

Grade Level	<b>Art Lessons 10.30.23 to 11.03.23</b> <a href="#">Click here for Art Standards K-5</a>
<b>K</b>	<p>Standard(s): VAK.CR.1 Engage in the creative process to generate &amp; visualize ideas by using subject matter &amp; symbols to communicate meaning. VAK.CN.1 Investigate &amp; discover the personal relationships of artists to community, culture, &amp; the world through making &amp; studying art. VAK.RE.1 Discuss personal works of art &amp; the artwork of others to enhance visual literacy. LT: Explore works of artist Alma Thomas &amp; learn how to use watercolors to mimic her style. SC: I can use watercolors to create a work of art inspired by artist Alma Thomas</p> <p>Lesson/Activity: Students will explore the work of artist Alma Thomas &amp; learn how to use watercolors to mimic her style. Students can draw image (such as shape, food, rainbows, landscape or sunset or ocean) &amp; instead of painting it solidly, they will use small brush marks to paint. What they draw needs to be nice &amp; big &amp; fairly simple. Students will fill the paper with NEAT brush marks that are as evenly spaced as they are able to do. Encouraging them to take their time &amp; concentrating on using their paints without pressing hard, washing their brush between colors, etc. Teacher will observe how students are using the paint &amp; help individuals who need redirection. Students will need paper, watercolors, pencils to draw initial outlines. Vocabulary - watercolors, paint brush, water cup, mosaic, shapes, lines (dashed &amp; dotted lines).</p>
<b>1st</b>	<p>Standard(s): VA1.RE.1 Discuss personal works of art &amp; the artwork of others to enhance visual literacy. VA1.CN.3 Develop life skills through the study &amp; production of art (collaboration, creativity, critical thinking, communication) VA1.CR.1 Engage in the creative process to generate &amp; visualize ideas by using subject matter &amp; symbols to communicate meaning. LT: Students will create a cityscape using shapes such as rectangles, squares, triangles. SC: I can use shapes to create a cityscape.</p> <p>Lesson/Activity: Cityscape/Day 1 - Students will discuss what a cityscape is &amp; the shapes that we see in the city. They will draw a city using lots of rectangles, squares, &amp; triangles with black crayons, or black pastels. They will start painting with watercolors. Day 2 - Students will finish painting &amp; use shapes to add collage elements. They might create vehicles, people, superheroes, more buildings or other elements to their cityscapes. Video of Faith Ringgold reading Tar Beach. Or share ex of Romare Bearden's cityscape collages. *Rubric - Art walk where students try to find at least 5 shapes in a classmate's cityscape. Students will use paper, black crayons or pastels, pencils, collage papers, scissors, glue, watercolors. Vocabulary - cityscape, collage, shape</p>
<b>2nd</b>	<p>Standard(s): VA2.CR.5 Demonstrate an understanding of the safe &amp; appropriate use of materials, tools, &amp; equipment for a variety of artistic processes. VA2.CR.3 Understand &amp; apply media techniques &amp; processes of two dimensional art. VA2.CN.1 Investigate &amp; discover the personal relationships of artists to the community, culture, &amp; the world through making &amp; studying art. LT: Students will create their own assemblage art pieces by studying art work of Louise Nevelson &amp; Elizabeth Rosen. SC: I can create an assemblage art piece using a variety of media.</p> <p>Lesson/Activity: Assemblage Art/Day 1 - Students will explore the art of Louise Nevelson/Elizabeth Rosen/Beverly Buchanan &amp; discuss how found objects &amp; recycled objects can be used to create art. Students will discuss shapes often seen in houses &amp; buildings (triangle roof, square/rectangle for bottom). They will work on collecting items (from teacher provided items) to create their own assemblage houses. Students will create the base for their sculpture using chip board or cardboard. They may begin gluing items on day 1. Community tie-in is to have students design a building to be part of a collaborative town or community mixed-media mural. Day 2 - Students will finish gluing &amp; participate in an in-progress critique. Day 3 - Students will add finishing touches including wire to hang their houses. *Rubric Class critique and/or art walk. Students will use</p>

	chipboard or cardboard, scrapbook paper, collage papers, found objects - plastic lids, foam shapes, wooden shapes, sticks, beads, bottle caps, buttons, etc., wire or pipe cleaners for hanging, liquid glue or hot glue. Bonus - puffy paint & paint pens. Vocabulary - Recycle, Assemblage Art, found objects, sculpture, collage, mixed media.
<b>3rd</b>	<p>Standard(s): VA3.CR.3 Understand &amp; apply media techniques, processes, &amp; concepts of two dimensional art. VA3.CR.1 Engage in the creative process to generate &amp; visualize ideas by using subject matter &amp; symbols to communicate meaning.</p> <p>LT: Students will study artist Louise Nevelson &amp; create their own Assemblage Art piece.</p> <p>SC: I can create my own Assemblage Art piece using recycled materials.</p> <p>Lesson/Activity: Assemblage Art/Day 1 Students will explore art of Louise Nevelson &amp; discuss how found objects &amp; recycled objects can be used to create art. Students can also look at artist Alex Lockwood. Students will use materials collected by the teacher &amp; if desired, objects students have collected, to design an assemblage sculpture. Students will begin collecting &amp; gluing after they create the base for their sculpture using chipboard or cardboard &amp; popsicle sticks for stability. Day 2 - Students will paint their assemblage pieces very carefully &amp; do an art walk if time allows.</p> <p>*Rubric - Students will participate in a class critique/art walk. Materials chipboard or cardboard - cereal type boxes too, found objects - plastic lids, foam shapes, wooden shapes, wood sticks, beads, bottle caps, buttons, wooden popsicle sticks for stability, wire &amp; pipe cleaners for hangers, liquid glue, hot glue. Vocabulary - recycle, Assemblage Art, found objects, sculpture, collage, mixed media.</p>
<b>4th</b>	<p>Standard(s):VA4.CR.3 Understand &amp; apply media, techniques, processes &amp; concepts of two dimensional art. VA4.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: Students will review the elements of art. They will sketch out &amp; design each element of art on their octahedron art piece.</p> <p>SC: I can create a mixed media octahedron art piece using all of the elements of art.</p> <p>Lesson/Activity: Elements of Art Octahedron/Day 1 - Students will review the elements of art with PowerPoint &amp; have discussion. They will sketch out each element of art on their octahedron copies. Day 2 - Students will finish drawing &amp; cut out their octahedrons. Attaching the octahedrons is sometimes challenging so encourage the students to take their time. Possible display ideas - thread thin string through them &amp; hang them as garland until students take them home. *Rubric - Teacher will assess - Is each element of art represented correctly? Materials - printed copies of octahedron template, any dry art materials - pencils, markers, colored pencils, crayons, also, glue stick or clear tape. Vocabulary - line, color, shape, value, form, texture, space &amp; octahedron.</p>
<b>5th</b>	<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 &amp; to critique personal works of art &amp; the artwork of others to enhance visual literacy. VA5.CR.3 Understand &amp; apply media techniques, processes, &amp; concepts of two dimensional art.</p> <p>LT: Review elements of art and use those to create an accordion book art piece with mixed media.</p> <p>SC: I can create an accordion book with origami fold or classical fold with the elements of art.</p> <p>Lesson/Activity: Elements of Art Accordion Books/Day 1 - Students will review the elements of art. Step 1 for accordion books - Fold &amp; cut 3 pieces of computer paper into squares. They will fold the pages of their accordion books (see handout for steps) &amp; attach them together. They will create sketches for their pages. They can draw anything they want in the book but each element of art must be present. Have option of cutting their paper "hotdog" way &amp; attaching it together to create a classic accordion fold book instead if origami was too hard. Day 2 - Students will complete the pages in their books using their sketches to guide them. *Rubric - Teacher will assess - is each element of art represented correctly? Materials - 3 computer pieces of paper per student, 1 piece</p>

	of construction paper for cover, scissors, glue sticks, pencils, color pencils, markers, crayons. Vocabulary - line, color, shape, value, form. Texture, space, & contrast, emphasis, balance, variety, unity/harmonny, pattern/repetition, proportion/scale, rhythm/movement.
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