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| Teacher: Mrs. Ashley Schuette | Subject: Arts and Humanities | Week of November 30, 2015 through December 11, 2015 | Winter Art/Colonial Cultutre |
| KY Core Content Standards | Learning Target | Procedures/Activities | |
| <p>K-1ST 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> <p>2nd-3rd 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> <p>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>4th grade- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes .AH-4-PA-S-VA1 Students will be actively involved in creating and artworks.</p> <p>5th grade-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. 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history. 2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.</p> | Kindergarten /First Grade | | |
| | <p><i>I will create art by using line, shape, and perspective.</i></p>  | <p>Kindergarten-The students and teacher will discuss the word perspective and look at examples of pictures with different perspectives. The teacher will then lead a drawing lesson using lines and shapes to create 4 different perspectives of a snowman. The students will then use different media to complete the picture-pastels, markers, pencils, crayons, and paint.</p> <p>1st grade- The students and teacher will discuss the word perspective and look at examples of pictures with different perspectives. The teacher will then lead a drawing lesson using lines and shapes to create 4 different perspectives of a snowman. The students will then use different media to complete the picture-pastels, markers, pencils, crayons, and paint.</p> | |
| | <p><i>2nd grade</i></p> <p><i>I will create art by line, shape, and perspective.</i></p>  | <p>The students and teacher will discuss the word perspective and look at examples of pictures with different perspectives, as well as a discussion about the shapes and lines of a nutcracker by looking at a model. (The students have discussed nutcrackers and viewed the live ballet of the Nutcracker. This lesson is in collaboration with the classroom teachers and music class.) The teacher will then lead a drawing lesson using lines and shapes to create a nutcracker. The student artists will decide the size and perspective they want to show in their piece of art. The students will then use different media to complete the picture-pastels, markers, pencils, crayons, and paint.</p> | |
| | <p><i>3rd grade</i></p> <p><i>I will create art by line, shape, and perspective.</i></p>  | <p>The students and teacher will discuss the word perspective and look at examples of pictures with different perspectives, as well as a discussion about the shapes and lines of a nutcracker by looking at a model. (The students have discussed nutcrackers and viewed the live ballet of the Nutcracker. This lesson is in collaboration with the classroom teachers and music class.) The teacher will then lead a drawing lesson using lines and shapes to create a nutcracker. The student artists will decide the size and perspective they want to show in their piece of art. The students will then use different media to complete the picture-pastels, markers, pencils, crayons, and paint.</p> | |

| Essential Vocabulary | | |
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| <p>K-1st grade- line, shape, perspective 2nd- 3rd grade- line, shape, perspective 4th-5th grade- self-portrait, colonial culture</p> | <p><i>4th grade</i></p> <p><i>I will create a self-portrait using symbolism and be able to identify artwork from the Colonial American culture.</i></p> | <p>Students will have the opportunity to apply prior knowledge of Colonial Americans to today’s lesson. We will start by brainstorming what we know about the Colonists. I will record student’s thoughts on the ActivBoard, as well as show some images of Colonial Americans that might jog their memory. After students have an opportunity to recall important information they will receive a map of the world. On this map we will document the journey the Colonists made to eventually come to America. This journey is important to our artwork because it explains how the Colonists knew who Rembrandt was and how they had seen some of his artwork. We will discuss what made Rembrandt’s artwork stand out (his paintings were the first to make people different sizes and stack them showing space). We will then look at some of his portraits and discuss the symbolism in them. For example, ‘Portrait of a Man Trimming his Quill’ by Rembrandt. We will discuss how he looks and is dressed. Then we will discuss the quill and paper. Rembrandt is showing us he is a writer by including the quill and paper, which means he has schooling and is intelligent. He’s dressed nicely, meaning he’s important. We can also discuss how the lighting on the man makes him the focal point.</p> <p>Photographs were not taken at that time because they were not invented, so people sought out artists to remember loved ones. The teacher will discuss different times in the student’s lives that they wanted to remember or commemorate and what they did to help them remember the moment. The students will then go through a drawing lesson on how to draw a portrait. Students will be allowed to add detail and finish with creativity. Students will be asked to draw themselves as a bust (an image from the shoulder up) and add details to the drawing to symbolize that important moment in their life. It is important for students to understand how to communicate an idea through a drawing and understand an image through its symbolism.</p> |
| | <p><i>5th grade</i></p> <p><i>I will create a self-portrait using symbolism and be able to identify artwork from the Colonial American culture.</i></p> | <p>Students will have the opportunity to apply prior knowledge of Colonial Americans to today’s lesson. We will start by brainstorming what we know about the Colonists. I will record student’s thoughts on the ActivBoard, as well as show some images of Colonial Americans that might jog their memory. After students have an opportunity to recall important information they will receive a map of the world. On this map we will document the journey the Colonists made to eventually come to America. Students will be introduced to John Singleton Copley. He was from Boston (Colonial Ameica) and a self-taught artist. We will investigate a painting by Copley and discuss the symbolism in the image. What made Copley stand out as a painter was his incorporation of artifacts related to the subject’s life. Students will be taken through a drawing lesson on how to draw a portrait and have to include artifacts important to their lives. Students may brainstorm important moments in their lives or artifacts that are important to them. Students will wrap up the colonial self-portrait lesson with an open response requiring students to reflect on their artwork.</p> |