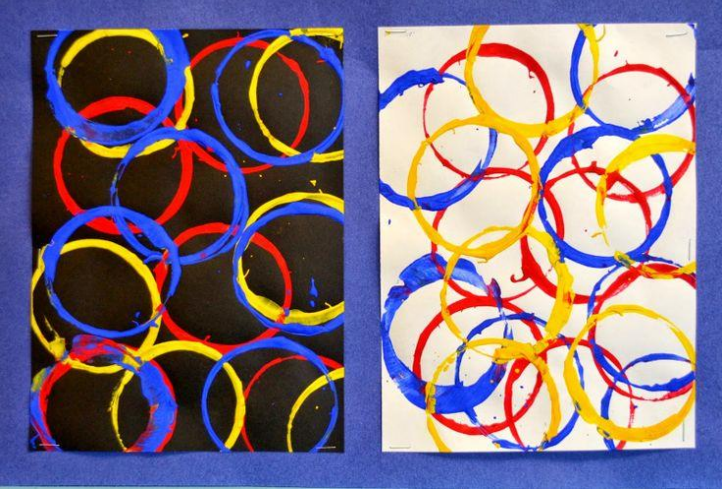


Teacher: Mrs. Schuette	Subject: Arts and Humanities	November 4, 2015 – November 6, 2015	Arts & Humanities
KY Core Content Standards	Learning Target	Procedures/Activities	
<p>K, 1, 2, & 3 (Early Primary): AH-EP-4.4.2 Students will choose media to create artworks with a basic understanding of how to use the media.</p> <p>4: AH-05-4.4.1 Students will create artwork using the elements of art and principles of design.</p> <p>5: AH-05-4.4.1 Students will create artwork using the elements of art and principles of design.</p>	<p>Kindergarten /First grade</p> <p><i>Kindergarten- I will create a work of art using the elements of art and principles of design.</i></p>	<p><u>K</u>- The students will learn about primary colors. We will have a class discussion about what primary colors are and why they're important. Students will create a piece of artwork using abstract colors. Students will use cups as a stamp to paint each color onto their paper. They will layer each primary color onto their paper. When complete students will have a piece of artwork made up of the primary colors.</p> 	

First grade-I will create a work of art using the elements of art and principles of design.

1st- Students will be working on a pumpkin painting where they mix and create secondary colors. Students will start by discussing primary colors and secondary colors. I will explain that we are going to use primary colors to create secondary colors. Students will begin by having a drawing lesson on how to make a pumpkin. Once they've drawn their pumpkin we will paint them yellow. Once they are solid yellow, students will paint over with red, blending the two colors to make orange. Once their paint is dry they will cut out their pumpkins and glue them onto construction paper and add leaves.



Second Grade

I will create a work of art using the elements of art and principles of design.

This week students will be investigating the elements of art through stations. Each station will focus on a different element. They will be making pieces of artwork using different media applying the different elements. We will start the lesson with a class discussion about the elements of art and how important they are to artwork. I will explain the procedures for the day (how students will find a station and their exit slip). Students will have time to work in their station. In order to assess student learning, students will complete an exit slip at the end of their time at the station.

1. **Line**- Students will have a zentangle coloring page to complete. Their exit slip will have them analyze the lines in their image.
2. **Shape**- Students will have an art game where they roll dice to draw different parts of a monster. Their exit slip will have students reflecting on the different shapes they used to create their monster (free form, organic, or geometric).
3. **Color**- Students will receive a handout with one famous painting copied on the handout twice. They will color one image with warm colors and one with cool colors. For their exit slip they will have to explain how the different colors make them feel differently when they look at the different images.
4. **Texture**- Students will use rubbing plates to create different textures on their artwork. Their exit slip involves students reflecting on how the texture looks and what it might feel like if they could touch it.
5. **Value**- Students will create a drawing of a flower. When they are finished they will shade the flower with light and dark values of the color they chose. In their exit slip they will have to explain why they added darker values in certain areas and why they added lighter values in other areas.
6. **Form**- Students will be making different pieces of origami. For their exit slip students will have to explain what form is and how their origami relates to the element of art.
7. **Space**- Students will create a drawing of a road and trees. They will have a vanishing point and draw their trees larger in the foreground and smaller in the background.

Third Grade

I will create a work of art using the elements of art and principles of design.

Students went to see the BFG last week at Stage One. This week we will be doing a follow up lesson to go along with their experience. We will start class with a discussion about stories. When we read a story or see a play there is always a beginning, a middle, and an end. The author does different things in each part. In the beginning the author introduces the time period, setting, and characters. The middle is generally when the author introduces the conflict and the end is the interesting way in which the characters interact with that conflict and find a resolution. Students will receive a piece of paper and I will show them how to divide their paper into thirds.

Essential Vocabulary

K-Colonial culture

1st grade- Primary and secondary colors

2nd grade- Elements of art and principles of design.

3rd grade- Elements of art and

principles of design.
4th grade – Elements of art and principles of design.
5th grade-Elements of art and principles of design.

They will brainstorm a story. In each section of the paper they will draw a picture that shows the beginning, middle, and end of their story. I will model the activity using the BFG. Students will have time to complete their illustrations of their imaginary dream and color them in. At the end students will have time to share through a square share.

Fourth Grade

I will create a work of art using the elements of art and principles of design.

This week students will be investigating the elements of art through stations. Each station will focus on a different element. They will be making pieces of artwork using different media applying the different elements. We will start the lesson with a class discussion about the elements of art and how important they are to artwork. I will explain the procedures for the day (how students will find a station and their exit slip). Students will have time to work in their station. In order to assess student learning, students will complete an exit slip at the end of their time at the station.

8. **Line**- Students will have a zentangle coloring page to complete. Their exit slip will have them analyze the lines in their image.
9. **Shape**- Students will have an art game where they roll dice to draw different parts of a monster. Their exit slip will have students reflecting on the different shapes they used to create their monster (free form, organic, or geometric).
10. **Color**- Students will receive a handout with one famous painting copied on the handout twice. They will color one image with warm colors and one with cool colors. For their exit slip they will have to explain how the different colors make them feel differently when they look at the different images.
11. **Texture**- Students will use rubbing plates to create different textures on their artwork. Their exit slip involves students reflecting on how the texture looks and what it might feel like if they could touch it.
12. **Value**- Students will create a drawing of a flower. When they are finished they will shade the flower with light and dark values of the color they chose. In their exit slip they will have to explain why they added darker values in certain areas and why they added lighter values in other areas.
13. **Form**- Students will be making different pieces of origami. For their exit slip students will have to explain what form is and how their origami relates to the element of art.
14. **Space**- Students will create a drawing of a road and trees. They will have a vanishing point and draw their trees larger in the foreground and smaller in the background.

Fifth Grade

I will create a work of art using the elements of art and principles of design.

This week students will be investigating the elements of art through stations. Each station will focus on a different element. They will be making pieces of artwork using different media applying the different elements. We will start the lesson with a class discussion about the elements of art and how important they are to artwork. I will explain the procedures for the day (how students will find a station and their exit slip). Students will have time to work in their station. In order to assess student learning, students will complete an exit slip at the end of their time at the station.

15. **Line**- Students will have a zentangle coloring page to complete. Their exit slip will have them analyze the lines in their image.
16. **Shape**- Students will have an art game where they roll dice to draw different parts of a monster. Their exit slip will have students reflecting on the different shapes they used to create their monster (free form, organic, or geometric).
17. **Color**- Students will receive a handout with one famous painting copied on the handout twice. They will color one image with warm colors and one with cool colors. For their exit slip they will have to explain how the different colors make them feel differently when they look at the different images.
18. **Texture**- Students will use rubbing plates to create different textures on their artwork. Their exit slip involves students reflecting on how the texture looks and what it might feel like if they could touch it.
19. **Value**- Students will create a drawing of a flower. When they are finished they will shade the flower with light and dark values of the color they chose. In their exit slip they will have to explain why they added darker values in certain areas and why they added lighter values in other areas.
20. **Form**- Students will be making different pieces of origami. For their exit slip students will have to explain what form is and how their origami relates to the element of art.
21. **Space**- Students will create a drawing of a road and trees. They will have a vanishing point and draw their trees larger in the foreground and smaller in the background.