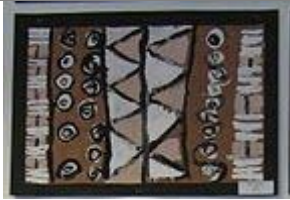







Week 3: September 15th ★ Line and Pattern Continued...

	Y5	K	1	2	3
<i>Project</i>		Lines	African Mud Cloth	Line Giraffes	Stacked Shapes
<i>Objective</i>	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>I Can...</i>	Learn the names of different lines and shapes.	Name and create 6 different types of lines. Use lines to create a work of art.	Use line, pattern, and shape to create an African mud cloth design.	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.
<i>Procedures</i>	<p>We will continue our talk on Shapes and do activities to help with small motor skills.</p> <p>Students will take a shape stencil and trace onto paper. They need to trace 3 different shapes.</p> <p>We will fill our shapes with different types of lines.</p>	<p>Students will learn how to properly use paintbrushes and paint. Demonstration.</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 (let colors bleed and blend so the students can see what happens) <p>This lesson introduces K students to line, spacing, directions, and colors.</p>	 <p>We will talk about the location of and art of Africa. We will discuss African mud cloths, their purpose, their creation, and their design.</p> <p>Students will get their sheet of construction paper (Brown). They will fold it 4 time to create different sections. Draw patterns in pencil, then crayon.</p>	 <p>Review <i>Giraffes Can't Dance</i> (connection to Moral Focus: perseverance, encouragement)</p> <p>Students will add paint to their drawings from last week. We will review painting procedures.</p>	 <p>Review organic and geometric shapes</p> <p>Students will divide up background and fill with patterns. Trace with Sharpie</p> <p>Students will then choose warm, cool, or primary markers for their shapes.</p>
<i>Assessment</i>	Circulate and observe as students are working for understanding of steps.				
<i>Reteach</i>	Students struggling with project will receive one-on-one clarification or work in small groups with Mrs. Murray.				
<i>Accommodations</i>	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
<i>Project</i>	Crazy Hair	Name Kaleidoscope	"I Am"	Photography	Line tunnels
<i>Objective</i>	Draw human faces and forms with accurate proportions.	Apply art elements to create artworks.	Create artworks to communicate ideas, personal experiences, and expression	Create artworks using multiple point perspective to give the illusion of depth.	Use techniques such as distortion, exaggeration, and optical illusion
<i>I Can...</i>	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.	Utilize forced perspective to give the illusion of skewed perspective and optical illusion.	Create Op Art piece using a variety of line, line widths, and rhythm.
<i>Procedures</i>	<p>Review facial proportions, line and pattern.</p> <p>Students will continue to work on their artwork. We will discuss monochromatic color scheme. They will use water colors to create a monochromatic color scheme on their drawing.</p>	 <p>Review radial symmetry and process of artwork.</p> <p>Discuss color theory (monochromatic, rainbow, primary, complimentary, warm, cool)</p> <p>Use bright color scheme to resemble a kaleidoscope.</p>	 <p>Review last week's process. Students will continue with their "I am" artwork.</p> <p>Review painting procedures.</p> <p>Allow students to paint their art.</p>	<p>We will be working on a forced perspective photo. This will be a group project. Students will need to take 3 successful forced perspective photos, and edit them for the final images.</p> <p>(If they finish, we will move on to talking about photo essays)</p>	 <p>Do now: create one blind contour drawing in sketchbook.</p> <p>Continue project. Students will choose a color scheme and use shading to add interest to their composition.</p>
<i>Assessment</i>	Circulate and observe as students are working for understanding of steps.				
<i>Reteach</i>	Students struggling with project will receive one-on-one clarification or work in small groups with Mrs. Murray.				
<i>Accommodations</i>	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.				