

Art Lesson Plans March 24 - 28
[GA Visual Arts Standards](#)

Kindergarten	<p>Recycled Art Jewelry</p> <p>Learning Objective: Students will learn about sustainability, repurposing, upcycling, and recycling in art. Students will use recycled materials to make “jewelry”. Students will apply design elements and color theory. Students will present jewelry in a fashion parade or jewelry shop. Students will discuss and reflect with peers about the choices they made in their jewelry creation.</p> <p>Standards VAK.RE.1d Use a variety of strategies to discuss and reflect on personal works of art and the work of peers. VAK.CR.4c Create three-dimensional composition using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry). VAK.CR4 Understand and apply media, techniques, and processes of three-dimensional art. VA.K.PR.1 Participate in appropriate exhibitions of works of art to develop identity of self as an artist.</p> <p>Lesson/Activity: Students will read “I Stink” by Kate and Jim McMullan. We will talk about trash, sustainability, repurposing, upcycling, and recycling. Students will discuss how to use these concepts in art and how someone’s trash can be someone else’s treasure. Next, students will create a magazine bead necklace using magazine pieces to make beads and thread with string. Students will also create button pendants and use buttons and pipe cleaners to create a variety of sculptural forms. Consider how the elements of art, including color, can be used in the design. Class fashion show to show off new jewelry.</p> <p>Differentiation: Some students may want to use pipe cleaners for beading or ribbon, or strings. Students have choices in other materials too.</p> <p>Vocabulary: sustainable, upcycle, recycle, color theory, exhibition</p>
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	<p>apply design elements and color theory. Students will present jewelry in a fashion parade or jewelry shop. Students will discuss and reflect with peers about the choices they made in their jewelry creation.</p> <p>Standards: VA1.RE.1d Use a variety of strategies to discuss and reflect on personal works of art and the work of peers. VA1.CR.4c Create three-dimensional composition using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry). VA1.CR4 Understand and apply media, techniques, and processes of three-dimensional art. VA1..PR.1 Participate in appropriate exhibitions of works of art to develop identity of self as artist.</p> <p>Lesson/Activity:. Students will read “I Stink” by Kate and Jim McMullan. We will talk about trash, sustainability, repurposing, upcycling, and recycling. Students will discuss how to use these concepts in art and how someone’s trash can be someone else’s treasure. Next, students will create a magazine bead necklace using magazine pieces to make beads and thread with string. Students will also create button pendants and use buttons and pipe cleaners to create a variety of sculptural forms. Consider how the elements of art, including color, can be used in the design. Class fashion show to show off new jewelry.</p> <p>Differentiation Some students may want to use pipe cleaners for beading or ribbon, or strings. Students have choices in other materials too.</p> <p>Vocabulary: sustainable, upcycle, recycle, color theory, exhibition</p>
2nd	<p>Recycled Art Jewelry</p> <p>Learning Objective:Students will learn about sustainability, repurposing, upcycling, and recycling in art. Students will use recycled materials to make “jewelry”. Students will apply design elements and color theory. Students will present jewelry in a fashion parade or jewelry shop. Students will discuss and reflect with peers about the choices they made in their jewelry creation.</p> <p>Standards: VA2.RE.1d Use a variety of strategies to discuss and reflect on personal works of art and the work of peers. VA2.CR.4c Create three-dimensional</p>

	<p>composition using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry).</p> <p>VA2.CR4 Understand and apply media, techniques, and processes of three-dimensional art. VA2..PR.1 Participate in appropriate exhibitions of works of art to develop identity of self as artist.</p> <p>Lesson/Activity: Students will read “I Stink” by Kate and Jim McMullan. We will talk about trash, sustainability, repurposing, upcycling, and recycling. Students will discuss how to use these concepts in art and how someone’s trash can be someone else’s treasure. Next, students will create a magazine bead necklace using magazine pieces to make beads and thread with string. Students will also create button pendants and use buttons and pipe cleaners to create a variety of sculptural forms. Consider how the elements of art, including color, can be used in the design. Class fashion show to show off new jewelry.</p> <p>Differentiation: Some students may want to use pipe cleaners for beading or ribbon, or strings. Students have choices in other materials too.</p> <p>Vocabulary: sustainable, upcycle, recycle, color theory, exhibition</p>
3rd	<p>Recycled ArtSpace Triorama</p> <p>Learning Objective: Students will investigate the spaces where artworks can be viewed and consider the types of experiences they provide. Students will collaboratively analyze one specific exhibit space and will individually create an idea for artwork that could be included in the explored space. Students will create a triorama of the space and a miniature version of the artwork they would like to add to the space. Students will then write an artist statement explaining their work and its contribution to the space.</p> <p>Standards: <u>VA3.PR.1 Plan and participate in appropriate exhibitions of works of art to develop identify of self as artist.</u> <u>VA3.CR.1a Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</u> <u>VA3.CR.3c Combine materials in creative ways to make works of art (e.g. mixed media, collage, available technology).</u></p>

	<p>Lesson/Activity: Students will explore art spaces and discuss museums, websites, homes, etc. We will tour art spaces together as a class and discuss with <i>Investigate Art Spaces</i> worksheet. Students will break into small groups to brainstorm different art spaces and how to create a space for art. Individually, students will use ideas from the group to create their own art space triorama complete with mini artworks.</p> <p>Differentiation: Work in pairs or small groups to create triorama & miniature art. Provide support for selecting materials needed to complete sketched designs. Provide choice in reflection - handwritten, spoken, visual journal, etc.</p> <p>Vocabulary: art gallery, art museum, exhibition, mixed media, collage, triorama, collaboration</p>
4th	<p>Recycled Art Space Triorama</p> <p>Learning Objective: Students will investigate the spaces where artworks can be viewed and consider the types of experiences they provide. Students will collaboratively analyze one specific exhibit space and will individually create an idea for artwork that could be included in the explored space. Students will create a triorama of the space and a miniature version of the artwork they would like to add to the space. Students will then write an artist statement explaining their work and its contribution to the space.</p> <p>Standards: <u>VA4.PR.1 Plan and participate in appropriate exhibitions of works of art to develop identify of self as artist.</u> <u>VA4.CR.1a Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.</u> <u>VA4.CR.3c Combine materials in creative ways to make works of art (e.g. mixed media, collage, available technology).</u></p> <p>Lesson/Activity: Students will explore art spaces and discuss museums, websites, homes, etc. We will tour art spaces together as a class and discuss with <i>Investigate Art Spaces</i> worksheet. Students will break into small groups to brainstorm different art spaces and how to create a space for art. Individually, students will use ideas from the group to create their own art space triorama complete with mini artworks.</p>

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5th	<p>Recycled Art Space Triorama</p> <p>Learning Objective: Students will investigate the spaces where artworks can be viewed and consider the types of experiences they provide. Students will collaboratively analyze one specific exhibit space and will individually create an idea for artwork that could be included in the explored space. Students will create a triorama of the space and a miniature version of the artwork they would like to add to the space. Students will then write an artist statement explaining their work and its contribution to the space.</p> <p>Standards: <u>VA5.PR.1 Plan and participate in appropriate exhibitions of works of art to develop identify of self as artist. VA5.CR.1a Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images. VA5.CR.3c Combine materials in creative ways to make works of art (e.g. mixed media, collage, available technology).</u></p> <p>Lesson/Activity: Lesson/Activity: Students will explore art spaces and discuss museums, websites, homes, etc. We will tour art spaces together as a class and discuss with <i>Investigate Art Spaces</i> worksheet. Students will break into small groups to brainstorm different art spaces and how to create a space for art. Individually, students will use ideas from the group to create their own art space triorama complete with mini artworks.</p> <p>Differentiation: Work in pairs or small groups to create triorama & miniature art. Provide support for selecting materials needed to complete sketched designs. Provide choice in reflection - handwritten, spoken, visual journal, etc.</p> <p>Vocabulary: art gallery, art museum, exhibition, mixed media, collage, triorama, collaboration</p>