

Grade Level	<b>Art Lessons 03/5/24 to 03/29/24</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 and visualize ideas by using subject matter and symbols to communicate meaning VAK.CR.2 Create works of art based on selected themes.VAK.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: I can use continuous lines to create an abstract piece of art.</p> <p>SC: You do/I do/we do start with a continuous line by not lifting marker off paper, creating shapes with scribbles to make abstract art.</p> <p>Lesson/Activity: Scribble Elephant/Teacher shows students how to create scribbles from one continuous line moving up, down, &amp; all around paper. Students use markers in pattern to create colorful shapes with their scribble. Teacher shows students how to turn paper over to create guided drawing of elephant or students will trace outline of elephant, which is the contour line. Students will cut out the elephant &amp; paste colorful abstract elephant onto background paper.</p> <p>Vocabulary - line, continuous line, contour line, abstract art, color palette, doodle, scribble.</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.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: I can use continuous lines to create an abstract piece of art.</p> <p>SC: You do/we do/I do start with a continuous line by not lifting marker off paper, creating shapes with scribbles to make abstract art.</p> <p>Lesson/Activity: Scribble Elephant/Teacher shows students how to create scribbles from one continuous line moving up, down, &amp; all around paper. Students use markers in pattern to create colorful shapes with their scribble. Teacher shows students how to turn paper over to create guided drawing of elephant or students will trace outline of elephant, which is the contour line.</p> <p>*Rubric - Teacher will walk around observing if students have created big shapes with the continuous line &amp; if they filled the whole space of their paper.</p> <p>Vocabulary - line, continuous line, contour line, abstract art, color palette, doodle, scribble.</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.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: I can use continuous lines to create an abstract piece of art.</p> <p>SC: You do/we do/I do start with a continuous line by not lifting marker off paper, creating shapes with scribbles to make abstract art.</p> <p>Lesson/Activity:Scribble Elephant/Teacher shows students how to create scribbles from one continuous line moving up, down, &amp; all around paper. Students use markers in pattern to create colorful shapes with their scribble. Teacher shows students how to turn paper over to create guided drawing of elephant or students will trace outline of elephant, which is the contour line.</p> <p>*Rubric - Teacher will walk around observing if students have created big shapes with the continuous line &amp; if they filled the whole space of their paper.</p> <p>Vocabulary - line, continuous line, contour line, abstract art, color palette, doodle, scribble.</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.CN.2 Integrate information from other disciplines to enhance the</p>

	<p>understanding &amp; production of works of art.</p> <p>LT: I can use lines to create a piece of art that can be used in a collage. I can collage a cricket using simple shapes</p> <p>SC: You do/We do/I do create a piece of washi tape art &amp; draw simple shapes on back of taped art that will be cut out to create a cricket and make a collage uniquely my own.</p> <p>Lesson/Activity: Colorful Cricket/Teacher will show students how to create lines with washi tape. Teacher will guide students to draw shapes on back of paper to glue together to create a cricket. Students will collage cricket onto a background paper adding unique details.</p> <p>*Rubric - Teacher will walk around observing students use of pattern, shapes and unique collage.</p> <p>Vocabulary - line, shape, collage, washi tape, composition, camouflage</p>
<b>4th</b>	<p>Standard(s) VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.:VA4.CR.2 Create works of art based on selected themes. VA4.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: I can use lines to create a piece of art that can be used in a collage. I can collage a cricket using simple shapes</p> <p>SC: You do/We do/I do create a piece of washi tape art &amp; draw simple shapes on back of taped art that will be cut out to create a cricket and make a collage uniquely my own.</p> <p>Lesson/Activity: Colorful Cricket/Teacher will show students how to create lines with washi tape. Teacher will guide students to draw shapes on back of paper to glue together to create a cricket. Students will collage cricket onto a background paper adding unique details.</p> <p>*Rubric - Teacher will walk around observing students use of pattern, shapes and unique collage.</p> <p>Vocabulary - line, shape, collage, washi tape, composition, camouflage</p>
<b>5th</b>	<p>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.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art.</p> <p>LT: I can create a balanced composition while using a monochromatic color palette to match my cat clan. I can understand the importance of line thickness while drawing a form and its different details. I can use curved &amp; straight lines to create implied texture.</p> <p>SC: You do/we do/I do draw a cat using monochromatic color scheme unique to me and based on my cat clan.</p> <p>Lesson/Activity: Warrior Cat/Students watch teacher with guided drawing/painting and then choose monochromatic color palette to create cat clan and students name their cat clan.</p> <p>*Rubric - Teacher will walk around &amp; observe student use of balance and see if students were able to create monochromatic work.</p> <p>Vocabulary - monochromatic, color scheme, balance line. Variety, depth, implied texture</p>