

Grade Level	Art Lessons 8/21/23 - 9/1/23 Click here for Art Standards K-5
K	<p>Standard(s): VAK.CR.1 Engage in the creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning. VAK.CN.3 Develop life skills through the study & production of art (e.g. collaboration, creativity, critical thinking, communication).</p> <p>LT: Create art using a variety of tools, media, & processes, safely & appropriately. Understand artists sometimes share materials & ideas (collaboration).</p> <p>SC: How can I follow directions & use my art tools safely? How do I use a paint brush?</p> <p>Lesson/Activity: Dot Galaxy/Day 1 - Read "The Dot" Youtube read aloud. Teacher will demo how to use tempera paint in art room. Students will work together at tables to paint circles & dots on large piece of paper, concentrating on following directions. Day 2 - Book connection to Kandinsky "The Noisy Paint Box". Teacher will read book to students. Next, students will use the collaborative paintings from day 1 to create a galaxy collage. Students will study artist Wassily Kandinsky's painting, "Several Circles" & identify colors, lines, & shapes. Teacher will demo how to use construction paper crayons or oil pastels, scissors, & glue. Teacher will have pre-cut circles from day 1 as needed. Youtube video for creating galaxy collage for reference. Students will draw a galaxy on their paper, & use their day 1 painting to create planets as a collage. If time allows, add astronaut portraits of students in their dot galaxy with astronaut hat template & picture of student taken on phone & printed. *Rubric - teacher will observe how students are using their art materials & determine if additional directions are needed (e.g. scissors, are students cutting safely & appropriately?). Vocabulary - share, directions, expectations, Art tools, paint, paint brush, scissors, glue, collage.</p>
1st	<p>Standard(s): VA1.CR.3 Understand & apply media, techniques, & processes of two-dimensional art. 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 characteristics of the Elements of Art, including lines, shapes, colors, textures, form, & space. Use a variety of tools safely & appropriately to create art.</p> <p>SC: How can I create a color wheel & explain what it is. Do I know what primary colors are?</p> <p>Lesson/Activity: Color Wheel/Day 1 - Students will review color as an element of art & how the primary colors mix together. They will trace a circle on their paper & use that to create a color wheel (handout with steps included). They will mix primary colors to create secondary colors. Day 2 - Students will turn their circle color wheel into something (e.g. an eye, a hot air balloon, beach ball, turtle). They can paint, draw, & collage their work of art into anything they want. *Rubric - Did student attempt to mix the primary colors? Did they put the color wheel in the correct order? Vocabulary - primary colors, secondary colors, color wheel.</p>
2nd	<p>Standard(s): VA2.CR.1 Engage in the creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes.</p> <p>LT: Create art from real & imaginary sources of inspiration. Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, & value. Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, & proportion.</p> <p>SC: How do artists use lines to create art? I can use lines to create art. What type of lines do I know?</p> <p>Lesson/Activity: Tree of Lines/Day 1 - Students will review the elements of art & identify different types of lines. They will also take a look at the work of art "Tree of Life" by artist Gustav Klimt to discuss how trees show balance & how the branches connect to one another. They will choose a</p>

	<p>type of line to create a “Tree of Lines.” Anything can be in the tree (e.g. animals, fruit, favorite things, flowers), but on day 1 everyone will concentrate on creating a balanced tree with connecting branches using types of lines. Students will use pencils & sharpies to create their tree. Teacher demo process or show process video. Day 2 - Students will decide what lives in their tree. What do they love? Is it a donut tree? Is it a panda bear tree? They will fill the tree with whatever details they want, this time using colored markers. *Rubric - students will do art walk & identify types of lines in their classmates’ drawings. You can do an “eye spy” game to identify lines. Vocabulary - Elements of Art, line, balance.</p>
3rd	<p>Standard(s): VA3.CR.5 Demonstrate an understanding of the safe & appropriate use of materials, tools, & equipment for a wide variety of artistic processes. VA3.CR.1 Engage in the creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning.</p> <p>LT: Understand how a tool can be manipulated in multiple ways, safely & appropriately. Create art from realistic sources of inspiration.</p> <p>SC: How can I create a watercolor painting? How can I use our watercolor techniques appropriately?</p> <p>Lesson/Activity: Watercolor Practice/Day 1 - Students will explore the art of Carolyn Gavin (carolyngavin.com/paintings). They will practice watercolor techniques & decide what they would like to paint. Directions video available to watch & technique practice handout to work on. Teacher will introduce watercolor procedures. Day 2 - Students will draw floral animal (step by step video on youtube) & final drawing will be done with a sharpie. They will use their watercolor techniques to paint their drawing. *Rubric - students will do a gallery walk around room & discuss watercolor techniques they see in their classmates’ drawings (color blending, resist, dry brush textures). Vocabulary - watercolors, inspiration, watercolor techniques.</p>
4th	<p>Standard(s):VA4.CR.2 Create works of art based on selected themes. VA4.CR.3 Understand and apply media, techniques, processes, & concepts of two-dimensional art. VA4.RE.1 Use a variety of approaches for art criticism & to critique personal works of art & the artwork of others to enhance visual literacy.</p> <p>LT: Understand how the Elements of Art are used to develop a composition. Understand how the Principles of Design work in relation to each other. Critique personal art based on teacher-established criteria.</p> <p>SC: How can I use lines to create a work of art? Can I identify the elements of art? Can I identify pattern?</p> <p>Lesson/Activity: Zentangles/ Students will create a work of art using the art of zentangles. What is a zentangle? Zen = relaxing & calm; Tangle = the tangle of lines & patterns that fill the paper. Zentangle is a type of doodling used as a way to calm the mind. In zentangles, if you make a mistake, it doesn’t matter, you turn it into something new. Demo - Day 1 - Students review line as an element of art & pattern as principle of design. They will learn about the art of Zentangle & create their own. Day 2 - Complete filling the space around their subject (this space is the negative space & their subject is the positive space) with either color or more lines. *Rubric - Students must include at least 10 types of lines or patterns. Students must fill entire space of the paper. Vocabulary - line, pattern, repetition, zentangle, positive space, negative space.</p>
5th	<p>Standard(s): VA5.CR.2 Create works of art based on selected themes. VA5.CR.1 Engage in the creative process to generate & visualize ideas by using subject matter & symbols to communicate meaning. VA5.CR.3 Understand & apply media, techniques, processes, & concepts of two-dimensional art. VA5.CN.1 Investigate & discover the personal relationships of artists to community, culture, & the world through making & studying art.</p> <p>LT: Use appropriate art vocabulary to describe art movements. Create art that reflects personal voice & choice. Classify works of art in terms of whether they are realistic, abstract, or</p>

non-objective. Create realistic, imaginative, abstract, & non-objective art. Interpret visual images from media sources & the immediate environment.

SC: Can I explain the differences between realistic & abstract art? How can I use realistic imagery to create an original work of art? Can I identify how artists used animals as subjects over time? Can I recognize cave art?

Lesson/Activity: Realistic vs. Abstract Art/Day 1 - Students will compare realistic & abstract art with a focus on animals throughout art history. Possible artists - Franz Marc vs. Henri Rousseau. Modern artist - Christian Scott. Students will be given photographs of animals to choose from & they will choose one image to inspire their own animal drawings. They will choose realistic or abstract as their style, & they can use the materials of their choosing from what the art teacher provides (possibilities include pastels, colored pencils, pencils, collage). Day 1 - will be choosing image & beginning the drawing. Day 2 - add color & finishing details to the work of art. Demo - Teacher will demonstrate using a view finder & creating a basic drawing from an image on day 1. Teacher will demonstrate adding texture & color on day 2. Students can create their own viewfinders on day 1 if time allows. Lesson could possibly take 3 - 45 min class periods. *Rubric - self assessment & art walk to critique "professionally" classmates artwork. Vocabulary - texture, lines, color, realism, abstract art.