




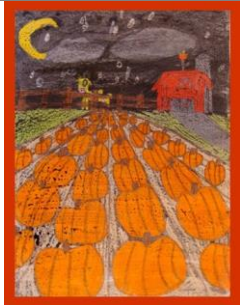




Week 5: September 29th ★ Fall Art, Line, and Pattern...

	Y5	K	1	2	3
<i>Project</i>	Tissue paper pond/Tissue paper fall trees	Color Mixing Pumpkin	Fall tree collage	Pumpkin Silhouettes	Van Gogh Leaves
<i>Objective</i>	X	Name and identify basic colors.	Use art materials and tools in a safe and appropriate manner.	Use symmetry to create balance.	Identify and describe works of art from different artists, times, and places.
<i>I Can...</i>	I can appropriately use glue on my art project.	I can mix yellow and red to create an orange pumpkin.	Appropriately use scissors and glue to create a collage.	Create a pumpkin's shadow using symmetry.	Recognize and describe Starry Night by Van Gogh and create an art piece inspired by it.
<i>Procedures</i>	<p>Students will be asked to make connections with what they are learning in class about ponds. 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>Students will discuss season changes and look at images of fall trees. We will also look at examples of art created with cut paper. Students will create their background landscape setting this week: blue paper, green grass, and tree trunk.</p>	 <p>Students will look at examples of symmetry (reflections, butterflies, faces). We will draw large oval pumpkins on orange paper, and cut it out together with black paper to create two similar shapes. We will then use the orange and black pumpkin shapes to create symmetry.</p>	 <p>We will look at and discuss the works of Van Gogh, including Starry Night. We will talk about line and movement. Students will create a piece based on Starry Night using oil pastel. We will draw leaves and create a background that is similar in style to Van Gogh.</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>	Glowing pumpkin	Pumpkin Patch Perspective	"I Am"	Claymation	Op Art
<i>Objective</i>	Use shading techniques to create dimensionality.	Use perspective drawing and shading techniques to create dimensionality.	Create artworks to communicate ideas, personal experiences, and expression	Identify characteristics of artwork in current culture and society, making personal connections	Demonstrate quality craftsmanship.
<i>I Can...</i>	create the illusion of roundness on a pumpkin using shading.	Create depth in my picture using one-point perspective.	Create a word picture in the style of Paul Klee, using words that describe me.	Identify the use of stop motion animation in current media and also create one based on a Moral Focus value.	Neatly use line, shape, complimentary colors, and repetition in an Op Art piece.
<i>Procedures</i>	 <p>Students will be creating a drawing of a pumpkin using oil pastels for blending and shading. We will discuss how to create shadows using the color wheel. Pumpkins will be cut out and glued to black paper, where chalk pastel will be used and smeared to create a "glow".</p>	 <p>Students will learn about 1-point perspective and how it can make objects appear far away. We will use rulers as straight edges to create the base of our drawing (horizon line, intersecting lines).</p>	 <p>Review last week's process. Students will continue with their "I am" artwork. Review painting procedures. Allow students to paint their art.</p>	<p>Students were shown examples of different stop motion animations. This includes still objects, cut paper, and Claymation. Students are working in groups of 4 (or less) to create a story about a moral focus virtue. Students will need to plan a script/story, characters, and setting (background). They will use a stop motion program on the iPad to create their animations.</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.				