

Grade Level	<b>Art Lessons 03/03/25 to 03/14/25</b> <b>Collaborative Murals</b> <b>(KK Honeybees &amp; 1st - 5th Quilts</b> <a href="#">Georgia Visual Arts Standardst.aspx</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.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy. VAK.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. VAK.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). I can create a beehive collaborative mural background for my watercolor honeybee to add to my class mural. I can learn how to create a printmaking project using hexagon patterns and tempera paint to create the background. I can see the connection between my artwork and the 1st Black scientist, Charles Henry Turner, who discovered how bees can see in color, just like you and me!</p> <p>SC: I Do (modeling) I will model how to create a print using hexagon patterns on a white background. I will explain that we are creating a collaborative mural as a class, working together as a team. We Do (guided practice) We will work together to make a hexagon print for our beehives step by step, making sure to press our hexagon plates correctly into the paint and then onto our white background papers to make our prints. You Do (independent practice) Students will carefully press hexagon plates into paint and then press onto white background paper and hold to create a pattern of hexagon shapes that look like a beehive pattern. Day 2 - Once paper is dry, students will cut out and glue honeybees onto background paper hanging on the wall. Students will observe the collaborative mural and give feedback about the steps they have used in creating the mural. Mrs Johnson will guide student discussion with feedback prompts.</p> <p>Lesson/Activity: Honey Bee Life Collaboration Mural Students will create prints of hexagon patterns to create a home for their honeybees. Day 2 - Students will cut out their own honey bees and glue them onto the background paper hanging on the wall. Students will discuss the process they used to create the bees and the background. Students will discuss how the bee project is connected to Black History Month by having a discussion about Entomologist Charles Henry Turner. For differentiation, students can add more or less hexagon patterns to the collaborative mural. Students may require assistance with scissors. Students can use markers or crayons to draw hexagon shapes onto the white paper.</p> <p>Vocabulary - entomologist, colors, lines, shapes, watercolors, printmaking, patterns</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.1.a Generate individual and group ideas in response to visual images and personal experiences VA1.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. VA1.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy VA1.RE.1.a Use a variety of strategies for art criticism VA1.RE.1.b Explain how selected elements of art are used in works of art to convey meaning VA1.RE.1.c Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings VA1.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. VA1.CN.1.a Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. VA1.CN.1.c Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators). VA1.CN.3 Develop life skills through the study and</p>

	<p>production of art (e.g. collaboration, creativity, critical thinking, communication). LT: I can recognize the connection of my artwork to artwork of different cultures, recognizing how each culture adds value to art. I can create unity by connecting my quilt block to my peers' quilt blocks for a collaborative mural. I can use feedback prompts to critique my classmates' art.</p> <p>SC: I do (modeling) show students how to use repetition with patterns to create rhythm and movement in their quilt blocks as they are finishing their pieces if they need guidance. We do (guided practice) As students are completing their art projects, students who have finished will work with students that still need to finish to help them finalize their pieces. Teacher will walk around and offer assistance to students who need extra help. You do (independent practice) Students finish their quilt blocks and choose the background colors. Students will hang quilts for class critique. After critique, students work in collaboration to create class mural. Lesson/Activity: Gee's Bend Quilt Blocks collaborative mural/ Students will answer pre-question about how they used rhythm and movement to create repetition with patterns in their quilts. Students will also answer questions about the Gee's Bend quilters and their role in creating unity in their community. How did the Civil Rights Movement inspire artists to create the quilts? What is something positive that happened from making the quilts? Students who have completed their quilt blocks will choose and attach background colors and will pin their quilt blocks on gallery string for class feedback. Then, students will use feedback prompts to write down positive things to say about classmates' quilts. If time permits, students will offer help to students who are still working on quilt blocks. Help can be cutting scraps or suggesting ideas. Day 1 or day 2 - Once all students have completed quilt blocks and attached them to background color, students will hang on gallery wall for peer feedback. Students will use feedback prompts to give positive feedback noting how peers used rhythm, movement, and repetition in their art. Students will also offer suggestions for how to use rhythm, movement, and repetition to create the patterns, using nice words to critique. After critique, we will piece together each person's quilt block to make a collaborative class quilt. For differentiation, students who have finished their quilt blocks can help students who need extra time by suggesting scrap pieces, helping to cut scrap pieces, and seeing if they need extra time by suggesting scrap pieces, helping to cut scrap pieces, and seeing if they need ideas about placing the scrap paper onto their art. Students will choose background colors and each student will work together to place individual quilt blocks to make one collaborative quilt mural.</p> <p>Vocabulary - quilt, repetition, unity, rhythm, movement, patterns, collaboration, mural</p>
<p><b>2nd</b></p>	<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.1.a Generate individual and group ideas in response to visual images and personal experiences. VA2.PR.1 Participate in appropriate exhibition(s) of works of art to develop identity of self as artist. VA2.RE.1 Discuss personal works of art and the artwork of others to enhance visual literacy.VA2.RE.1.a Use a variety of strategies for art criticism VA2.RE.1.b Demonstrate an appreciation for art and art making processes by communicating thoughts and feelings. VA2.RE.1.c Use art terminology with emphasis on selected elements and principles of art. VA2.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.VA2.CN.1.a Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artistsVA2.CN.1.d Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators). VA2.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication). LT: I can</p>

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