

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Blot Picture</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Color Objective: Students will create a unique print by using glue and food coloring.	Line* Color* Shape/Form Texture* Value Space*	Emphasis Contrast Unity Balance Rhythm Movement* Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: *Mouse Paint* (book), primary and secondary color chart

Materials: paper, glue, food coloring
(finished dry print can be cut and used in future collage projects)

Vocabulary: prints, primary/secondary color, images, abstract

Procedures:

1. Students will discuss primary and secondary colors. Students will also discuss images that can appear from spilled glue, clouds, etc.
2. Students will use the glue and drizzle generously on one half of their paper and fold. Then they will put 2 drops from each food coloring bottle onto the glue and fold again.

Critique: In small groups, discuss colors made in printing process, what images they see in their prints and how it makes them feel.

Assessment:

- Composition: use of whole page
- Recognize primary colors
- Recognize secondary colors

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Clowning Around</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Shape Objective: Students will use different media, techniques, and processes to create a fun clown.	Line Color Shape/Form* Texture* Value Space*	Emphasis* Contrast Unity Balance Rhythm Movement Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: photos of clowns

Materials: paper plates, brightly colored paint, crazy shaped buttons, construction paper, yarn, foam, textured scissors, pom-poms, sequins, tissue paper, white glue

Vocabulary: texture, mixed media, geometric shapes

Procedures:

1. Have students paint the plate with a fun bright color – let dry.
2. Use the textured scissors to cut out a large fun shaped hat, bow tie, and facial features from construction paper.
3. Use all the mixed media supplies to decorate the face, hair, hat, and bow tie.
4. Have students cut streamers to hang from the bottom of the bow tie.

Critique: Display and discuss the shapes, colors, and differences of each clown.

Assessment:

- Use of shapes
- Use of colors
- Neatness
- Creative clown face

Art Lesson Plan

Title: Colorful Caterpillar

Grade Level: Kindergarten 1st Nine Weeks

Concept: Color

Objective: Students will be making a caterpillar on the grass and demonstrating knowledge of texture using primary and secondary colors through mixed media process.

Elements

Line*
Color*
Shape/Form*
Texture*
Value*
Space*

Principles

Emphasis*
Contrast*
Unity
Balance*
Rhythm
Proportion*
Repetition/Pattern*

Sunshine State Standards

Skills & Techniques Creation & Communication Cultural & Historical Aesthetic & Critical Application to Life

VA.A.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Eric Carle's *Very Hungry Caterpillar* (book/video), examples of Elements and Principles of Design, Color wheel

Materials: 12" x 18", 12" x 8" and 6" x 18" white paper, 4" x 6" tan paper, crayons, toilet paper rolls, tempera paint (white, red, yellow), q-tips, texture rubbing plates or textured materials around the classroom, water color paints

Vocabulary: measuring, stamping, crayon resist, primary and secondary colors and texture rubbings, vertical and horizontal

Procedures (3 days)

Day 1

1. Pass by 6" x 18" paper, fold in half and draw a curved line on the open side. Draw a wavy line toward the folded side.
2. Cut out on the pencil line. Open the paper is symmetric (same on both sides).
3. Use hand as measuring device, placed entire hand at end of paper and draw a vertical line at the end of you hand creating a section. Draw 5 vertical lines creating 6 sections.
4. Alternate each section with a texture rubbing color each section using only primary colors. In the other alternating sections use secondary colored crayons to draw repeating shapes.

Day 2

1. Pass out 12" x 18" drawing paper and draw a horizon line on the bottom of the paper draw blades of grass using dark and light green and yellow.
2. Paint or color with crayon the sky.
3. With watercolors paint the unfinished wavy body with secondary colors over the secondary shapes in crayon.
4. Paint over the grass using crayon resist. Use green paint.

Day 3

1. Pass out tan paper. Cut out an oval for the head and draw a fun face adding eyes, a nose, and a mouth.
2. Glue head on one side of the paper. Glue the wavy body on to complete the caterpillar.
3. Use red, yellow tempera paint with the Q-tip and paint flowers in the grass.
4. Use white tempera paint and the toilet paper rolls to print the clouds in the sky.

Critique: Display and discuss types of lines, shapes and texture.

Assessment:

Composition: use of whole page

Use of both primary and secondary color

Identify texture

Art Lesson Plan

Title: Full Figure Self Portrait

Grade Level: Kindergarten 3rd Nine Weeks

Concept: Contrast

Objective: Students will sketch a large version of a full figure self portrait comprised of simple geometric shapes.

Elements

Line*
 Color
 Shape/Form*
 Texture
 Value
 Space*

Principles

Emphasis*
 Contrast*
 Unity
 Balance*
 Rhythm
 Proportion
 Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: print of Ancient Egyptian figures standing

Materials: drawing paper, crayons or oil pastels

Vocabulary: head, neck, torso, limbs (arms, legs), balance (symmetry)

Procedures:

1. Display and discuss the Egyptian print. Chant the old song as you point “The head bone is connected to the neck bone, the neck bone is connected to the torso...” Emphasize the importance of the human figure in art since the beginning of time.
2. Demonstrate the starting place for sketching a full figure that fills the paper.
3. Encourage students to add creative details for hair, hats, facial feature, clothing patterns and the background.

Critique: In pairs, each student holds up their portrait and views each other for proportion, details and contrasts how different shapes and textures are used on the human body.

Assessment:

- Composition: use of whole page
- Proportion of head to toe, arms and legs to torso
- Creativity of added details
- Use of contrast

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Geometric Jack</u> Grade Level: Kindergarten <u>4th</u> Nine Weeks Concept: Balance Objective: Students will use straight, curved, and angled lines to create a toy.	Line* Color* Shape*/Form Texture Value Space	Emphasis Contrast Unity Balance* Rhythm Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: an assortment of brightly colored toys including a Jack in the Box; discuss toy designs as a field in commercial art

Materials: 12 x 18 drawing paper, markers, crayons

Vocabulary: straight, curved, angled

Procedures:

1. Teacher demonstrates basic shapes, defined by lines, in the toy.
2. Teacher shows examples with and without balance.
3. Students invent a toy using shapes with straight lines, some with curved lines, some with angled lines and balance.

Critique: Display and discuss the visual balance of student's toy.

Assessment:

- Composition: use of whole page
- Use of lines
- Use of balance
- Neatness/good craftsmanship

Art Lesson Plan

Title: Go In and Go Out Basket

Grade Level: Kindergarten 2nd Nine

Weeks

Concept: Texture

Objective: Students will demonstrate ability to weave by alternating the direction each time.

Elements

Line*

Color*

Shape/Form

Texture*

Value

Space*

Principles

Emphasis

Contrast*

Unity*

Balance

Rhythm

Proportion

Repetition/Pattern*

Sunshine State Standards

Skills & Techniques Creation & Communication Cultural & Historical Aesthetic & Critical Application to Life

VA.A.1.1.1*

VA.B.1.1.1.*

VA.C.1.1.1*

VA.D.1.1.1*

VA.E.1.1.1*

VA.A.1.1.2*

VA.B.1.1.2*

VA.C.1.1.2

VA.D.1.1.2

VA.E.1.1.2

VA.A.1.1.3*

VA.B.1.1.3*

VA.D.1.1.3

VA.E.1.1.3

VA.A.1.1.4*

VA.B.1.1.4*

Resources: Hopi Native American basket print, American baskets, Internet images of Native American baskets

Materials: strawberry baskets (get donated by grocery store or collect as requested), yarn, crepe paper, ribbon (cut into 1 ft. lengths)

Vocabulary: weave, -in, -out pattern, texture

Procedures

1. Display and discuss baskets (either real and/or images). Emphasize that people can create art that is beautiful and functional.
2. Demonstrate the weaving technique and let the student begin weaving by pushing the end of the ribbon into the first opening on the bottom and thread out of the next section, continue to alternate the process until the basket is complete.

Critique: Display and discuss the texture of completed baskets.

Assessment:

Demonstrates weaving skill
Good craftsmanship
Use of texture and/or pattern

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Henrietta</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Line Objective: Students will demonstrate and recognize different lines by drawing their own hen.	Line* Color Shape/Form* Texture* Value Space*	Emphasis* Contrast* Unity Balance Rhythm Movement Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: *Rosie’s Walk* (book), music: *Six Little Ducks*, *The Little Red Hen* (story, song), *The Chicken Dance*, examples of thin and thick lines.

Materials: drawing paper, thick and thin drawing pens (black), pencil and eraser.

Vocabulary: thick line, thin line, focal point, background, foreground, detail

Procedures:

1. Discuss the different lines that can be seen in Rosie’s feathers in the story of Rosie’s Walk. Talk about the focal point of the pictures. Discuss the whole picture foreground and background.
2. On drawing paper, have the students use a wide-tip pen and a fine tip pen for drawing the lines. Emphasis on the space on the paper and have the students plan where and what size the hen should be.
3. Start by drawing the letter “U” for the body. Add different lines inside the “U” for textured feathers.
4. Establish a horizon line between the feet and the body.
5. Add background detail – trees, farmhouses, hills etc.

Critique: Display and discuss the focal point and lines in each artwork.

Assessment:

- Composition: use of whole page
- Use of line: thick/thin
- Neatness

Art Lesson Plan	Elements	Principles
Title: <u>Luscious Lollipops</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Lines, pattern shapes in radial design Objective: Students will be using radial design, primary and secondary colors to create a 2-sided lollipop with crayon resist with a special surprise in the middle.	Line* Color* Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

Sunshine State Standards				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1
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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: *My Luscious Lollipops* (book)

Materials: my _____ lollipop tags, craftsticks, crayons, watercolor paints
(fill in adjective)

Vocabulary: pattern, crayon resist, line, radial design

Procedures:

1. Students will discuss types of lines. Teacher puts A - B columns with each on the board.
2. Talk about patterns. A - B A = Line B = Shape
3. Introduce radial design. Explain how to turn paper as you draw around the center.
4. Students trace circular pattern onto white construction paper then cut out circle while teacher reads *My Luscious Lollipop* and talks about descriptive words (adjectives).
5. On one side of circle use primary colors (red, yellow, blue) to create an A – B radial pattern in center draw your special surprise (skates, bike, etc.). Next side name on very edge then radial design secondary colors
6. Each side will be painted primary side orange. Secondary side yellow.
7. My _____ lollipop tags need to be filled in with a descriptive word. Glue onto craftstick.

Critique: In small groups, display and discuss the pattern in the lollipop around the center.

Assessment:

- Use of pattern
- Use of line
- Neatness, theme (in center)

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Monet Lily Pads with Bridge</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Line Objective: Student will cut and glue straight and angled lines to design a bridge with water plants under it.	Line* Color* Shape*/Form Texture Value Space*	Emphasis Contrast* Unity* Balance Rhythm Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3*	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Print of Monet's *Bridge Over Pool of Water Lilies* (Bridge images from Internet)
Linnea in Monet's Garden (Book/Video)

Materials: 9 x 12 or 12 x 18 construction paper, scissors, glue, paper scraps

Vocabulary: contrast, nature (water lilies) with man-made (bridge)
 subdued color of background with bright lily color

Procedures:

1. Student cuts many small strips of line color of scrap paper and glues them to background paper to form a type of bridge.
2. The student cuts and glues multi-colored water lilies in foreground.

Critique: Display and discuss lines in artwork then imagine what kind of creature will cross their bridge.

Assessment:
 Composition: use of whole page
 Use of line
 Neatness

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Nature Up Close</u> Grade Level: Kindergarten <u>2nd</u> Nine Weeks Concept: Pattern Objective: Student will design a leafy background by texture rubbing over leaves and create a focal point by cutting and giving a bug design.	Line Color Shape/Form Texture* Value Space*	Emphasis* Contrast Unity Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2*	VA.D.1.1.2*	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Internet images from movie *A Bug's Life*, pictures of leaves and plant life

Materials: unwrapped crayons, 12 x 18 or 9 x 12 drawing paper, scissors, glue, leaves, scrap paper

Vocabulary: leaves, leaf veins, focus, emphasis, rhythm, repetition, overlapping

Procedures:

1. Demonstrate a texture rubbing by placing the paper over a leaf, and rubbing unwrapped crayon "rub over" many times.
2. Students will create a pattern of leaves, filling their paper with leaf texture rubbings.
3. Then create a focal point by drawing, cutting out and gluing a unique bug shape in an off center place on leaf rubbings.
4. Tie in literacy by writing a short poem or cinquain (on overhead) about the bug in leaves.

Critique: In small groups, display and discuss patterns in their leaf rubbings.

Assessment:

Composition: use of whole page
 Use of pattern
 Identify the focal point
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Overlapping with Colors and Shapes</u> Grade Level: Kindergarten <u>1st</u> Nine Weeks Concept: Shape Objective: Students will be drawing overlapping shapes that represent primary and secondary colors, and introduced to line patterns (AB) for a background.	Line* Color* Shape/Form* Texture Value Space*	Emphasis Contrast Unity Balance* Rhythm Proportion* Repetition/Pattern*

<u>Sunshine State Standards</u>				
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VA.A.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1*
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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: line chart, color wheel, and shape chart, *Mouse Paint* (book)

Materials: drawing paper, crayons, color missing manipulatives (vellum in primary colors or water and primary colored food coloring)

Vocabulary: circle, square, triangle, rectangle, heart and diamond, curvy lines, zig zag line, straight lines, patterns (AB), overlapping, diagonal line

Procedures:

1. Demonstrate mixing primary colors to make the secondary colors.
2. Emphasis on direction of lines (diagonal), begin at the top left hand corner of the paper and draw a circle in yellow, overlap a red square. Overlap a blue triangle on the red square. And continue on down with a yellow rectangle, red diamond and a blue heart.
3. Recognize the secondary colors that the crayon made when they overlap.
4. Complete abstract design by adding radiating line in an AB pattern at an angle.

Critique: Display and discuss with students the lines, colors, and shapes used to create their abstract artwork.

Assessment:

Composition: use of whole page
 Shape and color recognition
 Neatness

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Paul Klee</u> Grade Level: Kindergarten <u>4th</u> Nine Weeks Concept: Emphasis Objective: Students will create an abstract face painting using geometric shapes.	Line Color* Shape/Form* Texture Value Space*	Emphasis* Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: elements and principles of design, Paul Klee’s artwork

Materials: drawing paper, crayons, paint brush, warm colored wash (watered down tempera paint) or create with chalk as a different medium

Vocabulary: abstract, portraits, crayon resist

Procedures:

1. Discuss artwork. Have students recognize shapes and faces and what is emphasized in different faces.
2. Draw a face and color in the shapes by pressing hard with the crayons. Some areas are left white and some are colored with white.
3. Then a quick wash of a warm or cool color is applied over the entire area.

Critique: Display and critique abstract faces recognizing geometric shapes.

Assessment:

- Composition: use of whole page
- Use of emphasis
- Use of shapes in abstract face
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
<p>Title: <u>Picasso Cubistic Collage</u></p> <p>Grade Level: Kindergarten <u>3rd</u> Nine Weeks</p> <p>Concept: Emphasis</p> <p>Objective: In a Cubistic design, students will produce a cut paper collage out of scrape paper or wallpaper of a person doing some kind of activity.</p>	<p>Line</p> <p>Color</p> <p>Shape/Form*</p> <p>Texture</p> <p>Value</p> <p>Space*</p>	<p>Emphasis*</p> <p>Contrast</p> <p>Unity</p> <p>Balance*</p> <p>Rhythm</p> <p>Proportion</p> <p>Repetition/Pattern</p>

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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Picasso prints demonstrating Cubism

Materials: scraps of paper, 9x12 any colored construction paper, wallpaper samples, scissors/glue

Vocabulary: cubism, Picasso, collage, free-form shapes, overlapping

Procedures:

1. Discuss Picasso and the Cubistic style.
2. Describe and demonstrate collage technique.
3. Students will glue the scrap paper to make a person “doing an activity” (painting, running) using the cut shapes with overlapping.

Critique: In pairs, discuss the emphasis in each other’s Cubistic collage.

Assessment:

- Composition: use of whole page
- Neatness (gluing and cutting)
- Use of emphasis
- Use of geometric and freeform shape

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Pinch Pots</u> Grade Level: Kindergarten <u>4th</u> Nine Weeks Concept: Balance Objective: Students will demonstrate the use of clay techniques when creating a pinch pot.	Line* Color Shape/Form* Texture* Value Space	Emphasis Contrast Unity Balance* Rhythm Proportion Repetition/Pattern

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<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: examples of clay pots

Materials: clay, clay tools, green boards, day 2 – glaze, brushes

Vocabulary: pinch pot, smooth, form, texture, mold, wedge

Procedures:

1. Roll clay into a ball.
2. Place thumb in center of ball.
3. Pinch with fingers and thumb to expand walls to build a well-balanced pot.
4. Decorate pot with clay tool using lines, creating a balance design around pot.
5. Bisque fire then glaze and fire again.
6. Tie in literacy by creating a flow chart describing how the clay changes its form in each process of drying and firing.

Critique: In small groups, identify and discuss the balance of their pinch pot designs.

Assessment:

Use of balance in line designs
 Neatness/good craftsmanship
 Well glazed

Art Lesson Plan

Title: Planets, Bouncing Balls or Bubbles

Grade Level: Kindergarten 2nd Nine

Weeks

Concept: Space

Objective: Students will create a block print inspired by Kandinsky's *Several Circles*.

Elements

Line

Color*

Shape/Form*

Texture

Value

Space*

Principles

Emphasis

Contrast

Unity*

Balance*

Rhythm*

Proportion

Repetition/Pattern*

Sunshine State Standards

Skills & Techniques Creation & Communication Cultural & Historical Aesthetic & Critical Application to Life

VA.A.1.1.1*

VA.B.1.1.1.*

VA.C.1.1.1*

VA.D.1.1.1*

VA.E.1.1.1*

VA.A.1.1.2*

VA.B.1.1.2*

VA.C.1.1.2

VA.D.1.1.2

VA.E.1.1.2*

VA.A.1.1.3*

VA.B.1.1.3*

VA.D.1.1.3

VA.E.1.1.3*

VA.A.1.1.4

VA.B.1.1.4

Resources: Wassily Kandinsky's *Several Circles*

Materials: large print of "several circles", tempera paint, recycled plastic bottles

Vocabulary: stamp, print, overlapping, balance, rhythm

Procedures

1. Display and mention "abstract" when you discuss Kandinsky print. Ask students to describe what they perceive in the abstract work of art.
2. Demonstrate the process of dipping only the bottom of the bottles into the paint, pause for a few seconds to allow drips to fall back into the tray, then stamp the painted bottle rim onto the paper.
3. Place a different tint or shade of paint in a shallow pool in a Styrofoam tray on each table. Instruct students to pinch sides of paper and walk from table to table to stamp print a variety of sizes and colors of circle. Emphasize space, balance, and rhythm in choosing where to place each circle shape.

Critique: Display and discuss looking for balance, overlapping shapes, and space.

Assessment:

Composition: use of whole page

Show overlapping

Show balance, rhythm and space

Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Round Balloon, Square Buildings</u> Grade Level: Kindergarten <u>3rd</u> Nine Weeks Concept: Contrast Objective: Student will paint round shapes and square shapes.	Line Color Shape/Form* Texture Value Space*	Emphasis Contrast* Unity Balance* Rhythm Proportion Repetition/Pattern

Sunshine State Standards				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1*
VA.A.1.1.2	VA.B.1.1.2	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Paul Klee's *Red Balloon*

Materials: paper, paint, paintbrushes

Vocabulary: contrast round balloon with square buildings (hot air balloon, skyscraper [tall building])

Procedures: Student paints round balloons with square baskets under each on upper half of paper, square and rectangular buildings on lower half.

Critique: Display and discuss round top (curved lines), square on bottom (angled lines).

Assessment:

Composition: use of whole page

Use of contrast

Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Scaly Fish</u> Grade Level: Kindergarten <u>2nd</u> Nine Weeks Concept: Pattern Objective: Students will design a relief sculpture of a fish.	Line* Color* Shape/*Form Texture* Value Space	Emphasis* Contrast* Unity Balance Rhythm Proportion* Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.1.1*	VA.B.1.1.1.*	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Albert Durer's *Rhino*, pictures of fish

Materials: clay (25 lbs. per class), plastic mats, craft sticks, marker lids, glaze, brushes

Vocabulary: scales, fins, gills, clay, glaze, fire, bisque, kiln

Procedures: (2 classes)

1. Display on a monitor or download to a printer the image of a rhinoceros by A Durer. Point out the intense amount of visual interest that the artist depicted on the animal's body. Ask students how it would feel to pet the rhino.
2. Distribute plastic mats and rectangular cubes of wet clay to each student. Instruct students to gently pat the thick slab of clay to flatten it.
3. Instruct students to pinch the slab, then pat to flatten the pinched area, pinch area, pinch then pat, repeat.
4. Instruct students to use craftsticks to press scale pattern onto surface of fish, to cut wedge from tail, to open mouth. use marker top to create eye.
5. Students may pinch fins from top and bottom of fish.
6. Store fish with child's name etched on back. Fire in kiln after one week of drying on shelf.
7. Allow students to glaze one side of fish, encouraging students to wiggle brush way down into each deep scale impression.
8. Mount fish on mattboard scraps to display.

Critique: Display and discuss patterns in each fish.

Assessment:

- Well crafted shape
- Use of pattern and texture
- Well glazed

Art Lesson Plan

Title: Teepee Perspective

Grade Level: Kindergarten 2nd Nine Weeks

Concept: Space

Objective: Students will draw a perspective drawing of teepees.

Elements

Line*

Color

Shape/Form*

Texture*

Value

Space*

Principles

Emphasis*

Contrast

Unity

Balance

Rhythm

Proportion*

Repetition/Pattern*

Sunshine State Standards

Skills & Techniques Creation & Communication Cultural & Historical Aesthetic & Critical Application to Life

VA.A.1.1.1*

VA.B.1.1.1.*

VA.C.1.1.1*

VA.D.1.1.1*

VA.E.1.1.1*

VA.A.1.1.2*

VA.B.1.1.2*

VA.C.1.1.2

VA.D.1.1.2

VA.E.1.1.2

VA.A.1.1.3*

VA.B.1.1.3*

VA.D.1.1.3

VA.E.1.1.3

VA.A.1.1.4*

VA.B.1.1.4*

Resources: Indian prints, *Indian Paint Brush* (book) *Tommy*, any type of print that demonstrate foreground, middle ground and back ground (i.e. Wyeth's *Christina's World*)

Materials: white construction paper, pencils, markers and crayons

Vocabulary: horizon line, perspective, shapes, lines, foreground, middle ground and back ground

Procedures

1. Draw a horizon line across the drawing paper. Discuss how the line divides the sky and the ground.
2. Draw a small triangle on the horizon line (any where on the line)
3. Draw a second triangle below the horizon line and make it bigger than the small triangle.
4. Draw the third triangle at the bottom of the paper. Make it the largest triangle.
5. Discuss the placement of the triangle (foreground, middle ground, and back ground).
6. Draw mountains on the horizon line and create patterns within the 3 teepees.
7. Color different colors within the teepees using Indian designs and patterns. Outline in black marker.
8. Color the background.

Critique: Display and discuss perspective in the works.

Assessment:

Composition: use of whole page

Details in foreground, middleground and background

Use of Indian design and patterns

Identify what is far away and what is near

Art Lesson Plan

Title: Textured Animals

Grade Level: Kindergarten 2nd Nine Weeks

Concept: Texture

Objective: Students will draw a jungle animal as the focal point and color with textures.

Elements

Line*

Color*

Shape/Form*

Texture*

Value

Space*

Principles

Emphasis

Contrast

Unity

Balance

Rhythm

Proportion*

Repetition/Pattern*

Sunshine State Standards

Skills & Techniques Creation & Communication Cultural & Historical Aesthetic & Critical Application to Life

VA.A.1.1.1*

VA.B.1.1.1.*

VA.C.1.1.1*

VA.D.1.1.1*

VA.E.1.1.1*

VA.A.1.1.2*

VA.B.1.1.2*

VA.C.1.1.2

VA.D.1.1.2*

VA.E.1.1.2

VA.A.1.1.3*

VA.B.1.1.3

VA.D.1.1.3*

VA.E.1.1.3

VA.A.1.1.4*

VA.B.1.1.4

Resources: Rousseau prints, *National Geographic*

Materials: white paper, texture templates, crayons

Vocabulary: pattern, texture, original print vs. original

Procedures:

1. Students will study artwork from other artists and resources recognizing jungle animals and their natural environment.
2. Have students study similar shapes that can be used to create the animal of their choice.
3. Students will draw in pencil the animal, create a texture rubbing within the animal and use different colors and textures for each section. Outline each shape within the artwork.

Critique: Display and discuss the texture and shapes that created the animals.

Assessment:

Composition: use of whole page

Use of texture

Proportion of animal

Neatness/good craftsmanship