



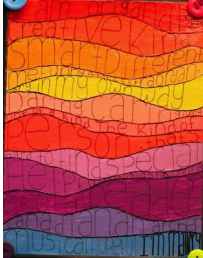
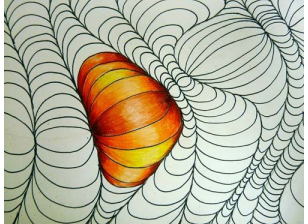


Week 2: September 8th ★ Line and Pattern

| | Y5 | K | 1 | 2 | 3 |
|----------------|--|--|--|---|---|
| Project | | Lines | The Longest Line | Line Giraffes | Stacked Shapes |
| Objective | X | Identify the basic elements of art. | Describe and create patterns and repetition in artwork. | Identify colors, shapes, lines, patterns, and textures and use appropriate vocab to describe subtle differences | Apply art elements and principles to create artwork. |
| I Can... | Learn the names of different lines and shapes. | Name and create 6 different types of lines. Use lines to create a work of art. | Combine variety of line, shape, and color to create an image. | Use a variety of line to create a pattern that describes the sound of music. | Transform shapes into 3D objects. Use a variety of patterns within my artwork. |
| Procedures | <p>Young 5's will do various activities to help learn the names of lines and shapes.</p> <p>Students will follow along to draw lines and shapes with the teacher.</p> <p>We will also read the book <i>Duck! Rabbit!</i> and find out how a shape can be more than one object.</p> | <p>Students will work together as a class to name all the different lines.</p> <ol style="list-style-type: none"> 1. Draw three different lines evenly spaced horizontally across the paper. 2. Draw three different lines vertically across the paper. 3. Paint each square using one of the PRIMARY colors. <p>This lesson introduces K students to line, spacing, directions, and colors.</p> |  <p>Review of line.</p> <ol style="list-style-type: none"> 1. Not lifting marker, draw a continuous line that create different patterns. 2. Trace 3 different shapes. <p>Review of color theory (primary, warm, cool colors).</p> <ol style="list-style-type: none"> 3. Color inside shapes using color theory. |  <p>Read <i>Giraffes Can't Dance</i>.</p> <p>Have students create different lines based on music, to be used later (connection to book)</p> <ol style="list-style-type: none"> 1. Step by step, drawing a giraffe 2. Divide paper, fill up with different line patterns 3. Trace with Sharpie 4. Paint |  <p>Discuss organic and geometric shapes</p> <ol style="list-style-type: none"> 1. follow step by step, drawing shapes as a "tower" 2. Transform shapes into 3D by adding shadows 3. Divide up paper and fill with patterns. 4. Trace with Sharpie |
| Assessment | Circulate and observe as students are working for understanding of steps. | | | | |
| Reteach | Students struggling with project will receive one-on-one clarification or work in small groups with Mrs. Murray. | | | | |
| Accommodations | Concepts are explained both verbally and visually, with slow and clear speaking. Extending wait time when asking questions. Allowing students to discuss projects with a neighbor. Hands on demonstrations illustrate the work that needs to be done in class. | | | | |

| | 4 | 5 | 6 | Media Arts | Skills & Drills |
|----------------|--|--|--|--|---|
| Project | Crazy Hair | Name Kaleidoscope | "I Am" | Photography | Line tunnels |
| Objective | Draw human faces and forms with accurate proportions. | Apply art elements to create artworks. | Create artworks to communicate ideas, personal experiences, and expression | Analyze artworks for elements of art and design principles, art techniques, and media and describe using appropriate vocab | Use techniques such as distortion, exaggeration, and optical illusion |
| I Can... | Draw accurate facial proportions. Use a variety of lines and patterns within my artwork. | Create a radial design using my own name. | Create a word picture in the style of Paul Klee, using words that describe me. | Describe what makes a good composition using the rule of 3rds. | Create Op Art piece using a variety of line, line widths, and rhythm. |
| Procedures | <p>Talk about crazy hair days.</p> <p>Discuss facial proportions.</p> <ol style="list-style-type: none"> Step by step, draw a face. Show students how to divide rest of paper from head to create "crazy hair" (or beard!) strands. Fill hair strands with patterns. Outline in Sharpie. |  <p>Talk about radial symmetry, block/bubble letters.</p> <ol style="list-style-type: none"> Draw name in a triangle shape. Repeat shape (repetition) in each corner of the square, to create a radial design. Outline in sharpie. Use bright colors to resemble a kaleidoscope. |  <p>Talk about emotion in art and how it can be shown using line and color.</p> <ol style="list-style-type: none"> Students will write down a response to "I am..." Students will divide paper up with wavy, zigzag, or straight lines. Transfer "I am" response to artwork, filling between lines. Paint using expressive colors. | <p>We will look through and analyze the photos students took during the scavenger hunt for strengths and weaknesses.</p> <p>We will talk about what composition is, and what makes a good and band composition.</p> <p>Students will be introduced to the rule of thirds.</p> <p><u>Assignment</u>: Take 3 photos with 3 different compositions using the rule of thirds.</p> |  <p><u>Do now</u>: create one blind contour drawing in sketchbook.</p> <p>Students will continue their line project.</p> <p>We will discuss Op Art and what makes it so interesting.</p> <p>Students will analyze their projects for line variety and make necessary changes.</p> |
| Assessment | Circulate and observe as students are working for understanding of steps. | | | | |
| Reteach | Students struggling with project will receive one-on-one clarification or work in small groups with Mrs. Murray. | | | | |
| Accommodations | Concepts are explained both verbally and visually, with slow and clear speaking. Extending wait time when asking questions. Allowing students to discuss projects with a neighbor. Hands on demonstrations illustrate the work that needs to be done in class. | | | | |