

Teacher: Mrs. Schuette	Subject: Arts and Humanities	Appalachian Unit February 29, 2016 – March 4, 2016	Elements of Art & Principles of Design
KY Core Content Standards	Learning Target	Procedures/Activities	
<p>Early Primary (K – 3): AH-EP4.4.2 Students will choose media to create artworks with a basic understanding of how to use the media. AH-EP-3.4.1 Students will experience visual art works created for a variety of purposes (artistic expression).</p> <p>4th Grade: AH-04-3.4.1 Students will identify how art fulfills a variety of purposes (artistic expression). AH-04-1.4.2 Students will identify or describe how an artist uses various media and processes. AH-04-4.4.2 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork. AH-04-4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>5th Grade: AH-05-1.4.2</p>	<p>Kindergarten /First Grade</p> <p><i>Kindergarten- I will use color to understand artistic expression.</i></p> <p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Art example • Heart template with list of colors • Picasso painting handout <p><i>First grade- I will use color to understand artistic expression.</i></p> <p><u>Materials Needed:</u></p> <ul style="list-style-type: none"> • Art example • Heart template with list of colors • Picasso painting handout 	<p><u>K-</u> Students will learn about different colors and how artists use them to express their feelings (artistic expression). Students will receive a template of a heart and a list of colors and meanings. They will have to create a design inside the heart that includes the colors that express the feelings they have in their heart. Students will have the opportunity to share their hearts and the colors they used to decorate their heart.</p> <p>Once students finish their heart they will get to see some of Pablo Picasso’s blue stage artwork and we will discuss how he might have felt when he painted those pieces. Students will receive a handout that has one of Picasso’s famous paintings drawn on it. Students will get to choose a color that has a special emotion tied to it to color his image to show a different emotion.</p> <p><u>1st-</u> Students will learn about different colors and how artists use them to express their feelings (artistic expression). Students will receive a template of a heart and a list of colors and meanings. They will have to create a design inside the heart that includes the colors that express the feelings they have in their heart. Students will have the opportunity to share their hearts and the colors they used to decorate their heart.</p> <p>Once students finish their heart they will get to see some of Pablo Picasso’s blue stage artwork and we will discuss how he might have felt when he painted those pieces. Students will receive a handout that has one of Picasso’s famous paintings drawn on it. Students will get to choose a color that has a special emotion tied to it to color his image to show a different emotion.</p>	
		<i>2nd grade</i>	


Students will identify or describe how an artist uses various media and processes.
 AH-05-3.4.1
 Students will describe or explain how art fulfills a variety of purposes (artistic expression).
 AH-05-4.4.2
 Students will use a variety of media and art processes to produce two-dimensional (2-D) and three dimensional (3-D) artwork.
 AH-05-4.4.1
 Students will create artwork using the elements of art and principles of design.

I will create an abstract self-portrait using a cubism style inspired by Pablo Picasso.

Materials Needed:

- Picasso Powerpoint
- Paper
- Pencils
- Markers
- Dice
- Picasso game board

Students will learn about Pablo Picasso's portraits and cubism through a powerpoint. Students will have opportunities to reflect on different images Picasso created. Once we discuss cubism and students have the opportunity to see different examples, students will be instructed how to create their own self-portrait using cubism.



Students will get to play a game that guides them through their artwork. Students will be broken up into partners. Each set of partners will receive a game board, one dice, and the paper for their picture. Students will take turns rolling the dice to create their picture. Once students have their portrait drawn they will get markers and have the opportunity to choose colors that express how they feel (artistic expression).

After students have completed their artwork, they will complete a self-assessment to reflect on their artwork.

3rd grade

Essential Vocabulary


Kindergarten - Abstract, realistic, artistic expression, Pablo Picasso.
1st grade - Abstract, realistic, artistic expression, Pablo Picasso.
2nd grade - Abstract, realistic, artistic expression, Pablo Picasso.
3rd grade - Abstract, realistic, artistic expression, Pablo Picasso.
4th grade - Abstract, realistic, artistic expression, Pablo Picasso.
5th grade – Zentangle, elements of art, principles of design, emphasis,

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Students will get to play a game that guides them through their artwork. Students will be broken up into partners. Each set of partners will receive a game board, one dice, and the paper for their picture. Students will take turns rolling the dice to create their picture. Once students have their portrait drawn they will get markers and have the opportunity to choose colors that express how they feel (artistic expression).

After students have completed their artwork, they will complete a self-assessment to reflect on their artwork.

4th grade

monochromatic.

I will create an abstract self-portrait using a cubism style inspired by Pablo Picasso.

Materials Needed:

- Picasso Powerpoint
- Face template
- Abstract facial features examples
- Pencils
- Markers
- Self-reflection handout

Students will learn about Pablo Picasso's portraits and cubism through a powerpoint. Students will have opportunities to reflect on different images Picasso created. Once we discuss cubism and students have the opportunity to see different examples, students will be instructed how to create their own self-portrait using cubism.



Students will receive a template that they will use for their head, and they will be provided examples of abstract eyes, noses, mouths, and ears to choose from to complete their artwork.

Once their portrait is drawn, students will use markers to complete their image. We will discuss artistic expression and the meaning of different colors. Students will then have the opportunity to apply the different concepts to their image using different colors.

After students have completed their artwork, they will complete a self-assessment to reflect on their artwork.

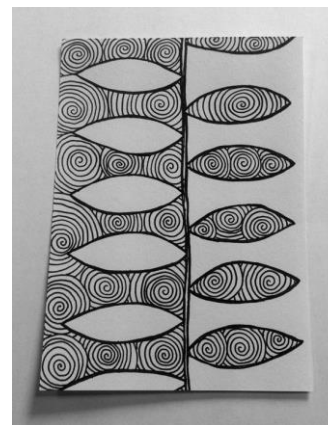
5th grade

I will use elements of art and principles of design to create a trading card using lines.

Materials Needed:

- Trading cards
- Pens
- Zentangle packets
- Scrap paper
- Pencils
- Examples

Students will review what they know about the elements of art and principles of design by looking at some trading card examples.



This trading card is a great example of positive and negative space. Point out

that students can make a design by leaving space empty. Point out the clean lines. Talk about how all the elements of art are working in this picture. Explain that even though we are focusing on lines, we're using all the elements of art without realizing it.

Explain that students will be creating their own trading card to trade with another school. They will be creating zentangle patterns on their card using ink as their medium. Students will need to have a focal point in their trading card (something that has the emphasis placed on it). We

		<p>will discuss emphasis and the importance of our card having a focal point.</p>
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I will teach students different patterns or they can come up with their own designs. Students will have time to complete their trading card (they will have two weeks to complete their art). On the final week of this project students will have to self-assess their artwork before we send it to another school to be critiqued.