln  
Tempera paint  
Paintbrushes  
Shoebox  
Construction paper scraps

- a) Have students use crayons on newsprint to draw a picture of their heads and shoulders. Emphasize details and proportions. Students will use this draft to help in creating their clay busts.
- b) Hand out the earthen clay and a wet paper towel to students. Teach students to keep their hands moist because the clay will harden and break when too dry.
- c) Have students roll a ball of clay (the size of a small melon) into the shape of a potato. Have students place this on the cardboard base and press down to flatten the bottom. Have students squeeze the clay a few inches from the bottom to help form a neck. Students should work the clay with their fingers to form the shoulders. Make sure students create a neck thick enough to hold the head. Students should continue to work the clay to form raised eyebrows, nosed, ears, and lips.
- d) Students can use a pencil tip to add eyes and other details to their busts. Clay can be picked, pinched and shaved to add texture. Students can add other details by adding small pieces of clay and rubbing the spot where they connect to blend the pieces and make them stick. Let dry.
- e) Using shoeboxes, students will create pedestals for their busts.
- f) Students may color the shoeboxes with crayons, markers or tempera paint. Use construction paper to add designs. Encourage students to be creative and imaginative in their designs. *Note: students can use decorative wallpaper, glitter, buttons, or other materials to decorate their pedestals.*
- g) Place the busts on top of their pedestals, and have students present to the class.

## Art Show



- Artists' Corner

Daily revisit of the main ideas, techniques, procedures, and tools learned. Q&A, journal or buddy chat techniques can be utilized during this time.

- Action Art  
Culminating Activity. Display the sculptures around the classroom on their pedestals. Give each sculpture a number tag, starting with one. Students number their papers to correspond with the number of tagged sculptures. While taking a sculpture walk, students guess whom each the bust represents and writes the person's name next to that number. When students finish, each stands next to his or her own bust. Students can check off how many they guessed correctly. Bring in classical music to play while students walk around.
- Assessment  
Creative Expression Rubric D



# Space and Harmony (2)

## Week 8

### Objective

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

### Art Start



(ten minutes each day-select an activity)

- Prints
  - *King Solomon and His Court*
  - *Mask of Tutankhamen*
  - *Staffelsee in Autumn*
- Caldecott Book
  - *Heckedy Peg* by Audrey Wood (discusses how the illustrator uses form and space)
- Vocabulary (whole-group discussion)
  - **Space** is the emptiness between shapes. This concept relates to two-dimensional artworks such as paintings, collages, drawings, and prints. When artists arrange shapes and forms, they change the space under, around, between, and inside the shapes and forms.
  - **Unity** is the feeling of wholeness, or oneness of the artwork. It is a sense of belonging to a group or part of a whole.
- Literature Resources (additional selections to read to whole group this week)
  - *Amazing Buildings* by Philip Wilkinson
  - *Cardboard* by John Lancaster
  - *Dinosaur for a Day* by Mark Alan Weatherby
  - *Shapes and Stories: A Book About Pictures* by Geoffrey and Jane Gregson
  - *The Artist and the Architect* by Demi
  - *The Ghost Tree* by Jean Holkner
- Artist Library Resource
  - Georges Seurat

### Art Smart

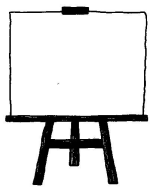


(pacing activities for the week)

- Weekly Art Project
  1. Overlay Garden
    - Materials: 12x18 white construction paper  
Tissue paper (12" in length)  
Mixture ½ Glue and ½ Water  
Brushes – medium to large  
Scissors

- a) Value perspective shows objects that are close to us in full, bright colors. Objects that are farther away are lighter and not as bright in color. Students will be creating a tissue paper overlay garden to reveal this perspective in art.
- b) Choose the light and pale shades of tissue paper. Tear tissue into strips of different widths (tissue paper should already be 12" in length). You may tear two to three layers of different colors at one time.
- c) Give students the white construction paper, glue mixture and brushes. Have them to position the paper lengthwise (long, from top to bottom) in front of them.
- d) Starting at the top, they paint the glue mixture on the paper. Lay down a torn piece of tissue, and then paint over it. Continue placing more light colors of tissue onto the white paper. Overlap the tissue paper that is already in place. Continue to the bottom of the paper. Colors will look transparent as they are overlapped onto other colors. Let dry.
- e) Students will cut out flower shapes for the "up-close" in the picture. Use scissors to cut the flower shapes out of the darker and brighter colors of tissue paper. *Note: Tell students not to draw on the tissue; rather, cut out their shapes without pre-drawn lines.* Emphasize that students make the figures large.
- f) After the parts of the motif are cut out, glue them onto the paper using the same mixture and method as before. Colors may bleed and smear a little, but the perspective will still show since the bright colors are in the front and the lighter colors are in the back.
- g) Let dry completely.
- h) OPTIONAL: Mount on a larger sheet of paper and make a frame.

## **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**

<b>Score</b>	<b>Representation</b>	<b>Criteria</b>
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 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,**

<b>Score</b>	<b>Representation</b>	<b>Criteria</b>
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.

# Artist Notepad

For Primary Start

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

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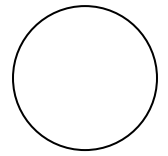
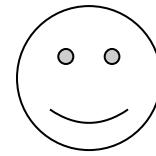
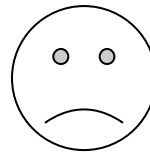


**Art Start!**

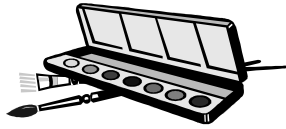
Impression shared by \_\_\_\_\_

## Art Start!

How does this art make you feel?



What type of media did the artist use?



water colors



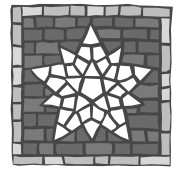
pastels



fabric



clay



glass

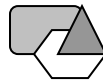
What element was emphasized?



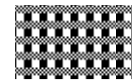
form



shape



space



texture

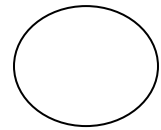


line

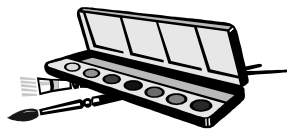
Draw a picture like it.

## Art Start!

How does this art make you feel?



What type of media did the artist use?



water colors



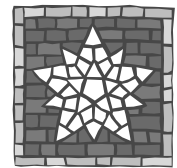
pastels



fabric



clay



glass

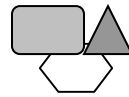
What element was emphasized?



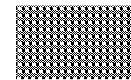
form



shape



space



texture



line

Draw a picture like it.



## Observation Checklist

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

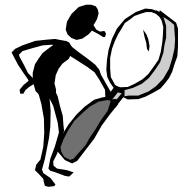


Table \_\_\_\_\_ Student's Name \_\_\_\_\_

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

\_\_\_\_\_

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

# Portfolio Table of Contents

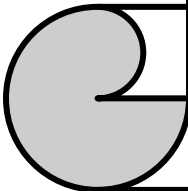
Directions: Students attach this form to the inside right hand side of their portfolio folder.



\_\_\_\_\_ ' S



	Quarter -1-	Quarter -2-	Quarter -3-	Quarter -4-	
Work Sample	Date	Date	Date	Date	Comments



# 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 central rectangular box and two side wings. The wings are shaped like hands holding a book. The central box has a header "Portfolio Selection Form for" followed by a line for "(Name)". Below that are two lines for "(Unit)" and "(Date)". The main body of the box contains three sections: "Student Evaluation:", "Student Goal:", and "Teacher's Comments:". The top corners of the central box are rounded and shaded to look like book pages.

Portfolio Selection Form for

\_\_\_\_\_ (Name)

\_\_\_\_\_ (Unit) \_\_\_\_\_ (Date)

Student Evaluation:

Student Goal:

Teacher's Comments:

A second identical portfolio selection form, positioned below the first one. It features the same layout: a central box with a header, fields for name, unit, and date, and sections for student evaluation, goal, and teacher comments. The side wings are hand-shaped, and the top corners of the central box are rounded and shaded.

Portfolio Selection Form for

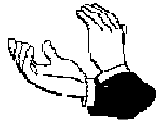
\_\_\_\_\_ (Name)

\_\_\_\_\_ (Unit) \_\_\_\_\_ (Date)

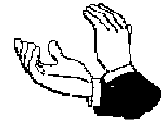
Student Evaluation:

Student Goal:

Teacher's Comments:



## Self-Assessment Sheet



Directions: Students reflect on their strengths and weaknesses.

When I draw I feel...

When I show my art work to others I feel.....

I have gotten better in:

I still need work on:

I am proud of:



Name of Artist



## Peer Assessment Sheet



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

You helped our group  
by:

Signed by:

I like the way you:



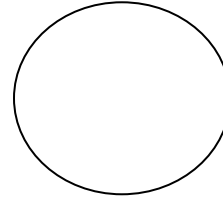
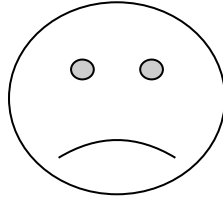
Name of Artist

# Primary Interest Inventory

Name \_\_\_\_\_

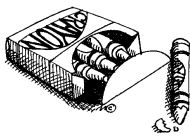
Class \_\_\_\_\_

How do you feel about art?



Put a check beside as many answers as you like.

I like to:



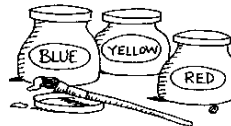
color



cut



draw



paint

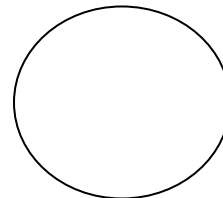
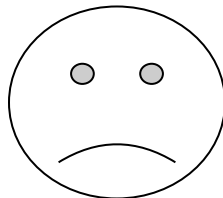
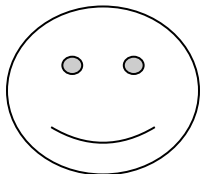


sculpt



sew

How do you feel about your artistic ability?



I'd like to know more about.....

Here's something I'd like to try in art class.....



# 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 a tool such as a pencil, pen or paintbrush as it moves across a surface. Lines can be thick, thin, rough, solid, or broken. Lines can also be vertical or horizontal. When vertical or horizontal lines are used, the piece assumes 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 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, called irregular or free form, do not take on a defined form. When we say shapes are two-dimensional, we are referring to it's having measurable height and width.
- Form** A form is any object that can be measured in three ways: height, width and depth. Forms occupy and are surrounded by space. The human head is an example of a three-dimensional form. Bodies are also forms. All shapes (see above) have matching forms.
- 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 various techniques to show space and depth. One of the techniques is overlapping.
- Color** The type of color or hue that an artist uses will determine a mood or express an idea. Colors may be primary or secondary. Artists use the terms *warm* and *cool colors* when referring to feeling in artwork. Many artists work years to obtain 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. For example, yellow and red generate orange, blue and yellow produce green, and 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, the colors of the sun, are warm colors.
- 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 how they might feel if you were able to touch them, is called texture. Artist can create the illusion of texture. This is called visual texture. By making objects appear to 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 applied to art that shows symmetry (the space is evenly distributed and accounted for).

**Emphasis** The technique artists use to make an object stand out from the other objects or parts in the picture.

**Variety** The use of different shapes lines or colors.

**Harmony** Occurs when an artist is able to show a common link between two very different things and/or when similarities overshadow differences.

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

### **Art Subject Matter:**

**Still Life** A collection of objects that do not move.

**Landscape** A picture of nature.

**Cubism** A 20<sup>th</sup> century art movement that emphasized structure and design and showed three-dimensional objects being viewed from all perspectives.

**Expressionism** A 20<sup>th</sup> century art movement whose purpose was to express and evoke feelings.

**Portrait** A picture of a person.

**Abstract** A 20<sup>th</sup> century art form whose purpose is to show form in and not necessarily the reality of the object.

**Media** Tools, such as crayons, markers, paint, paper, clay, fabric, wood, metal, or glass, which artists use to produce their work.

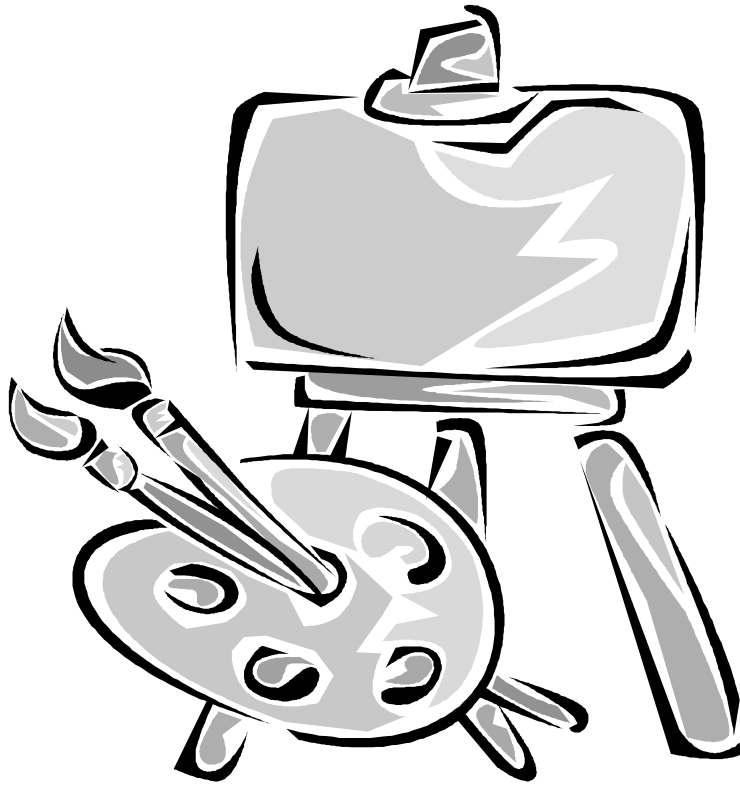
**Techniques:**

- Drawing** Art created using pencil, crayon, marker, oil pastels, and/or 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, sponges, and Styrofoam plates
- Collage** Art created using objects or paper
- Sculpting** Art created using clay, paper, and/or glassblowing
- Weaving** Art created using yarn, paper, and needle assist

**Care of Tools:**

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

# Materials and Resources



## Encore Visual Arts Curriculum

# 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](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 Supplies

## ✚ Materials (Non-consumable)

- ◆ Paint Drying Rack
- ◆ 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