



First Grade



NUMi
FOUNDATION

Celebrating People, Planet & Possibility

First grade fosters deeper appreciation of the basics with discussions and observations about concepts including color, texture, and light and dark. Students will learn to appreciate and see themselves in nature, and practicing expressing their nature-inspired visions by creating art.

Students will develop an enthusiasm for creating art as a means of self-expression and exploration of their identity, family, and surrounding world. Students will learn about the connection between art and story, both by creating art to tell a story and to use a story to inspire the creation of art.

The cumulative project is an age appropriate discussion of major artists such as Picasso, Seurat, and Rothko that allows students to gain an appreciation for how these masters employed the concepts covered by the curriculum, supplemented by opportunities for the students to use the works of these renowned artists as inspiration for their own art.

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Week 1: Lesson 1

GRADE 1

Sketchbooks

My Drawings

STANDARDS

CCSS 1.SL.1, 6

OBJECTIVES

- To meet and introduce each other
- To discuss that this class will allow them to draw, paint and create art
- To create sketchbooks for each child

MATERIALS

- 2 pieces of cardboard, each at 8.5" x 5.5" - for each student
- Piece of thick canvas material at 8.5" x 11" in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class)
- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class

- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

Preparation:

Teacher should review procedure for creating sketchbooks, gather materials and extra help for the class.

Procedure:

Teacher sets up an assembly line of the different stages and demonstrates.

Stage 1:

- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

Stage 2:

- Lay 2 pieces of cardboard next to each other, leaving about 1" gap between them.
- Apply glue to cardboard pieces
- Lay piece of canvas on top of cardboard and gap. Paste.

Stage 3:

- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:

- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.
- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.

- Thread through canvas strip and into next point.
- Continue to sew book back and forth through points until end at 4th point (inside of book). Knot.
- This is a critical phase to make sure string is tight, pages are aligned, the book is

Stage 5:

- Decorate cover of book with design, name of author, name of book, dates...
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:



Week 1: Lesson 2

GRADE 1

Self-Portraits in Nature

Seeing Myself Through Nature

STANDARDS

CCSS .1.7

VACS 1. 1.1, 1.2, 1.3, 2.1, 2.3, 2.5

OBJECTIVES

- The students will use objects from nature to create a collage or sculpture that shows something about themselves.
- The students will talk about how their creation reflects who they are.
- To draw in sketchbooks

MATERIALS

- Materials collected in nature by teacher and/or students—leaves, small rocks or pebbles, stems, flowers, grasses, mosses, nuts
- Cardboard for platform
- Glue
- Sketchbooks with pencils or crayons

Preparation:

The teacher should collect a large and varied number of objects from nature.

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- If possible, take the students outdoors to collect natural materials. If not, use materials collected by the teacher. Use this as an opportunity to show the students your love of nature. Model respect for the gifts of nature.
- Ask the students to create a collage or sculpture that shows something about themselves. Use simile and metaphor for comparisons in their descriptions, for example, they may say they run like the wind. Or if they smile a lot, the project might show something about their smile.
- Ask the students to share their work with each other and talk about it.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 1

GRADE 1

Pinecone Sculptures

Seeing Myself Through Nature

STANDARDS

VACS 1 1.1, 1.2, 2.1, 2.3, 2.5

OBJECTIVES

- To create pinecone sculptures
- To discuss human qualities visible in nature
- To draw pictures of themselves in nature

MATERIALS

- Pinecones of various sizes and shapes
- Small items to glue on pinecones
- Cardboard on which to glue sculpture
- Glue
- Sketchbooks with pencils or crayons

Preparation:

Gather materials and distribute sketchbooks, pencils and crayons

Procedure:

- Allow each student to pick a pinecone that they like.
- Ask them to add pieces to the pinecone to make it resemble themselves.
- Discuss why they feel it resembles something human about themselves.
- Discuss pinecones in nature.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 2

GRADE 1

The Very Hungry Caterpillar—for First Grade

Seeing Myself Through Nature

STANDARDS

CCSS RL.1.1.2, 1.3., 1.4

VACS 1.1.1, 1.3

OBJECTIVES

- To read or review the story, *The Very Hungry Caterpillar* for the class. Use your knowledge of the group to decide whether they are still young enough to hear this read. If not, review, after they have read, showing the cover or inside pictures.
- Construct a collage of the caterpillar or butterfly using provided materials.
- Discuss the changes that happened to the caterpillar.

MATERIALS

- Book, *The Very Hungry Caterpillar* by Eric Carle
- Cardboard for collage backing
- Cut up fabric or tissue paper
- Glue
- Sketchbooks with pencils or crayons

Preparation:***The Very Hungry Caterpillar, 1969***

This all-time favorite follows the very hungry caterpillar as it grows from egg to cocoon to beautiful butterfly.

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- Read or review the story.
- Ask the children which part of the story they liked the most? Which part of the metamorphosis or change in the caterpillar did they relate to the most? Why? Do they feel changes in themselves when they grow or have a haircut?
- Tell the children that they are going to make a collage of a caterpillar or butterfly, explaining that they will use cut up pieces of fabric (or tissue paper) to form the insect.
- Using materials on their desks or tables, let the children create their own creature and give them a name.
- When finished, have everyone look at the artwork explaining that only compliments may be spoken.
- Children may draw in their sketchbooks.

Wrap up: Have the children clean-up using your routine.

If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:



Week 3: Lesson 1

GRADE 1

Art Tales Nature as Its Model: Painting the colors of leaves

Seeing Myself Through Nature

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.1, 2.4

OBJECTIVES

- To create painted colors found in leaves
- To discuss how everything in Nature comes in different colors, shapes and sizes
- To draw in sketchbooks

MATERIALS

- Leaves collected from outdoors
- Watercolor paints in jars, brushes, water, sponges or water spray bottle
- White painting paper for each student at least 12" by 14" or larger
- Sketchbooks and pencils or crayons

Background Information:

Children relate to the natural world. When they can see themselves as part of nature, they will respect and care for the natural world.

Procedure:

- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Instruct the children to choose one or more leaves that remind them of themselves or someone they love.
- Give each student a wet piece of painting paper.
- Set up small red, yellow and blue paint.
- Have each child paint the colors of their leaf or leaves by picking one color, dabbing it on the paper and watch it spread, then add in another color in that leaf next to the first color and watch how the colors blend together.
- When finished and paper is dry, take one or more leaves and trace around them with a marker or pencil and display for the class to see.
- In their sketchbooks, they should draw the painted leaves.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 1

Elephant in the Sky: Imaginative Clouds

Seeing Myself Through Nature

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.8

OBJECTIVES

- To observe outdoors or by picture the clouds in the sky
- To have the children create scenes on paper of clouds in the sky
- To draw in sketchbooks

MATERIALS

- Pictures of cloud filled sky scenes
- Cotton balls
- Scraps of paper
- Blue colored paper
- Glue
- Scissors
- Sketchbooks with pencils or crayons

Preparation:

Children often see imaginative scenes in the cloud filled sky. Encourage them to talk about these.

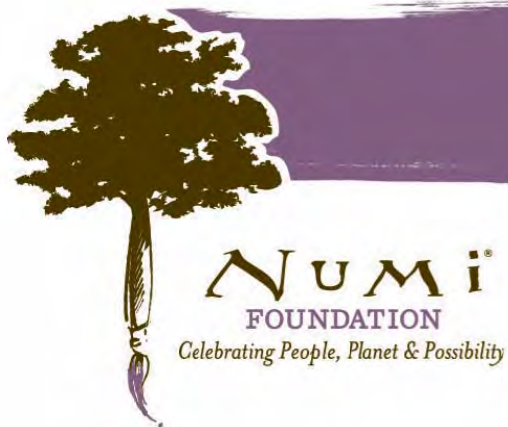
Procedure:

- Go outside to see the cloud-filled sky and speak about what they see, for example, animals, people's faces, or dragons. Have them watch until one thing dissolves into another. If it is not possible to go outdoors, show pictures of these to the children and discuss.
- Ask the children to create clouds on paper by pulling and stretching the cotton to make the shapes and things they see in the sky.
- Ask each child to speak about their clouds.
- Then the children will draw clouds in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 4: Lesson 1

GRADE 1

Sandy Feet

Seeing Myself Through Nature

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.1

OBJECTIVES

- To discuss sand in nature
- To make sandy feet prints
- To draw in sketchbooks

MATERIALS

- Sand
- Water
- Dark color paper
- Spray glue or adhesive
- Sketchbooks with pencils and crayons

Preparation:

This may be messy. The sand prints may be made outside.

Procedure:

- Have students remove shoes and socks.
- Let children step in water, sand and then on paper.
- Spray the adhesive on the paper once children have stepped away.
- While prints are drying, have children sketch their feet in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback



Week 4: Lesson 2

GRADE 1

Large Mural Creation

Seeing Myself Through Nature

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.1,2.4

OBJECTIVES

- To review the signs of nature in which the children have seen themselves
- To create a mural of scenes in nature with crayons, pencils and glued objects from nature

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones—any materials that would help create a scene of sky, earth and ocean. These might be left over from past projects or collect anew with a walk outdoors.
- Glue
- Sketchbooks and pencils and crayons

Preparation:

Think of this as a review of the first four weeks of the children seeing themselves in nature. Try to think of a place where the mural might hang for the school to see.

Procedure:

- Discuss the fun the children have had creating art and seeing themselves in nature.
- Tell the class that they are going to create a large mural or picture of nature.
- Assign or have the children choose if they will work on the sky, earth or ocean.
- Distribute materials and let the children create the mural.
- When finished, have the students draw their ideas of nature in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 1

GRADE 1

A Rainbow

Expressing Myself Through Color

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.2, 2.8

OBJECTIVES

- To discuss rainbows in the sky
- To learn to blend watercolor paints to create other colors
- To paint a rainbow

MATERIALS

- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher will tell a 5-minute teacher-created story about colors that formed a rainbow while painting this in front of the class.
- Once finished, have the children begin with a red arch on their paper, next orange, yellow, green, blue and purple, blending the colors along the way.
- When the paintings are finished, ask the children how they feel after this first time of mixing the colors.
- Create a clean-up routine for painting.
- In their sketchbooks, the children should draw rainbows.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 2

GRADE 1

Strong and Happy Colors

Expressing Myself Through Color

STANDARDS

CCSS 1.1.2, 1.3, 1.7

VACS 1.2.2, 2.4

OBJECTIVES

- To develop a feeling for colors
- To express feelings with the colors red and yellow

MATERIALS

- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- The teacher will tell a 5-minute teacher-made story, while painting, about red, a strong color who wanted to be the boss and yellow, a very happy color who wanted only to play and be happy. Finally, they meet and agree to work together creating a center between the two that is orange.
- Then, the children will paint in the order created by the teacher, first red, then yellow and finally orange.
- After the paintings are finished, the children will be asked to speak about how different red and yellow behaved and then how they cooperated to create orange.
- After clean-up, the children should draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 1

Sad and Happy Colors

Expressing Myself Through Color

STANDARDS

CCSS 1.1.2, 1.3, 1.7

VACS 1.2.2, 2.4

OBJECTIVES

- To develop a feeling for colors
- To express feeling with the colors blue and yellow

MATERIALS

- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Blue and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, water and brushes ready for children.

Procedure:

- In The teacher will tell a 5-minute teacher-made story, while painting, about blue, a sad color and yellow, a very happy color who wanted only to play and be happy. Finally, they meet and agree to work together creating a center between the two that is green.
- Then, the children will paint in the order created by the teacher, first blue, then yellow and finally green.
- After the paintings are finished, the children will be asked to speak about how different blue and yellow behaved and then how they cooperated to create green.
- After clean-up, the children should draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE 1

The Dance of Colors

Expressing Myself Through Color

STANDARDS

CCSS 1.RL1.2, 1.3, 1.4

OBJECTIVES

- To review the feelings that colors give us
- To move or dance with color
- To draw in sketchbooks

MATERIALS

- The paintings created by the teacher or children in three prior lessons
- Cloths in one color of red, yellow, blue, orange, green
- Sketchbooks with pencils and crayons

Preparation:

Review the stories told to the children in the three prior color lessons

Procedure:

- Have the children retell each color story—red, yellow, blue.

- Give one child (or more if more fabric is available) a fabric and ask them to show you how the color moved in the story. Have other children move with their color. Then have two colors at once and finally three together and see how the children model the feelings of the colors brought in the stories.
- Discuss which color they would be if they were happy or strong or sad.
- Discuss how orange and green feel because they are blended colors.
- Have the children draw in their sketchbooks about the colors.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 1

GRADE 1

Hand and Feet Jive Installation

Expressing Myself Through Color

STANDARDS

VACS 1.1.2, 2.1, 2.2, 2.3

OBJECTIVES

- To create a hanging sculpture of hands and feet in color
- To draw in sketchbooks

MATERIALS

- Cardboard
- Red, yellow and blue paint
- Scissors
- Wire
- Clean-up materials
- Sketchbooks with pencils or crayons

Procedure:

- Have paint set up on trays or plates.
- Have each child press one hand in the paint and then press on the cardboard.

- Let each child make three handprints, one in each color.
- Then, repeat with feet.
- Once handprints and footprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback



Week 7: Lesson 2

GRADE 1

Leaves of Color

Expressing Myself through Color

STANDARDS

VACS 1.1.2, 1.2, 1.3, 2.4

OBJECTIVES

- To create colorful leaf patterns
- To draw in sketchbooks

MATERIALS

- An assortment of leaves
- Crayons
- Kitchen grater
- Wax Paper
- Electric Iron
- Sketchbooks with pencils or crayons

Preparation:

Taking children out into nature is always a wonderful way for them to learn. If possible, take them out to collect leaves. If not possible, collect them in assorted sizes, shapes and colors and have available in class.

Procedure:

- Have children shred crayons with shredder.
- Lay out sheets of wax paper in approximate size of 12" by 14".
- Have the children lay leaves on the wax paper.
- Then have the children spread shredded crayon on top of the leaves.
- Lay a second sheet of wax paper on top of the leaves and iron until crayon wax melts and wax papers are melted to each other.
- Taking children out into nature is always a wonderful way for them to learn. If possible, take them out to collect leaves. If not possible, collect them in assorted sizes, shapes and colors and have available in class.
- Have children draw in sketchbooks when finished.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 1

GRADE 1

My Garden of Color

Expressing Myself Through Color

STANDARDS

VACS 1.1.1, 1.2, 1.3, 2.3, 2.8

OBJECTIVES

- To create a colorful garden of color
- To draw in sketchbooks

MATERIALS

- Assorted colorful crayons
- Popsicle (craft) sticks
- Drawing Paper
- Glue
- Flower pots with dirt or sand in which to put finished flowers.
- Sketchbooks with pencils or crayons

Procedure:

- Have children draw flowers on paper with crayons and cut them out.

- Have children glue the paper flowers onto the craft sticks and stick into flower pots with dirt or sand.
- Let the children discuss their flower garden and how the colors make them feel.
- Have children draw in sketchbooks once they are finished.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE 1

Drawing Beautiful Colors

Expressing Myself Through Color

STANDARDS

VACS 1.2.4, 2.8

OBJECTIVES

- To create original drawings with beautiful color
- To draw in sketchbooks

MATERIALS

- Large drawing paper for each child
- An assortment of colorful crayons
- Sketchbooks with crayons

Background Information:

This class provides an opportunity for each child to express him or herself with a free drawing of color.

Procedure:

- Give each child a large sheet of drawing paper and crayons to share and tell them they may have time to create a free drawing of color.
- Have children draw in sketchbooks when finished.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 1

Touchable Textures

Revealing Myself Through Design and Texture

STANDARDS

CCSS 1. 1a, b, c

OBJECTIVES

- To touch assorted textures in a box and describe them before seeing them.
- To see the textures and compare them to how they felt when not seen.
- To describe textures in words.
- To teach Haiku form of poetry and create Haikus about textures with students.
- To draw the textures with crayons.
- To draw in sketchbooks

MATERIALS

- Six textures—sandpaper, velvet, silk, burlap, flannel, cotton balls
- Box that closes in which the textures fit
- Drawing Paper
- Crayons
- Sketchbooks

Preparation:

Cut the textures into sizes that fit inside the box and close.

Background Information:

Haiku is a Japanese poetry form. A haiku uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself.

Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Here's a haiku poem written by a poetry student:

*The last winter leaves
Clinging to the black branches
Explode into birds.*

The following are typical of haiku:

- A focus on nature.
- A "season word" such as "snow" which tells the reader what time of year it is.
- A division somewhere in the poem, which focuses first on one thing, than on another. The relationship between these two parts is sometimes surprising.
- Instead of saying how a scene makes him or her feel, the poet shows the details that caused that emotion. If the sight of an empty winter sky made the poet feel lonely, describing that sky can give the same feeling to the reader.

Procedure:

- Have each child put their hand in the box and feel the textures without seeing them.
- When each child has felt the textures in the box, ask them what they felt.
- Have students describe textures in words.
- Teach Haiku form of poetry and create Haikus about textures with students.
- Have the children draw what they felt.
- Then open the box and let the children see what they felt.
- Finally, let the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE 1

Feeling Feathery

Revealing Myself Through Design and Texture

STANDARDS

VACS 1 1.1, 1.3, 2.1

OBJECTIVES

- To feel and describe feathers with words
- To use the feathers and sticks to paint feathery strokes and designs
- To create poetic metaphors for the teacher to write for them
- To draw in sketchbooks

MATERIALS

- Large turkey feathers
- Watercolor paper of at least 18" by 24"
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Sketchbooks and pencils and crayons
- Ink

Preparation:

Soak the paper in water and then remove and place on painting boards and sponge off extra water. Have paint, ink, water and brushes ready for children.

Procedure:

- Give each child a feather. Tell them that the feathers came from birds and should be treated with respect and that the sticks came from nature and should be respected also.
- Tell the children that they will paint soft, feathery strokes on their paper and use the sticks for a different kind of stroke.
- The teacher will give an example of a poetic metaphor for how the feathers and sticks make them feel. The teacher will write a few for the class to see. The children will suggest some more.
- When finished, have the children discuss the look of the strokes.
- The children will then draw feathers and sticks in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 10: Lesson 1

GRADE 1

Dry Beans and Grains

Revealing Myself Through Design and Texture

STANDARDS

VACS 1 1.1, 4.1, 4.2, 4.4

OBJECTIVES

- To create a texture collage of beans and grains in a self-portrait of themselves
- To draw in sketchbooks

MATERIALS

- Cardboard base size 12" by 14"
- An assortment of dry beans and grains
- Glue
- One classroom mirror
- Sketchbooks, pencils and crayons

Preparation:

Using food products in art creation is a sensitive subject. Explain to the students that these products were bought to teach an art lesson to them and that they should not use

their food at home for such a project without permission of the grown-ups with whom they live.

Procedure:

- Let the children look at the dry beans and grains and describe them and then touch them and describe again.
- Explain that they will create a self-portrait of themselves with the beans and grains.
- Discuss how the children will put their dry beans and grains on their cardboard. Will it be by color, size, texture, or shape?
- Then, with dry beans and grains in piles or bowls for students to take and glue on their cardboard, they should begin.
- When finished, children should look at each other's collage.
- In their sketchbooks, the children should draw a collage of dry beans and grains.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For names of beans, legumes and grains see these websites:

<http://www.cropsreview.com/grain-legumes.html>

<http://www.realsimple.com/food-recipes/shopping-storing/food/common-types-grains>



Week 10: Lesson 2

GRADE 1

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 1.1, 3.2, 4.2, 5.3, 5.4

OBJECTIVES

- To visit the Oakland Museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:



Week 11: Lesson 1

GRADE 1

What animal am I?

Revealing Myself Through Design and Texture

STANDARDS

CCSS 1. 1a, 1b, 4

OBJECTIVES

- To use cloth to help the child behave like an animal that frightens the child
- To discuss why this animal is frightening
- To use cloth to help the child behave like an animal that he or she would like to be
- To discuss why he or she wants to be this animal
- To draw in sketchbooks

MATERIALS

- Various large pieces of textiles (silk, wool, burlap, fake fur)
- Sketchbooks and pencils or crayons

Procedure:

- Let each child choose a cloth to wear and behave like a frightening animal.
- Have the child discuss how this animal is frightening.

- Then have each child choose a cloth to wear and behave like an animal the child would like to be.
- Have the child discuss this animal.
- Draw in sketchbooks

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:



Week 11: Lesson 2

GRADE 1

Making Animals

Revealing Myself Through Design and Texture

STANDARDS

CCSS 1. 1a, 1b

VACS 1 1.2, 2.1, 2.3

OBJECTIVES

- To discuss what animal the child would like to be
- To use clay to design the animal the child would like to be
- To draw in sketchbooks

MATERIALS

- Clay
- Clay board
- Damp cloth
- Water spray bottle (for teacher)
- Sketchbooks and pencils or crayons

Preparation:

The clay should be divided into even balls and placed on boards for students.

Water spray bottle filled with water is for teacher to use on clay when it becomes too dry to model

Procedure:

- To review the discussion from last class about animals the children would like to be.
- To discuss how to model clay in hands, not breaking into pieces, but keeping in one piece.
- Teacher models how to use clay to form an animal.
- Students use clay to model their animals.
- Ask children what characteristic of the animal is interesting to them. Why would they want to be that animal?
- When finished, children observe each other's animal.
- Students draw their animals in their sketchbooks.

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:



Week 12: Lesson 1

GRADE 1

What does music feel like?

Revealing Myself Through Design and Texture

STANDARDS

CCSS 1 1a, 1b, 1c

OBJECTIVES

- To discuss how music makes us feel
- To listen to three musical pieces and dance after each piece using fabric
- To discuss how each piece made the children feel
- To draw in sketchbooks

MATERIALS

- Music on youtube or choice of machine
- Beethoven's Fur Elise, either When the Saints Go Marching In or The Ants Go Marching In and the Nutcracker's Dance of the Sugarplum Fairy
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.

- Play Fur Elise and let children dance with fabrics to music.
- Play or sing, when the Saints or The Ants and let children dance with fabrics to music.
- Play Nutcracker, Dance of the Sugarplum and let children dance with fabrics to music.
- Discuss how each piece of music made them feel.
- Draw the dancing in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about why music is important in schools:

<http://www.nafme.org/20-important-benefits-of-music-in-our-schools/>



Week 12: Lesson 2

GRADE 1

Making A Rainstick

Revealing Myself Through Design and Texture

STANDARDS

CCSS 1 1a, 1b, 1c

VVCS 1 4.2

OBJECTIVES

- To discuss how music is made
- To make an instrument and use it to make music
- To draw in sketchbooks

MATERIALS

- Paper towel tube for each child
 - Aluminum foil, wax paper
 - Rubber bands
 - Dry rice
 - Stickers, markers and glue-on objects to decorate instrument
- Note: dried gourds make great instruments also

Procedure:

- Discuss how music is made and what instruments they children know.
- Cover one end of paper towel tube with wax paper and rubber band
- Put handful of rice and torn pieces of aluminum foil in the tube.
- Cover remaining end of tube.
- Decorate the tube.
- Use tube to keep beat with sung or played music.
- Draw instruments in sketchbooks.

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:



Week 13: Lesson 1

GRADE 1

My Family

Seeing My Family Through Nature

STANDARDS

CCSS 1.SL 1a, b, c

VACS 1.2.1, 2.5, 2.7

OBJECTIVES

- To discuss what family means to the children
- To discuss who the **people** are in our families
- To discuss siblings in our families
- To read the poem,
- To create a display of objects in nature that represent our family
- To draw in sketchbooks

MATERIALS

- Cardboard platform for display (11" x 14")
- Natural objects: shells, leaves, sticks, pebbles, small pinecones, etc)
- Glue
- Book or poems
- Sketchbooks with pencils or crayons

Preparation

- Discuss what family means to the children.
- Discuss who the people are in our families.
- Discuss what siblings the children have.
- Read the poem below aloud and discuss.
- Create a display of objects in nature that represent our family.
- Draw in sketchbooks.

For My Brother, On His Birthday

A Funny Birthday Poem for Kids

From the book *The Armpit of Doom*

For my brother, on his birthday,
I was generous and kind.
As his sister, I was glad to get
the best things I could find.

I was sure he'd want a tutu
and a purple mini-skirt,
with some ballerina slippers
and a sequin-covered shirt.

I expected he'd want lots of dolls.
I knew he'd need a bike,
so I picked a pink and sparkly one
I figured he would like.

I selected a tiara
like a princess ought to wear,
plus a bunch of bows and ribbons
and some scrunchies for his hair.

I'm aware I'm much too generous
with presents but, you see,
he deserves it. On my birthday
he bought baseball cards for me.

--Kenn Nesbitt

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Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about talking to children about homelessness: (in case the subject comes up)

http://www.babycenter.com/0_how-to-talk-to-your-child-about-poverty-and-homelessness_3657085.bc



Week 13: Lesson 2

GRADE 1

Family Circle Wreaths

Seeing My Family Through Nature

OBJECTIVES

- To review conversations about families.
- To discuss how good friends are like family members.
- To review the song, “Make Good Friends.” (On YouTube)
- To discuss the symbolism of a circle always continuing
- To make a Family Circle Wreath for each child to take home and show their families.
- To draw in sketchbooks.

MATERIALS

- Vines (grape, ivy or other) for each child
- Felt to make family members
- Scissors
- Sketchbooks with pencils or crayons

Procedure:

- Review conversations about families.
- Discuss how good friends are like family members.
- In a circle, teach the song, “Make New Friends.”

- Show how to bend vines in a circle to make a wreath.
- Have each child make a felt person to represent each of their family members and themselves to attach to Family Circle Wreath.
- Discuss how this wreath will remind them that their family is a circle without end.
- Draw in sketchbooks about families.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Make New Friends**

Make new friends,
but keep the old.

One is silver,
the other is gold.

A circle is round,
it has no end.

That's how long,
I want to be your friend.



Week 14: Lesson 1

GRADE 1

Families of Animals

Seeing My Family Through Nature

STANDARDS

CCSS 1.SL 1a, b, c

VACS 1.1.1, 1.3, 2.3

OBJECTIVES

- To discuss qualities of animals known to the children
- To discuss what animal families are called
- To move and sound like these animals
- To discuss which animals family members would be if they were animals
- To create mobiles of each child's animal family using felt, and objects from nature
- To draw in sketchbooks

MATERIALS

- Felt, berries, nuts, leaves, etc
- Scissors
- Wire or string to create and hang mobile

Preparation:

The following is a list of animal family names to use:

A team of horses
 A pack of hounds
 A litter of kittens
 A pride of lions
 A plague of locusts
 A troop of monkeys
 A flock or flight of pigeons
 A litter of pigs
 A string of ponies
 A pod of porpoises
 A covey or bevy of quail
 A nest of rabbits
 A pack or swarm of rats
 A rhumba of rattlesnakes
 A crash or herd of rhinos
 A herd or pod of seals
 A drove or flock of sheep
 A nest of snakes
 A dray of squirrels
 A school, gam or pod of whales
 A nest of vipers
 A pack or route of wolves
 A fall of woodcocks
 A descent of woodpeckers

Procedure:

- Discuss qualities of animals known to the children
- Move and sound like these animals
- Discuss which animals family members would be if they were animals
- Using felt, have children cut out animal shapes and then glue on natural objects
- Attach with wire or string to create mobiles
- Display mobiles and discuss
- Draw in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 2

GRADE 1

Family Names

Seeing My Family Through Nature

OBJECTIVES

- To discuss names and what they are used for
- To discuss names of family members
- To tell a story of how one of the teachers got his or her name
- To create a stick name collage with one or more family names
- To display and discuss projects
- To draw in sketchbooks

MATERIALS

- Cardboard for base
- Small sticks
- Glue
- Sketchbooks and pencils or crayons

Procedure:

- Discuss names and what they are used for.
- Discuss names of family members.
- Read the story, "The Boy with the Long Name."

- Create name stick collages of one or more family names.
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 1

Family Puppets

Seeing My Family Through Nature

STANDARDS

CCSS .1a, b, c

OBJECTIVES

- To discuss how one hand can represent a family
- To discuss how families live together in and with nature
- To make glove puppet families
- To make a puppet stage
- To present puppet plays
- To draw in sketchbooks

MATERIALS

- One glove for each child
- Markers in various colors
- Yarn for hair, ribbons and buttons for clothing
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage

- Sketchbooks with pencils or crayons

Procedure:

- To discuss how one glove might represent a family.
- To discuss how the glove represents a family as one thing and how families live in and with nature.
- To make a family with a glove by using markers to create faces and clothing on glove fingers and glue on yarn for hair and ribbons and buttons for clothes
- To make a puppet stage to use to perform puppet plays with glove families.
- To perform family puppet plays created by the children using subjects such as the story of The Boy with the Long Name, or fairy tales or topics that appeal to the class presented by the teacher.
- To draw in sketchbooks.

Wrap up:

If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:

Teacher Supplement:

This article has information about using puppets with children:

<http://www.creativityinstitute.com/puppetsineducation.aspx>



Week 15: Lesson 2

GRADE 1

Family Seascape

Seeing My Family Through Nature

STANDARDS

CCSS 1.SL.1a, b, c

OBJECTIVES

- To discuss a trip to the beach either from a child's memory or a teacher's story
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a seascape beach picture in sand on cardboard
- To display and discuss projects
- To sketch in sketchbooks

MATERIALS

- Cardboard 8 ½" by 11"
- Colored sand
- White glue
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.
- Discuss fun things to do at the beach. (Play with a beachball or have children pretend to swim or surf.)
- Create a beach scene with sand on cardboard.
- Display and discuss projects.
- Sketch in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE 1

Our Family Story

Expressing My Family Through Color

OBJECTIVES

- To work in groups of two to tell a story of a place, time or feeling the children remember in their family
- To draw that memory
- To tell the story to the class
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- Working in groups of two, the children will discuss a place, time or feeling the children remember in their family. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have the children tell the story to the class using costume pieces if they wish.

- Have the children draw in sketchbooks.

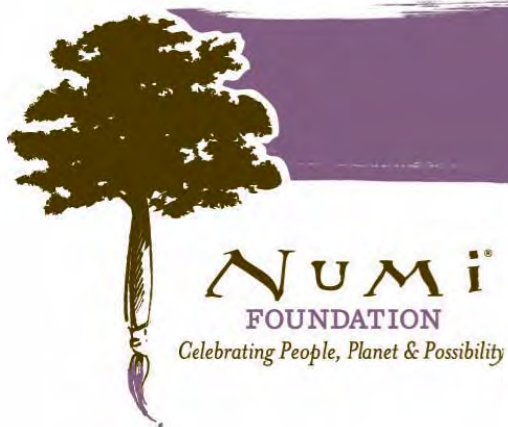
Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The following website has information about the benefits of storytelling for children:

<http://www.storyarts.org/classroom/>



Week 16: Lesson 2

GRADE 1

Family Portrait in Picture Frame

Expressing My Family Through Color

STANDARDS

VACS 1.2, 2.4, 4.1, 4.3

OBJECTIVES

- To draw the child's family with crayon
- To cut a picture frame from paper and glue to drawing
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons
- Large colored paper
- Scissors
- Glue
- Sketchbooks

Preparation:

Draw an outline of a picture frame on the colored paper for children to cut.

Procedure:

- Have a class discussion about members of each family
- Ask the children if they have any photographs at home in a picture frame.
- Ask students to draw their family members with crayon
- When finished, the students should use scissors to cut their frames and glue to their drawings.
- Have the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 17: Lesson 1

GRADE 1

3D-Family Pet Collage

Expressing My Family Through Color

OBJECTIVES

- To discuss family pets in our own family or other families
- To create a colorful pet collage featuring a pet or pets
- To transform the two-dimensional collage into 3 dimensional
- To write a sentence on the collage about the pet
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Assorted collage materials: cut up paper, cupcake papers, Buttons, googly eyes, cotton balls, small pieces of fake fur, etc.
- Glue
- Marker for writing
- Sketchbooks and crayons or pencils

Preparation:

Have animal picture books available for the children to see

Procedure:

- Discuss pets in the families of students or other families.
- Discuss the colors of animals and their toys, leashes, and other belongings.
- Discuss what is two-dimensional and what is three-dimensional.
- Have children create collages featuring at least one pet and its home and toys, etc.
- Have children transform their collage into 3 D by taking cardboard and folding two end sides back creating a three-fold frame on which to glue their collages.
- Have the children create a sentence about the animal to be written by themselves or a teacher on their collage.
- When finished, have the children draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 17: Lesson 2

GRADE 1

OBJECTIVES

- To discuss the light and dark of day and night with sunlight and moonlight
- To discuss how things look different with daylight and darkness
- To discuss how houses look from the outside during the day and night
- To draw the child's house in the daylight and at night

MATERIALS

- Large drawing paper for each child
- Crayons
- Sparkles
- Glue
- Sketchbooks

Background Information:

The class has learned to use the qualities of colors to express emotions. This lesson introduces children to drawing objects in daylight and darkness of night. In later grades, they will learn to add shadows.

Procedure:

- Discuss how things look in the light of day with sunlight and in the dark of night with moonlight.

- Discuss how the sun creates light and how the moon does but at night and in a different way.
- Discuss how things look different in daylight and darkness.
- Discuss how houses look from the outside during the day and night.
- Using crayons, have each child draw their house in daylight on the left half of the page and at night on the right half of the page.
- Let the students use sparkles to show where the strongest light is in their picture.
- Draw in sketchbooks.

Wrap up:

Have student clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Read the following article with information about why the sun and moon shine and produce light:

<https://www.highlightskids.com/science-questions/what-makes-sun-and-moon-shine>



Week 18: Lesson 1

GRADE 1

Painting My Family Name

Expressing My Family Through Color

OBJECTIVES

- To have children identify their family or last name
- To have children print their family or last name on scrap paper
- To have children paint their family or last name in color
- To have children decorate their names with crayons
- To draw in sketchbooks

MATERIALS

- Painting paper cut to 7" by 21" or close
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Scrap paper
- Crayons
- Sketchbooks

Background Information:

Asian name painting is an art that decorates letters of one's name with rainbow pictures, Hawaiian flowers, fish, birds, animals, exotic birds and dolphins. The idea is to illustrate the person's name with their gifts which may be similar to qualities of animals, flowers and other objects in nature. A YouTube example is given in the Teacher Supplement.

Procedure:

- To print last names on scrap paper
- To show examples of name paintings from YouTube or other sources and discuss how their gifts and talents can be represented by animals, flowers or other things in nature.
- To paint last names on painting paper to stretch across the entire paper
- When paint dries, decorate letters with signs of nature
- Draw in sketchbooks

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

www.youtube.com/watch?v=Ygey2FKOQel



Week 18: Lesson 2

GRADE 1

Creating Rainbows

Expressing My Family Through Color

OBJECTIVES

- To discuss rainbows (See Teacher Supplement)
- To discuss connection between colors of rainbow and members of families
- To hear Native American story, “How the rainbow was made” (See Teacher Supplement)
- To paint the rainbow
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18” by 24”
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾” in width
- Sketchbooks with pencils or crayons

Preparation:

Read the information in the Teacher Supplement about rainbows and the story for this lesson.

Procedure:

- Discuss rainbows
- Discuss how rainbows might seem like a family with each color so close to the next
- Tell the story, “How the rainbow was made”
- Paint the rainbow shown in this lesson
- Draw in sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Rainbow facts:

<http://www.sciencekids.co.nz/sciencefacts/weather/rainbows.html>

Sample of rainbow painting for lesson:



Story for this lesson:

How the Rainbow Was Made

A Creation Tale from the Ojibwe Nation
retold by
S. E. Schlosser

One day when the earth was new, Nanabozho looked out the window of his house beside the wide waterfall and realized that all of the flowers in his meadow were exactly the same off-white color. How boring! He decided to make a change, so he gathered up his paints and his paintbrushes and went out to the meadow.

Nanabozho sat down in the tall grass and arranged his red and orange and yellow and green and blue and violet paint pots next to him. Then he began to paint the flowers in his meadow in many different colors. He painted the violets dark blue and the tiger lilies orange with brown dots. He made the roses red and pink and purple. He painted the pansies in every color combination he could think of. Then he painted every single daffodil bright yellow. Nanabozho hummed happily to himself as he worked in the brilliant daylight provided by Brother Sun.

Overhead, two little bluebirds were playing games with each other. The first little bluebird would chase his friend across the meadow one way. Then they would turn around and the second bluebird would chase him back the other way. Zippity-zip went the first bluebird as he raced across the sky. Zappity-zing went the second bluebird as he chased him in the brilliant sunshine.

Occasionally, Nanabozho would shade his eyes and look up...up into the endless blue sky to watch the two little birds playing. Then he went back to work, painting yellow centers in the white daisies. Above him, the two birds decided to see how fast they could dive down to the green fields below them. The first bluebird sailed down and down, and then pulled himself up sharply just before he touched the ground. As he soared passed Nanabozho, his right wing dipped into the red paint pot. When the second bluebird dove toward the grass, his left wing grazed the orange paint pot.

Nanabozho scolded the two birds, but they kept up their game, diving down toward the grass where he sat painting and then flying back up into the sky. Soon their feet and feathers were covered with paint of all colors. Finally, Nanabozho stood up and waved his arms to shoo the birds away.

Reluctantly, the bluebirds flew away from Nanabozho and his paint pots, looking for another game to play. They started chasing each other again, sailing this way and that over top of the giant waterfall that stood next to Nanabozho's house. Zippity-zip, the

first bluebird flew through the misty spray of the waterfall. The first bluebird left a long red paint streak against the sky. Zappity-zing, the second bluebird chased his friend through the mist, leaving an orange paint streak. Then the birds turned to go back the other way. This time, the first bluebird left a yellow paint streak and the second left a pretty blue-violet paint streak. As they raced back and forth, the colors grew more vivid. When Brother Sun shone on the colors, they sparkled radiantly through the mist of the waterfall.

Below them, Nanabozho looked up in delight when the brilliant colors spilled over his meadow. A gorgeous arch of red and orange and yellow and green and blue and violet shimmered in the sky above the waterfall. Nanabozho smiled at the funny little bluebirds and said: "You have made a rainbow!"

Nanabozho was so pleased that he left the rainbow permanently floating above his waterfall, its colors shimmering in the sunshine and the misting water. From that day to this, whenever Brother Sun shines his light on the rain or the mist, a beautiful rainbow forms. It is a reflection of the mighty rainbow that still stands over the waterfall at Nanabozho's house.



Week 19: Lesson 1

GRADE 1

Quilt of My Family

Expressing My Family Through Color

OBJECTIVES

- To discuss quilts
- To create individual family story quilt page based on a story about the child's family
- To place all quilt pages together on floor like a quilt for display and discussion
- To draw in sketchbooks

MATERIALS

- Scissors
- Glue
- Large drawing paper
- Scraps of fabric, construction paper, and/or tissue paper
- Crayons and colored pencil
- Black marker
- Sketchbooks and crayons, pencils

Preparation:

Gather all materials

Background Information:

A family quilt has materials collected that tell a story about a family. Usually quilted or sewed together pieces of fabric, this story quilt will have fabric and paper glued together with a sentence created by each student written on the quilt page.

Procedure:

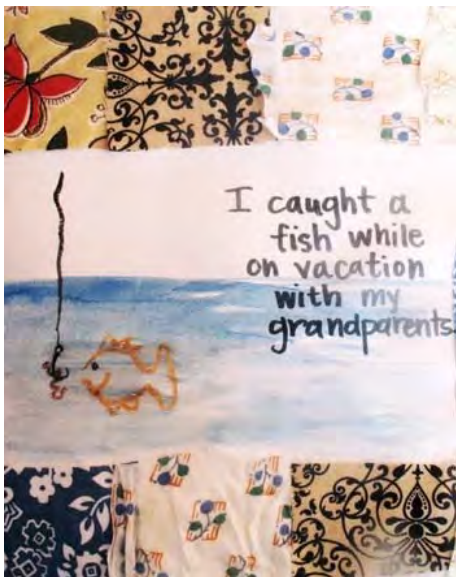
- Explain what a quilt is to the children.
- Show the example from the TEACHER SUPPLEMENT or your own drawing.
- Have each student create a short story about a family event and begin to gather materials.
- As each student finishes gluing pieces on the story quilt page, have students write their story on the quilt.
- Draw in sketchbooks.

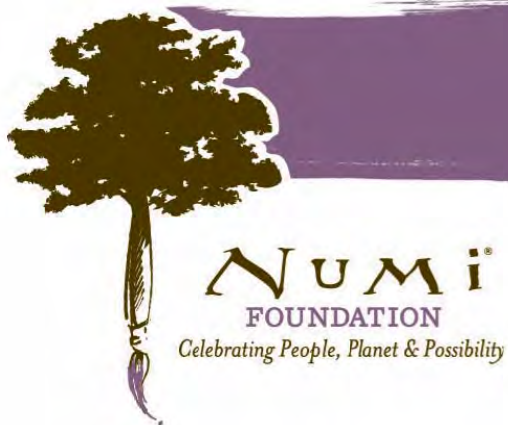
Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

An example of a story quilt page:





Week 19: Lesson 2

GRADE 1

Painting with Salt

Revealing My Family Through Design and Texture

OBJECTIVES

- To discuss winter's frost, snow and ice
- To discuss what families do in frosty weather
- Discuss salt and how it is used
- To create a salt painting of family in frosty weather
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons
- Paintbrushes
- Epsom salt
- Hot water
- Small cups or bowls
- Spoons
- Sketchbooks

Preparation:

For each bowl or cup mix one-quarter cup hot water with four tablespoons of Epsom salt. Stir the mixture to dissolve.

Procedure:

- Discuss winter's frost, snow and ice.
- Discuss what families do in frosty weather.
- Create a salt painting of family in frosty weather by first drawing the scene with crayons and then painting the frosty parts with salt mixture.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The following website has information about salt for you to share with your students:
<http://www.historyforkids.org/learn/food/salt.htm>

Salt Painting Sample:



Week 20: Lesson 1

GRADE 1

Hairy, Scary

Revealing My Family Through Design and Texture

OBJECTIVES

- To discuss hair and how everyone's is different
- To create a self-portrait with glued hair to complete the portrait
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons
- Hair material: cut-up yarn, Brillo(pot scrubbing pad), sand paper, string, gravel, etc
- Glue
- Sketchbooks
- Mirror

Preparation:

Have books including people with different color and types of hair available

Procedure:

- Discuss hair, how it looks, how it feels, how it is different for every person.
- Discuss how hair grows and what it is created from (see Teacher Supplement).
- Allow each child to see themselves in the mirror.
- On large drawing paper, have each student draw their face, leaving room to add hair.
- Using available textiles have each student add “hair” to their self-portrait.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 20: Lesson 2

GRADE 1

Museum Visit

STANDARDS

VACS 3.3, 4.2, 5.4

OBJECTIVES

- To visit the Oakland Museum or other museum
- To view art on exhibit
- To draw a favorite painting in sketchbook

MATERIALS

- Pencils and sketchbooks

Preparation:

This trip may be scheduled at any time it is convenient during the year. Ideally, there will be two trips per class to this museum or another during the year to see art on exhibit. All trip plans must be coordinated with school administration.

Background Information:

If possible, teachers should visit the museum before taking the students in order to be better able to guide their group through the building.

Procedure:

- Meet tour guides at entrance and follow.
- Discuss the exhibit and connect the paintings seen with the life work or job of the artist.
- After the guided tour, have students sit where permitted and sketch their favorite painting.

Wrap up:

Have children pick up all of their materials when leaving the museum.

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

<http://arts.gov/art-works/2014/preparing-children-art-museums>



Week 21: Lesson 1

GRADE 1

If I Were King or Queen of the World

Revealing My Family Through Design and Texture

OBJECTIVES

- To discuss what it means to be king or queen
- To discuss how a king or queen might dress
- To create a costume fit for a king or a queen
- To have a fashion show of kings and queens
- To draw their costumes in their sketchbooks

MATERIALS

- Large pieces of cloth (cut up sheets, pillow cases and pieces of fabric)
- Hats, scepters and other items a king or queen might have
- Sketchbooks and crayons or pencils

Preparation:

Have books available with pictures of kings and queens

Procedure:

- Discuss what it means to be a king or a queen
- Discuss how a king or queen might dress
- Have each child create a costume to wear as a king or queen
- Have a fashion parade of the kings and queens
- Ask them how they feel dressed as a king or a queen
- Have the children draw their costumes in their sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Refer to the following website for information on the value of dress-up play for children.

<http://www.pbs.org/wholechild/providers/play.html>



Week 21: Lesson 2

GRADE 1

Design A 3D Castle

Revealing My Family Through Design and Texture

OBJECTIVES

- To recall the last lesson where costumes were designed for kings and queens
- To discuss what castles are like outside and inside
- To design a 3 D castle of paper for each family

MATERIALS

- Large drawing paper
- Crayons and markers
- Cut up paper, fabric, buttons, glitter
- Glue
- Sketchbooks

Preparation:

Have books with pictures of castles available for the children.

Procedure:

- Discuss the last class where kings' and queens' costumes were designed.
- Discuss castles where kings and queens live
- Discuss the kind of castle in which each family would like to live
- Have each child design a 3D Castle by first drawing on paper, cutting it out and then gluing onto sturdier paper and folding to make it stand.
- Draw in sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 22: Lesson 1

GRADE 1

Nature is Alive!

Seeing My Community Through Nature

OBJECTIVES

- To see the nature in every community
- To take the children on a nature walk or, if not possible, to describe an imaginary walk through the community stopping to see nature along the way
- To create a 3D nature scene of the community
- To write a haiku poem about nature
- To draw in sketchbooks

MATERIALS

- Cardboard folded in half (like an L) on which the children may glue items
- Bits of moss, grass, small plant pieces, pebbles, etc
- Glue
- Writing paper
- Sketchbooks and crayons or pencils

Procedure:

- Discuss how nature is present in the community

- Take a walk outdoors or hear teacher's detailed and imagination filled story of a walk in the community pointing out nature. (See Teacher Supplement)
- If that is not possible, create an indoor nature field.
- Each child will create a 3D scene (or diorama) of nature in the community.
- Each child will create a haiku poem about nature. (See Teacher Supplement)
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine

Notes/Feedback:**Teacher Supplement:**

This article talks about the importance of nature to children:

<http://outdoornation.org.uk/2013/02/12/the-importance-of-access-to-nature-for-children/>

This article explains how to write a haiku poem:

<http://www.creative-writing-now.com/how-to-write-a-haiku.html>



Week 22: Lesson 2

GRADE 1

It's a Bug's Life!

Seeing My Community Through Nature

OBJECTIVES

- To discuss how insects (bugs) are part of nature and in every community
- To discuss which insects the children have seen
- To have the children create a wall mural of a community nature scene with bugs
- To draw in sketchbooks

MATERIALS

- Paint for background
- Large mural paper
- Pipe cleaners (chenille) and other materials to make bugs 3D
- Pencils
- Wiggly-eyes, cheerios or fruit loops
- Black markers
- Glue

Procedure:

- Discuss how insects are a part of nature and in every community.
- Discuss which insects the children have seen.

- Have children work together to create a community nature scene with bugs.
(See Teacher Supplement for photos of insects)
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website will give you pictures of insects for the class:

<http://www.insectidentification.org/>



Week 23: Lesson 1

GRADE 1

Wall of Color

Expressing My Community Through Color

OBJECTIVES

- To discuss what images of color are in the school's neighborhood
- To work in small groups to create parts of a community mural
- To draw in sketchbooks

MATERIALS

- Large mural paper
- Water color paint in red, yellow and blue
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Crayons
- Sketchbooks

Preparation:

In this project, small groups will be painting and using crayons on the mural while other groups are working in their sketchbooks. Plan your groups ahead of the activity.

Procedure:

- Discuss what images of color are in the school neighborhood—color of sky, ground, buildings, sun, signs, cars, trees and such.
- Assign children in groups and start working on the mural with the first groups while those who are waiting draw in their sketchbooks.
- First do the big painting of sky and ground and then let other groups add the details of the community in color crayons.
- Display the finished mural for the class to see.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 1

My Community Map

Expressing My Community Through Color

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads
- To draw a large floor map of the community in small groups
- To have an adult write words on the map to name places and things
- To create a rhyme of color words describing things in the community, example:
- Trees are tall and green and red bugs on the ground don't want to be seen, etc
- This rhyme should be written on the board or easel paper for the children to see and read.
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- Crayons and markers
- Black board white board or easel paper
- Sketchbooks

Preparation:

Know the community around the school in order to help the children name the sights.

Procedure:

- Discuss community and what it means.
- List things in the community to put on map.
- In small groups, have the children draw a map of their community.
- Create a rhyme of color words and write on the board or paper to read.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

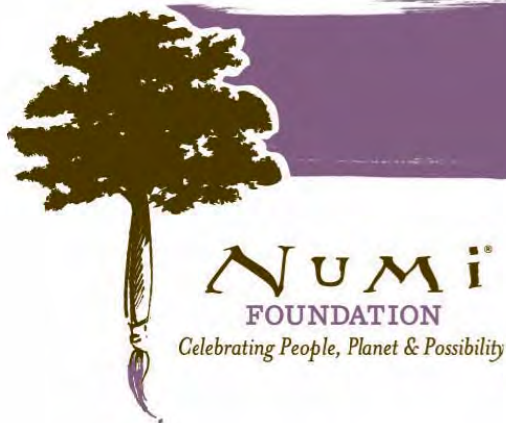
Notes/Feedback:**Teacher Supplement:**

This PowerPoint has information about map making with children:

[ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map making-%20with%20Children%20ppt.pdf](ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Map%20making-%20with%20Children%20ppt.pdf)

This article has more information about map making:

<http://eelink.net/eetap/info112.pdf>



Week 24: Lesson 1

GRADE 1

Engineering the Future

Revealing My Community Through Design and Texture

OBJECTIVES

- To discuss how buildings look in our community
- To tell the children to imagine buildings in the future in different shapes
- To discuss working with clay or plasticine
- To model a futuristic building with unusual shape
- To draw in sketchbooks

MATERIALS

- Clay or plasticine with boards and wet cloths
- Sketchbooks with crayons or pencils

Preparation:

Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

- Discuss how buildings look in the community.
- Imagine how buildings might look in the future—like a ball, like a tree, like the moon...
- Show the class the photos of futuristic buildings from the Teacher Supplement or other sources.
- Explain how you want the children to work with the clay
- Model a futuristic building with an unusual shape.
- Draw in sketchbooks

Wrap up:

Have children clean-up using your new clay/plasticine routine.

Notes/Feedback:**Teacher Supplement:**

The following are images of futuristic buildings already in existence for you to see or share with your class:

<http://www.weather.com/science/news/futuristic-buildings-around-world-photos>

<http://twistedifter.com/2012/05/25-incredible-concert-halls-around-the-world/>



Week 24: Lesson 2

GRADE 1

My Community Story

Revealing My Community Through Design and Texture

OBJECTIVES

- To work in groups of two, discuss a place, time or feeling the children remembers in their community
- To draw that memory
- To tell the story to the class
- To draw in sketchbooks

MATERIALS

- Large drawing paper
- Crayons and markers
- Costume pieces for storytelling

Procedure:

- In groups of two, discuss a place, time or feeling the children remembers in their community.
- Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.

- Have the children draw the memory.
- Have the children tell the story to the class using costume pieces if they wish.
- Have the children draw in sketchbooks.

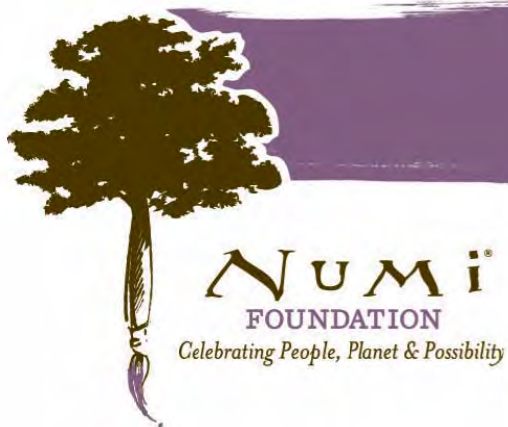
Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website has more about the benefits of storytelling for children:

<http://www.storyarts.org/classroom/>



Week 25: Lesson 1

GRADE 1

Color My World

Seeing My World Through Nature

OBJECTIVES

- To create a painting of what the child feels hearing the sounds and music selected
- To listen to one or more of the choices on YouTube:
 - <https://www.youtube.com/watch?v=wDwRMlcZ0EM> (Relaxing sounds of the El Yunque Rainforest)
 - <https://www.youtube.com/watch?v=aiAmAcaDQrM> (Forest at Night Crickets, Owls, Rain, Wind)
 - <https://www.youtube.com/watch?v=g2k5D-oq2hM> (Beethoven Moonlight Sonata and Nature)

MATERIALS

- Water color painting paper of at least 18" by 24"
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾" in width

- YouTube accessibility
- Sketchbooks with pencils or crayons

Background Information:

In this lesson, the children will hear sounds from nature and paint what they hear and feel in the sounds and music.

Procedure:

- To listen to a sample of the sounds and music the children will paint to.
- To paint in silence what they “see” in the sounds and music.
- To draw in sketchbooks.

Wrap up:

Clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 2

GRADE 1

My Story of Nature

Seeing My World Through Nature

OBJECTIVES

- To tell the class a story of a teacher's experience in nature or an experience from a book
- To discuss how nature changes in each season, autumn, winter, spring or summer
- To have each child tell a story of their experience in nature in the current season
- To have each child create a nature collage that tells their seasonal nature story
- To draw in sketchbooks

MATERIALS

- Cardboard or similar backing
- Glue
- Assorted natural materials
- Markers for writing
- Sketchbooks and crayons

Procedure:

- Teacher tells a story of being in nature.
- Teacher leads a discussion of how nature changes in each season.

- Each child tells a story of being in nature in the current season.
- Each child creates a nature collage to tell their story.
- Each child writes a sentence on their collage about their story
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 1

GRADE 1

Chinese Paper Lanterns

Expressing My World Through Color

STANDARDS

CCSS 1 1a, b, c, 3

OBJECTIVES

- To learn the history of Chinese paper lanterns
- To create colorful lanterns to understand more about the Chinese culture
- To see how colorful lanterns bring color into the world
- To draw in sketchbooks

MATERIALS

- Colorful paper of at least 11 x 14
- Scissors
- Pencils
- Tape
- Sketchbooks

Preparation:

Read the history of lanterns included in the Teacher Supplement and share with the children.

Procedure:

- Discuss the history of Chinese paper lanterns.
- To decorate the paper that will be used for lanterns with Chinese characters. (See Teacher Supplement)
- Create colorful lanterns following the steps listed in the Teacher Supplement.
- Discuss how colorful lanterns bring light and color into the world.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The History of Paper Lanterns:

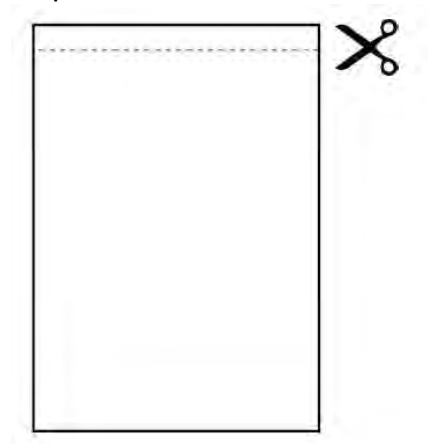
<http://www.historyoflamps.com/lantern-history/history-of-paper-lanterns/>

Chinese letters to use to decorate lanterns:

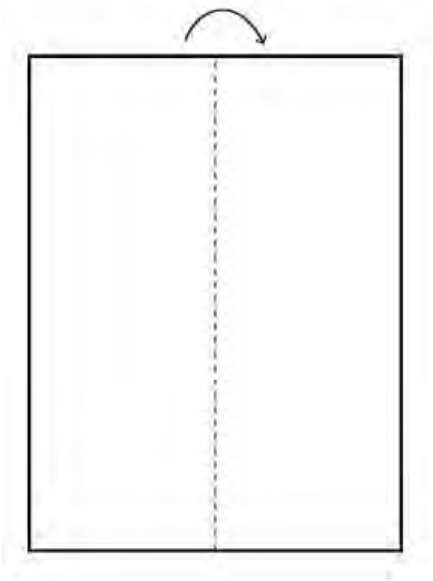
www.google.com/search?q=chinese+letter+drawing&biw=1123&bih=528&tbm=isch&imgil=073j3laKOCJfyM%253A%253BIP

Directions for Making Chinese Paper Lanterns

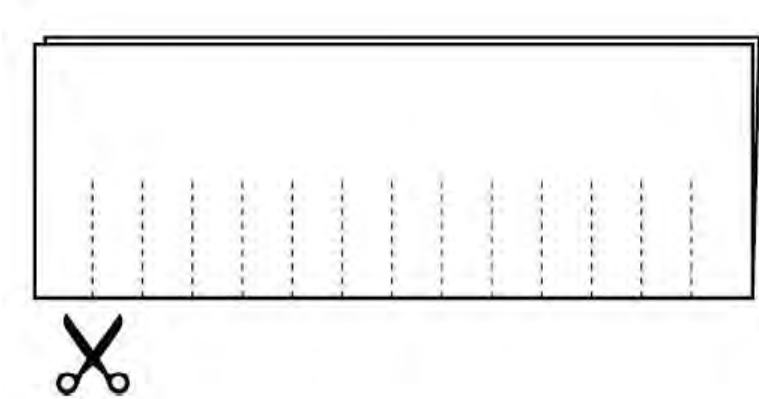
Step 1:



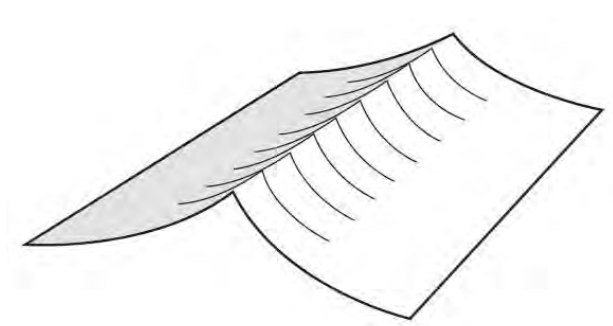
Step 2:



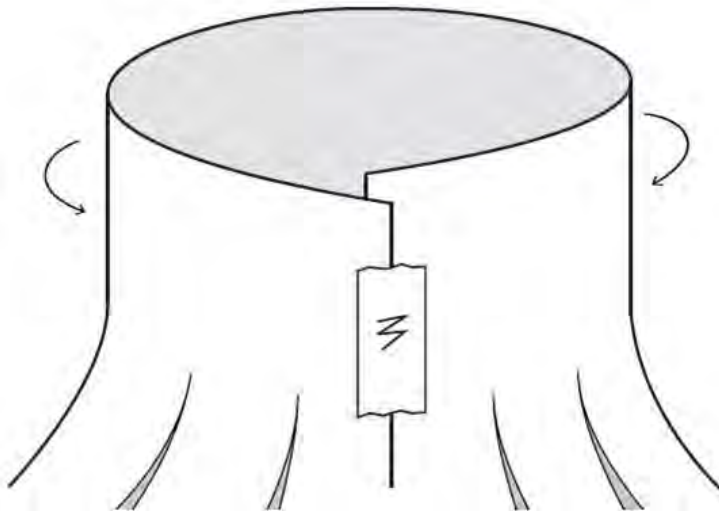
Step 3:



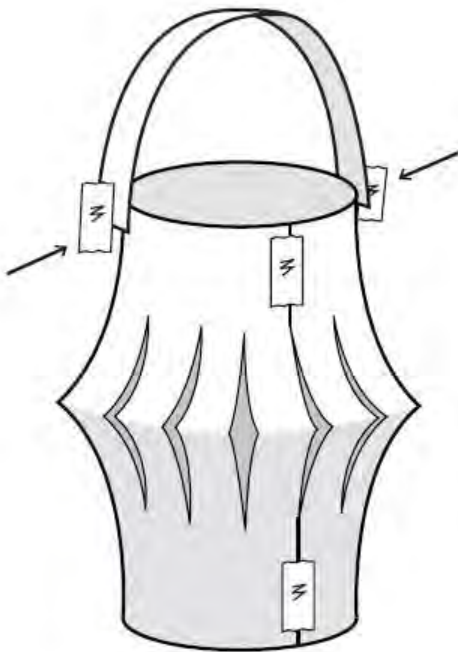
Step 4:



Step 5:



Step 6:





Week 26: Lesson 2

GRADE 1

Elements of Color

Expressing My World Through Color

OBJECTIVES

- To discuss the colors of the world's element: earth, water, fire, air
- To use tissue paper to create collages of the colors of the world's elements
- To draw in sketchbooks

MATERIALS

- Card board or similar of 18" x 24"
- Tissue paper in many colors but especially, brown, blue, orange, red, yellow
- Glue
- Sketchbooks and crayons

Procedure:

- Discuss the earth's elements: earth, water, fire, air—what they are and what colors they might be.
- Ask the children where they have seen earth, water, fire and air.
- Explain that they will create tissue ball collages with the elements in mind.
- Explain that they will use tissue paper balled up in small balls to glue on the background.

- Display for all to see and talk about the colors of the elements.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about the elements see this website:

<http://www.hometrainingtools.com/a/four-elements>



Week 27: Lesson 1

GRADE 1

Rub-a dub-dub!

Revealing My World Through Design and Texture

OBJECTIVES

- To have children feel bumpy textures and rub with their hand and fingers
- (rocks, sea shells, thick leaves, honeycomb, etc)
- Going outdoors, if possible, will enable the children to discover their own textures to rub
- To teach the children how to do rubbings with these materials
- To paint over the rubbings with a light wash of pale yellow or blue
- To display and discuss
- To draw in sketchbooks

MATERIALS

- A variety of materials with bumpy textures
- Drawing paper
- Crayons
- Pale watercolor paints in yellow or blue
- Paintbrushes
- Sponges
- Painting boards
- Sketchbooks

Preparation:

Collect a variety of materials for rubbing.

Background Information:

There are many YouTube lessons to watch.

This is one: www.youtube.com/watch?v=93X9ttm25YU

Procedure:

- Have the children feel natural objects with bumpy textures and discuss rubbing.
- Demonstrate how to place the paper on the object and rub.
- Going outdoors, if possible, will enable the children to discover their own textures to rub.
- To paint over the rubbings with a light paint wash to create a crayon resist.
- Display and discuss the rubbings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 27: Lesson 2

GRADE 1

Animal Shapes

Revealing My World Through Design and Texture

STANDARDS

VACS 1 4.3, 4.4

OBJECTIVES

- To discuss geometric shapes—circle, square, triangle and their qualities
- To look at samples of animal collages created with geometric shapes
- To create animal collages with geometric shapes
- To draw in sketchbooks

MATERIALS

- Colorful, paper geometric shapes
- Samples of animal collages created with geometric shapes
- Paper
- Glue
- Scissors, if you want the class to cut their own shapes
- Sketchbooks and pencils

Preparation:

Have many colorful paper geometric shapes ready or have template of these shapes for the children to trace and cut with scissors.

Procedure:

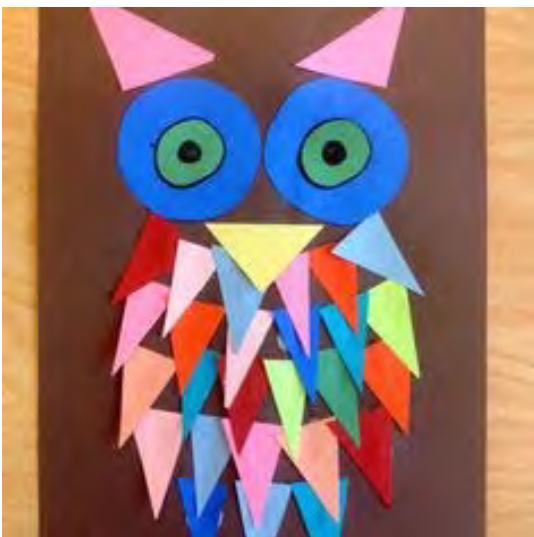
- Show children paper circles, squares and triangles and discuss the qualities of these geometric shapes.
- Show children samples of animal collages created with paper geometric shapes.
- Have children used pre-cut geometric shapes or have them use templates to trace and cut out their own.
- Have children create animal collages on paper.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Idea samples:





Week 28: Lesson 1

GRADE 1

Cezanne and His Apples

Seeing Art History Through Nature

OBJECTIVES

- To tell the biography of Paul Cezanne
- To show Cezanne's painting of apples
- To discuss how apples feel to hold, to look at and to eat
- To create clay or plasticine model of a Cezanne apple
- To draw in sketchbooks with pencils

MATERIALS

- Copy of Cezanne painting
- Clay or plasticine
- Clay boards
- Water
- Sponges
- Sketchbooks with pencils

Procedure:

- Tell the biography of Cezanne.
- Show his painting of "Still Life with Apple and Fruit Bowl."

- Discuss how the class has worked with clay or plasticine before.
- Distribute materials.
- Have formed balls of clay or plasticine ready for the children to use.
- Have children form apples.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Biographical information on Cezanne:

<http://www.theartstory.org/artist-cezanne-paul.htm>

Still Life with Apple and Fruit Bowl



Week 28: Lesson 2

GRADE 1

John James Audubon

Seeing Art History Through Nature

OBJECTIVES

- To tell the biography of Audubon
- To show samples of Audubon's paintings
- To review how seeing beautiful birds makes us feel
- To create a crayon or color pencil drawing of a bird similar to one of Audubon's
- To draw in sketchbooks with pencils

MATERIALS

- A sample of Audubon's work
- Drawing paper
- Crayons or color pencils
- Sketchbooks with pencils

Procedure:

- Tell the biography of Audubon.
- Show the class a copy of his work.
- Discuss how it makes us feel to see beautiful birds.
- Create a crayon or color pencil drawing of a bird similar to Audubon's work.

- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Biographical information about Audubon:

<http://www.enchantedlearning.com/artists/audubon/> and

<http://www.audubon.org/content/john-james-audubon>







Week 29: Lesson 1

GRADE 1

Kandinsky's Colors

Expressing Art History Through Color

OBJECTIVES

- To tell the biography of Kandinsky
- To show Kandinsky's, *"Color Studies"*
- To review how colors make us feel from our painting experiences
- To create a painted color exercise similar to Kandinsky's
- To draw in sketchbooks with pencils

MATERIALS

- A sample of Kandinsky's, *"Color Studies"*
- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, blue and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils

Procedure:

- Tell the biography of Kandinsky.
- Show the class a copy of his work, *"Color Exercise."*
- Discuss how colors make us feel based on our previous painting experiences.
- Create a painted color exercise similar to Kandinsky's. (Note: pre-fold paper into six boxes.)
- Draw in sketchbooks.

Wrap up:

Have children clean-up use your routine.

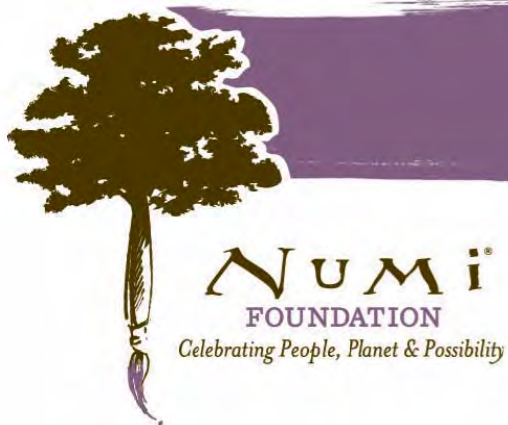
Notes/Feedback:**Teacher Supplement:**

This website includes biographical material about Kandinsky:

http://www.ducksters.com/biography/artists/wassily_kandinsky.php

KANDINSKY COLOR STUDIES





Week 29: Lesson 2

GRADE 1

Rothko and Colors

Expressing Art History Through Color

OBJECTIVES

- To tell the biography of Rothko from the Teacher Supplement
- To show samples of Rothko paintings
- To review how colors make us feel from our painting experiences
- To create a painting similar to a Rothko
- To draw in sketchbooks with pencils

MATERIALS

- A sample of Rothko paintings
- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, blue and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils

Procedure:

- Tell the biography of Rothko.
- Show the class a copy of his paintings.
- Discuss how colors make us feel based on our previous painting experiences.
- Create a painting similar to Rothko.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

https://www.google.com/?gws_rd=ssl#q=mark+rothko

Orange and Yellow



Week 30: Lesson 1

GRADE 1

Seurat's Points

Revealing Art History Through Design and Texture

OBJECTIVES

- To tell the biography of Seurat, the artist
- To show a sample of Seurat's work
- To discuss pointillism as a technique of using dots
- To practice drawing using dots
- To create a painting using pointillism
- To draw in sketchbooks

MATERIALS

- A sample of Seurat's work
- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, blue and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils

Preparation:

Samples of Seurat's paintings may be accessed online and printed for classroom use.

Procedure:

- Tell the biography of Seurat.
- Discuss pointillism or the method of creating pictures using dots.
- Show a sample of a Seurat painting to the class.
- Have children use practice drawing paper to create a small drawing from dots.
- Have the children complete a larger drawing using pointillism.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

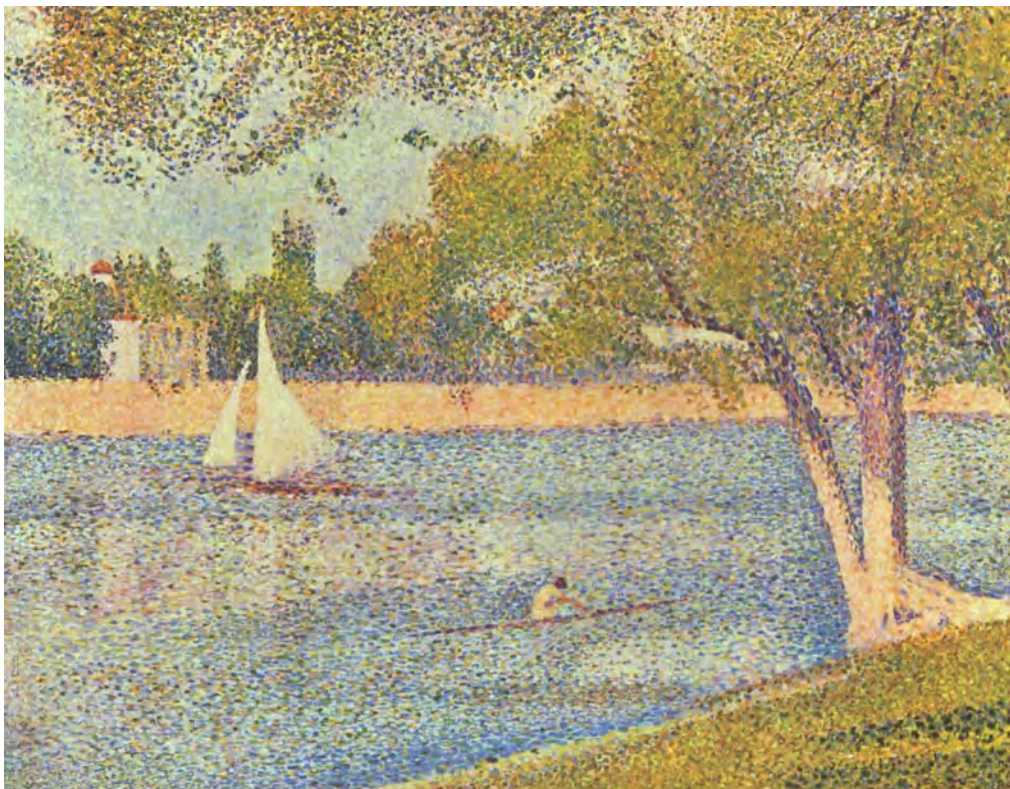
See this website for biographical material on Seurat:

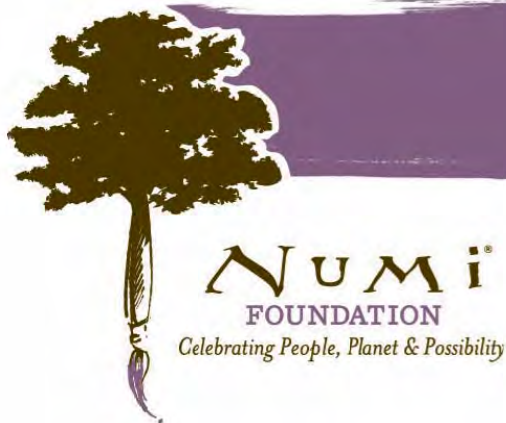
http://www.ducksters.com/biography/artists/georges_seurat.php

https://en.wikipedia.org/wiki/Georges_Seurat

Samples of Seurat's Paintings







Week 30: Lesson 2

GRADE 1

Picasso's Textures

Revealing Art History Through Design and Texture

OBJECTIVES

- To tell the biography of Picasso, the artist
- To show a sample of Picasso's work, *"The Three Musicians"*
- To discuss cubism as a painting style
- To create a painting using cubism
- To draw in sketchbooks

MATERIALS

- A sample of Picasso's, *"The Three Musicians"*
- Watercolor painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, blue and yellow watercolor paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils

Preparation:

See the Teacher's Supplement for information on texture in art, information about cubism, and biographical information about Picasso.

Procedure:

- Tell the biography of Picasso.
- Discuss Cubism.
- Show a sample of Picasso's painting, *"The Three Musicians."*
- Have the children create a painting similar to the one shown.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This is a tutorial for teachers explaining texture in art:

<http://www.sophia.org/tutorials/elements-of-art-texture>

Notes on cubism:

<http://www.ducksters.com/history/art/cubism.php>

http://www.metmuseum.org/toah/hd/cube/hd_cube.htm

<http://www.theartstory.org/movement-cubism.htm>

Biographical notes on Picasso:

http://www.ducksters.com/biography/artists/pablo_picasso.php

The Three Musicians by Picasso