

Teacher: Mrs. Ashley Schuette	Subject: Arts and Humanities	Week of Tuesday, August 17, 2015 Through August 21, 2015	Introduction to the Art Room, Procedures and Introductory Activity
KY Core Content Standards	Learning Target		Procedures/Activities
<p>Fifth & Fourth Grade: AH-4-PA-S-VA1 Students will be actively involved in creating and artworks. AH-5-PA-S-VA1 Students will be actively involved in selecting media, techniques, and processes for creating artworks applying the elements of art and principles of design.</p> <p>Second & Third Grade: AH-P-PA-S-VA1 Students will be actively involved in creating and artworks. AH-P-SA-S-VA1 Students will begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology AH-P-SA-S-VA2 Students will use the elements of art and principles of design in creating artworks independently and with others</p> <p>Kindergarten & First Grade: AH-P-PA-S-VA1 Students will be actively involved in creating and artworks. AH-P-SA-S-VA1 Students will begin to recognize and identify elements of art (line, shape, form, texture, color) and principles of design (emphasis, pattern, balance, contrast) using visual art terminology</p>	Fifth & Fourth Grade		
	<p><i>I will learn the procedures of our Art Room.</i></p> <p><i>I will create art using what I know about lines.</i></p>	<p><u>Fourth & Fifth Grade:</u> We will review art room procedures, practicing chant and reviewing voice levels. Read ‘The Little House’ by Virginia Lee Burton. Discuss lines as an element of art. Explain that students are going to create an image of their home. Discuss how homes may look different. Model how to draw an image of the student’s home using the ruler and pencil. Students will create a linear image of their home using black markers. They will use colored pencils to create a mixed media piece of artwork. Discuss differences between students and how those differences help strengthen our stingray family. Teach procedures for leaving the art room and practice procedures as leaving the room.</p>	
	Second & Third Grade		
	<p><i>I will learn the procedures of our Art Room.</i></p> <p><i>I will create works of art using what I know about lines.</i></p>	<p><u>Second & Third Grade:</u> We will review art room procedures, practicing chant and reviewing voice levels. Discuss how all artists are different and sometimes we may get frustrated when creating art. Read the book ‘Ish’ by Peter H. Reynolds. Have a class discussion about how we could relate to the character Ramon. Discuss how we talk about other student’s art and how we can fix our mistakes (referring to the mistakes poster in the classroom). Explain activity to class. Students will make a name tent using orange construction paper and white paper. The students will write their name in bubble letters on the white paper, then fill in their name with zentangle patterns. Students will draw symbols around their name to tell me about themselves. For example, my name has a picture of a wedding ring and a puppy because I am getting married soon and I just got a puppy. Students will use markers to complete their name tent. After students have time to complete their name tents, I will teach procedures to leave the classroom and we will practice lining up following the classroom expectations.</p>	
	Kindergarten & First Grade		
<p><i>I will learn the procedures of our Art Room.</i></p> <p><i>I will create works of art using elements of art.</i></p>	<p><u>Kindergarten & First Grade:</u> We will review art room procedures, practicing chant and reviewing voice levels. Play family video from school assembly. Talk about school family and explain that we are all unique and that’s what makes our family so great. Read the book ‘The Crayon Box that Talked’ by Shane DeRolf. The class will discuss our differences (related to favorite colors, to go along with activity) and why those differences make our school family so great. Students will receive a crayon template and color it their favorite color using crayons as their media. In the center of the crayon students will write their name and draw a self-portrait. We will discuss how everyone’s crayon looks different and how everyone has characteristics that work together to make us a Stingray family. Teach procedures for leaving the classroom.</p>		
Essential Vocabulary			
<p>K-1st grade- line, self-portrait 2nd- 3rd grade- line, shape, symbolism 4th-5th grade- line, horizontal, vertical</p>			

