

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 1

Art Instructional Resource Guide

### **I. Title: Drawing with Lines**

### **II. Objectives:** The students will

- respond to art and the environment using descriptive vocabulary Identify vocabulary that is used in both visual art and other contexts. (VA.1.C.3.1)
- Use accurate art vocabulary to communicate ideas about art. (VA.1.S.1.4)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Follow directions for completing classroom tasks in a specified timeframe to show early development of 21st-century skills. (VA.1.F.3.2)

### **III. Recommended Instructional Time:** One (1) 40 minute sessions

### **IV. Vocabulary:** line, thick, thin, vertical, horizontal, diagonal, curved, zigzag

### **V. Curricular Connections:**

- **English Language Arts**  
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **Mathematics**  
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Artists:** Frank Stella (line)

### **VII. Materials/Set-Up:**

9 x 12 white drawing paper, black water base felt tipped pens

Artwork of Frank Stella. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art. **Green Option:** *Project images on an LCD projector.**

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 1

Art Instructional Resource Guide

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display the visuals of Frank Stella's artwork.**

#### **Session I:**

1. The teacher will show something in the room which contains the lines shown on ***The 6 Line Motifs Chart***.
2. The teacher will state that the vertical line is upright and stately. Vertical lines are like soldiers in attention or columns which support.
3. The teacher will tell the students that the horizontal line is restful, like a person sleeping.
4. The teacher will say the diagonal line seems to be falling over. It is also the line for actions like running or skiing. Have students act out a running action.
5. The teacher will say a curved line changes in a constant (steady) way will eventually close and become a circle.
6. The teacher will say a curve line that changes at a varying (differ) rate will become a spiral.
7. The teacher will say the point or dot is not a line at all; but a start or finish of a line. Dots can also make up lines.
8. The teacher will ask students to look around the room for examples of the 6 lines discussed.
9. The teacher will pass out 9 x 12 white paper and black felt tipped markers
10. The teacher will ask students to fold their paper in half hot dog length (vertical) while the teacher models the fold.
11. The teacher and students will continue to fold their paper in half two more times. When the papers are smoothed out, there should be eight (8) folds in which to draw lines.
12. The teacher will tell the students that on the top row they are to draw each of the six motifs of line (horizontal, vertical, etc.).
13. The teacher will demonstrate how to combine the lines to form patterns. For example, a zigzag is made with diagonal lines. A row of triangles with circles in the middle or wavy lines of half circles.
14. The students will create their own patterns for each row on their papers.
15. The teacher and students will try to identify all of the parts which make up their patterns.
16. The teacher will then ask the students to use their bodies to form the different line motifs.

### **IX. Assessment: Final Product: *Drawing using patterns***

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 1

Art Instructional Resource Guide

### **X. Resources:**

#### **Frank Stella**

Frank Stella (born 1936), American painter, was one of the most dominant and influential figures in abstract painting during the 1960s through the 1990s. Frank Stella was born in Malden, Massachusetts, on May 12, 1936. He attended the Phillips Academy in Andover (1950-1954), where he studied painting. Stella graduated from Princeton University with a Bachelor of Arts degree in history in 1958. Throughout the 1960s he exhibited regularly, and his work was included in numerous national and international group shows. In 1970 he was honored with a retrospective exhibition by the Museum of Modern Art.

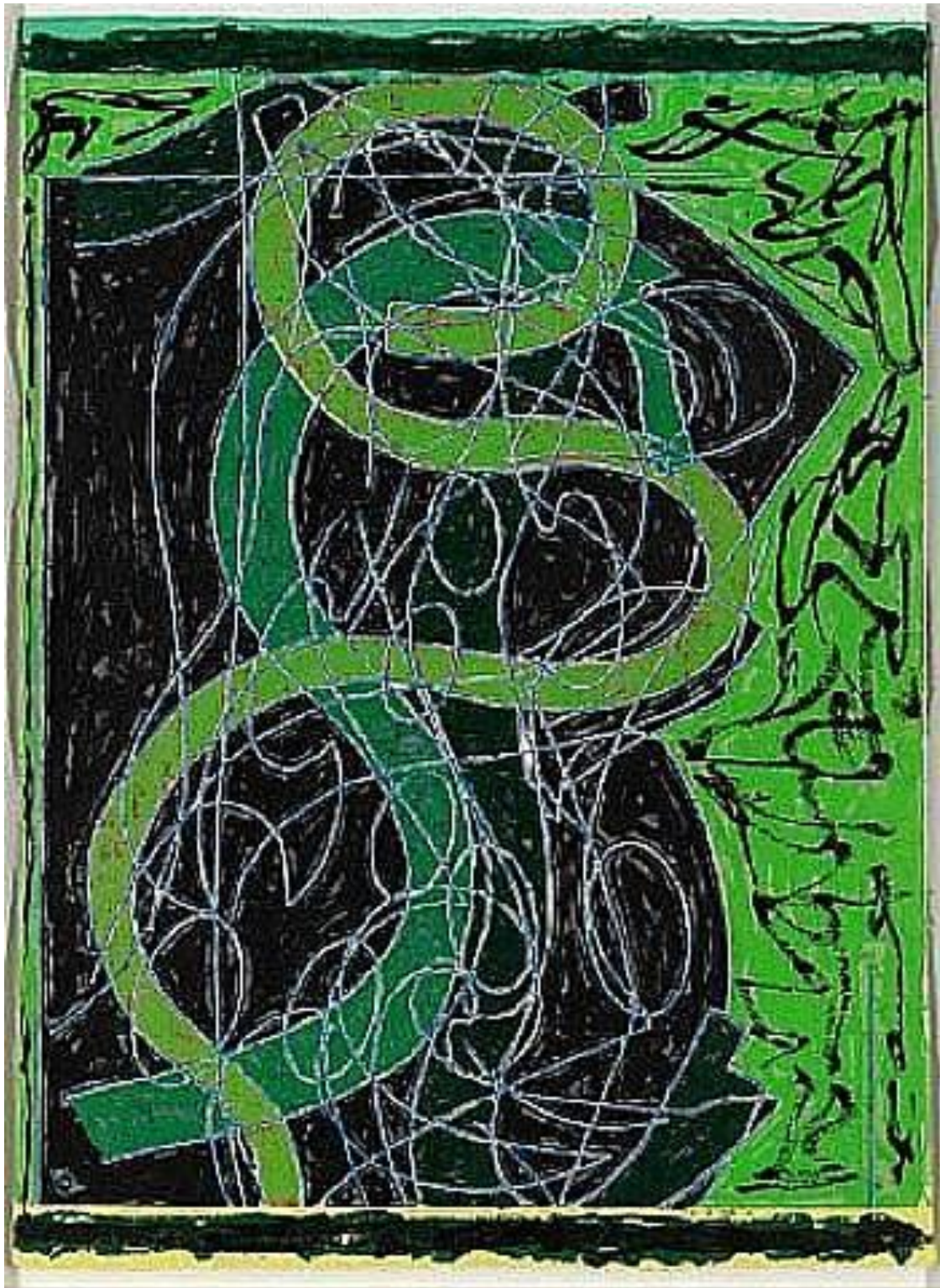
Frank Stella's art revealed constant growth and change. Between 1958 and 1966 his primary concern was with shape - or, more precisely, with the relationship between the literal shape of a particular painting and the depicted shapes on the surface of the painting. Throughout most of this period his imagery consisted of slender bands of color that followed the outline of the literal shape of the picture support. But the supports themselves were shaped in a variety of ways, ranging from abstract squares and rectangles to trapezoids, hexagons, and even zigzags. In pursuing this concern, Stella single-handedly liberated painting from its traditional formats.

<http://www.answers.com/topic/frank-stella>

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 1

Art Instructional Resource Guide



## **Primary Paths to the Arts**

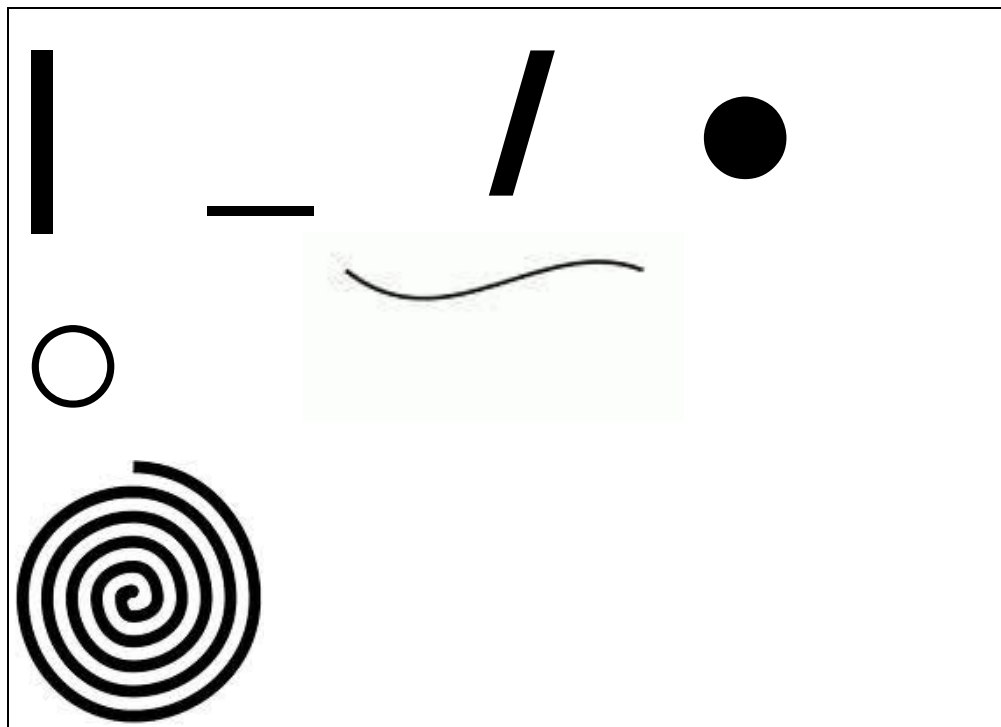
1<sup>st</sup> Grade – Lesson 1

Art Instructional Resource Guide

### **Lines**

**Lines** are everywhere. A **line** is a mark made by an artist's tool as it moves. A **line** starts with a dot. Then it moves and grows. **Lines** can be thick, thin, smooth, rough, solid or broken. A **thick line** is wide. A **thin line** is narrow.

Lines move in different directions. **Horizontal lines** move from side to side. **Vertical lines** move straight up and down. **Diagonal lines** are slanted. They look like they are falling or rising. **Zigzag lines** are made by joining diagonal lines. **Curved lines** bend and change gradually or turn inward to form spirals. The edge of your paper is a **line**.



Line Lesson and Game Visual Document; ***The 6 Line Motifs Chart***  
[www.artcyclopedia.com](http://www.artcyclopedia.com);

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide

### **I. Title: The 5 Elements of Shape Game**

### **II. Objectives:** The students will

- visual imagery used to complete artwork. (VA.1.C.2.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Identify and use the structural elements of art and organizational principles of design to support artistic development. (VA.1.O.1.1)

### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

### **IV. Vocabulary:** line, dots (filled in), circles (not filled in), angles

### **V. Curricular Connections:**

- **English Language Arts**

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

- **Mathematics**

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Artists:** Joan Miro

### **VII. Materials/Set-Up:**

9 x 9 white drawing paper, fine and broad tipped markers (Sanford Watercolor Markers)

Artwork of Joan Miro. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art.* **Green Option:** *Project images on an LCD projector).*

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display the visuals of Joan Miro's artwork.**

#### **Session I:**

1. The teacher will explain line and shape to students using **The 5 Elements of Shape Chart**.
2. The teacher will pass out piece of paper to each child and markers. Read oral directions. Each child's work will be different.
3. The teacher will say turn your paper in any direction you want.
4. The teacher will say choose any two (2) fine tipped color markers and make four (4) straight lines anywhere you want on the paper but start the line on the edge of the paper and go to another edge of the paper. It doesn't matter if the lines cross each other.
5. The teacher will say choose a broad tipped marker and make three (3) dots anywhere you want, all different varieties and sizes.
6. The teacher will say take another fine-tipped marker and make a circle that touches one of your dots in some way.
7. The teacher will say choose another broad tipped marker and put it on one of your dots; then, make one or more curved lines go in any direction you want.
8. The teacher will say take another fine tipped marker and make two (2) angles on your paper anywhere you want, starting on an edge and finishing on an edge the way you did your straight lines. (Note: An angle is where two straight lines meet at one point).
9. The teacher will say take a broad tipped marker and make a curved line that starts at one of your dots and goes off the paper. Then start in the same place as you did before and make another curved line that goes off the paper somewhere else.
10. The teacher will say now color your design any way you want, but leave three (3) of the blank spaces in the color of the paper.

**IX. Assessment:** Final Product: *Drawing*

**X. Resources:**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide

### **Lines and Shapes**

**Lines** are everywhere. A **line** is a mark made by an artist's tool as it moves. A **line** starts with a dot. Then it moves and grows. **Lines** can be thick or thin. A **thick line** is wide. A **thin line** is narrow.

Lines move in different directions. **Horizontal lines** move from side to side. **Vertical lines** move straight up and down. **Diagonal lines** are slanted. They look like they are falling or rising. **Straight lines** don't bend. **Curved lines** bend and change gradually or turn inward to form spirals.

When a line is connected or closed it makes a **shape**. Artists use big and small shapes. **Geometric Shapes** are mathematical shapes. Geometric shapes have names. Circles, triangles, squares and rectangles are **geometric shapes**.

A **circle** is empty and a **dot** is filled in. Your paper is a **shape**, because the edges are **lines**.

An **angle** is a figure formed by **two lines** or edges moving away from or crossing at the same point.

**Resource:** *Line Lesson and Game Visuals Document* - [www.artcyclopedia.com](http://www.artcyclopedia.com)

### **Joan Miro**

The Spanish painter, Joan Miró, who was born in Barcelona in 1893 and died in Palma de Mallorca in 1983, left behind an important legacy which is included amongst the most original of the 20th century. His work, in general, would be marked with a clear surrealist tendency, where the realm of the memory and imaginative fantasy were to take priority.

From 1929-1930, Miró began to take interest in the object as such, in the form of collages. This was a practice which was to lead to his making of surrealist sculptures. His tormented monsters appeared during this decade, which gave way to the consolidation of his plastic vocabulary. He also experimented with many other artistic forms, such as engraving, lithography, water colors, pastels, and painting over copper. What is particularly highlighted from this period, are the two ceramic murals which he made for the UNESCO building in Paris (The Wall of the Moon and the Wall of the Sun, 1957-59).

It was at the end of the 60's when his final period was marked and which lasted until his death. During this time, he concentrated more and more on monumental and public works. He was characterized by the body language and freshness with which he carried out his canvasses, as well as the special attention he paid to material and the stamp he received from informalism. He concentrated his interest on the symbol, not giving too much importance to the representing theme, but to the way the symbol emerged as the piece of work. <http://joanmiro.com/joan-miro-biography/>



**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide



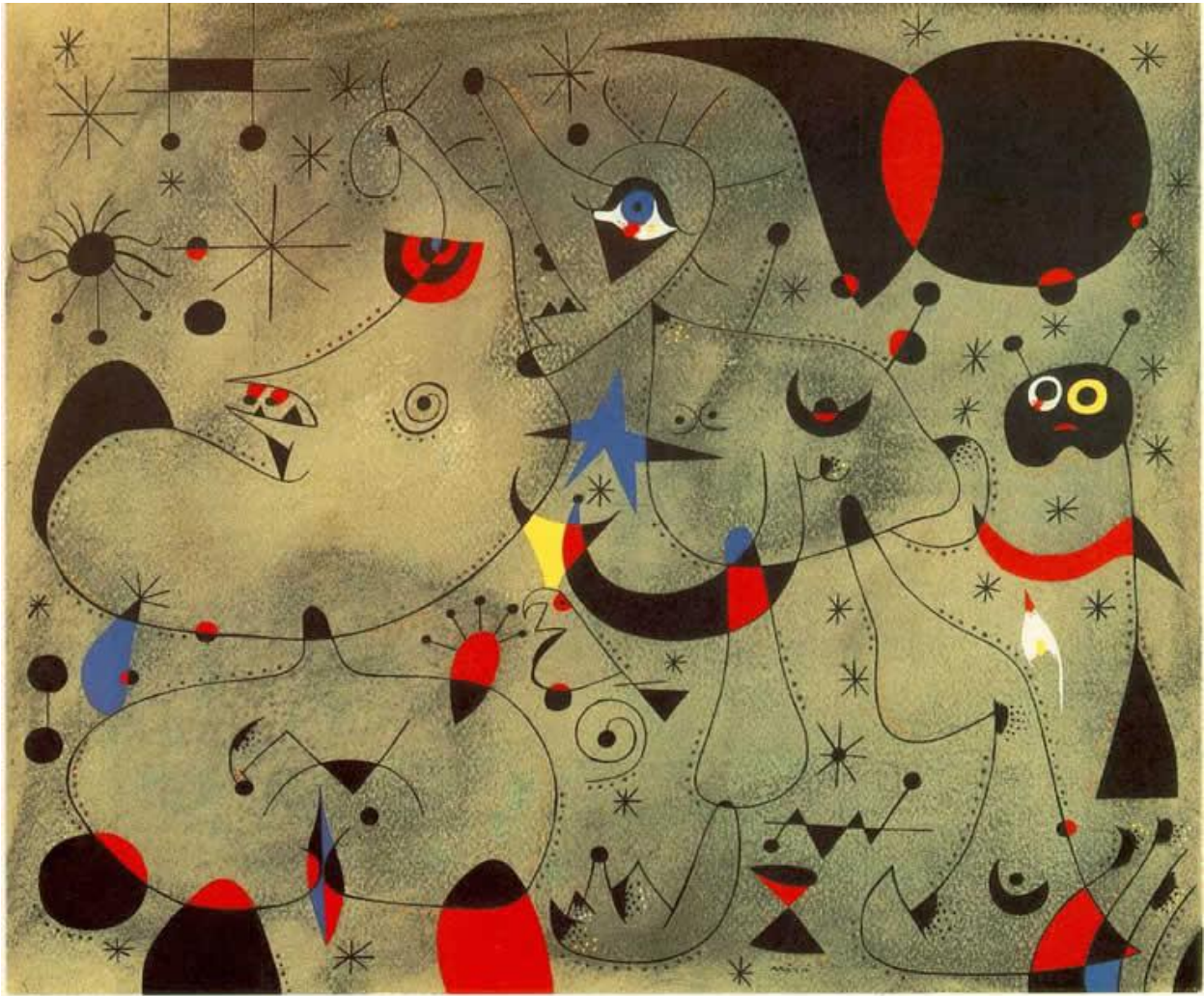
**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide

*Oda a Joan Miro* by Joan Miro

<http://www.bing.com/images/search?q=Joan+Miro&FORM=IGRE&qv=Joan+Miro&adlt=strict#>



*Untitled* by Joan Miro

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide



*Hirondelle Amour* by Joan Miro

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide



***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 2

Art Instructional Resource Guide

*Garden* by Joan Miro

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide

- I. Title:** *Harold and the Purple Crayon, Lines that Move*
- II. Objectives:** The students will
  - Create and discuss works of art that convey personal interests. (VA.1.C.1.1)
  - Describe visual imagery used to complete artwork. (VA.1.C.2.1)
  - Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- III. Recommended Instructional Time:** Two (2) 40 minute sessions
- IV. Vocabulary:** lines, contour or outline, curvy, zigzag, vertical, horizontal, diagonal
- V. Curricular Connections:**
  - **English Language Arts**  
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
  - **Mathematics**  
1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- VI. Key Artists:** Keith Haring and Henri Matisse
- VII. Materials/Set-Up:** 9 X 12 yellow construction paper, purple crayon, box of crayons
- VIII. Lesson Procedures**  
  
**Teacher will introduce vocabulary and display the visuals of Keith Haring and Henri Matisse's artwork.**

**Session I:**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide

1. The teacher will discuss how authors communicate through words and illustrators communicate through pictures.
2. The teacher will discuss **contour lines (horizontal, vertical, zigzag, diagonal, and curvy)** on the board. Be sure to tell students they will be creating a line drawing from the next story.
3. The teacher will read aloud Harold and the Purple Crayon, written and illustrated by Crockett Johnson (DO NOT show the pictures).
4. The teacher will distribute 9 X 12 yellow construction paper and discuss, with the students, which way to turn the paper, vertical or horizontal, for their drawing.
5. The students will illustrate their favorite part of the story, using a purple crayon and a variety of contour lines to outline and define their image.
6. The teacher will encourage the students to draw big and cover the entire paper, touching at least three sides of the page.
7. The teacher will collect the paper and save it for it Session II.

### **Session II:**

1. The teacher will return 9" X 12" yellow construction paper to each student.
2. The students will use their crayons to color in the drawing.
3. The teacher will remind students to fill all shapes with color and to color in one direction. Make sure students do not let any of the background color (yellow) show.
4. The teacher will allow the students to discuss and critique each scene. (*Who followed the directions given? Who added details?*)

**IX. Assessment:** Final Product: *Illustration depicts a scene from Harold and the Purple Crayon*

**X. Resources:**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide

### **Lines**

**Lines** are everywhere. A **line** is a mark made by an artist's tool as it moves. A **line** starts with a dot. Then it moves and grows. **Lines** can be thick, thin, smooth, rough, solid or broken. A **thick line** is wide. A **thin line** is narrow.

Lines move in different directions. **Horizontal lines** move from side to side. **Vertical lines** move straight up and down. **Diagonal lines** are slanted. They look like they are falling or rising. **Zigzag lines** are made by joining diagonal lines. **Curved lines** bend and change gradually or turn inward to form spirals.

A **line** around the edge of a shape is its **outline**.

### **Keith Haring**

Keith Haring was born on May 4, 1958, in Reading, Pennsylvania. During his all-too-brief life, Keith Haring became a sensation in the art world with his bold, cartoon and graffiti influenced works during the 1980s.

Growing up in Kutztown, Pennsylvania, he spent many hours drawing with his father. Haring was fascinated by the popular cartoon art of Walt Disney and Charles Schultz.

Haring briefly attended the Ivy School of Professional Art in Pittsburgh after graduating high school in 1976. He dropped out after two semesters. In 1978, Haring decided to return to school, moving to New York City to become a student at the School of Visual Arts. With its thriving underground art scene, New York seemed to be the perfect fit for the young artist. He began using the city as his canvas, making chalk drawings of barking dogs and babies in subway stations.

<http://www.biography.com/articles/Keith-Haring-246006>





**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide

*Untitled*, 1983 by Keith Haring



*Tree of Life*, 1997 by Keith Haring

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide

### **Henri Matisse**

Henri Matisse is considered the most important French artist of the 20th century and one of the most influential modernist painters of the last century. Matisse began studying drawing and painting in the 1890s. A student of the masters of Post-Impressionism, Matisse later made a reputation for himself as the leader of a group of painters known as Les Fauves. An ironic label given to them by a critic (it means "wild beasts"), the name reflected Matisse's aggressive strokes and bold use of primary colors. In 1905 Matisse gained sudden fame with three paintings, including *Woman with the Hat*, purchased by the wealthy American expatriot [Gertrude Stein](#). Beyond painting, he worked with lithographs and sculpture, and during World War II he did a series of book designs. Later in his career he experimented with paper cutouts and designed decorations for the Dominican chapel in Venice, France. Matisse was considered one of the world's greatest living painters throughout his life.

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 3

Art Instructional Resource Guide



*Marie Jose in Yellow Dress in Color, 1950 by Henri Matisse*

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 4

Art Instructional Resource Guide

### **I. Title: Circles in a Circle, Abstract Art**

#### **II. Objectives:** The students will

- Describe visual imagery used to complete artwork. (VA.1.C.2.1)
- Practice correct use of tools with various art media, techniques, and processes. (VA.1.S.2.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

**Vocabulary: Abstract Art** is a style of art in which objects do not resemble real object or real things.

A **design** is plan which is used to organize the composition of a work of art.

**Overlap** is when one thing lies over, partly covering something else. Artists **overlap** objects or shapes in artwork by drawing you draw an object in front of another object.

#### **IV. Curricular Connections:**

- **English Language Arts**

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- **Mathematics**

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

#### **V. Key Artists:** *Circles in a Circles* by Wassily Kandisky (Pronounced VAH-see-lee Kahn-deen-skee)

#### **VI. Materials/Set-Up:** circle templates (2", 3", 4" and 9" diameter), black markers, white drawing paper 11 x 14, assorted bright-colored markers, rulers

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 4

Art Instructional Resource Guide

Artwork of Wassily Kandinsky-*Circles in a Circle and Several Circles*. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art. Green Option: Project images on an LCD projector*).

### **VII. Lesson Procedures**

**Teacher will introduce vocabulary and display the visuals of Wassily Kandinsky’s artwork.**

#### **Session I:**

1. The teacher and students will look at Kandinsky’s *Circles in a Circle*. *Circles in a Circle* is an oil painting that was made in 1923. The design of this painting was planned carefully. It has a playful feeling. This artwork is in a style called abstract. Ask students, “**What do you think Kandinsky was thinking when he decided to paint “Circles in a Circle”**”.
2. The teacher will discuss with the students abstract paintings. This is an abstract painting because it does not show things from real life, such a people, animals, trees, houses, etc. Instead, it shows shapes, lines and colors. Ask the students, “**Why is this abstract artwork?**”
3. The teacher will tell the students that the black circle outline overlaps the wide blue and yellow lines. Ask the students, “**Which shapes overlap in the artwork? Which shapes seem closest?**”
4. The teacher and students will discuss how some of the circles inside overlap each other. Different shapes are made where the circles overlap. The new shapes have different colors.
5. Teacher and students will also discuss how the thin black lines are hardly noticeable. They overlap the circles so they were probably painted last. Paintings are flat artworks, but the circles on this one look like floating bubbles or moving planets.
6. Teacher and the students will reflect on the lesson by answering the following questions together:
  - Which word can be used to describe Kandinsky’s paintings?
  - How did Kandinsky make different shapes in his painting?
7. The teacher will tell the students that the black circle outline overlaps the wide blue and yellow lines. Ask the students, “**Which shapes overlap in the artwork? Which shapes seem closest?**”

#### **Session II**

1. The students will review the information from Session I.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 4

Art Instructional Resource Guide

2. The teacher will explain to the students that they will use circle templates of different sizes to draw an abstract design.
3. The teacher will demonstrate how to trace around a template, show how to use another template overlapping the first circle and trace, etc.
4. The students will place the 9" diameter circle anywhere on their white sheet of drawing paper and trace it with a black marker.
5. The students will cut out the circle.
6. The students will then choose other sizes of circle templates and create a design. The teacher will tell the students... ***“Plan where you will place the smaller circles inside the large one. Overlap some circles. Then create different shapes where the circles overlap.”***
7. The students will trace the smaller circles when they are in a desirable place.
8. The teacher and students will discuss how all shapes will be colored with markers to complete the design.
9. The students will color inside all of the shapes, choosing colors that will make the design interesting. The students may repeat colors in some places.
10. The students will critique each other's artwork, using the following questions:
  - *How would you describe the shapes you made when you overlapped circles?*
  - *What colors did you choose to make your design exciting?*
11. The teacher will display the artwork by creating lines on the wall taping long pieces of black yarn to it. Place the yarn in different directions. Overlap some pieces. Place circle designs in, around and over the lines to create a Kandinsky-like effect.

### **Variations:**

- The students will make an abstract design by cutting other paper shapes (e.g., squares, triangles, trapezoids, etc.). As a class, glue different-sized geometric shapes onto mural paper.
- Paint an abstract design using other shapes. Paint an outline for all of the shapes. Let the paint dry and color inside the shapes with crayons, pressing firmly for a waxy finish.

**VIII. Assessment:** Final Product: *Overlapping, abstract artwork*

**IX. Resources:**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 4

Art Instructional Resource Guide

### **Wasily Kandinsky**

Wasily Kandinsky (or Vassilii Kandinskii) was a Russian painter whose works from 1910 are considered the first abstract paintings. Kandinsky had a law career in Moscow until he opted for art school in Munich in 1896 -- when he was almost 30. Within a decade he'd made a name for himself in Russia and in Europe, an Expressionist whose dazzling watercolors were influenced by Russian folk art and French Impressionists such as [Claude Monet](#). Between 1910 and 1912 he wrote about non-objective "abstract" paintings and published *On the Spiritual in Art*, a work that solidified his position as the father of abstract art. Known for his ingenuity with geometric shapes and use of brilliant color, Kandinsky was successful in Europe and the United States. He spent his career in Russia (1914-21), Germany (1922-33, at the Bauhaus), and France (until his death).

<http://www.answers.com/topic/wasily-kandinsky>



*Circles in a Circle* by Wasily Kandinsky

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 4

Art Instructional Resource Guide



*Several Circles* by Wassily Kandinsky



## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

### **I. Title: My Family and Friends Together**

#### **II. Objectives:** The students will

- Create and discuss works of art that convey personal interests. (VA.1.C.1.1)
- Describe visual imagery used to complete artwork. (VA.1.C.2.1)
- Experiment with art processes and media to express ideas. (VA.1.S.1.1)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

#### **IV. Vocabulary:** line and space (overlapping)

**Shapes** are made when lines come together. A line around the edge of a shape is its **outline**. Artists use **shapes** to draw people. Changing the **position** of body parts can show how people move.

**Overlapping** occurs when one object or shape covers part of a second object or shape. **Overlapping** makes the objects in front seem closer to the viewer.

Repeating a line, a shape, or a color creates a **pattern**. Artists arrange lines, colors, and shapes when they make art.

**Texture** is an element of art; texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc. Textures may be actual or simulated. Actual textures can be felt with the fingers, while simulated textures are suggested by an artist in the painting of different areas of a picture - often in representing drapery, metals, rocks, hair, etc.

A **collage** is picture or design created by an artist by gluing flat items such as newspaper, wallpaper, printed text and illustrations, photographs, cloth, string, etc., to a flat surface.

An **arrangement** is an order or composition; or, a setup or composition of components in a still life painting or drawing. Arrangement is at the heart of the principles of design, and its consideration determines a work's logic (unity and variety), focal point, rhythm, etc.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

### **V. Curricular Connections:**

- **English Language Arts**

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- **Mathematics**

MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**VI. Key Artists:** Pablo Picasso's *Family of Saltimbanques*, teacher prepared separate and overlapping paper figures.

**Extended Variations:** Edgar Degas and Paul Gauguin

### **VII. Materials/Set-Up:**

Variety of paper scraps (various sizes, colors, textures), 9 x 12 black construction paper, pencils, scissors, glue stick

Pablo Picasso.- *Family of Saltimbanques*. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art. Green Option: Project images on an LCD projector*).

Artwork of Edgar Degas and Paul Gauguin for extended lesson.

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display the visuals of Edgar Degas and Paul Gauguin's artwork.**

#### **Session I:**

1. The teacher will show *The Family of Saltimbanques* by Picasso and ask the students: "*What kind of group is shown in this painting?*" The teacher will explain that the circus performers in this painting are a family.
2. The teacher will ask: "*Are the figures standing together or apart?*"
3. The teacher will point out the overlapping (see definition of overlapping). Have students look around the room and point to objects that overlap.
4. The teacher will ask: "*Do you see any repeated colors, lines, or shapes?*"
5. The teacher will point out the shape of different body parts: arms, legs, neck, feet, head, etc.
6. The teacher will ask: "*Are the figures moving or standing still?*"

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

7. The teacher will discuss movement and have students demonstrate action figures.
8. The students will select construction papers. The teacher will instruct them to draw at least three (3) figures that show a person dancing (movement). These figures will be cut from student's selection of construction papers. The animated shapes drawn by the student will show color, patterns or textures.
9. The students will sketch an animated dancing outline shape on the back of the selected paper.
10. Once all of the figures have been drawn, the students will cut the figures out and arrange them in an overlapping manner.
11. The students will glue the figures onto the black construction paper to create a collage.
12. The teacher and students will analyze the finished work, find overlapping figures and discuss the various ways in which the students created the overlapping effect on their paper. Discuss which figures seem closer.

### **Variations:**

- The teacher will have the students embellish the background with oil pastels or crayons with a party theme, confetti, streamers, balloons, etc.
- The teacher will trace three (3) students on the floor using bulletin board paper and cut out to show the difference between separate and overlapping.

**IX. Assessment:** Final Product: *Overlapping arrangement of figures showing movement.*

### **X. Resources:**

## **Shapes**

**Shapes** are made when lines come together. A line around the edge of a shape is its **outline**. Artists use **shapes** to draw people. Changing the **position** of body parts can show how people move.

**Overlapping** occurs when one object or shape covers part of a second object or shape. **Overlapping** makes the objects in front seem closer to the viewer.

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

### **Pablo Picasso**

(born October 25, 1881, Málaga, Spain - died April 8, 1973, Mougins, France) Spanish expatriate painter, sculptor, printmaker, ceramicist, and stage designer, one of the greatest and most influential artists of the 20th century and the creator (with Georges Braque) of Cubism.

The enormous body of Picasso's work remains, and the legend lives on—a tribute to the vitality of the “disquieting” Spaniard with the “somber...piercing” eyes who superstitiously believed that work would keep him alive. For nearly 80 of his 91 years Picasso devoted himself to an artistic production that contributed significantly to and paralleled the whole development of modern art in the 20th century.



*Family of Saltimbanques*, 1905 by Pablo Picasso

[http://www.nga.gov/cgi-bin/timage\\_f?object=46665&image=10505&c=20centpa](http://www.nga.gov/cgi-bin/timage_f?object=46665&image=10505&c=20centpa)

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

### **Edgar Degas**

Edgar Degas, an Impressionist more interested in movement than in color, was born in Paris, the son of a banker who wished him to go into business. Degas, therefore, did not begin to study art until he was twenty-one. Once Degas joined the Impressionists, Degas changed his subject matter, painting racetrack scenes sketched from life and finished in his studio, theatrical and ballet scenes, and many pictures of women. He worked in many different mediums and concentrated upon the portrayal of movement that hints toward the action immediately preceding and immediately following that of the moment captured by his rapid pencil or brush.



*Ballet School* by Edgar Degas

<http://www.swervinmervin.com/paintings/PaintingsInventory/Degas-BalletSchool.jpg>

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 5

Art Instructional Resource Guide

### **Eugène Henri Paul Gauguin**

Born June 7, 1848 – Died May 8, 1903) was a leading Post-Impressionist artist, painter, sculptor, printmaker, ceramist and writer. His bold experimentation with colouring led directly to the Synthetist style of modern art while his expression of the inherent meaning of the subjects in his paintings, under the influence of the cloisonnist style, paved the way to Primitivism and the return to the pastoral. He was also an influential proponent of wood engraving and woodcuts as art forms.



*The Siesta* by Paul Gauguin

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 6

Art Instructional Resource Guide

### **I. Title: Origami House in the Neighborhood**

#### **II. Objectives:** The students will

- Experiment with art processes and media to express ideas. (VA.1.S.1.1)
- Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

#### **IV. Vocabulary:**

**Origami** is a craft or technique of folding paper into shapes, representing animals, plants, and lots of other subjects. A decorative object made by folding paper. Instructions for origami designs are generally called diagrams.

An artist uses the method to **fold** by bending over a paper so that one part overlaps another part, moving from an extended to a closed position.

**Form** is also an element of art that is three-dimensional (height, width, and depth) and encloses volume. For example, a triangle, which is two-dimensional, is a shape, but a pyramid, which is three-dimensional, is a form. Cubes, spheres, ovoids, pyramids, cone, and cylinders are examples of various forms.

When a line is connected or closed it makes a **shape**. Artist use big and small shapes. **Geometric Shapes** are mathematical shapes. Geometric shapes have names. Circles, triangles, squares and rectangles are **geometric shapes**.

**Texture** is how something feels or looks like it would feel to the touch; you can use words such as rough, prickly, bumpy, etc.

#### **V. Curricular Connections:**

- **English Language Arts**  
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.  
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **Mathematics**  
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 6

Art Instructional Resource Guide

cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Art Form: Origami**

**VII. Materials/Set-Up:** 9 x 12 color and typing paper, glue, crayons, photographs and drawings of houses from books or magazines, 12 x 18 construction paper for neighborhood.

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display Sample *Origami (folded paper) House.***

#### **Session I:**

1. The teacher will share and discuss the pictures of many kinds of houses from books and magazines. Then, the teacher will talk about basic features and how shapes, sizes and decorations of doors, windows, roofs and reflect people's beliefs about what is stylish, beautiful or functional. **Functional** means that something is intended to be used or is the purpose of that object, item or building.
2. The teacher will demonstrate folding of an origami house.
3. The students will fold paper in half length wise. Bring the two ends together and crease; then, open.



4. The students will bring the left and right sides to the middle again.





## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 6

Art Instructional Resource Guide

5. The students will fold top left and right corners down against the nearest fold, making triangles, then open.
6. The students will open it and press down on the top fold to make the little triangle into a big one. Do the same with the right side



### **Session II:**

1. The teacher will review previous lesson with students.
2. The students will indicate where the doors, windows, and other details might be drawn on their house.
3. The students will glue completed house on a piece of 12 x 18 construction paper and draw other houses to create their neighborhood.
4. The students will write a sentence about their neighborhood.
5. The teacher will attach the different drawing made by the students to create the effect of a neighborhood. Drawings may be attached either next to or onto the bottom of the other students' drawings.
6. The teacher and students will have a class discussion about who in the class lives next to each other.

### **Variations:**

- The students will draw blueprints of the inside of the house drawing the different rooms and things they see in their house.

**IX. Assessment:** Final Product: *Origami House in Neighborhood*

**X. Resources:** The Paper Crane written and illustrated by Molly Bang

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 6

Art Instructional Resource Guide



Sample *Origami* (folded paper) House

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 7

Art Instructional Resource Guide

### **I. Title: Many Kinds of Green**

### **II. Objectives:** The students will

- Practice correct use of tools with various art media, techniques, and processes. (VA.1.S.2.1)
- Describe the steps used in art production. (VA.1.S.2.2)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)

### **III. Recommended Instructional Time:** One (1) 40 minute session

### **IV. Vocabulary:** primary colors, secondary colors, shape, tint, bright, dull

### **V. Curricular Connections:**

- **English Language Arts**

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- **Mathematics**

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

### **VI. Key Artists:** *Jungle Sunset* by Henri Rousseau

### **VII. Materials/Set-Up:**

Tempera paint (yellow, blue, white, and black), 3 sheets of 9X12 newsprint, newspaper, brushes for each color, sponges, palettes, real leaves with different colors of green

*Jungle Sunset* by Henri Rousseau. (**NOTE:** Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art. **Green Option:** Project images on an LCD projector).

### **VIII. Lesson Procedures**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 7

Art Instructional Resource Guide

**Teacher will introduce vocabulary and display Henri Rousseau's artwork.**

### **Session I:**

1. The teacher will place the students in groups of five or six.
2. The teacher will cover each table with newspaper.
3. The teacher will distribute 9X12 paper, tempera brushes, and palettes. Then, set out the cans of blue, yellow, black, and white paint with a brush in each.
4. The teacher will show real leaves to the students highlighting the variety of greens, from light to dark (value of color) and from bright to dull (the intensity of the color).
5. The teacher will show the students the Rousseau production and find the many greens. Then, the teacher will remind students green is made by mixing yellow with blue. (Always add the darker the color to the lighter.)
6. The teacher will demonstrate mixing greens.
  - First, place a generous amount of yellow into the palette and return the 1" brush to its can.
  - Then, place some blue into the palette and return the brush to the can
  - Next, mix the yellow and blue together
  - After that, place some black (white) paint into a corner of the palette and return the brush to the can.
  - Last, mix black or white with green. The students will see the green go from light to dark.
7. The students will paint the green they made all over a piece of 9 X 12" newsprint.
8. The teacher will collect paper and students will make another green color mixing with black and paint it on separate 9 X 12" newsprint. Then, make a third green color mixing with white and paint in on separate 9 X 12" newsprint.
9. The teacher will collect all papers, allow them to dry (do not stack), and save for a follow-up lesson.

### **Variations:**

- The teacher and students will play "I Spy with My Bright Eye" things that are green.
- The teacher will show the students different shades of green such as: teal, emerald, kelly, and avocado, using magazine clippings.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 7

Art Instructional Resource Guide

**IX. Assessment:** Final Product: *Three different shades of green (green, green w/black, and green w/white)*

**X. Resources:** This lesson is part 1 of 3; to be used with “A Leafy Mural (part 2)” and “Textured Animals (part 3)”

**Primary colors** are the colors **yellow**, **red**, and **blue** from which it is possible to mix all the other colors of the spectrum or rainbow. These are the colors that cannot be made. They are universal.

**Secondary colors** are the colors that can be made mixing equal amounts of two primary colors – red, yellow, and blue. The secondary colors are **orange**, **green**, and **violet**.

When a line is connected or closed it makes a **shape**. Artists use big and small shapes. **Geometric Shapes** are mathematical shapes. Geometric shapes have names. Circles, triangles, squares and rectangles are **geometric shapes**.

A **tint** is a soft and light color. It tint can be created by adding white to any of the primary, secondary or any other color value. For example, white added to green makes a lighter green tint.

A color is seen as **bright** depending on how powerful you see its lightness or darkness.

A color that is **dull** is not bright or vivid.

## **Henri Rousseau**

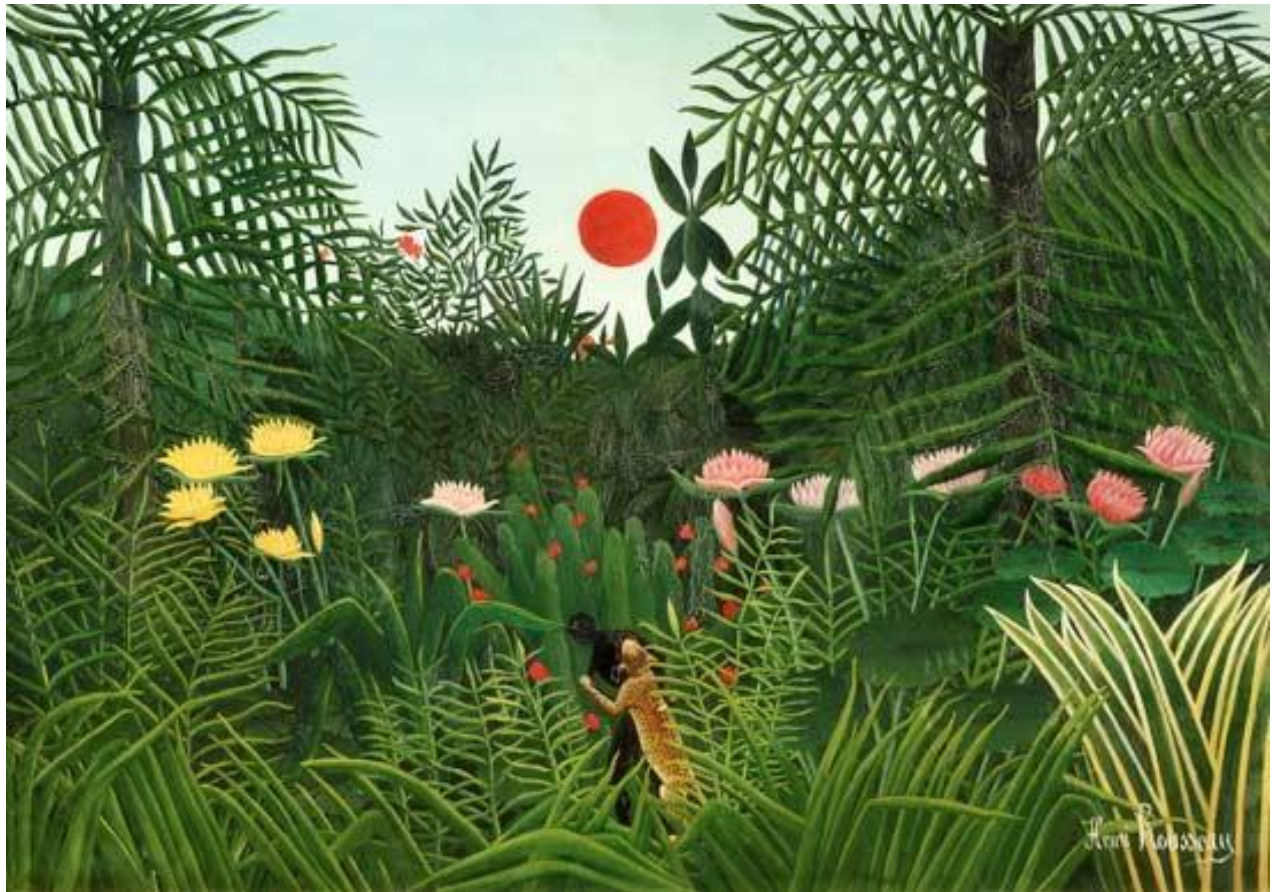
**Henri Rousseau** (May 21, 1844 - September 2, 1910) was a French Post-Impressionist painter in the Naive or Primitive manner. Ridiculed during his life, he came to be recognized as a self-taught genius whose works are of high artistic quality.

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 7

Art Instructional Resource Guide

He was born in Laval in the Loire Valley into the family of a plumber. He attended Laval High School as a day student and then as a boarder, after his father became a debtor and his parents had to leave the town upon the seizure of their house. He was mediocre in some subjects at the high school but won prizes for drawing and music. He worked for a lawyer and studied law, but "attempted a small perjury and sought refuge in the army," serving for four years, starting in 1863. <http://www.henrirousseau.org/>



*Jungle Sunset* by Henri Rousseau

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 8

Art Instructional Resource Guide

### **I. Title: A Leafy Mural**

### **II. Objectives:** The students will

- Use various media or techniques to learn how changes affect the completed artwork. (VA.1.C.2.2)
- Experiment with art processes and media to express ideas. (VA.1.S.1.1)
- Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Identify places in which artworks may be viewed by others. (VA.1.H.2.3)

### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

### **IV. Vocabulary:** mural-a wall painting, symmetry, overlapping, balance

### **V. Curricular Connections:**

- **English Language Arts**

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

(RL.1.8 not applicable to literature)

- **Mathematics**

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Artists:** *Jungle Sunset* by Henri Rousseau

### **VII. Materials/Set-Up:** a large piece of butcher paper (bulletin board size), scissors, painted newsprint (greens) from previous lesson, pins or scotch tape, glue, crayons, additional colored paper (construction paper, gift wrapping paper, and/or wall paper), tempera paint, ½ brushes

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display Henri Rousseau's artwork and images of Fall leaves.**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 8

Art Instructional Resource Guide

### **Session I:**

1. The teacher will show the students the Rousseau reproduction and review from previous lesson. Call attention to the way the artist organized leaf shapes into clusters and the way he added objects of different color: flowers, a sun, a strange, etc. The teacher will discuss and explain how the artist created balance in the artwork. **Balance** is the principle of design that refers to the way the elements of art are arranged to create a feeling of strength in a work. **Balance** creates a pleasing or harmonious arrangement or proportion of parts or areas in a design or composition.
- 2.
3. The teacher will review symmetry and explain that the students will cut the painted papers (greens lesson) to make gigantic leaves.
4. The teacher will distribute the painted newsprint from the previous lesson.
5. The teacher will encourage the students to cut some of the leaf shapes full length and width of the paper and others slightly smaller.
6. The teacher will collect the leaves and save them for the class mural.

### **Session II**

**\*(Prior to Session II the teacher will fasten or attach butcher paper, with a tree trunk and branches traced on it, to a wall or lay it on the floor)**

1. The teacher will explain the meaning of a mural and refer back to the Rousseau production.
2. The teacher returns the leaves made in Session I to each student.
3. The teacher will allow each child to place their leaves on the butcher board paper. Encourage overlapping.
4. The teacher will glue the pieces in place.
5. The teacher will discuss what else can be found in a mural. For example, textured animals (previous lesson), butterflies, and sunflowers.
6. The teacher will assign half the class to draw flowers on the mural using crayons or oil pastels and the other half to create flowers using construction paper, as well as one student to create a sun.
7. The teacher will glue the rest of the pieces in place.
8. The teacher will display the mural somewhere in the class.

**IX. Assessment:** Final Product: *Objects placed in proper place on mural*

**X. Resources:** This lesson is part 2 of 3; to be used with “Many Kinds of Green” - (Part 1) and “Textured Animals” - Part 3.

A **mural** is a wall painting,

**Balance** is the principle of design that refers to the way the elements of art are arranged to create a feeling of strength in a work. **Balance** creates a pleasing or harmonious arrangement or proportion of parts or areas in a design or composition.



## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 8

Art Instructional Resource Guide

**Symmetry** is when the parts of an artwork or object are organized so that one side duplicates, or mirrors, the other. Images in the work of art are the same on both sides.

**Overlapping** occurs when one object or shape covers part of a second object or shape.

**Overlapping** makes the objects in front seem closer to the viewer.



## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

### **I. Title: Textured Animals**

#### **II. Objectives:** The students will

- Describe visual imagery used to complete artwork. (VA.1.C.2.1)
- Use various media or techniques to learn how changes affect the completed artwork. (VA.1.C.2.2)
- Experiment with art processes and media to express ideas. (VA.1.S.1.1)
- Use accurate art vocabulary to communicate ideas about art. (VA.1.S.1.4)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

#### **IV. Vocabulary:**

**Texture** is how something feels or looks like it would feel to the touch; you can use words such as rough, prickly, bumpy, etc.

**Rubbing** is a print made by placing paper over a textured surface with a crayon

**Print** is a form of art which can be repeated

#### **V. Curricular Connections:**

- **English Language Arts**  
(RL.1.8 not applicable to literature)
- **Mathematics**  
1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.  
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

#### **VI. Key Artists:** *Rhinoceros* by Albrecht Dürer

#### **VII. Materials/Set-Up:** 12 x 18 lightweight drawing paper, dark wide tipped markers, crayons with wrapping removed, scissors, textured cardboard (corrugated, heavy

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

lace, combs, keys), tissue paper or colored construction paper, animal photos or animals for reference (optional).

Rhinoceros by Albrecht Dürer and *Jungle Sunset* by Henri Rousseau. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close. Explain to the students that these are reproductions and not the original work of art. Green Option: Project images on an LCD projector*).

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display visuals of Albrecht Dürer and Henri Rousseau's artwork.**

#### **Session I:**

1. The teacher will display Dürer's Rhinoceros.
2. The teacher will explain that he created this Rhinoceros about 500 years ago.
3. The teacher will point out that it looks like a real rhinoceros but it is not; it is a print. He covered the carving with ink and pressed paper onto it. When he lifted the paper, the rhinoceros was printed on the paper.
4. The teacher will also explain that Dürer drew this rhinoceros from the description given to him by travelers who had actually seen this animal
5. The teacher will tell students that Dürer was interested in Math; this could explain why the animal was divided into parts. Each part being a fraction of the whole rhinoceros.
6. The teacher will explain to the students that the parts of the rhinoceros look like armor-the armor makes the animal look strong and the pattern creates the texture of rough skin.
7. The teacher will explain to the students that they will draw an animal shape and fill it with crayon rubbings. The animal they draw can be one that lives on the ground, in the trees or in the water.
8. The teacher will demonstrate placing paper over a textured surface and rubbing the surface with the side of the crayon.
9. The teacher will explain the importance of pressing hard on the crayon. Then, the students will practice using several different colors and textures.
10. The teacher will provide children with textured boards, encouraging them to look for other textures in the classroom.

#### **Session II:**

1. The teacher will web animals that live in trees and in water.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

2. The students will choose an animal to draw.
  3. The teacher will review what the definition of an outline.
  4. The students will draw a BIG simple outline of the animal with a marker. Make the drawing fill the 12 X 18 paper.
  
  5. The students will place one part of the animal over a texture rub it with the side of the crayon.
  6. The students will place another part of the animal over a different texture. Rub it with a different color.
  7. The students will repeat for the other parts and fill the animal shape with textures.
  8. The students will cut out the animal.
- IX. Assessment:** Final Product - *Applied texture to the entire body*
- X. Resources:** [www.artcyclopedia.com](http://www.artcyclopedia.com); K & 1 Art Lesson Visuals and Glossary Resource; This lesson is part 3 of 3; to be used with “Many Kinds of Green” (part 1) and “A Leafy Mural (part 2)”

### **Shape**

When a line is connected or closed it makes a **shape**. Artist use big and small **shapes**. **Geometric Shapes** are mathematical shapes. **Geometric shapes** have names. Circles, Triangles, Squares and Rectangles are examples of **geometric shapes**.

Look at the **shape** of animals and leaves. The **shape** of a living thing is a **free-form shape**. It does not have a specific name so they are called **free-form shapes**.

### **Texture**

**Texture** is the way something feels. Artist use different materials to create **texture**. **Textures** can be hard, soft, smooth, rough, grainy, bumpy, or silky. Some **textures** are real. You can feel it. **Texture** you can feel is called **real texture**. Some **textures** can be seen but not felt. **Texture** you can see but not feel is called **visual texture**.

### **Color**

## Primary Paths to the Arts

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

Artists use many **colors** in their works of art. They mix some **colors** to make other **colors**. Red, yellow, and blue are **primary colors**. Red and yellow are **primary colors**. They can be mixed to make the **secondary color** orange. Blue and yellow are **primary colors**. They can be mixed to make the **secondary color** green. Red and blue are **primary colors**. They can be mixed to make the **secondary color** violet. The three **primary colors** can be used to create three **secondary colors**. To make a color darker you can add black. This is called a **shade** of that color. To lighten a color you can add white. This is called a **tint** of that color. *NOTE: always add the lightest color first when mixing colors.*

### Albercht Dürer

Albrecht Dürer, the most gifted painter and engraver of the German Renaissance and Reformation period, was born in Nuremberg. He learned the techniques of engraving in the workshop of his father, a goldsmith, before being apprenticed in 1486 to the realistic Flemish painter Michael Wolgemuth. Dürer's earliest recognized work was a self-portrait painted at the age of thirteen.

[http://www.dropbears.com/a/art/biography/Albrecht\\_Durer.html](http://www.dropbears.com/a/art/biography/Albrecht_Durer.html)



## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

Dürer's Rhinoceros is the name commonly given to a woodcut created by German painter and printmaker Albrecht Dürer in 1515.<sup>[1]</sup> The image was based on a written description and brief sketch by an unknown artist of an Indian rhinoceros that had arrived in Lisbon earlier that year. Dürer never saw the actual rhinoceros, which was the first living example seen in Europe since Roman times. In late 1515, the King of Portugal, Manuel I, sent the animal as a gift for Pope Leo X, but it died in a shipwreck off the coast of Italy in early 1516. A live rhinoceros was not seen again in Europe until a second specimen arrived from India at the court of Philip II in Spain around 1579.

[http://farm2.static.flickr.com/1413/951368445\\_f619896ab0\\_o.jpg](http://farm2.static.flickr.com/1413/951368445_f619896ab0_o.jpg)

<http://www.udel.edu/artfoundations/drawing/crosshatch.html>

**Henri Rousseau**

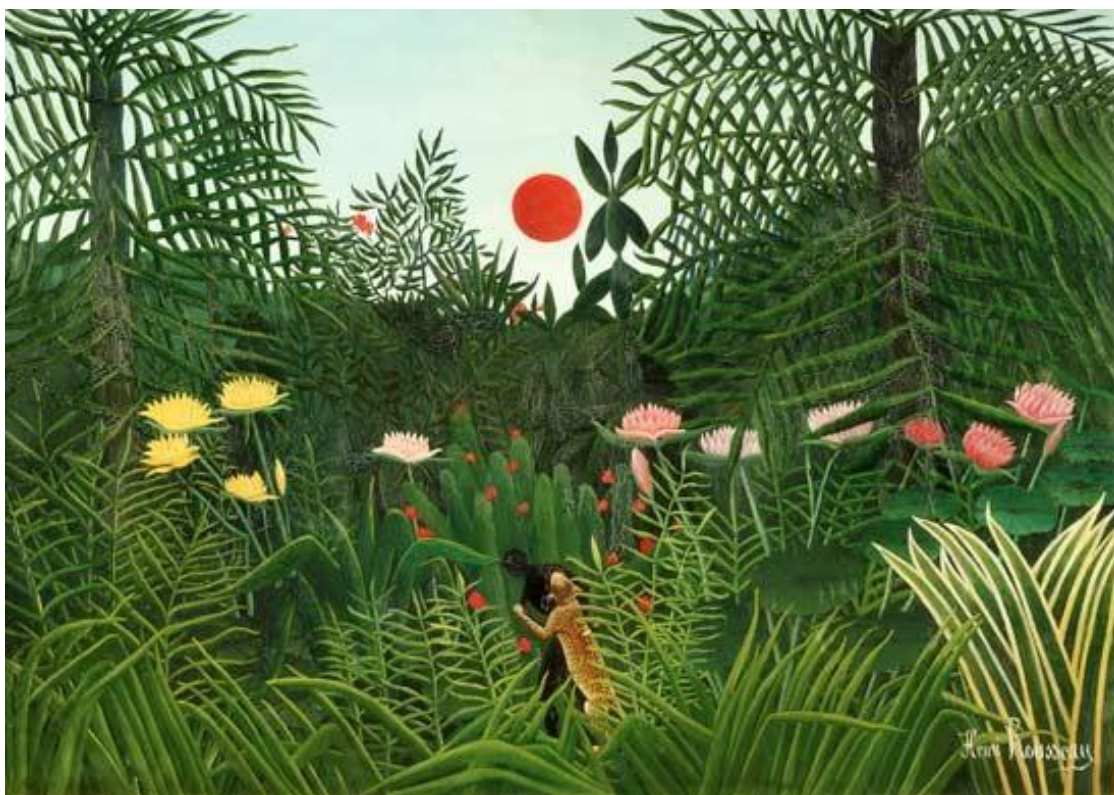
## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 9

Art Instructional Resource Guide

Henri Rousseau was French Post-Impressionist painter in the Naive or Primitive manner. He is also known as Le Douanier (the customs officer) after his place of employment. Ridiculed during his life, he came to be recognized as a self-taught genius whose works are of high artistic quality.

He was born in Laval in the Loire Valley into the family of a plumber. He attended Laval High School as a day student and then as a boarder, after his father became a debtor and his parents had to leave the town upon the seizure of their house. He was mediocre in some subjects at the high school but won prizes for drawing and music. He worked for a lawyer and studied law, but "attempted a small perjury and sought refuge in the army," serving for four years, starting in 1863.



*Jungle Sunset* by Henri Rousseau

[http://www.artinthepicture.com/artists/Henri\\_Rousseau/l-Jungle-Sunset.jpg](http://www.artinthepicture.com/artists/Henri_Rousseau/l-Jungle-Sunset.jpg)

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 10

Art Instructional Resource Guide

### **I. Title: Clay Ducks**

#### **II. Objectives:** The students will

- Use various media or techniques to learn how changes affect the completed artwork. (VA.1.C.2.2)
- Practice correct use of tools with various art media, techniques, and processes. (VA.1.S.2.1)
- Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

#### **IV. Vocabulary:** form, sphere, blend, kneading

Shapes have **height** and **width**. **Forms** have **height, width, and depth**. A **form** takes up **space** and has space all around it. A **form** also has space inside it or through it.

Some forms are **geometric forms**. A baseball is a **geometric form**. Other forms are **free-form forms**. A baseball glove is a **free-form form**.

Artists **blend** in artwork, to merge colors applied to a surface. To **blend** they can use a brush, crayon, colored pencil, or other medium. This is sometimes called feathering.

An artist uses the **kneading** method to work and press together a soft material such as clay, dough. Artists use their hands to squeeze, massage, or press with their hands, which kneads the clay, dough or material they are working with.

#### **V. Curricular Connections:**

- **English Language Arts**

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- **Mathematics**

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.



## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 10

Art Instructional Resource Guide

**VI. Key Artists:** Phoenix Bird of the Chinese Tang Dynasty and book illustrations from *The Surprise Family*, written and illustrated by Lynn Reiser

**VII. Materials/Set-Up:** Two or three 2lb containers of yellow and orange Crayola Model Magic or polymer clay, three 4oz. packages of black Crayola Model Magic or polymer clay, popsicle sticks, manila paper, crayons.

### **VIII. Lesson Procedures**

Teacher will introduce vocabulary and display images of the Phoenix Bird of the Chinese Tang Dynasty and book illustrations from *The Surprise Family*, written and illustrated by Lynn Reiser

#### **Session I:**

1. The teacher will refer back to the story from the reading basal, The Surprise Family written and illustrated by Lynn Reiser . Then, discuss the difference between a chick and duck's features in preparation for art class.
2. The teacher will review shapes with the students by drawing them on the board (oval, sphere, triangle) and discuss **form** and **sphere**.
3. The teacher will discuss the shape of the ducks – oval for body, oval for head, circle for eyes, ovals for wings, and a triangle for feet.
4. The students will draw a duck using their reading book as a reference.

#### **Session II:**

**\*Students may use a popsicle stick to help the students with blending the clay.**

1. The students will use yellow clay to make a small sphere (a little bigger than a ping-pong ball) and mold it into an oval. This will be the body.
2. The students will use yellow clay to make another small sphere and mold into an oval. This will be the head.
3. The students will pinch and pull the body to make the tail. The teacher will explain this is how you **knead** the clay and discuss the vocabulary word.
4. The students will make two small spheres of yellow clay and flatten them for the wings. The teacher will introduce the vocabulary word **blend**. The teacher will discuss how mixing two colors of the clay can create a blending effect.
5. The students will make two small triangles for the beak.
6. The students will use black clay to make the eyes.
7. The students will add the wings, beak, and eyes

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 10

Art Instructional Resource Guide



**IX. Assessment:** Final Product - *Parts formed using geometrical shapes and the product looks like a duck.*

## **X. Resources**

### **Form**



## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 10

Art Instructional Resource Guide

### **Phoenix Bird of the Chinese Tang Dynasty**

Phoenix Bird, brown mottling in color, in the manner of the Tang Dynasty. In Chinese folklore, the phoenix is a beautiful bird-like creature that ascends to earth every so often. It is considered to be the embodiment of yin. The empress took this creature as her symbol, as the emperor

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 11

Art Instructional Resource Guide

### **I. Title: Faces Show Feelings**

#### **II. Objectives:** The students will

- Use varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences. (VA.1.S.1.2)
- Use accurate art vocabulary to communicate ideas about art. (VA.1.S.1.4)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Identify how classmates solve artistic problems. (VA.1.F.1.2)

#### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

#### **IV. Vocabulary:** emotions, expressions, feelings, shapes, self- portraits

#### **V. Curricular Connections:**

- **English Language Arts**  
(RL.1.8 not applicable to literature)
- **Mathematics**  
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

#### **VI. Key Artists:** African Masks

#### **VII. Materials/Set-Up:** Pencil, Black crayon, 6 x 9 manila paper, mirror (s)

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display images of African Masks and images of facial expressions.**

#### **Session I:**

1. The teacher will ask: *“What is the shape of your head?”*
2. The teacher will discuss the shapes of the head and facial features. Use the African Mask visual to help illustrate lines and shapes on the face.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 11

Art Instructional Resource Guide

3. The students will analyze the shape of the eyes, eyebrows and mouth as well as the lines created on the face.
4. The teacher will show visuals of expressive faces on the board and ask students to identify the emotions: angry, surprised, sad, happy, etc.
5. The students will tell what clues they used to identify the expressions.
6. The teacher will ask the students to demonstrate different expressions or emotions while looking into a mirror.
7. The teacher will ask: *“Did the shapes and lines of your face (eyes, eyebrows, nose, and mouth) change when your expression changed?”*
8. The teacher will write the words happy, puzzled, frightened, sad, angry, etc. on the board.
9. The teacher and students will discuss when they feel each emotion. Teacher will ask: *“When do you feel happy, sad, frightened?”*
10. The teacher will distribute materials to the students.

### **Session II**

11. The teacher will review with the students emotions and expressions.
12. The teacher will outline the shape of a large scrap of paper on the board.
13. The teacher will give an example of how to draw an angry face: squinted eyes, lowered eyebrows with vertical lines between them, wide straight mouth with bared teeth, a nose with flared nostrils, etc.
14. The teacher will ask students to draw an oval shape on the paper.
15. The students will choose an emotion randomly from a paper bag (prepared by the teacher).
16. The students will draw facial expressions on their oval which convey the emotion selected.
17. The students will share their emotions with the class.
18. The students will write a sentence about their emotion: I am \_\_\_\_\_ when \_\_\_\_\_.
19. The teacher will display the students’ drawings and let the students decide which one captured the emotion the best.

**IX. Assessment:** Final Product - Expressive self portraits and class discussion regarding which emotion was the easiest and the hardest to draw and why?

**X. Resources:**

**Shapes**

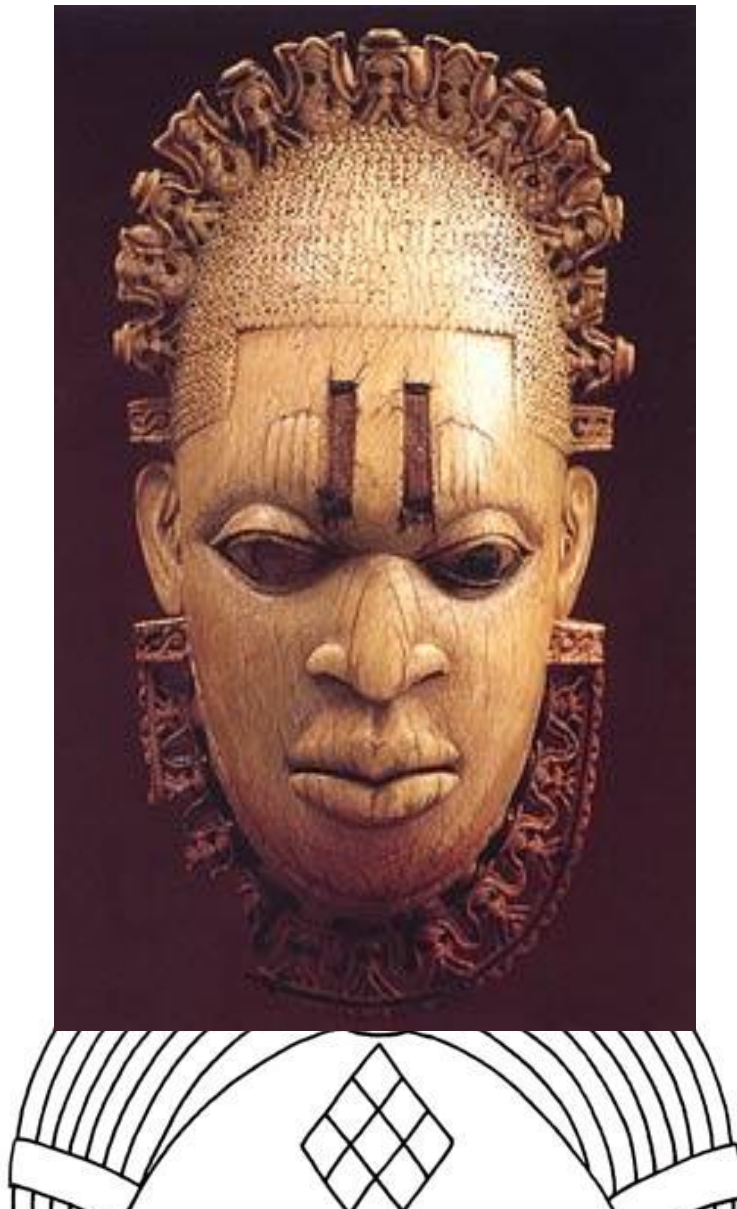
## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 11

Art Instructional Resource Guide

**Shapes** are made when lines come together. A line around the edge of a shape is its **outline**. Artists use **shapes** to draw people. The **outline shape** of a head is an **oval**. Changing the **shapes** in your face can show different emotions. **Portraits** show a picture of someone. When the artist paints himself or herself it is called a **self- portrait**.

### **African Masks**



## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 11

Art Instructional Resource Guide

<http://www.artyfactory.com/africanmasks/masks/punu1a.htm>

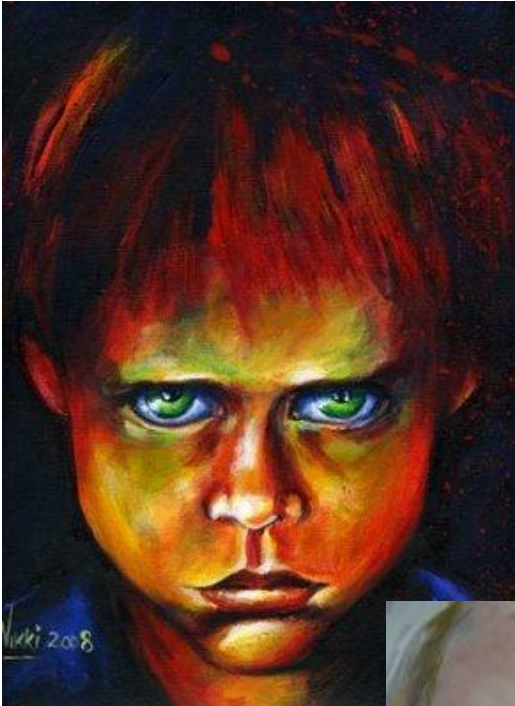
### **Emotional Faces**



Miami-Dade County Public Schools

1<sup>st</sup> Grade

Visual Arts Instructional Resource Guide

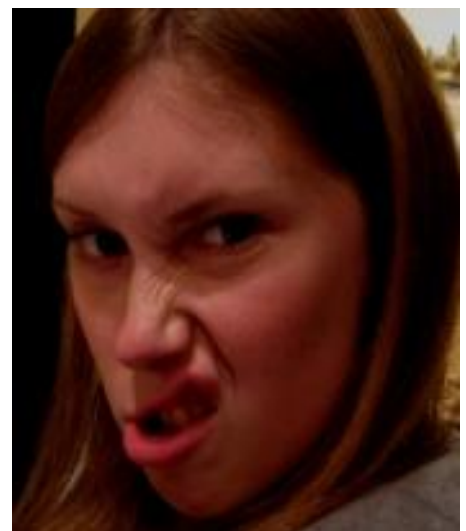
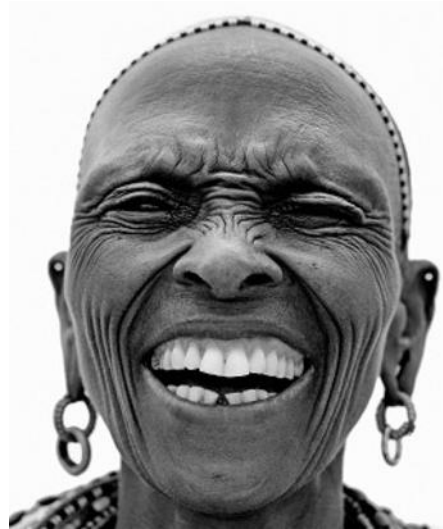




**Miami-Dade County Public Schools**

1<sup>st</sup> Grade

Visual Arts Instructional Resource Guide



## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide

- I. Title: Ice Cream Cone**
- II. Objectives:** The students will
- Use various media or techniques to learn how changes affect the completed artwork. (VA.1.C.2.2)
  - Experiment with art processes and media to express ideas. (VA.1.S.1.1)
  - Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- III. Recommended Instructional Time:** Two (2) 40 minute sessions
- IV. Vocabulary:** collage, mixed media, overlap, variety, shapes – geometric and free form
- V. Curricular Connections:**
- **English Language Arts**  
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.  
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
  - **Mathematics**  
1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.  
1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- VI. Key Artists:** Henry Matisse and Claes Oldenburg
- VII. Materials/Set-Up:** 12 X 18 brightly colored orange, yellow, and pink paper, assorted colored construction paper (scraps), manila paper, crayons, scissors, textured surfaces, glue, assorted beads, assorted buttons, tissue paper, and brown tempera paint in a squeeze bottle

Artwork of Henri Matisse and Claes Oldenburg. (**NOTE:** *Print visuals in color and as large as possible or print several copies for the students to view up close.*)

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide

*Explain to the students that these are reproductions and not the original work of art. **Green Option:** Project images on an LCD projector).*

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display Henri Matisse and Claes Oldenburg’s artwork.**

#### **Session I:**

1. The teacher will display visuals of pop artist (Warhol or Oldenburg).
2. The teacher will discuss “Pop Artist” and how they made common everyday objects into fine art pieces.
3. The teacher will explain that the students will create a triple scoop ice cream cone from colored construction paper, assorted beads, assorted buttons, and pieces of tissue paper.
4. The teacher will distribute a piece of manila paper to the students.
5. The students will cut a large triangular shape to represent the waffle cone.
6. The students will choose three different colors (pink, white, green, brown, etc...) for their ice cream scoops.
7. The students will cut three free-form shapes for the scoops of ice cream. These will be overlapped on top of each other to look like scoops of ice cream on top of the cone.
8. The teacher will collect the three scoops of ice cream and the waffle cone cut-outs and place them in Zip-lock bags. Save for Session II.

#### **Session II**

1. The teacher will distribute the Zip-lock bags with their materials back to the students.
2. The teacher will allow the students to choose from the brightly colored 12X18 construction paper for the background surface of the collage. (Note: Review the meaning of collage and mixed media with the students).
3. The students will glue the large triangular shape (waffle cone) on the brightly colored 12X18 construction paper, towards the bottom of the paper.
4. The students will glue one shape (ice cream scoop) on top of the cone. Ensure that the students overlap the shapes.
5. The students will continue this same method for the next two scoops. Ensure that the students overlap the shapes.
  
6. The teacher will distribute the assorted beads, assorted buttons, and pieces of tissue paper to the students.
7. The students will glue the assorted beads to the first layer, assorted buttons to the second layer, and pieces of tissue paper to the third layer. This order may vary depending on the supplies and teacher preference.

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide

8. The teacher will distribute brown tempura paint in a squeeze bottle to each table.
9. The students will squeeze the brown tempura paint (chocolate syrup) on the scoops. The students may add a red circular shape on top to represent a cherry.
10. The teacher will collect the project and let dry.

**IX. Assessment:** Final Product: *Objects overlap one another and are decorated throughout*

**X. Resources:**

### **Shapes**

Artists use **shapes** to make art. Look at the **shape** of animals and leaves. The **shape** of a living thing is a **free-form shape**. It does not have a specific name so they are called **free-form shapes**. **Geometric Shapes** are mathematical shapes. **Geometric shapes** have names. Circles, Triangles, Squares and Rectangles are **geometric shapes**.

Artists glue paper **shapes** to make art. Art made up of pieces of paper or fabric is called a **collage**. **Overlapping** occurs when one object or shape covers part of a second object or shape.

**Henri Matisse**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide

Henri Matisse is considered the most important French artist of the 20th century and one of the most influential modernist painters of the last century. Matisse began studying drawing and painting in the 1890s. A student of the masters of Post-Impressionism, Matisse later made a reputation for himself as the leader of a group of painters known as Les Fauves. An ironic label given to them by a critic (it means "wild beasts"), the name reflected Matisse's aggressive strokes and bold use of primary colors. In 1905 Matisse gained sudden fame with three paintings, including *Woman with the Hat*, purchased by the wealthy American ex-patriot [Gertrude Stein](#). Beyond painting, he worked with lithographs and sculpture, and during World War II he did a series of book designs. Later in his career he experimented with paper cutouts and designed decorations for the Dominican chapel in Vence, France. Matisse was considered one of the world's greatest living painters throughout his life.



*Sea, Polynesia* by Henri Matisse

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide



*Creole Dancer* by Henri Matisse

**Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide



*Untitled*, by Henri Matisse

## ***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 12

Visual Arts Instructional Resource Guide

### **Claes Oldenburg**

American artist Claes Oldenburg (born 1929) created works of art which were a wonderful blend of reality and fantasy. Oldenburg's artistic success was due in part to his irreverent humor and incisive social commentary. He took objects from the everyday world such as ice cream cones, typewriters, lipstick, a flashlight; lifted them out of their usual context; and forced viewers to reassess their preconceptions about the objects.



*Floor Cone*, 1982 by Claes Oldenburg



## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 13

Visual Arts Instructional Resource Guide

### **I. Title: Seasons**

### **II. Objectives:** The students will

- Practice correct use of tools with various art media, techniques, and processes. (VA.1.S.2.1)
- Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Use various art media and real or imaginary choices to create artwork. (VA.1.F.1.1)

### **III. Recommended Instructional Time:** Two (2) 40 minute session

### **IV. Vocabulary:** color, line, texture

### **V. Curricular Connections:**

- **English Language Arts**  
(RL.1.8 not applicable to literature)
- **Mathematics**
  - 1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.
  - 1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
  - 1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Artists:** Seasons written and illustrated by Ashley Wolff

### **VII. Materials/Set-Up:** 9 X 12" manila paper, pencil, 9 X 12" white construction paper or tag board, crayons (red, yellow, and orange), black tempera paint, liquid detergent (Dawn or Ivory), soft paint brushes, plastic knife/nail/end of paper clip, newspaper/plastic

### **VIII. Lesson Procedures**

**Teacher will introduce vocabulary and display visuals of seasons illustrated by Ashley Wolf.**

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 13

Visual Arts Instructional Resource Guide

### **Session I:**

**\*Prior to Session I, the teacher will mix black tempera paint with a few drops of liquid detergent.**

1. The students will review the four seasons, highlighting the things that occur primarily during fall.
2. The teacher will distribute the 9 X 12 white construction or tag board.
3. The students will color the 9 X 12 white construction or tag board with red, yellow, and orange. The students must fill the paper completely with the colors.
4. The students will paint over the completed crayon design with a mixture of black tempera paint mixture.
5. The teacher will collect the paper after each child has finish. Set the paper aside and let dry for Session II.
6. The teacher will distribute 9 X 12 manila paper to each child.
7. The students will practice drawing a fall picture (trees, leaves, birds gathering nut, etc...).
8. The teacher will collect the practice paper.

### **Session II**

**\*Prior to Session II, the paint should be completely dry.**

1. The teacher will cover the tables or desks with newspaper or plastic to ensure an easier clean up.
2. The teacher will return the 9 X 12 construction or tag board (painted black in Session II) and the practice fall drawing to the students.
3. The students will gently use the plastic knife/nail/end of paper clip to scratch a Fall picture (trees, leaves, birds gathering nut, etc...) on the construction paper or tag board. The students should refer back to their readers and the basal story Seasons, written and illustrated by Ashley Wolff from their reading basal and their practice drawing to assist them with adding details to the picture.
4. The students will write two sentences describing their Fall picture.
5. The teacher will select students to share their pictures and read their sentences.

**IX. Assessment:** The final product is a *Fall theme which has leaves, colors, and animals as well as good craftsmanship.*

**X. Resources:** Images of Fall Seasons

***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 13

Visual Arts Instructional Resource Guide



***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 13

Visual Arts Instructional Resource Guide



## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 14

Visual Arts Instructional Resource Guide

### **I. Title: Clay Pigs (Theme 7)**

### **II. Objectives:** The students will

- Practice skills and techniques to create with two- and/or three-dimensional media. (VA.1.S.3.1)
- Discuss the qualities of good craftsmanship. (VA.1.S.3.2)
- Identify and be respectful of artwork that belongs to others and represents their ideas. (VA.1.S.3.4)

### **III. Recommended Instructional Time:** Two (2) 40 minute sessions

### **IV. Vocabulary:** form, sphere, blend, kneading

### **V. Curricular Connections:**

- **English Language Arts**

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

- **Mathematics**

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

### **VI. Key Artists:** Book Illustrator: Felicia Bond [If You Give a Pig a Pancake](#) by Laura Numeroff

### **VII. Lesson Procedures**

**Materials/Set-Up:** Two or three 2lb containers of pink Crayola Model Magic or polymer clay, three 4oz. packages of black Crayola Model Magic or polymer clay, manila paper, crayons, popsicle sticks

## **Primary Paths to the Arts**

1<sup>st</sup> Grade – Lesson 14

Visual Arts Instructional Resource Guide

### **Session I:**

Teacher will introduce vocabulary and display the visuals Book *Illustrator: Felicia Bond* *If You Give a Pig a Pancake* by Laura Numeroff

1. The teacher will refer back to the story *If You Give a Pig a Pancake* from the reading basal and remind the students about the main character.
2. The teacher will review shapes with the students by drawing them on the board (oval, sphere, triangle, cylinder).
3. The teacher will discuss the shape of the pig – oval for cylinder, oval for head, cylinders for legs, triangles for ears, and spheres for the eyes and nose.
4. The students will draw a pig using their reading book as a reference.

### **Session II**

**\*Students may use a popsicle stick to help the students with blending of the clay.**

1. The teacher will return the drawing of the pig, made in Session I, to the students. The students will use this as a reference.
2. The students will use pink clay to make a sphere and then mold the sphere into a cylinder. This will be the body.
3. The students will use pink clay to make another sphere and mold it into an oval. This will be the head.
4. The students will use pink clay to make four spheres and mold them into four cylinders. These will be the legs. Make legs thick and sturdy so the pig can stand.
5. The students will press the shapes together. Press hard and rub or blend where parts are attached.
6. The students will use small pieces of clay to add triangle ears, a tail, eyes, and nose.



**VIII. Assessment:** Final Product: Parts formed using geometrical shapes and the product looks like a pig.

**IX. Resources:** [www.artcyclopedia.com](http://www.artcyclopedia.com)

***Primary Paths to the Arts***

1<sup>st</sup> Grade – Lesson 14

Visual Arts Instructional Resource Guide

# Visual Arts Lesson Plan

Grade K-1

Date(s) Aug-Sept Time 3-4 hours

<p><b>Lesson: Shapes and Lines</b></p>	<p><b>Media: Markers/Paper</b></p>
<p><b>Materials:</b></p> <p>Rectangular shaped paper 4 x 8 inches          6 x 6 square card stock (for shapes)          Black markers          Color markers          Pencils          Erasers          Scissors          glue</p>	<p><b>Visual/Resources:</b></p> <p>Teacher sample in progress          Artsonia web teacher lessons          Shapes visual          Shapes and line handouts for notebooks</p> <p><b>Esol Strategies:</b></p> <p>IA&amp;E; IIE&amp;F; IIIA&amp;B</p>
<p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Introduction of shapes and lines visual and handouts</li> <li>• Students create a graphic line design on 4 x 8 paper in pencil and then retrace in black marker</li> <li>• Students create geometric OR organic shapes on card stock in pencil (they must create 3 large, 3 medium and 2 small shapes) and then all in color markers.</li> <li>• Cut out the colored geometric shapes and glue down in a vertical line down the center on top of the black and white graphic 4 x 6 design.</li> <li>• Clean up and review</li> <li>• Assessment</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Line, shape, geometric, organic, free form, graphic</p>	<p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observation of final product</li> <li><input type="checkbox"/> Interview with student</li> <li><input type="checkbox"/> Group assessment (critique)</li> <li><input type="checkbox"/> Observation of process (student working)</li> <li><input type="checkbox"/> Self-assessment by student</li> <li><input type="checkbox"/> Portfolio             <ul style="list-style-type: none"> <li>A. tracking</li> <li>B. demonstrates growth</li> <li>C. compiles a variety of processes, techniques, and media</li> </ul> </li> <li><input type="checkbox"/> Journals             <ul style="list-style-type: none"> <li>A. ideas for projects</li> <li>B. sketches</li> <li>C. teacher-generated assignments</li> </ul> </li> </ul>
<p><b>Sketchbook/Journal or Home Learning:</b></p> <p>FCAT Strategies          Writing:          Sequence: What did you do first, second, third....          Math:          Counting and size order</p>	<p><b>Base Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vocabulary test</li> <li><input type="checkbox"/> Weekly test</li> <li><input type="checkbox"/> Unit test</li> <li><input type="checkbox"/> Essay</li> <li><input type="checkbox"/> Report</li> </ul>