

No One Sees the World Like A Child

Grade Level or Special Area: Art (K-3)

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Length of Unit: 16 Lessons

I. ABSTRACT

A. When you think of the great artists, you visualize their art. They made ordinary things unique. They saw things no one else did. Art is “an essential part of the knowledge children should learn” and actively experience. Studying art allows children to draw on the experiences of the masters and then create their own form of expression without fear of reprisal. This unit encompasses Core Knowledge Art Content from K-3 emphasizing art history and basic elements of art. Children hold a different view of the world. There is nothing like looking at art through the eyes of a child.

II. OVERVIEW

A. Concept Objectives

1. The student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1, Grade 2 2.1, Grade 3 3.1)
2. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)

B. Content from the *Core Knowledge Sequence*

1. Elements (pg14 - Kindergarten)
 - a. Color
 - Observe how colors can create different feelings and how certain colors can seem “warm” (red, orange, yellow) or “cool” (blue, green, purple)
 - Observe the use of color in Pablo Picasso, *Le Gourmet*
 - b. Line
 - Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
 - Observe different kinds of lines in Joan Miro, *People and Dog in the Sun*
2. Looking at and Talking (pg14 - Kindergarten)
 - Observe and talk about Diego Rivera, *Mother’s Helper*
3. Elements (pg31 - 1st Grade)
 - a. Color
 - Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that blue + yellow = green, blue + red = purple, red + yellow = orange
 - Observe the use of color in Diego Rivera, *Piñata*
 - b. Line
 - Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - Observe how different lines are used in Georgia O’Keeffe, one of her *Shell* paintings
 - c. Texture
 - Describe qualities of texture in Albrecht Durer, *Young Hare*
4. Kinds of Pictures: Landscapes (pg 52 - 2nd Grade)
 - Recognize as landscapes and discuss Vincent van Gogh, *The Starry Night*
5. Abstract Art (pg 52 - 2nd Grade)

- Compare lifelike and abstract animals, including Albrecht Durer, *Young Hare*
6. Design: How the Elements of Art Work Together (pg 74 - 3rd Grade)
 - Become familiar with how these terms are used in discussing works of art: Figure and ground, pattern, and symmetry
 - Examine design – how the elements of art work together – in Mary Cassatt, *The Bath* and Henri Matisse, cut-outs: *Icarus*

C. Skill Objectives

1. The student will create artworks and invent images, using a variety of colors, forms, and lines. (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)
2. The student will identify art elements and how these are unified in artworks. (adapted from TEKS, Visual Arts: Grade 3 3.1B)
3. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)
4. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
5. The student will identify simple subjects expressed in artworks. (TEKS K.3A)
6. The student will identify variation in objects and subjects from the environment, using the senses. (TEKS 2.1A)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hirsch, Jr. E.D. *What Your Kindergartener Needs To Know*. New York, New York: Dell Publishing, 1996, ISBN 0-385-31841-3.
2. Hirsch, Jr. E.D. *What Your First Grader Needs To Know*. New York, New York: Dell Publishing, 1997, ISBN 0-383-31987-8.
3. Hirsch, Jr. E.D. *What Your Second Grader Needs To Know*. New York, New York: Dell Publishing, 1998, ISBN 0-385-31843-X.
4. Hirsch, Jr. E.D. *What Your Third Grader Needs To Know*. New York, New York: Dell Publishing, 2001, ISBN 0-385-49719-9.

B. For Students

1. The students will review and build on experiences in art from each previous grade level.

IV. RESOURCES

- A. Anholt, Laurence. *Picasso and the Girl with the Ponytail*. Barron's Educational Series, 1998, ISBN 0-764-15031-6.
- B. *Art Resources Kindergarten*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-54-2.
- C. *Art Resources Grade 1*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-55-0.
- D. *Art Resources Grade 2*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-56-9.
- E. *Art Resources Grade 3*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-62-3.
- F. CGFA <http://cgfa.sunsite.dk/index.html>

- G. Holub, Joan and Brad Bucks. *Van Gogh: Sunflowers and Swirly Stars*. Grossett and Dunlap, 2001, ISBN 0-448-42521-1.
- H. Kelley, True and Pablo Picasso. *Picasso: Breaking All The Rules*. Grossett and Dunlap, 2002, ISBN 0-448-42862-8.
- I. Laden, Nina. *When Pigcasso Met Mootisse*. Chronicle Books, 1998, ISBN 0-811-81121-2.
- J. MegaMaps <http://www.yourchildlearns.com/megamaps.htm>
- K. O’Conner, Jane and Jesse Hartland. *Henri Matisse: Drawing with Scissors*. Grosset and Dunlap, 2002, ISBN 0-448-2519-X.
- L. O’Conner, Jane and Jennifer Kalis. *Mary Cassatt: Family Pictures*. Grosset and Dunlap, 2003, 0-448-43152-1.
- M. Raczka, Bob. *No One Saw*. Brookfield, Connecticut: The Millbrook Press, 2002, ISBN 0-7613-0944-6.
- N. Ronan, Helen (Editor). *Art to the Core 3rd Grade*. Worcester, Massachusetts: Davis Publications, Inc., 2002. ISBN 0-87192-586-9.
- O. Ronan, Helen (Editor). *Art to the Core 2nd Grade*. Worcester, Massachusetts: Davis Publications, Inc. 2002. ISBN 0-87192-595-8.
- P. Sanford Art <http://www.sanford-artedventures.com>
- Q. Winter, Jeanette. *Diego*. New York, New York: Alfred A. Knope, Inc., 1991, ISBN 0-679-91987-2.
- R. Winter, Jeanette. *My Name is Georgia*. New York, New York: Harcourt Brace & Company, 1998, ISBN 0-15-201649-X.
- S. Venezia, Mike. *Henri Matisse*. Chicago, Illinois: Children’s Press, 1997, ISBN 0-516-26146-0.
- T. Venezia, Mike. *VanGogh*. London, England: Kiki & Associates, 2002. Video (GettingToKnow.com).
- U. Venezia, Mike. *Picasso*. Chicago, Illinois: Children’s Press, 1988. ISBN 0-516-42271-5.
- V. Venezia, Mike. *Van Gogh*. Chicago, Illinois: Children’s Press, 1989. ISBN 0-516-42274-X.
- W. Venezia, Mike. *Mary Cassatt*. Chicago, Illinois: Children’s Press, 1991, ISBN 0-516-42298-2.
- X. Venezia, Mike. *Diego Rivera*. Chicago, Illinois: Children’s Press, 1995, ISBN 0-516-42299-5.

V. LESSONS

Lesson One: It’s the Surreal Thing (Kindergarten)

A. Daily Objectives

1. Concept Objective
 - a. The student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1, Grade 2 2.1, Grade 3 3.1)
2. Lesson Content

Line (pg14)

 - Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
 - Observe different kinds of lines in Joan Miro, *People and Dog in the Sun*
3. Skill Objective(s)
 - a The student will identify simple subjects expressed in artworks. (TEKS K.3A)
 - b The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)

B. Materials

1. Picture of Joan Miro
2. Print of Miro's *The People and the Dog in the Sun* (*Art Resources Kindergarten*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-54-2.)
3. World Map (printed from <http://www.yourchildlearns.com/megamaps.htm> colored and laminated)
4. Artist pin of Joan Miro (Appendix A)
5. Velcro dots to make artist pin
6. 6 x 18 piece of white construction paper folded where there are 4 sections numbered from 1-4
7. Marker (any color)
8. Teacher -created construction paper folder to use as a portfolio for each student during this unit

C. *Key Vocabulary*

1. Line-a continuous mark with length and direction
2. Surrealism-indicating that the artist is not looking at objects in a usual way

D. *Procedures/Activities*

1. The teacher will introduce Joan Miro with a picture of the artist and talk about where he lived emphasizing the country and continent.
2. The teacher will then locate Europe (Continent) and Spain (Country) on the map and will place artist pin (Appendix A) at that location.
3. The teacher will introduce Surrealism using Miro's print of *The People and the Dog in the Sun*.
4. The teacher will point out one object in the print (ex: the man) and ask students what other things they see in the print.
5. Students will help teacher to identify other objects.
6. The teacher will then explain that this picture is made up of different kinds of lines (ex: straight lines, curvy lines, wavy lines, zigzag lines and thin/thick lines).
7. Technology Option: Slideshow on lines <http://www.sanford-artedventures.com/play/lineshape/flash3page.html>
8. The teacher will introduce the Line activity:
9. The teacher will reinforce understanding of the different kinds of lines by drawing them on chart paper (straight, zigzag, curved, wavy, thick, thin).
10. The teacher will hand out pre-folded paper and marker for each child.
11. Students will follow teacher oral directions in drawing the 4 different types of lines.
 - a. Box 1- thick straight line and then a thin straight line
 - b. Box 2- thick zigzag line and then a thin zigzag line
 - c. Box 3 – thick curved line and then a thin curved line
 - d. Box 4 – thick wavy line and then a thin wavy line

E. *Assessment/Evaluation*

1. The teacher will close the lesson by asking the students to point to different lines as oral directions are given, and the teacher will assess visually.
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Two: Every Dog Has His Day in the Sun (Kindergarten)

A Daily Objectives

1. Concept Objective(s)
 - a. The student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1, Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
2. Lesson Content
Line (pg 14)
 - Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
 - Observe different kinds of lines in Joan Miro, *People and Dog in the Sun*
3. Skill Objective(s)
 - a. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)

B Materials

1. Miro's *The People and The Dog in the Sun* (Art Resources Kindergarten. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-54-2.)
2. Line examples on chart paper from Lesson One
3. *No One Saw* by Bob Raczka
4. 8 1/2 x 11 sheet of white drawing paper
5. pencil
6. crayons of student choice

C Key Vocabulary

Review Vocabulary from Lesson One

D Procedures/Activities

1. Teacher will read *No One Saw* by Bob Raczka and then discuss how different "artists express their own point of view".
2. The teacher will review types of lines and meaning of surrealism.
3. The teacher will show the example of *The People and The Dog in the Sun* and review and identify lines in the art.
4. Teacher will lead class in discussion of different animals that they might draw and will show examples of animals drawn in a surreal fashion. Teacher will also show examples of real animals and how different people might see and draw these animal differently. Reinforce that even though the perspective might be different it is still the same animal.
5. Students will create their own piece of artwork in Miro's style of surrealism

E. Assessment/Evaluation

1. Teacher will complete "Eye Mastered" Card on lines (Appendix B).
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Three: Pig Out on Picasso (Kindergarten)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1 Grade 2 2.1, Grade 3 3.1)

2. Lesson Content
 - Elements (pg14 - Kindergarten)
 - a. Color
 - Observe how colors can create different feelings and how certain colors can seem “warm”(red, orange, yellow) or “cool”(blue, green, purple)
 - Observe the use of color in Pablo Picasso, *Le Gourmet*
3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)

B. Materials

1. When *Pigasso Met Mootisse* by Nina Laden
2. World Map (printed from <http://www.yourchildlearns.com/megamaps.htm>, colored and laminated)
3. Artist pin of Pablo Picasso (Appendix A)
4. Velcro dots to make artist pin
5. *Picasso* by Mike Venezia
6. 8 ½ x 11 white drawing paper divided into 6 boxes
7. Crayons (Red, Yellow, Orange, Blue, Green, Purple) for each child
8. Color Chart showing warm and cool colors
9. Picasso’s *Le Gourmet* (*Art Resources Kindergarten*. Charlottesville, Virginia: Core Knowledge Foundation, 2004, ISBN 1-890517-54-2.)

C. Key Vocabulary

1. Warm colors - red, yellow, orange
2. Cool colors- blue, green, purple

D. Procedures/Activities

1. The teacher will introduce the lesson by reading *When Pigasso Met Mootisse* by Nina Laden
2. The teacher will tell the students that they are going to meet the real artist Pablo Picasso, not Pigasso as in the book. Pablo Picasso wasn’t from the United States.
3. The teacher show students on the map that Picasso was from Europe (continent) and Spain (country) and will attach the artist pin to the map in the appropriate location.
4. Using the book *Picasso* (Getting to Know the World’s Greatest Artists) the teacher will introduce Picasso and his artwork to the class emphasizing color in Picasso’s painting on pg 8. At this time the teacher will define warm and cool colors as in the painting. (Online printable color wheel <http://www.sanford-artedventures.com>)
5. Technology Option for showing color story online <http://www.sanford-artedventures.com/play/color1/color1.html>
6. Teacher will show Picasso’s *Le Gourmet* to give example of warm and cool colors.
7. For better understanding, the teacher will show examples in the environment that are warm and cool colors before students begin the art activity. (ex: Can you name something warm? Sun / Can you name something cool? Ice)
8. The students will then have sheet of 8 ½ x 11 drawing paper that is divided into 6 boxes.
9. The teacher will then instruct students to draw examples of appropriate objects using the 3 warm colors (Red, Yellow and Orange) and then the 3 cool colors (Blue, Green, Purple).

E. Assessment/Evaluation

1. The teacher will check for understanding of warm and cool color concept by asking students to share what they drew in appropriate boxes.
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Four: A Cube of Any Color (Kindergarten)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1, Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
2. Lesson Content
Elements (pg14 -Kindergarten)
 - a. Color
 - Observe how colors can create different feelings and how certain colors can seem “warm”(red, orange, yellow) or “cool”(blue, green, purple)
 - Observe the use of color in Pablo Picasso, *Le Gourmet*
3. Skill Objective(s)
 - a. The student will create artworks, using a variety of colors, forms, and lines; (TEKS, Visual Arts: Kindergarten K.2A)
 - b. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)

B. Materials

1. *Picasso* by Mike Venezia
2. 8 ½ x 11 white drawing paper
3. 9 x 12 black construction paper
4. pencil
5. crayons (red, yellow, orange, blue, green, purple)
6. scissors
7. glue stick
8. Eye Mastered Card (Appendix B)

C. Key Vocabulary

1. Cubism -
2. square-four sided figure with all side equal
3. rectangle- four sided figure with parallel sides congruent
4. triangle-3 sided figure
5. circle -

D. Procedures

1. The teacher will introduce the term “cubism” and how much Picasso’s art portrays this style.
2. The teacher will use the book *Picasso* by Mike Venezia to show various pieces of art by Picasso.
3. The teacher will point out how cubism is made up of geometric shapes (ex: pg23 and point out shapes).
4. Teacher will review warm and cool colors before art activity.
5. Teacher will tell the students that they are going to make their own cubist drawing using geometric shapes (squares, rectangles, triangles, and circles) and warm/cool

colors. Teacher will model procedure of drawing a picture of his/her face with a pencil and then coloring it with only warm/cool colors. The teacher will then model cutting the face into 6-8 geometric shapes, rearranging and gluing it to a construction paper backing.

6. Students will on a sheet of white drawing paper draw with a pencil a picture of their face and then color it using only warm and cool colors.
7. The students will then cut their paper face with scissors into 6-8 pieces that are geometrically shaped.
8. The students will glue their face in a rearranged order to a black piece on construction paper.
9. Extension: Read *Picasso and the Girl with the Ponytail* by Laurence Anholt or *Picasso: Breaking All the Rules* by True Kelley.

E. *Assessment/Evaluation*

1. Teacher will evaluate students understanding of warm/cool colors and cubism using the Eye Mastered Card Color 1(Appendix B)
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Five: Georgia on My Mind (1st Grade)

A. *Daily Objectives*

1. Concept Objective(s)
 - a Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
2. Lesson Content
 - a Line
 - Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - Observe how different lines are used in Georgia O'Keeffe, one of her *Shell* paintings
3. Skill Objective(s)
 - a The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)

B. *Materials*

1. World Map
2. Artist pin of Georgia O'Keefe (Appendix A)
3. Velcro dots to make artist pin
4. *Art Connections Level I*(Core Knowledge Curriculum) picture of Georgia O'Keefe *Shell*
5. Small paper cups
6. Tempera paint – 3 colors
7. Colored Pencils
8. 8 ½ x 11 drawing paper
9. *My Name is Georgia* by Jeanette Winter
10. Picture of Georgia O'Keefe *Red Amaryllis* (Ronan, Helen (Editor). *Art to the Core 2nd Grade*. Worcester, Massachusetts: Davis Publications, Inc. 2002. ISBN 0-87192-595-8.)

C. *Key Vocabulary*

1. line- a continuous mark with length and direction
2. shape – flat figure created when lines met to enclose a space.

3. spiral – a line that is draw in the shape of a coil
4. organic shape (free form) - shape created when lines met than can take almost any form

D. Procedures/Activities

1. Teacher will introduce Georgia O'Keefe by reading *My Name is Georgia* by Jeanette Winter.
2. The teacher will reread page 1 of *My Name is Georgia* showing that O'Keefe is from Wisconsin and asking students if they know the country and continent.
3. Teacher will place the artist pin on the map identifying the location for Georgia O'Keefe.
4. Using examples of O'Keefe's work (Shell and Red Amaryllis) the teacher will introduce line and shape.
5. Teacher will activate student's prior knowledge of lines by a short review (straight, curvy, zigzag, wavy, thick and thin).
6. Teacher will introduce a new line, spiral demonstrating on board.
7. Students will brainstorm things in the environment that have spiral lines (tornado, lollipop, shell, spring, flower).
8. Teacher will introduce shapes and that there are geometric and free form (organics shapes). Using a Georgia O'Keefe flower (Red Amaryllis) the teacher will lead students in identifying free form shapes.
9. Technology Option with shape story <http://www.sanford-artedventures.com/play/lineshape/index2.html>
10. Teacher will lead students through free form shape activity on this website. http://www.sanford-artedventures.com/create/try_this_organicsshapes.html

E. Assessment/Evaluation

1. Teacher will check for understanding by student sharing of shapes in their artwork.
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Six: Go Go Gadget (1st Grade)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
2. Lesson Content
 - a. Line
 - Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - Observe how different lines are used in Georgia O'Keeffe, one of her *Shell* paintings
3. Skill Objective(s)
 - a. The student will create artworks, using a variety of colors, forms, and lines; (TEKS, Visual Arts: Kindergarten K.2A)
 - b. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)

B. Materials

1. Small pictures of various items (ex: bugs, butterflies, flowers, etc.)

2. Class set of magnifying glasses
3. 8 ½ x 11 White drawing Paper cut to a square
4. pencil
5. markers
6. colored pencils
7. scissors
8. Eye Mastered Card (Appendix B)
9. *Art Connections Level 1*(Core Knowledge Curriculum) picture of *Shell* by Georgia O’Keefe
10. Picture of *Red Amaryllis* by Georgia O’Keefe (Ronan, Helen (Editor). *Art to the Core 2nd Grade*. Worcester, Massachusetts: Davis Publications, Inc. 2002. ISBN 0-87192-595-8.)

C. *Key Vocabulary*

1. background – part of the artwork that appears to be far away.

D. *Procedures/Activities*

1. Teacher will introduce the lesson by modeling the use of a magnifying glass on several objects. (i.e. What do you see through the eyes of the magnifying glass? You see a larger object with more detail)
2. The teacher will pass out magnifying glasses and small pictures of various items. (bugs, flower, butterflies, etc.)
3. The teacher will instruct students to place magnifying glass over the picture and see what shapes they can identify. Briefly discuss as a group.
4. Ask students what they might compare this view to such as an insect’s view. Remind them that the insect would not see the stem and big picture, but a close up picture with more detail.
5. Teacher will review the use of lines in O’Keefe’s *Shell* and *Red Amaryllis* and point out that in O’Keefe’s style she painted it with an insect’s view or as you might see it under a magnifying glass. Share that she filled her page with the object showing very little background.
6. The teacher will explain that each student will create their shell or flower using spiral or other line forms.
7. The teacher will model this in creation of a shell and/or flower on chart paper or board.
8. Students will use a pencil on white drawing paper to create their shell or flower from an insect viewpoint or how it might look through a magnifying glass (In other words a close up, large detail piece of art). Remind students to cover 80% of their paper with the object.
9. Students will use markers to outline all the lines in the shape they drew and then use colored pencils to color in all the shapes to complete their project.
10. Students will cut out finished project and teacher can display on bulletin board.

E. *Assessment/Evaluation*

1. The teacher will complete Eye Mastered Card for Shape (Appendix B)
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio.)

Lesson Seven: Primarily Color (1st Grade)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)

2. Lesson Content (pg 31)
 - a. Color
 - Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that blue + yellow = green, blue + red = purple, red + yellow = orange
 - Observe the use of color in Diego Rivera, *Piñata*
3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)

B. Materials

1. *Diego* by Jeanette Winter
2. *Mother’s Helper* (Art Resources Kindergarten) and *Piñata* (Art Resources 2nd Grade) by Diego
3. Artist Pin
4. World Map
5. Copies of Appendix C (Color Wheel) for each child
6. Optional – Enlarged Copy of Appendix C for Teacher Use
7. Tempera Paint (Red, Yellow, Blue, White, Black)
8. Paint Palettes or Ice Cube Tray (For mixing paint colors)
9. Q-tips to mix paint

C. Key Vocabulary

1. shade-mixing black with any color
2. tint- mixing white with any color
3. primary colors – Red, Yellow, Blue
4. secondary – Green, Orange, Purple
5. value – the lightness or darkness of a color

D. Procedures/Activities

1. The teacher will introduce Diego Rivera and explain that he is from Mexico and help the students to place the artist pin on the map.
2. The teacher will introduce Diego Rivera by reading *Diego* by Jeanette Winter and talk about his use of color in his paintings.
3. Technology Option: Color Wheel Adventure <http://www.sanford-artedventures.com/play/color1/color1.html>
4. The teacher will show *Mother’s Helper* and *Piñata*. The teacher will guide the students to conclude what is occurring in painting and help students to identify primary and secondary colors used in these two paintings.
5. The teacher will then ask the students to point out dark and light colors and introduce the terms of shade and tint.
6. The teacher will then demonstrate to students how to complete a Color Wheel (Appendix C) using shade and tint to change the value to the colors. The teacher will model how to mix primary colors to make the secondary colors and then demonstrate how to change the value of the color by adding black/white to one of the six colors to create a shade and a tint. Students will complete the other values independently.
7. Students will use tempera paint to complete color wheel as directed by the teacher.

E. Assessment/Evaluation

1. The teacher will assess understanding through successful completion of Color Wheel (Appendix C)

2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Eight: Do It Like Diego (1st Grade)

A. Daily Objectives

1. Concept Objective(s) (pg 31)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1 Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
2. Lesson Content (p 31)
 - a. Color
 - Know that red, yellow, and blue are commonly referred to as the "primary colors," and that blue + yellow = green, blue + red = purple, red + yellow = orange
 - Observe the use of color in Diego Rivera, *Piñata*
3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)
 - b. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: 3rd Grade 3.2B and 3.2C)
 - c. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)

B. Materials

1. Complete Color Wheel from Lesson Six
2. 8 ½ x 11 White drawing paper
3. Crayons
4. Pencil
5. *La Piñata (Art Resources 1st Grade)* and *Mothers Helper (Art Resources Kindergarten)* by Diego Rivera

C. Key Vocabulary

1. None

D. Procedures/Activities

1. The teacher will review the colors on the color wheel they made in Lesson Six.
2. The teacher will display examples of his work around the room (*La Piñata* and *Mothers Helper*)
3. The teacher will instruct the students to pretend that they are Diego Rivera and create their own painting in his style.
4. The teacher will distribute 1 piece of 8 ½ by 11 white paper and crayons.
5. The students will sketch their drawing in pencil and then use crayons to complete being careful to cover all areas of the paper like Diego.

E. Assessment/Evaluation

1. The teacher will complete the Eye Mastered Colors 2 Card (Appendix B)
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Nine: Starry Starry Night (2nd Grade)

A. Daily Objectives

1. Concept Objective(s)

- a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
- 2. Lesson Content
 - a. Kinds of Pictures: Landscapes (pg 52 - 2nd Grade)
 - Recognize as landscapes and discuss Vincent Van Gogh *The Starry Night*
- 3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)
 - b. The student will identify variation in objects and subjects from the environment, using the senses. (TEKS 2.1A)

B. Materials

- 1. *Van Gogh* by Mike Venezia
- 2. Artist Pin of Van Gogh
- 3. World Map
- 4. Vincent Van Gogh *The Starry Night*(*Art Resources 2nd Grade*)
- 5. Henri Rousseau *Virgin Forest at Sunset* (*Art Resources 2nd Grade*)
- 6. *View of Toledo* by El Greco (*Art Resources 2nd Grade*)
- 7. 8 ½ x 11 white drawing paper pre-folding in to horizontal (hamburger style) thirds
- 8. pencil

C. Key Vocabulary

- 1. landscape – artwork that show a scene of the land including the ground and the sky.
- 2. foreground – bottom of the page and appears closer
- 3. middle ground – parts of an artwork that appear to be between objects in the foreground and background
- 4. background – parts of an artwork that appear to be far away...

D. Procedures/Activities

- 1. The teacher will introduce Van Gogh by showing his self portrait and discussing where he was born and raised – Holland.
- 2. The teacher will introduce Vincent Van Gogh through sharing the book *Van Gogh* by Mike Venezia and emphasize landscape prints and his painting style.
- 3. The teacher will introduce the terms landscape, foreground, background and middle ground explain definitions. Using *View of Toledo* by El Greco the teacher will point out foreground, middle ground, and background and explain why this type of painting is called a landscape.
- 4. The teacher will show *The Starry Night* and *Virgin Forest at Sunset* prints (covering up the title) to compare and contrast using the following questions:
 - a. What do see in the two unidentified landscapes? (foreground, middle ground, and background)
 - b. Does the sky in the two paintings look like day or night?
 - c. Do you think that the artist uses a lot or just a little paint to create the painting?
 - d. Does the scene in each picture look like a real imaginary place?
 - e. What would you call these landscapes?
- 5. The teacher will instruct students that they will begin their “sloppy copy” of a landscape on an 8 ½ x 11 piece of white drawing paper.
- 6. The students will then create a landscape including foreground, middle ground, and background with details in each section.

7. Extension : *Van Gogh* Video (Getting To Know Series) by Venezia

E. *Assessment/Evaluation*

1. Teacher will check for understanding by reviewing students “sloppy copy” as they progress.

Lesson Ten: The Stars at Night Are Big and Bright (2nd Grade)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1 Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
2. Lesson Content (pg. 52)
 - a. Kinds of Pictures: Landscapes (pg 52 - 2nd Grade)
 - Recognize as landscapes and discuss Vincent van Gogh, *The Starry Night*
3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
 - c. The student will identify variation in objects and subjects from the environment, using the senses. (TEKS 2.1A)

B. *Materials*

1. Van Gogh’s *A Starry Night*(*Art Resources 2nd Grade*)
2. 8 ½ x 11 piece of white drawing paper
3. Crayons of student choice
4. Black tempera paint (in small containers 1 per child)
5. Paintbrush for each child
6. Water cup for each child
7. Pencil

C. *Key Vocabulary*

1. Crayon Resist- application of wax based crayons covered by tempera paint (where the wax of the crayon does not absorb the paint)

D. *Procedures/Activities*

1. The teacher will introduce the lesson by asking the students to close their eyes and ask them to think about the following questions:
 - a. Have you ever been outside, in the countryside, on a beautiful summer night, and looked up into a starry sky?
 - b. What are the feelings you have had or might have doing this?
 - c. What sounds would you hear on such a night?
 - d. What smells might you smell?
 - e. Did Van Gogh create are realistic night sky?
 - f. What does it remind you of?
2. The teacher will inform students that today we are going to create a landscape using ideas from *A Starry Night* by Van Gogh
3. The teacher will introduce the art form of crayon resist. The teacher will use an example that they previously created, showing the procedures.

4. The teacher will model how to take a pencil drawn picture and using crayons will show how to color in the picture using dark, heavy strokes. The teacher will explain that the heavier and darker the strokes the less paint will adhere to the drawing. (Model an example of this technique.)
5. The teacher will explain that on completion of coloring, the students will use black tempera and color over the entire picture.
6. The teacher will pass out supplies and instruct students to begin their crayon resist. (Students may refer to “sloppy copy” from previous lesson if desired.)
7. Extension: Read *Sunflowers and Swirly Stars* by Joan Holub

E. *Assessment/Evaluation*

1. Eye Mastered Landscapes Card
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio.)

Lesson Eleven: A Hare Abstract (2nd Grade)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1 Grade 2 2.1, Grade 3 3.1)
2. Lesson Content
 - a. Abstract Art (pg 52 - 2nd Grade) (pg 31 (1st Grade-portion of lessons apply to 1st grade content as well))
 - Compare lifelike and abstract animals, including Albrecht Durer, *Young Hare*
 - b. Elements (pg31)(1st Grade)
 - Texture
 - Describe qualities of texture in Albrecht Durer, *Young Hare*
3. Skill Objective(s)
 - a. The student will create artworks and invent images, using a variety of colors, forms, and lines; (adapted TEKS, Visual Arts: Kindergarten K.2A, Grade 1.2A, Grade 2 2.2A, Grade 3 3.2A)
 - b. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)
 - c. The student will identify variation in objects and subjects from the environment, using the senses. (TEKS 2.1A)

B. *Materials*

1. Artist pin of Durer
2. World Map
3. *The Hare* by Durer (*Art Resources 2nd Grade*)
4. 8 ½ x 11 sheet of white drawing paper for each student folded into 16 spaces
5. one dark crayon per student

C. *Key Vocabulary*

1. texture – the way something feels or how it may look
2. visual texture – how something may look
3. tactile texture – how something may feel
4. Qualities of textures – rough, smooth, bumpy, scratchy, slippery, soft, hard etc.
5. Crayon Rubs – rubbing a crayon on paper over a texture
6. Abstract – artwork with subject matter that is identifiable but not realistic

D. *Procedures/Activities*

1. Teacher will introduce Durer to the students telling them that he lived long ago (1471-1528) in Germany. The teacher will ask students to name the continent for Germany (Europe). The teacher will place the artist pin on the map.
2. The teacher will show the painting *The Hare* by Durer with the name covered.
3. The teacher will ask the students what they see in the picture. Response: a rabbit
4. The teacher will tell them that a rabbit is also called a hare and will then reveal the name of the piece of art.
5. The teacher will draw their own version of a rabbit on the board (abstract) and ask the students to identify (response: a rabbit or hare)
6. The teacher will introduce the term abstract and refer to drawing on the board.
7. The teacher will use compare/contrast to point out details in both rabbits. Teacher will lead students in identifying the physical features of the abstract and real rabbit. (They all have the same features, but in Durer's *The Hare* they look real and in the teacher drawn rabbit they are abstract.)
8. The teacher will introduce the new term of texture by having the students feel or their hair, clothes, carpet on floor or top of desk and ask students if the items feel soft, smooth, rough, soft, hard, etc.
9. The teacher will tell the students that this is called tactile texture – the way something feels.
10. The teacher will show students pictures of different objects (Ex: teddy bear, frog, concrete wall, tree, etc.) and ask students to express if these items would feel soft, rough, smooth, etc. The teacher will explain that this is visual texture – how it looks like it would feel.
11. The teacher will introduce the art activity – Crayon rubs. That they will be texture detectives in their classroom today. The teacher will model how to make a crayon rub. Using an 8 ½ x 11 folded sheet (16 numbered spaces) of drawing paper and a dark crayon the teacher will place the white paper on various surface and rub crayon back and forth across paper to create a crayon rub.
12. The teacher will explain to students as paper is passed out that they have a certain amount of time to discover textures. (Be sure to assure students that it is okay fill in each box, but they must use their time wisely.)
13. The teacher will call students back to seats and explain that now they are going to take their texture rubbings and make them into abstract animal.
14. The teacher will show an example on the board. (i.e. model a simple texture and turn it into an animal)

E. Assessment/Evaluation

1. Students will identify their rubbings as to texture qualities on Appendix D.
2. Students will share their drawings of abstract animals.
3. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)

Lesson Twelve: A Hare Raising Experience (2nd Grade)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1 Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
2. Lesson Content (pg 52 - 2nd) pg 31 (1st Grade-portion of lessons apply to 1st grade content as well))

- a. Abstract Art
 - Compare lifelike and abstract animals, including Albrecht Durer, *Young Hare*
 - b. Elements (pg31)(1st Grade)
 - Texture
 - a. Describe qualities of texture in Albrecht Durer, *Young Hare*
3. Skill Objective(s)
- a. The student will identify variation in objects and subjects from the environment, using the senses. (TEKS 2.1A)

B. Materials

1. tag board cut in 9x 12 for each student
2. faux fur or fleece 9 x 12 piece for each student
3. scissors
4. pencil
5. glue
6. googly eyes or buttons for each student
7. scrap felt for nose for each student
8. cotton ball for each student
9. Durer's *The Hare*(*Art Resources 2nd Grade*)

C. Key Vocabulary

1. No new vocabulary

D. Procedures/Activities

1. The teacher will review texture and its qualities.
2. The teacher will review the difference between an abstract and realistic animal picture using the picture of Durer's *The Hare*.
3. The teacher will explain that today they will create their own version of *The Hare*
4. The teacher will reassure students that this is *The Hare* through their eyes.
5. The teacher will model the steps of creating this art piece. (draw a rabbit on tagboard that covers at least 80% of page, cut out hare, use the faux fur or fleece glue to cut out hare and cut around shape of animal, glue on eyes, nose and cotton ball tail)
6. The teacher will distribute supplies to students and they may begin work.

E. Assessment/Evaluation

1. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student's artwork to use in a digital portfolio.)
2. Teacher will complete Eye Mastered Texture and Abstract Card

Lesson Thirteen: On the Cutting Edge with Matisse (3rd Grade)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
2. Lesson Content
 - a. Design: How the Elements of Art Work Together (pg 74 - 3rd Grade)
4. Become familiar with how these terms are used in discussing works of art: Figure and ground, pattern, and symmetry
5. Examine design – how the elements of art work together – in Mary Cassatt, *The Bath* and Henri Matisse, cut-outs: *Icarus*
3. Skill Objective(s)
 - a. The student will identify art elements and how these are unified in artworks. (adapted from TEKS, Visual Arts: Grade 3 3.1B)

- b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)

B. Materials

1. *Henri Matisse: Drawing with Scissors* by Joan O’Conner
2. 8 ½ x 11 drawing paper
3. pencil
4. *Icarus* by Matisse(*Art Resources Grade 3*)

C. Key Vocabulary

1. Movement – a way of using images that makes an artwork look active or in motion
2. shape – flat figure made when lines meet to enclose a space

D. Procedures/Activities

1. The teacher will introduce Matisse by reading *Henri Matisse: Drawing with Scissors* by Joan O’Conner.
2. The teacher will help students locate France (country) and Europe (continent) on the map and place the artist pin.
3. The teacher will then show Matisse’s *Icarus* and review the Greek myth of Icarus (should be prior knowledge from 2nd grade) through the questions: Who was Icarus? What is the story behind him?
4. The teacher will ask students to look at the piece of art and ask them the following questions: Is Icarus moving in the picture? What does he look like he is doing? What do the yellow objects appear to be? What do you think the red dot on his chest stands for? Does this picture show movement or motion?
5. The teacher will ask students to stand up and tell them they are going to model movement and motion.
6. The teacher will ask them to show how you would look like if you were flying and were frozen in motion (then running, then jumping, throwing a ball).
7. The teacher will explain that is what Matisse was expressing in *Icarus* (motion and movement).
8. The teacher will tell the students that today we are going to practice drawing motion and movement. The teacher will model how to draw these on the board. (Appendix E)
9. The teacher will distribute one 8 ½ x 11 white drawing paper to each child and instruct them to fold it hotdog (long and skinny) and then hamburger (short and fat) twice.
10. The students will respond to teacher instructions to draw a gingerbread man type figure in each box with a pencil.
 - Box 1 - Someone with arms out and feet together
 - Box 2 - Someone with arms out and legs extended
 - Box 3 – Someone with arms above head and legs straight
 - Box 4 – Someone with arms straight out and one leg kicking a football
 - Box 5 – 8 Student create own movements

E. Assessment/Evaluation

1. Students will identify the movements they showed in the last 4 boxes.
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio.)

Lesson Fourteen: Flying High with Icarus

A. Daily Objectives

1. Concept Objective(s)

- a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
- 2. Lesson Content (pg 74)
 - a. Design: How the Elements of Art Work Together (pg 74 - 3rd Grade)
- 6. Become familiar with how these terms are used in discussing works of art: Figure and ground, pattern, and symmetry
- 7. Examine design – how the elements of art work together – in Mary Cassatt, *The Bath* and Henri Matisse, cut-outs: *Icarus*
- 3. Skill Objective(s)
 - a. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
- B. *Materials*
 - 1. 9 x 12 black construction for each student
 - 2. 9 x 12 piece of blue construction for each student
 - 3. yellow and red scraps of construction
 - 4. pencil
 - 5. scissor
 - 6. glue
 - 7. *Icarus* by Matisse (*Art Resources Grade 3*)
- C. *Key Vocabulary*
 - 1. cut-outs – artwork made by arranging and gluing cut-paper shapes to paper
 - 2. two-dimensional – artwork that is flat and only had height and width
- D. *Procedures/Activities*
 - 1. Using a pencil student will draw the outline of *Icarus* in motion on the black construction paper. (Be sure to emphasis that the figure should use 80% of the black paper and look like it is in motion.)
 - 2. The student will cut the figure out and glue on blue construction.
 - 3. The student will cut shapes out the yellow paper to create a sun filled background.
 - 4. The student will use the red paper to cut out a heart for *Icarus*.
- E. *Assessment/Evaluation*
 - 1. Eye Mastered Motion/Movement (Appendix B)
 - 2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio.)

Lesson Fifteen: My First Impression (3rd Grade)

- A. *Daily Objectives*
 - 5 Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)
 - 6 Lesson Content (pg 74)
 - a. Design: How the Elements of Art Work Together (pg 74 - 3rd Grade)
 - 3. Become familiar with how these terms are used in discussing works of art: Figure and ground, pattern, and symmetry

4. Examine design – how the elements of art work together – in Mary Cassatt, *The Bath* and Henri Matisse, cut-outs: *Icarus*
- 5 Skill Objective(s)
 - b. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)
 - c. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)

B. Materials

1. *Mary Cassatt: Family Pictures* by Jane O’Conner
2. Artist Pin of Mary Cassatt
3. World Map
4. *The Bath* by Mary Cassatt (*Art Resources Grade 3*)
5. *Woman and Child Driving* by Mary Cassatt (*Art Resources Grade 3*)
6. *Little Girl in a Blue Armchair* by Mary Cassatt (*Art Resources Grade 3*)
7. pencil
8. 8 ½ x 11 piece of drawing paper

C. Key Vocabulary

1. Impressionist Period – period of art where feelings and mood were expressed and the most common subjects were everyday life and landscapes.

D. Procedures/Activities

1. Teacher will introduce Mary Cassatt by reading *Mary Cassatt: Family Pictures* by Jane O’Conner.
2. Teacher will point out that Mary Cassatt was from Pennsylvania and will ask the students what country and continent that would be in (United States, North America) and then post the Artist Pin on the Map.
3. Teacher will show *The Bath* by Mary Cassatt and *Woman, Child Driving* by Mary Cassatt and *Little Girl in a Blue Armchair* by Mary Cassatt.
4. Teacher will ask students to pick out common item in all pictures. (i.e. women, children)
5. Teacher will lead students in a discussion of colors in paintings by Cassatt. That they are soft colors and that these colors were common to the Impressionist Period.
6. Teacher will lead students in a discussion of what is happening in each picture and comparing it with modern life. Teacher will ask the students what emotion the figures have on their faces.
7. Teacher will ask student to think of something today that they might be doing. (Activities: baseball, computer, eating, etc.)
8. Teacher will ask students to draw themselves doing an everyday activity on an 8 ½ x 11 white piece of drawing paper with a pencil. (Teacher will remind students to include the appropriate expression on their face.)

D. Assessment/Evaluation

1. Teacher will check for understanding by looking over each students drawing.
2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio.)

Lesson Sixteen: Splish Splash She's Taking a Bath (3rd Grade)

A. Daily Objectives

1. Concept Objective(s)
 - a. Student develops and organizes ideas from the environment. (TEKS, Visual Arts: Kindergarten K.1, Grade 1 1.1Grade 2 2.1, Grade 3 3.1)

- b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2 , Grade 3 3.2)
 - 2. Lesson Content (pg 74)
 - a. Design: How the Elements of Art Work Together (pg 74 - 3rd Grade)
 - 3. Become familiar with how these terms are used in discussing works of art: Figure and ground, pattern, and symmetry
 - 4. Examine design – how the elements of art work together – in Mary Cassatt, *The Bath* and Henri Matisse, cut-outs: *Icarus*
 - 5 Skill Objective(s)
 - a. The student will create original art work based on personal observations and experiences. (adapted from TEKS, Visual Arts: Grade 3 3.2B and 3.2C)
 - b. The student expresses ideas through original artworks, using a variety of media with appropriate skill. (TEKS, Visual Arts: Kindergarten K.2, Grade 1 1.2, Grade 2 2.2, Grade 3 3.2)
- B. Materials**
- 1. 8 ½ x 11 white drawing paper
 - 2. pencil
 - 3. crayons
 - 4. markers
 - 5. colored pencils
 - 6. *The Bath* by Mary Cassatt (*Art Resources Grade 3*)
 - 7. *Woman and Child Driving* by Mary Cassatt (*Art Resources Grade 3*)
 - 8. *Little Girl in a Blue Armchair* by Mary Cassatt (*Art Resources Grade 3*)
- C. Key Vocabulary**
- 1. figure – the main subject or shape in an artwork
 - 2. expression – the way a face shows mood or feeling
 - 3. pose – when someone holds a body position to convey an idea
- D. Procedures/Activities**
- 1. The teacher will display examples of Mary Cassatt art for reference.
 - 2. The teacher will tell the students that they are going to take the ideas they created the previous lesson to create a self-portrait in Impressionist style.
 - 3. The teacher will tell the students that they may use the idea from the previous lesson or use a new idea and draw themselves doing an everyday activity.
 - 4. The teacher will remind the students to use an expression on their face that show the mood of the drawing.
 - 5. The students will draw with pencil on an 8 ½ by 11 white drawing paper.
 - 6. When drawings are done they may choose crayons, markers, or colored pencils to complete their project.
- E. Assessment/Evaluation**
- 1. Eye Mastered Impressionistic Style Card
 - 2. Teacher will place completed work in Student Portfolio (Technology Option: Teacher could digitally photograph student’s artwork to use in a digital portfolio)

VI. CULMINATING ACTIVITY

- A. Teacher will reread book *No One Saw* by Bob Razcka to emphasis that they have created many things and people will see them through their eyes.

- B. Students will then share their portfolios telling how they saw different things through their eyes. Technology Option: Teacher will take digital portfolio pictures and put into a slide show.)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A – Artist Pins
- B. Appendix B – Eye Mastered Cards
- C. Appendix C – Tint/Shade Color Chart
- D. Appendix D – Qualities of Texture Word Chart
- E. Appendix E – Movement Chart

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Appendix A

Miro 1893-1983	Picasso 1881-1973	O'Keefe 1887-1986	Van Gogh 1853-1890	Matisse 1869-1954

Cassatt 1845-1926	Rivera 1886-1957	Durer 1471-1528		

Appendix B
Eye Mastered Cards

<p>Name _____</p>  <p>_____ have _____ have not mastered lines</p>	<p>Name _____</p>  <p>_____ have _____ have not mastered freeform & geometric shapes</p>
<p>Name _____</p>  <p>_____ have _____ have not mastered warm and cool colors</p>	<p>Name _____</p>  <p>_____ have _____ have not mastered primary and secondary colors</p>
<p>Name _____</p>  <p>_____ have _____ have not mastered landscapes</p>	<p>Name _____</p>  <p>_____ have _____ have not mastered tint and shade</p>
<p>Name _____</p>  <p>_____ have _____ have not mastered texture & abstract art</p>	<p>Name _____</p>  <p>_____ have _____ have not mastered how elements can work together</p>

Appendix C

White + Red	Red	Black + Red
White + Yellow	Yellow	Black + Yellow
White + Blue	Blue	Black + Blue
White + Orange	Orange	Black + Orange
White + Green	Green	Black + Green
White + Purple	Purple	Black + Purple

Appendix D

**Qualities of Texture
Word Chart**

rough
smooth
hard
soft
bumpy
scratchy
slippery

Appendix E

