

Grade Level	Art Lessons 09.18.23 - 10.5.23 Click here for Art Standards K-5
K	<p>Standard(s): VAK.CR.2 Create works of art based on selected themes emphasizing one or more elements of art and/or principles of design VAK.Cr.5 Demonstrate an understanding of the safe & appropriate use of materials, tools, & equipment for a variety of artistic processes.</p> <p>LT: How can I use lines to draw an owl?</p> <p>SC: Understand characteristics of the Elements of Art including line, shape, color, texture & understand how to use variety of tools safely & appropriately to create art.</p> <p>Lesson/Activity: Line Owls/Prior Knowledge “I can identify different types of lines”. On the back of paper, students will use crayons to practice drawing line. Have students hold up a color (find red) & hold in air. “We can” practice drawing a type of line, then do it on our paper. *Rubric - teacher observes which students know their colors & which students CAN draw types of lines.</p> <p>Demo - After practicing types of lines using crayons, students will learn how to follow step-by-step directions for drawing (guided drawing). Teacher can demonstrate how to use markers to draw an owl using lines. The teacher will demonstrate how to color using crayons neatly or use this class period to introduce watercolor procedures. *Rubric - What is the difference between coloring & drawing? What types of lines do you know? How can I use lines to draw an owl? CAN students identify lines & color? Vocabulary - Lines, Colors, Shapes, Elements of Art, Background, Details, Guided Drawing. Step by step drawing handout/lines handout</p>
1st	<p>Standard(s): VA1.CR.2 Create works of art based on selected themes. VA1.CR.5 Demonstrate an understanding of the safe & appropriate use of materials, tools, & equipment for a variety of artistic processes.</p> <p>LT: Understand color as an element of art and identify the primary colors and secondary colors.</p> <p>SC: How can I use my color wheel & to create art?. I can differentiate between primary & secondary colors.</p> <p>Lesson/Activity: Primary Secondary/Day 1 - Using color wheel knowledge from last class, today we will use only primary colored pastels or crayons to draw using shapes & next week we will paint using only the secondary colors. We will do Mary Blair castles or St. Basil’s cathedral as reference images but then students can create anything they want using shapes & primary colors (ex robots). Students also add lines & pattern details. Day 2 - Students will use watercolors in the secondary colors to paint their drawings from last time. *Rubric - This activity is a review of primary & secondary colors, so teacher will walk around & examine student work/have individual dialogue as formative assessment. Vocabulary - primary colors, secondary colors, color wheel.</p>
2nd	<p>Standard(s): VA2.CR.2 Create works of art based on selected themes, including lines, shapes, colors, textures, form, space, & value as elements of art. VA2.CR.5 Demonstrate an understanding of the safe & appropriate use of materials, tools, & equipment for a variety of artistic processes.</p> <p>LT: I can explain what a color family is and I can identify primary colors & secondary colors.</p> <p>SC: How can I choose a color theme from primary & secondary colors to create a collage? I can review what collage means & I can choose papers in my color scheme to create my collage art.</p> <p>Lesson/Activity: Color Family Collage/Day 1 - Students will review the color wheel, primary colors, & color families. They will discuss color themes & choose a color theme to create a collage. They will review what collage means & choose papers in their color scheme to begin. They will come up with their own original concept for their collage. They can also use black outlines to help with their image. This helps to create emphasis & contrast against collage materials. Day 2 - Students will complete their collage & mat & label them for display if they have time. They will also have a class critique where they identify the color families their classmates used. *Rubric Class critique and/or art walk. Vocabulary - Primary colors, Color family, Secondary colors, Warm colors, cool</p>

	colors, color scheme, collage..
3rd	<p>Standard(s): VA3.CR.1 Engage in the creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning. VA3.CN.1 Investigate & discover the personal relationships of artists to community, culture, & world through making & studying art.</p> <p>LT: How do artists contribute to the local community?</p> <p>SC: Students can design a building for their community and discuss architecture as an art job that enhances the appearance of the community as a whole.</p> <p>Lesson/Activity: Community Mural/Students discuss how murals & other art installations contribute to the community. Teacher will show buildings and murals throughout community and Georgia. Teacher will ask if anyone knows what an Architect does and have class discussion about buildings/houses designed by architects. Students begin to think about what our community needs. Restaurant, skate park, community garden? Any other ideas? After, students will design a mural for their building - step by step guided handouts included. They will create a background or environment for their building. Day 2 - Students will piece together their community building & mural design. Students will add finishing touches like doors, windows, signs, & other details to solidify their buildings design. *Rubric - Students will do a gallery walk around room & discuss how artists contribute to the local community. Vocabulary - collage, mural, community, Architecture.</p>
4th	<p>Standard(s):VA4.CN.3 Develop life skills through study & production of art (eg collaboration, creativity, critical thinking, communication). VA4.RE.1 Use a variety of approaches for art criticism & to critique personal works of art & the artworks of others to enhance visual literacy. VA4.CR.1 Engage in creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning.</p> <p>LT: How can we use imagery from the Georgia coast to create art? How can my art be inspired by where I live?</p> <p>SC: I can explore imagery from the coast of Georgia to create my own unique beach painting. I can practice techniques such as blending, and painting techniques such as painting skies, sunsets, sand & waves to add value to my art work.</p> <p>Lesson/Activity: Lighthouses/Students will create a beach painting inspired by images of the Golden Isles of Georgia coast. Prior knowledge - What is color value? Students will observe lighthouses & beach scenes from the Golden Isles of Georgia including St Simons Island Lighthouse, Tybee Island Lighthouse. Students will practice drawing a lighthouse in a pre-assessment activity. Demo day 1 - Students will explore imagery from the Georgia coast & review color value & blending. Teacher demos painting techniques for creating skies, sunsets, sand, & waves. Students will use techniques to create beach painting. *I can create beach paintings using the painting techniques observed & practiced. Day 2 - Students will continue to add smaller details - marsh grass, seashells, boats, etc. using colored pencils, &/or small paint brushes. Students can create a lighthouse drawing to add to their beach painting if desired.</p> <p>*Rubric - Pre Assessment drawing of lighthouse compared to finished project of lighthouse.</p> <p>Vocabulary - Blending, Painting techniques, color value, gradient, inspiration, imagery, collage **if you want to add collage element such as a lighthouse.</p>
5th	<p>Standard(s): VA5.CR.2 Create works of art based on selected themes. VA5.RE.1 Use a variety of approaches for art criticism & to critique personal works of art & the artwork of others to enhance visual literacy. Explain how Elements of Art & Principles of Design convey meaning. VA5.CR.5 Demonstrate understanding of safe & appropriate use of materials, tools, & equipment for a variety of artistic processes. VA5.CN.1 Investigate & discover the personal relationships of artists to community, culture, & the world through making & studying art.</p> <p>LT: Create art that reflects personal voice & choice. How can I create space in my art project? Prior knowledge - positive space & negative space.</p>

SC: I can create contrast in my art project by using positive and negative space with painters tape and the area around the painters tape. I can explain the difference between positive space & negative space.

Lesson/Activity: Painters Tape Art/Students will explore art of Puerto Rico native & artist Jose di Gregorio, focusing on the elements of art used and the techniques used - gradient colors, geometric patterns, reminiscent of kaleidoscopes. Fluctuations between order & chaos. Teacher will have discussion with students to see if they can point out some of these techniques & use their imaginations & observations to create similar styles in their own unique work of art. Students will use painters tape to “draw” their art idea onto their paper. They will then paint their art paper, normally or focusing on techniques of color value & gradient color. When paint is dry - day 2 - students will remove tape & recognize the blank space as their “positive space” and the painted area around blank space as their “negative space”. Have discussion about the contrast between the blank positive space and the painted negative space.*Rubric - Discussion of contrast, positive space & negative space. Have students participate in discussion & art walk focusing on details of space & contrast. Vocabulary - Positive Space, Negative Space, Contrast.