

Content Area: Art		Rotation: "African American History" *** Students who finish projects early may complete the January and February pages in their sketchbooks.			
Teacher: Melissa Johnson		Week of: January 21-31 (now Jan 27th - Feb 7th)			
Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Supplies Needed: paper, pencils, erasers, smart board, Elmo, construction paper, scissors, glue, MLK silhouettes, MLK picture book, magazines, newspaper, white crayons, star stickers, story "Follow the Drinking Gourd"	Supplies Needed: paper, pencils, erasers, smart board, Elmo, construction paper, markers, paint, paint brushes, star stickers, white crayon, story "Follow the Drinking Gourd"	Supplies Needed: paper, pencil, colored pencils, sharpies, smart board, rulers, tracers	Supplies Needed: Faith Ringgold book " <u>Tar Beach</u> ", Faith Ringgold prints, poster, pencils, erasers, colored pencils, fabric squares, glue, rulers	Supplies Needed: pencils. watercolor pencils, watercolor paper, carbon paper, tracing paper, paintbrushes smart board, Elmo, Minnie Evans work ex.	Supplies Needed: pencils. watercolor pencils, watercolor paper, paint brushes, water, erasers, smart board, carbon paper, tracing paper, Elmo, Minnie Evans work ex.
Education Standards Addressed: VAK.CR.1-engages in the creative process VAK.CR2.a- selects and uses subject matter, symbols and or ideas to communicate meaning VAK.CR2a-creates artwork with emphasis on the elements and principles of art VAK.CR3c-combine materials in creative ways	Education Standards Addressed: VA1.CR.1-engages in the creative process VA1.CR2a-selects and uses subject matter, symbols and ideas to communicate meaning VA1.CR2a-creates artwork with emphasis on the elements and principles of art VA1.CR.2b- create works of art that attempt to fill the space in an art composition	Education Standards Addressed: VA2.CR.1-engages in the creative process VA2.CR2a-selects and uses subject matter, symbols and ideas to communicate meaning VA2.CR2a-creates artwork with emphasis on the elements and principles of art VA2.CR2- create artwork based on selected themes	Education Standards Addressed: VA3.CR.1-engages in the creative process VA3.CR2a- selects and uses subject matter, symbols and or ideas to communicate meaning VA3.CR2a-creates artwork with emphasis on elements and principles of art, combines materials in new and inventive ways VA3.PR1- plans and participates in exhibition of artwork	Education Standards Addressed: VA4.CR.1-engages in the creative process VA4.CR2a- create works of art that communicate values, opinions and or feelings VA4.CR2b- create artwork emphasizing multiple elements of art and or principles of design	Education Standards Addressed: VA5.CR.1-engages in the creative process VA5.CR2a-selects and uses subject matter, symbols and ideas to communicate meaning VA5.CR5-demonstrate an understanding of the safe and appropriate use of materials, tools and equipment for a variety of artistic processes

<p>to make works of art (ex collage)</p> <p>VAK.3a- plans and participates in exhibition of artwork</p> <p>VAK.RE1b- discusses artwork with emphasis on the elements and principles of art</p> <p>VAK.CN.1a- recognize self as artist</p>	<p>VA1.PR1- plans and participates in exhibition of artwork</p> <p>VA1.RE.1- discusses artwork with emphasis on the elements and principle of art</p> <p>VA1.CN.2- applies information from other disciplines to enhance the understanding and production of artwork, creates work inspired by universal themes</p>	<p>VA2.PR1- plans and participates in exhibition of artwork</p> <p>VA2.RE.1-discusses artwork with emphasis on the elements and principle of art</p> <p>VA2.CN.2- applies information from other disciplines to enhance the understanding and production of artwork, creates work inspired by universal themes</p>	<p>VA3.RE.1-discusses artwork using art terms</p> <p>VA3.CN2- applies information from other disciplines to enhance the understanding and production of artwork, creates work inspired by universal themes</p> <p>VA3.CR5-demonstrate an understanding of the safe and appropriate use of materials, tools and equipment for a variety of artistic processes</p>	<p>VA4.PR1- plans and participates in exhibition of artwork</p> <p>VA4.RE.1b- explains how selected elements and principles of art and design are used in an artwork to convey meaning and how they affect personal responses to and the evaluation of artwork</p> <p>VA4.CN2b-.Makes interdisciplinary connections applying art skill, knowledge to improve understanding in other disciplines</p> <p>VA4.CR5-demonstrate an understanding of the safe and appropriate use of materials, tools and equipment for a variety of artistic processes</p>	<p>VA5.PR1- plans and participates in exhibition of artwork</p> <p>VA5.RE1b-explains how selected elements and principles of design are used to convey meaning and how they affect personal responses to and evaluation of the artwork</p> <p>VA5.CN2b- applies information from other disciplines to enhance the understanding and production of artwork, creates work inspired by universal themes</p>
<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a MLK word collage silhouette.</p> <p>Week 2- I can create a constellation picture based on "Follow the Drinking Gourd"</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a calypso dancer painting using lines that show movement.</p> <p>Week 2- I can create a constellation picture based on the story "Follow the Drinking Gourd"</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a folk art style landscape.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a story quilt based on "Tar Beach" by Faith Ringgold.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a portrait in the Minnie Evans style.</p>	<p>Communicate Learning Targets Related to Standards:</p> <p>I can create a portrait in the Minnie Evans style.</p>

<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African American artist and styles of art. Ask students what they know about MLK. Discuss the importance of MLK in the civil right movement. Read MLK story book and ask students to help you create a list of words to describe MLK.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African American artist and styles of art.</p> <p>Discuss the role African American artists have played in music. Play Calypso music.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African artists and styles of art. Show examples of early African American style folk art.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African American artist and styles of art. Ask students who Faith Ringgold was. Discuss that she is a famous African American artist that uses fabric in her art, as well as writing stories based on every day African American life. Show ex. of her work using prints and the smart board.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African American artist and styles of art. Discuss the role African American artists have played in the world of Fine Arts. Share ex. of Minnie Evans on the smart board and discuss her bio.</p>	<p>Introduction/ Connection to Standards:</p> <p>Discuss African American History month and talk about how we will be celebrating famous African American artist and styles of art. Discuss the role African American artists have played in the world of Fine Arts. Share ex. of Minnie Evans on the smart board and discuss her bio.</p>
<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>Read a short bio about MLK. After reading the story ask the students to help you generate a list of words to describe MLK. Explain to students they will use a silhouette to represent MLK. Next, show students how they will use words from the list they helped create to make a word collage on the silhouette. Model the process using the “Elmo”. Ask students to help you decide which words to use for the collage.</p>	<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>Play you tube of President and Mrs. Obama dancing to Calypso music and have students dance to the music. After the music is played ask the students what movements/ motions they used with their hands, etc. Show ex. of calypso dancer paintings on the smart board. Discuss how the lines represent movement. Talk about the colors used and how certain vibrant colors are associated with calypso music. Model the process of drawing lines to show movement and then paint to create vibrant colors.</p>	<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>After showing ex. of African folk art, discuss any common themes or motifs the students noticed. Talk about the patterns used. Discuss the artist’s use of sharpie outlines to define the patterns. Model the process of creating the landscape. Ask the students to help you choose shapes and where to add lines as you are modeling the process.</p>	<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>After showing ex. of Faith Ringgold art read “Tar Beach”. Draw attention to the beautiful patterns each page has created with quilting frames. Share that the original is on display and has actual fabric on each page. Show the class how they will create their favorite page from the story using fabric. Use the smart board to model the process of creating a frame using a ruler and then show how thick the poster is needed to hold the glue and fabric. Model attaching the fabric.</p>	<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>After showing examples of Minnie Evans portraits ask the students what all the portraits have in common. (vibrant color, nature motifs incorporated, hidden pictures and symbols, elaborate and intricate) Model the process of sketching a Minnie Evans portrait and adding color using the smart board. Ask students to help you select designs to incorporate.</p>	<p>Direct Instruction/ High Yield Instructional Strategies To Be Used:</p> <p>After showing examples of Minnie Evans portraits ask the students what all the portraits have in common. (vibrant color, nature motifs incorporated, hidden pictures and symbols, elaborate and intricate) Model the process of sketching a Minnie Evans portrait and adding color using the smart board. Ask students to help you select designs to incorporate.</p>

Week 2- Read the story “Follow the Drinking Gourd” and discuss. Demonstrate how to create the “drinking gourd” constellation like the one in the story using supplies provided.

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<p>Guided Practice:</p> <p>Have students trace or glue a pre-cut silhouette onto their background. Ask students to choose the words they would like to use in their collage.</p> <p>Week 2- students use crayons on black paper to create a constellation outline of the big dipper based on the example from “Follow the Drinking Gourd”. They will use small metallic star stickers to accent each part of the constellation.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Students will take the silhouette and glue them onto a background. Next they will choose words and arrange them into a collage design. Once they have their design layout they will use glue sticks to attach it to the background. For students who have difficulty creating and cutting out their silhouettes they may use pre-cut shapes provided, or they</p>	<p>Guided Practice:</p> <p>Have students choose the color they want to use for the dancer’s costume and skin tone. Have students draw a sketch before adding paint.</p> <p>Week 2- students use crayons on black paper to create a constellation outline of the big dipper based on the example from “Follow the Drinking Gourd”. They will use small metallic star stickers to accent each part of the constellation.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Students will draw a rough line sketch to show movement and after creating a dancer sketch they will use paint to add color. Some students may need assistance from the teacher to get the sketch started. Students who are able to create an original sketch may add more than one dancer or scenery.</p> <p>Week 2-</p> <p>Students will draw a constellation using crayons on black paper based on the example from the story. They</p>	<p>Guided Practice:</p> <p>Have students sketch a barn landscape and divide it into sections. After the sections are divided they can add patterns, lines and sharpie outlines to define each section. The students will use colored pencils to fill in each sections with color.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Students who have difficulty creating a barn landscape may use barn shaped tracers provided. Students who are able to create an original barn may also add landscape details such as trees, houses, wagons etc.</p>	<p>Guided Practice:</p> <p>Have students create a frame by measuring with a ruler 1 inch around the edge of their poster piece. With a partner they will choose a scene to recreate from “<u>Tar Beach</u>”. After they draw the scene they will fill in with colored pencils for color and lastly they will glue fabric squares around the frame as shown.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Students who are having difficulty drawing a scene from the story may need teacher assistance to get them started and they may choose to draw a character instead of an entire scene. Students who are able to draw a scene may add embellishments of their choice to make it more personal. (Ex. they may add places or people from their own neighborhood)</p>	<p>Guided Practice:</p> <p>Have students look at multiple prints of Minnie Evans portraits. Students will select one to recreate or they may choose to create a Minnie Evans style self-portrait using a mirror. They will sketch the design first and then add color using watercolor pencils.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Once the portrait is the way they want it they will activate the watercolor paint by gently brushing a fine wet brush over each area. Student show are having difficulty reproducing the portraits may use tracing paper and carbon paper to create the portrait. Those students able to recreate the designs may choose to draw an original Minnie Evans style self-portrait and add elaborate details/ frames for their work.</p>	<p>Guided Practice:</p> <p>Have students look at multiple prints of Minnie Evans portraits. Students will select one to recreate or they may choose to create a Minnie Evans style self-portrait using a mirror. They will sketch the design first and then add color using watercolor pencils.</p> <p>Independent/ Collaborative Practice/ Differentiation:</p> <p>Once the portrait is the way they want it they will activate the watercolor paint by gently brushing a fine wet brush over each area. Student show are having difficulty reproducing the portraits may use tracing paper and carbon paper to create the portrait. Those students able to recreate the designs may choose to draw an original Minnie Evans style self-portrait and add elaborate details/ frames for their work.</p>
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<p>may use pre-cut shapes as tracers. If students are able to create and cut their own shapes, they can design original shapes as well.</p> <p>Week 2-</p> <p>Students will draw a constellation using crayons on black paper based on the example from the story. They will then use small metallic stickers to accent each section of the constellation.</p>	<p>will then use small metallic stickers to accent each section of the constellation.</p>				
<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric.</p>	<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric</p>	<p>Assessment Uses/ Strategies:</p> <p>Self critique artwork- rubric</p>
<p>Summarize/ Share:</p>	<p>Summarizer</p>	<p>Summarizer</p>	<p>Summarizer</p>	<p>Summarizer</p>	<p>Summarizer</p>

Clean up, review activity, and extending thinking	Clean up, review activity, and extending thinking	Clean up, review activity, and extending thinking	Clean up, review activity, and extending thinking	Clean up, review activity, and extending thinking	Clean up, review activity, and extending thinking
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