

Grade Level	<b>Art Lessons 02/17/25 to 02/28/25</b> <a href="#">Click here for Art Standards K-5</a>
<b>K</b>	<p>Standard(s): VAK.CR.2 Create works of art based on selected themes (Black History Month) VAK.RE.1 Discuss personal works of art and the artwork of others. VAK.CN.2 Integrate information from other disciplines (science) to enhance the understanding &amp; production of works of art.</p> <p>LT: I can create a work of art inspired by Black History Month. I can talk about and draw the lines, colors, and shapes to make a honeybee. I can connect the honeybee to entomologist Charles Henry Turner. I can say the parts of a bee (abdomen, thorax, head, wings) and where the bee lives (beehive).</p> <p>SC: I Do (modeling) I will talk about Charles Henry Turner as an entomologist and how he studies bees. I will connect to Black History Month by talking about Charles Henry Turner as the 1st Black scientist. I will explain that he discovered bees can see in color, just like we can! I will model how to draw a bee using lines and shapes, with a guided drawing on the document camera. I will talk about the parts of a bee and have students name the parts of the bee. We Do (guided practice) We will work together to draw the bee, step by step, repeating the names of the parts of the bee as we are drawing. We will discuss what colors bees can see and what colors we can use in our artwork. What color are bees? What color are beehives? What colors would you choose for your garden if your bees lived in flowers? You Do (independent practice) Students will draw their own bees on their paper, focusing on making big bees and drawing with shapes. Day 2, students will do a guided watercolor painting, watching the steps on the document camera, choosing the colors Mrs Johnson will use with her bees, and then choosing the colors to use in our own paintings. We will watch Mrs Johnson explain the technique of watercolor painting. We will stamp our bee backgrounds with hexagon shapes and yellow paint.</p> <p>Lesson/Activity: Honey Bee Life/ Students will learn about Black entomologist Charles Henry Turner and understand how he was a scientist in the days when Black people did not have the same rights and freedoms and during a difficult period of time for Black people. Students will see how Mr Turner overcame the difficult times, becoming a scientist and even how he discovered that bees see in color, just like we do. Students will do a guided bee drawing and then will paint the bees. Students will add bees to either beehives or flower gardens. For differentiation, students can add one flower or add more than one. For differentiation with tools, students can paint the bees and backgrounds with watercolors, or students can use markers or crayons. Students can cover the entire background with hexagons or cover a part of the paper, creating balance.</p> <p>Vocabulary - entomologist, colors, lines, shapes, abdomen, thorax, hexagon, watercolors</p>
<b>1st</b>	<p>Standard(s): VA1.CR.2 Create works of art based on selected themes VA1.CR.3 Understand and apply the elements of art and the principles of design (unity, rhythm, repetition, and movement). VA1.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art (recognizing connections between visual arts and history/culture. LT: I can create a paper quilt inspired by the Gee's Bend Quilters, using colors, patterns, and shapes to show repetition, unity, rhythm, and movement.</p> <p>SC: I do (modeling) Introduce who the Gee's Bend Quilters are, talking about how they lived during the time of the Civil Rights Movement. Show students examples of quilts and show them the website, <a href="#">Souls Run Deep</a> a collaboration between the Gee's Bend Quilters and University of Alabama featuring artists and quilters and their history. together to create unity in their quilts. Explain how the quilters used fabric scraps to create patterns with unity, repetition, rhythm, and movement. Demonstrate arranging paper blocks and scrap/painted</p>

	<p>paper to form a quilt design. Model how to consider color choice and placement to create unity. We do (guided practice) Discuss and identify repetition, unity, rhythm, and movement in quilt examples. Experiment with arranging paper quilt blocks together as a class. Work together to explore color relationships and patterns before gluing. You do (independent practice) Students create their own paper block quilts using scraps of paper and block arrangements. Handouts of quilt examples will be placed on tables for students to use as examples. Students will focus on colors, shapes, and patterns to arrange artwork creating unity, repetition, rhythm, and movement. Each student's quilt block will be part of a collaborative class quilt mural.</p> <p>Lesson/Activity: Gee's Bend Quilt Blocks/ As students learn the connection between the Gee's Bend Quilters and Black History Month, I will show students how the Gee's Bend Quilters were able to find joy and happiness and community in the creation of the quilts and how they created unity with their neighbors while putting pieces of fabric together to create unity in their quilts. Students will cut and arrange patterns. When they are satisfied, they will glue the scraps of paper onto their quilt blocks. For differentiation, students can choose larger scraps of fabric, or cut scraps into shapes or designs.</p> <p>Vocabulary - quilt, repetition, unity, rhythm, movement, patterns</p>
<b>2nd</b>	<p>Standard(s): VA2.CR.2 Create works of art based on selected themes VA2.CR.3 Understand and apply the elements of art and the principles of design (unity, rhythm, repetition, and movement). VA2.CN.2 Integrate information from other disciplines to enhance the understanding &amp; production of works of art (recognizing connections between visual arts and history/culture. LT: I can create a paper quilt inspired by the Gee's Bend Quilters, using colors, patterns, and shapes to show repetition, unity, rhythm, and movement.</p> <p>SC: I do (modeling) Introduce who the Gee's Bend Quilters are, talking about how they lived during the time of the Civil Rights Movement. Show students examples of quilts and show them the website, <a href="#">Souls Run Deep</a> a collaboration between the Gee's Bend Quilters and University of Alabama featuring artists and quilters and their history. together to create unity in their quilts. Explain how the quilters used fabric scraps to create patterns with unity, repetition, rhythm, and movement. Demonstrate arranging paper blocks and scrap/painted paper to form a quilt design. Model how to consider color choice and placement to create unity. We do (guided practice) Discuss and identify repetition, unity, rhythm, and movement in quilt examples. Experiment with arranging paper quilt blocks together as a class. Work together to explore color relationships and patterns before gluing. You do (independent practice) Students create their own paper block quilts using scraps of paper and block arrangements. Handouts of quilt examples will be placed on tables for students to use as examples. Students will focus on colors, shapes, and patterns to arrange artwork creating unity, repetition, rhythm, and movement. Each student's quilt block will be part of a collaborative class quilt mural.</p> <p>Lesson/Activity: Gee's Bend Quilt Blocks/ As students learn the connection between the Gee's Bend Quilters and Black History Month, I will show students how the Gee's Bend Quilters were able to find joy and happiness and community in the creation of the quilts and how they created unity with their neighbors while putting pieces of fabric together to create unity in their quilts. Students will cut and arrange patterns. When they are satisfied, they will glue the scraps of paper onto their quilt blocks. For differentiation, students can choose larger scraps of fabric, or cut scraps into shapes or designs.</p> <p>Vocabulary - quilt, repetition, unity, rhythm, movement, patterns</p>

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