








Week 4: September 22nd ★ Fall Art, Line, and Pattern...

	Y5	K	1	2	3
<i>Project</i>	Tissue paper pond	Color Mixing Pumpkin	African Mud Cloth	Texture Pumpkin	Stacked Shapes
<i>Objective</i>	X	Name and identify basic colors.	Describe and create patterns and repetition in artwork.	Create artworks using a variety of materials.	Apply art elements and principles to create artwork.
<i>I Can...</i>	I can appropriately use glue on my art project.	I can mix yellow and red to create an orange pumpkin.	Use line, pattern, and shape to create an African mud cloth design.	I can use different materials in the art room to make a texture pumpkin.	Use a variety of patterns within my artwork.
<i>Procedures</i>	<p>Students will be asked to make connections with what they are learning in class about ponds.</p> <p>We will use blue and purple squares of tissue paper to create a collage. They will use glue sponges to dab tissue paper and stick to their paper, filling all white space.</p>	 <p>Students will be lead through a series of directions to draw a pumpkin shape. They will outline in black sharpie and then color in with red oil pastel. Then we will add yellow to see what happens. We will glue our pumpkin to a black piece of paper. Using green pastel we will add vines and leaves. Finally a background of white stars.</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>We will discuss "texture" in art. Students will be given samples of texture to feel. We will then practice texture rubbings.</p> <p>Students will be lead through step by step directions to draw a pumpkin, outlined in sharpie.</p> <p>Students will use the warm colors to add a different color of texture in each pumpkin section.</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"	Photo Essay	Op Art
<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 illustrations to communicate ideas, personal experiences, and expression	Demonstrate quality craftsmanship.
<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.	Create a story or essay using photographs.	Neatly use line, shape, complimentary colors, and repetition in an Op Art piece.
<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>Students will be introduced to the Photo Essay with photo examples and power point. We will discuss how a story is told through images.</p> <p>Students will brainstorm 3 possible topics to photograph. They need to focus on theme, emotion, and composition. Students will have a week to compile 10-15 usable photos. From there they will choose 5-10 photos to create a photo essay display.</p>	 <p>We will discuss the Op Art work of Victor Vassirely. We will discuss using rulers as a guide in art. Students will measure out stripes on their paper that are 1" in width. They will trace their hand on their paper, and choose one shape.</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.				