

Grade Level	<p align="center"><b>Mexican Folk Art Mola -finishing up collage portion of the lesson</b></p> <p align="center"><b>Art Lessons 10/28/24 to 11/08/24</b></p> <p align="center"><a href="#">Click here for Art Standards K-5</a></p>
<b>K</b>	<p>Standard(s):VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VAK.CR.2 Create works of art based on selected themes.VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>LT: I can appreciate Mola Mexican Folk Art and how to communicate similarities and differences among various people.</p> <p>SC: I do/you do/we demonstrate knowledge of the elements of line, shape, and color. I do/you do/we do demonstrate knowledge and skills to create works of visual art using problem solving, observing, sketching, and constructing Teacher will show students examples (video on YouTube about “Molas from Panama” for sale, “Mola Art from Panama”. Examples crab, iguana, with teacher examples..</p> <p>Lesson/Activity: Day 1 Teacher will use a PowerPoint to facilitate a discussion on line, shape, color, Hispanic Heritage Month, Mexican folk art, and Mola (How are patterns used in Molas? Why is color important to Molas? What was the purpose for creating Molas?). Teacher will facilitate brainstorm on animals students could use and a story they could tell. Teacher will show students example. Teacher will play video on making Mola. Teacher will facilitate brainstorm on animals students could use and a story they could tell. Teacher will show students examples (video on YouTube about “Molas from Panama” for sale, “Mola Art from Panama”. Examples crab, iguana, with teacher examples..Day 2 Teacher will demonstrate how to use colored strips of paper to create a collage of a sea animal and to use the papers to create patterns with lines and shapes. Students will demonstrate understanding of elements of art with lines, color, and shapes and principles of design with patterns.</p> <p>*Rubric - Students will be formatively assessed through observation and direct feedback as they practice learned activity</p> <p>Differentiation will occur authentically as students are creating their own unique piece of art.</p>
<b>1st</b>	<p>Standard(s):VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA1.CR.2 Create works of art based on selected themes.VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>LT: I can use the Elements of Art and Principles of Design to create “unity” in artwork. ..</p> <p>SC: I do/you do/we do create unity with the Element of Art, shape, focusing on “circles.” I can think about how to add other Elements of Art and create interest in my artwork with the Principles of Design.</p> <p>Lesson/Activity: Day 1 Students will discuss Elements of Art and focus on shape. Students will talk about the shape “circles” as unity in art.Students will look at the work of artist Wassily Kandinsky and the way he uses concentric circles in his art to create meaning. Students will discuss unity and think about how to use circles as the focus in their art and how to show unity and hope for Apalachee High School students by creating a piece of a mini framed art project.Day 2 - Students will discuss the way Kandinsky uses circles to create meaning in his art. Students will add more to their art piece using Elements of Art and Principles of Design for “unity”. Students will use watercolor color pencils to create their mini art. What other Elements of Art or Principles of Design can students use to add meaning in their art? Students can add color or lines and create unity by joining the circles together as one. Students will get a paintbrush dipped in water to paint</p>

	<p>over the watercolor pencil art to create a watercolor painting. If students finish, they will write on a blank sheet of paper the way they used their Elements of Art and their Principles of Design to create circles as “unity”. This adds literacy to their art lesson.</p> <p>If time permits, students will then brainstorm for their next project - Hispanic Heritage using ideas by Roberto Benavidez to create pinatas as art.</p> <p>*Rubric - Teacher will walk around observing if students are using circles as the focus in their paintings. Teacher will observe students’ thought process and see if they are creating unity and adding other Elements of Art and Principles of Design to make their art more interesting. .</p> <p>Differentiation will occur with different style of artwork and use of circles as elements of art.</p> <p>Vocabulary - elements of art, principles of design, shape, unity, focus, composition, two-dimensional art</p>
<b>2nd</b>	<p>Standard(s):VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>LT: I can use the Elements of Art and Principles of Design to create “unity” in artwork. ..</p> <p>SC: I do/you do/we do create unity with the Element of Art, shape, focusing on “circles.” I can think about how to add other Elements of Art and create interest in my artwork with the Principles of Design.</p> <p>Lesson/Activity: Day 1 Students will discuss Elements of Art and focus on shape. Students will talk about the shape “circles” as unity in art.Students will look at the work of artist Wassily Kandinsky and the way he uses concentric circles in his art to create meaning. Students will discuss unity and think about how to use circles as the focus in their art and how to show unity and hope for Apalachee High School students by creating a piece of a mini framed art project.Day 2 - Students will discuss the way Kandinsky uses circles to create meaning in his art. Students will add more to their art piece using Elements of Art and Principles of Design for “unity”. Students will use watercolor color pencils to create their mini art. What other Elements of Art or Principles of Design can students use to add meaning in their art? Students can add color or lines and create unity by joining the circles together as one. Students will get a paintbrush dipped in water to paint over the watercolor pencil art to create a watercolor painting. If students finish, they will write on a blank sheet of paper the way they used their Elements of Art and their Principles of Design to create circles as “unity”. This adds literacy to their art lesson.</p> <p>If time permits, students will then brainstorm for their next project - Hispanic Heritage using ideas by Roberto Benavidez to create pinatas as art.</p> <p>*Rubric - Teacher will walk around observing if students are using circles as the focus in their paintings. Teacher will observe students’ thought process and see if they are creating unity and adding other Elements of Art and Principles of Design to make their art more interesting. .</p> <p>Differentiation will occur with different style of artwork and use of circles as elements of art.</p> <p>Vocabulary - elements of art, principles of design, shape, unity, focus, composition, two-dimensional art</p>
<b>3rd</b>	<p>Standard(s):VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning VA3.CR.2 Create works of art based on selected themes.VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.</p> <p>LT: I can use the Elements of Art and Principles of Design to create “unity” in artwork. ..</p> <p>SC: I do/you do/we do create unity with the Element of Art, shape, focusing on “circles.” I can think about how to add other Elements of Art and create interest in my artwork with the Principles of Design.</p>

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## 5th

Standard(s):VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning VA5.CR.2 Create works of art based on selected themes. .VA5.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA5.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

LT: I can use the Elements of Art and Principles of Design to create “unity” in artwork. ..

SC: I do/you do/we do create unity with the Element of Art, shape, focusing on “circles.” I can think about how to add other Elements of Art and create interest in my artwork with the Principles of Design.

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If time permits, students will then brainstorm for their next project - Hispanic Heritage using ideas by Roberto Benavidez to create pinatas as art.

\*Rubric - Teacher will walk around observing if students are using circles as the focus in their paintings. Teacher will observe students’ thought process and see if they are creating unity and adding other Elements of Art and Principles of Design to make their art more interesting. .

Differentiation will occur with different style of artwork and use of circles as elements of art.

Vocabulary - elements of art, principles of design, shape, unity, focus, composition, two-dimensional art