



Fifth Grade



NUMI
FOUNDATION
Celebrating People, Planet & Possibility

Fifth grade uses art for age appropriate exploration of art as a form of expression with a focus on family and feeling, while also exploring the link between art, nature, and students community.

Students will learn about using sources such as music, story, and feelings to inspire the creation of art. Students will attend museum field trips to gain appreciation for various artists and find inspiration for their own work. Students will be exposed to cross-cultural artistic techniques such as Celtic knot-drawing, Greek pottery, and Indonesian Batik, and will have opportunities to explore suing these techniques.

The cumulative project is an age appropriate discussion of artists' such as Gaugin, Pollock, and JMW Turner.

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Week 1: Lesson 1

GRADE 5

Sketchbooks

My Artwork

STANDARDS

CCSS 5.SL.1b

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. To keep things simple, I think all ages can be the same type of book.

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:

Teacher Supplement:

The following article has information about why drawing is important for students.

<http://www.kinderart.com/artspeak/important.shtml>



Week 1: Lesson 2

GRADE 5

Sculpture Installation

Seeing Myself Through Nature

STANDARDS

CCSS 5.SL 1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.3, 2.5

OBJECTIVES

- To create small group nature sculptures for an installation
- To discuss what qualities of themselves they see in the rocks and finished sculptures
- To discuss the four elements and which they feel most like
- To draw pictures of the sculptures in their sketchbooks

MATERIALS

- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses, small tree limbs
- Sketchbooks with pencils or crayons

Preparation:

Gather natural materials from outdoors. Pick a site outdoors for the rock sculpture installation.

Procedure:

- Allow each small group to pick their rocks and materials and assemble into a sculpture.
- Discuss rocks in nature and other objects in nature.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

If possible, leave the installation up outdoors or inside. Have the children clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 1

GRADE 5

Nature Sculptures

Seeing Myself Through Nature

STANDARDS

CCSS SL.5.1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.3, 2.5

OBJECTIVES

- To create lasting nature sculptures
- To see qualities in natural materials
- To draw natural materials in their sketchbooks

MATERIALS

- Rocks, sticks, flower blossoms, mosses, grasses and other natural materials
- Cardboard on which to place sculpture
- Wire or glue to glue sculpture pieces together
- Sketchbooks with pencils or crayons

Preparation:

Gather materials.

Procedure:

- Have students pick the materials they wish to sculpt.
- Allow time to create the sculptures.
- Discuss the qualities of the natural materials used in the sculptures.
- 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 5

Nature As We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

CCSS SL.5.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 5 1.1, 1.2, 1.3

OBJECTIVES

- To create a large mural collage for display
- To discuss which qualities of human beings are similar to some found in nature
- To draw these in sketchbooks

MATERIALS

- Large mural paper any color
- Various bits of fabric, paper and small natural materials
- Scissors
- Glue
- Crayons
- Sketchbooks

Procedure:

- Discuss that the mural made today will have creatures and objects of the natural world.
- Using scraps of fabric and paper, the children will create the living beings to fill this forest.
- When the mural is finished, it should be hung for all to see.
- After cleaning up, the students should have time to draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement**

The following article talks about the importance of having students work together collaboratively.

<http://artsedge.kennedy-center.org/educators/how-to/working-together>



Week 3: Lesson 1

GRADE 5

The Tree of Life

Seeing Myself Through Nature

STANDARDS

CCSS.SL.5.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.1, 1.2

OBJECTIVES

- To create individual Trees of Life
- To discuss how everything in Nature comes in different colors, shapes and sizes, and that all living things are connected to Nature

MATERIALS

- Small Leaves collected from outdoors
- Watercolor paints in jars, brushes, water
- Paint brushes
- White fabric or paper for each student at least 12" by 24" 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.
- Some students may recognize leaves from trees they can name, such as Oak.
- Instruct the children to choose several leaves that remind them of themselves or someone they love.
- Give each student a piece of fabric or paper.
- Set up small trays of paint in at least red, yellow and blue.
- Have the children paint a centered tree trunk with long limbs fanning out to the edge of the paper. Then they should add painted leaves.
- When finished, display the paintings for the children to see.
- In their sketchbooks, they should draw their trees of life.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE 5

Bright Sky

Seeing Myself Through Nature

STANDARDS

CCSS 5.SL.1.a, 1.b, 1.c, 1.d

CCSS 5.L.5a, 5b, 5c

Visual Arts Content Standards 5.1.1, 1.2, 1.3

OBJECTIVES

- To look at the sky and describe it
- To draw the sky
- To draw the sky in sketchbooks

MATERIALS

- Large sheet of drawing paper for each child
- Crayons
- Cotton balls
- Glue
- Sketchbooks with pencils or crayons

Procedure:

Read the poem to the class or print it out and have the children read it.

Bright Night

The stars are shiny and they are bright and they shine right through the darkest night.
They burn like a forest that has burnt to the ground and new life appears all around,
The stars glow like embers in the sky and if they went out darkness would encircle us all,
They are far away and they might be dim but they represent hope to all around,
The stars have been there since the start of time and will illuminate the sky for times to come,

Their beauty is unrivaled except for the sun which gives us life all year long.

Source: Bright Night, Sky

Poems<http://www.poetryinnature.com/nature/poetry.asp?poem=1837#ixzz3HH0xdnk9>

www.PoetryInNature.com

- Then ask the children what they see in the sky.
- Then, have them create a sky scene on paper.
- After clean-up, have the children draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article contains basic information about clouds and images of clouds in the sky.

<http://www.weatherwizkids.com/weather-clouds.htm>



Week 4: Lesson 1

GRADE 5

Sand Paintings of Nature

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 5.1.5, 2.7

OBJECTIVES

- To paint a nature scene with sand
- To draw in sketchbooks

MATERIALS

- Clean Sand
- Powdered Tempera Paints
- Small, empty containers with lids
- Craft Glue
- Pencil
- Plastic knife and spoons
- Sketchbooks with pencils or crayons

Procedure:

- Mix sand and tempera paints (one spoon at a time) in containers and shake.
- On paper, sketch nature scene of your choice.

- One section at a time, spread glue on area and then spread colored sand on that area.
- Continue filling each area, one at a time with the sand color of your choice until finished.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article contains basic information about sand.

<http://www.livescience.com/34748-what-is-sand-beach-sand.html>



Week 4: Lesson 2

GRADE 5

Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS

CCSS.SL.5.1.a, 1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.1, 1.3

OBJECTIVES

- To create a mural of scenes in nature with crayons, pencils and glued objects from nature
- To draw in sketchbooks

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, sand—any materials that would help to create a scene of sky, earth and ocean. These might be left over from past projects or collected 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 5

Color My World

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 5.1.1

OBJECTIVES

- To discuss how colors help us to express our feelings
- To paint the feelings the students have about their world

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color 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:

- The teacher asks the students to say how colors express their feelings.
- The students create a painting expressing their feelings about their world.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article contains information about how colors affect us.

<http://psychology.about.com/od/sensationandperception/a/colorpsych.htm>



Week 5: Lesson 2

GRADE 5

The Most Beautiful Place

Expressing Myself Through Color

STANDARDS

CCSS SL5.1.b, 1.c, 1.d

VACS 5.1.2

OBJECTIVES

- To create a painting of the most beautiful place I have seen
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color 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:

- The teacher asks the students to remember the most beautiful place they have ever seen either in person or in a story.
- The students will paint these places and then talk about them and what makes this place so beautiful.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE 5

My Life in Pastels

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards 5.1.1, 2.1

OBJECTIVES

- To create a first drawing with pastels
- To experience pastels and understand the difference in this medium
- To discuss the elements that make up each student's life
- To draw in sketchbooks

MATERIALS

- Pastels
- Drawing paper
- Paper towels for wiping fingers and paper
- Sketchbooks with pencils or crayons

Background Information:

When introducing pastels, remember:

- Build the pastels from light colors to dark colors.
- Then use your lightest color to smooth and blend.

Procedure:

- Discuss the elements that make up each student's life—home, food, family, friends, play, reading, birthdays.
- Review the feelings colors bring to us and how colors may be used to tell a story in drawing.
- Draw using pastels, the story of a student's life.
- Have the group display and share their drawings.
- When finished, students may draw in sketchbooks.

Wrap up:

Children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video has information on working with pastels.

https://www.youtube.com/watch?v=dpF_zAiLpvU



Week 6: Lesson 2

GRADE 5

Cool Pastels

Expressing Myself Through Color

STANDARDS

CCSS.SL.5.1c, 1d

Visual Arts Content Standards.5.1.1, 1.2, 2.1

OBJECTIVES

- To use pastels to create a seasonal landscape scene color drawing
- To discuss how working with pastels differs from other medium
- To draw in sketchbooks

MATERIALS

- Pastels in assorted colors
- Drawing paper
- Sketchbooks with crayons or pencils

Procedure:

- Each child should create a pastel color drawing of their favorite season.
- The drawing should include their favorite activities of the season.

- The drawings should be displayed and a discussion of what those things the students included in their season and why they chose the ones they did.
- When finished, students may draw in their sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This YouTube video is a great introduction to working with pastels. The beginning cartoon drawing may be fast forwarded to come to drawing landscapes.

https://www.youtube.com/watch?v=dpF_zAiLpvU



Week 7: Lesson 1

GRADE 5

Batik Color Design

Expressing Myself Through Color

STANDARDS

CCSS SL5.1b, 1c, 1d

Visual Arts Content Standards 5.4.1, 4.2

OBJECTIVES

- To discuss the Indonesian Art of Batik
- To create a batik design on white drawing paper
- To draw in sketchbooks

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width or narrower, if available
- Painting Boards on which to place the paper
- White glue in glue bottle with narrow, open point
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Background Information:

Batik is an ancient art form where cloth is drawn on with a tool called a canting, which is a thin container, like a pen, filled with melted wax. Then, the fabric is dyed, traditionally with brown or blue dye.

**Procedure:**

- The class may create a sketch for batik designs before beginning to work on the paper. Traditional designs use nature as influence, such as flowers or birds, alongside geometric patterns and lines.
- Then they may replicate that sketch onto a fresh sheet of white paper, using a glue bottle as a canting.
- After the glue has dried, they should paint between the lines of glue using blue paint.
- When finished, children may draw in their sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has basic information about batik.

<http://www.1worldsarongs.com/whatisbatik.html>



Week 7: Lesson 2

GRADE 5

Tissue Paper Stained Glass

Expressing Myself Through Color

STANDARDS

CCSS SL.5.1b, 1c, 1d

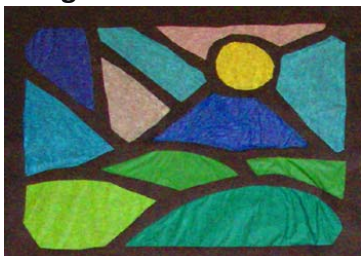
Visual Arts Content Standards 5.1.1, 1.2

OBJECTIVES

- To create tissue paper stained glass
- To draw in sketchbooks

MATERIALS

- 9" x 12" black paper (two pieces)
- Tissue paper
- Pencils
- Scissors

Background Information:**Stained Glass Tissue Paper****Procedure:**

- With both pieces of black paper together, the children draw a design on one and cut through both papers.
- Then with one black paper on the desk, the children should cut pieces of tissue paper to fit into the cut out areas and glue down on black frame.
- Finally, both sheets of black paper should be glued together.
- When finished, students should draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

The following article contains information about stained glass.

http://stainedglass.org/?page_id=169



Week 8: Lesson 1

GRADE 5

Portrait Painting of My Friend

Expressing Myself Through Color

STANDARDS

VACS 5.1.1, 2.1

OBJECTIVES

- To paint a portrait of a classmate
- To paint from observation of my classmate
- To draw in sketchbooks

MATERIALS

- Dry Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow, and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils or crayons

Procedure:

- Observe my classmate and draw their facial portrait in my sketchbook.
- Once that is done, begin painting of the portrait.
- After painting, the class may draw in sketchbooks.

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE 5

Colorful Wall Mural

Expressing Myself Through Color

STANDARDS

CCSS SL 5.1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.1, 1.2, 1.3

OBJECTIVES

- To create a colorful wall mural to display

MATERIALS

- Large paper for a mural
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least $\frac{3}{4}$ " in width
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- Organize the students in groups to paint a colorful scene discussed and planned by the class.
- Once the scene is painted, display it for the school to see.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE 5

Feeling Feathery

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL 5.1.b, 1.c, 1.d

Visual Arts Content Standards 5.1.1

OBJECTIVES

- To feel and describe feathers with words
- To use the feathers to paint feathery strokes and designs
- To use a stick to draw with ink
- To draw in sketchbooks

MATERIALS

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

- Sketchbooks and pencils and 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:

- Give each child a feather. Tell them that the feathers came from birds and should be treated with respect.
- Tell the children that they will paint soft, feathery strokes on their paper.
- When finished, have the children discuss the look of the strokes.
- They can look at their pictures and may see something in it—bird, face, landscape scene, etc. They then bring it out, i.e., trace it, add more colors or marks to enhance that part of the picture.
- Then have the children use small sticks and ink to draw strokes on their paper.
- When finished, have the children compare the strokes of the feather with the strokes of the sticks.
- The children will then draw feathers and sticks in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE 5

Wheat Weaving Decoration

Revealing Myself Through Design and Texture

STANDARDS

VACS 5.1.2, 2.4, 3.2, 3.4

OBJECTIVES

- To create a Swedish woven wheat design

MATERIALS

- 12 pieces of wheat straw for each child
- A plastic bucket with water to soak the wheat for one hour before using
- Scissors
- Thread to tie around wheat
- Thin, brightly colored ribbon to tie on wheat
- Sketchbooks and pencils

Preparation:

This useful YouTube video includes basics about the craft

<https://www.youtube.com/watch?v=QIKQ38pFYtM> with several choices for projects including: Welsh Cross, Completed Braid, and Circle Braids.

Procedure:

- Soak the wheat in water for one hour before beginning.
- Holding the seed heads together, tie thread tightly around joined stems just below heads.
- Braid or plait the stems to the end of the stems in a straight braid.
- Continue with YouTube directions.
- Decorate with small dried flowers and ribbon.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is an introduction to the art.

<http://nawwstraw.org/index.php/about-straw-art>



Week 10: Lesson 1

GRADE 5

Mandalas With Beans and Grains

Revealing Myself Through Design and Texture

STANDARDS

VACS 5.1.2, 2.4, 3.2, 3.4

OBJECTIVES

- To discuss the art form of mandala
- To draw a simple mandala large enough to glue on bean, grains
- To display and share finished mandala

MATERIALS

- Square Paper at least 12" by 12" and small point black marker
- Assortment of beans and grains in various sizes and colors
- Glue

Preparation:

YouTube video: <https://www.youtube.com/watch?v=BJ3r23ywkEo>

Background Information:

Mandala (Sanskrit: मण्डलMandala, 'circle') is a spiritual and ritual symbol in Hinduism and Buddhism, representing the Universe. The basic form of most **mandalas** is a square with four gates containing a circle with a center point. Loosely translated to mean "circle," a *mandala* is far more than a simple shape. It represents wholeness, and can be seen as a model for the organizational structure of life itself--a cosmic diagram that reminds us of our relation to the infinite, the world that extends both beyond and within our bodies and minds.

Procedure:

- Discuss mandalas.
- Show children finished mandala or YouTube of drawing mandala.
- Have children draw mandalas with spaces large enough for beans or grains to fit.
- Have children glue beans and grains to finish mandalas.
- Display and discuss.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is an introduction to the art of mandala.

<http://www.ancient.eu/mandala/>



Week 10: Lesson 2

GRADE 5

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 5.1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.2

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 in front of a particular drawing and sketch it.

Wrap up:

Remind children to pick up any materials they have used while in the museum.

Notes/Feedback:**Teacher Supplement:**

This article has information about why it is important for children to visit museums.
<http://arts.gov/art-works/2014/importance-taking-children-museums>



Week 11: Lesson 1

GRADE 5

Mosaic Tile Designs

Revealing Myself Through Design and Texture

STANDARDS

VACS 5.1.1, 2.4, 2.7, 3.2, 4.1, 4.2, 4.4

OBJECTIVES

- To discuss things that are made with tiles.
- To discuss how ancient cultures used tiles to create artistic mosaic designs
- To plan the design for each project by laying tiles on the base without adhesive
- To use adhesive to attach the tiles to the base
- To display the finished tile designs
- To draw in sketchbooks

MATERIALS

- Square base of heavy cardboard or light wood (4" x 4" max)
- Small mosaic tiles
- Adhesive
- Leftover felt, if any, to glue to the bottom of the project
- Sketchbooks and pencils

Background Information:

Mosaic -- which involves sticking small tile fragments into an adhesive surface to form a design -- is an ancient form of artwork commonly used to decorate floors, walls, tables and tiles. The ancient Greeks, Romans and Byzantines were famous for their complex mosaic work.

Procedure:

- Discuss where students have seen tiles.
- Discuss the ancient cultures that used mosaic tiles for art and practical household items.
- Distribute bases and have students create designs until they are happy with one which they will use adhesive to attach to the base.
- Display tile designs.
- Draw in sketchbooks.

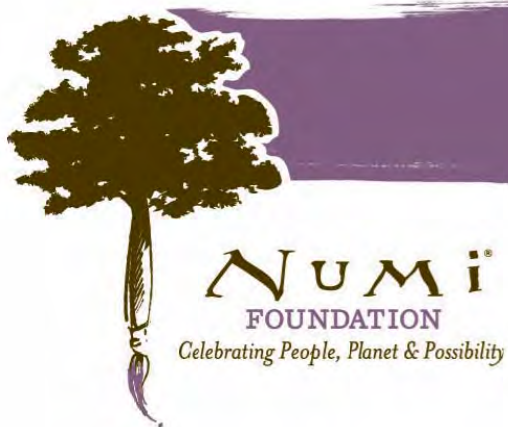
Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has information about ancient mosaic tile designs.

<http://www.ancient.eu/article/498/>



Week 11: Lesson 2

GRADE 5

Visual Rhythm Stomp

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.5.1b, c, d

OBJECTIVES

- To watch a YouTube video by Stomp
<https://www.youtube.com/watch?v=l0XdDKwFe3k>
- To discuss the watched rhythmic piece
- To create a rhythmic performance based on the video
- To create a textile rhythmic pattern replacing actual percussion with colored paper
- To draw in sketchbooks

MATERIALS

- Choice of machine for audio/visual YouTube presentation
- Colored paper
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Have class watch Stomp YouTube presentation
- Discuss the performance. What did they like about it?
- In small groups have students perform a rhythm stomp performance.
- Have each group create a textile pattern reflecting their performance.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article makes a connection between music and learning math.

<http://www.sfsu.edu/~news/prsrelea/fy12/031.html>



Week 12: Lesson 1

GRADE 5

Movie Music

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.5.1b, c, d, 5.5

OBJECTIVES

- To listen to movie themes from Indiana Jones, 2001 Spiderman and Harry Potter
- To discuss how these themes make you feel
- Play again and have students arrange papers on larger paper and finish by the time a musical piece ends. (A Race to the Finish)

MATERIALS

- YouTube access or other music device
- Paper for collage
- Glue
- Sketchbooks and pencils

Preparation:

YouTube Harry Potter Theme: www.youtube.com/watch?v=zCNHVMIYqiA

YouTube Spiderman Theme: www.youtube.com/watch?v=0Ac4xamCIgY

YouTube Indiana Jones Theme: www.youtube.com/watch?v=-bTpp8PQSog

Procedure:

- Play each music theme for the class and ask how each makes them feel.
- Play again and have students arrange papers on larger paper and finish by the time a musical piece ends. (A Race to the Finish)
- Glue pieces down to create collages of music.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 12: Lesson 2

GRADE 5

I Drum and Sing

Revealing Myself Through Design and Texture

STANDARDS

CCSS SL.5.1b,c,d

OBJECTIVES

- To watch and listen to youtube—10-11-2009, Make Music with Bonjour Afrique in Dakar (Senegal) 4 minutes
- To play drums and use voice to jam
- To discuss how making music with percussion and voice makes students feel
- To use fabric as a metaphor to explain how music makes us feel—it's smooth, textured, bumpy, etc
- To draw in sketchbooks

MATERIALS

- YouTube access
- Drums and any percussive material
- Materials of various textures
- Sketchbooks and pencils

Procedure:

- Play Bonjour Afrique for students on YouTube.
- Have students create a jam similar to Bonjour Afrique but include voices as percussive sounds.
- With fabrics in view, have student choose textures to explain sound-using adjectives
- Have students draw in sketchbooks.

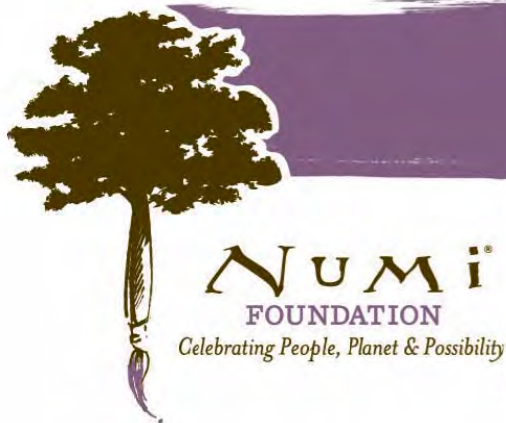
Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article discusses why music is important in schools.

<http://www.childrensmusicworkshop.com/advocacy/academicsuccess/>



Week 13: Lesson 1

GRADE 5

Nature Is Good For My Family

Seeing My Family Through Nature

STANDARDS

CCSS SL. 5.1b, c, d

VACS 5.2

OBJECTIVES

- To discuss what family means to the children
- To discuss who the people are in our families
- To discuss times when our family has been in nature
- To read the poem, *Nature Is*, by Jack Prelutsky
- To write poems in free verse about families in nature
- To create a group collage of families in nature using natural materials plus markers, crayons and pencils
- To draw in sketchbooks

MATERIALS

- Large paper for group murals
- Natural objects: shells, leaves, sticks, pebbles, small pinecones, etc)
- Glue

- Markers, crayons and pencils
- Poem
- Sketchbooks with pencils or crayons

Preparation:

Read the poem below to yourself before you read it to the class

Nature Is by Jack Prelutsky

Nature is the endless sky,
The sun of golden light,
A cloud that floats serenely by,
The silver moon of night.

Nature is a sandy dune,
A tall and stately tree,
The waters of a clear lagoon,
The billows on the sea.

Nature is a gentle rain
And winds that howl and blow,
A thunderstorm, a hurricane,
A silent filed of snow.

Nature is a tranquil breeze
And pebbles on a shore.
Nature's each and all of these
And infinitely more.

Procedure:

- Discuss what family means and who is in our families.
- Teacher reads the poem which the class discusses.
- Each child writes a poem in free verse (no exact rules) about their family.
- Each group creates a mural of natural objects of their families in nature.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article discusses why poetry is important for children.

<http://www.edutopia.org/blog/five-reasons-poetry-needed-schools-elena-aguilar>



Week 13: Lesson 2

GRADE 5

We Care About Nature

Seeing My Family Through Nature

STANDARDS

CCSS SL. 5.1b, c, d

VACS 5.2

OBJECTIVES

- To discuss birds and their families who live in nature
- To create a bird feeder in a geometric shape with as many points as family members who live with me (or more for small families)
- To hang bird feeder outside at home or at school
- To draw in sketchbooks

MATERIALS

- Corrugated cardboard
- Pencils
- Scissors
- Peanut Butter and spreader
- Wild Bird Seed
- String or yarn to hang the feeder

- Drawings or pictures of geometric shapes



Procedure:

- Discuss bird nests where baby birds are born and where they learn to take care of themselves from their mother bird.
- Ask each child to choose a geometric shape that represents the number of family members who live in their home.
- Have each child draw the geometric shape for their family and cut it out of cardboard.
- Let each child spread peanut butter over the shape and then spread bird seed on that.
- Let each child cut a piece of yarn or string and tie it on the feeder to hang it.
- Have children take the feeder home to hang or hang them outside at school.

Wrap up:

Have class clean up using your routine.

Notes/Feedback:

Teacher Supplement:

This article discusses the importance of nature.

<http://www.centreforconfidence.co.uk/flourishing-lives.php?p=cGlpTE3MiZpZD02Njk=>



Week 14: Lesson 1

GRADE 5

Dream Catchers

Seeing my Family Through Nature

STANDARDS

CCSS SL.5.1b, c, d

VACS 1.1, 1.2, 1.3, 3.2, 3.3, 3.4

OBJECTIVES

- To discuss how Native American mothers and grandmothers protected children from bad dreams by hanging dream catchers near sleeping children
- To make a dreamcatcher for each child
- To display dreamcatchers
- To draw in sketchbooks

MATERIALS

- Bracelet or small hoop for each child
- Twine
- Colorful yarn
- Large eye needle
- Beads and/or feathers

Preparation:

Useful YouTube video: www.youtube.com/watch?v=XSmjHVh-xLM

Procedure:

- Discuss how mothers and grandmothers protect children.
- Discuss Native American tradition of using dream catchers.
- Discuss how Native American families use natural objects to protect and decorate for their families.
- Wind twine around hoop as shown in YouTube video.
- Weave colorful yarn through circle until it meets the center.
- Tie knot with bead.
- Decorate with beads and feathers.
- Display dreamcatchers.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article discusses the tradition of dream catchers.

<http://www.dream-catchers.org/>



Week 14: Lesson 2

GRADE 5

Family Nature Collage

Seeing My Family Through Nature

STANDARDS

CCSS SL 5.1b, c, d
VACS 5.2, 5.2

OBJECTIVES

- To discuss what a collage about families in nature might have
- To create individual collages about their family enjoying nature
- To display and discuss finished collages
- To draw in sketchbooks

MATERIALS

- Large poster paper (at least 18" x 24") for each child
- Assorted magazines
- Scissors
- Glue
- Crayons, markers and pencils
- Sketchbooks and pencils

Procedure:

- Discuss how collage posters are used as art and advertisements for places and things.
- This poster could be art or an advertisement for families to play in nature.
- Have each child create a collage from magazine photos showing their family enjoying being outside in nature, real or imagined.
- They may add words and phrases on the poster to help others to understand the work.
- Display each poster and discuss reminding children that only positive comments about the work of others will be allowed.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 15: Lesson 1

GRADE 5

Symmetry in Butterfly Wings

Seeing My Family Through Nature

STANDARDS

CCSS SL.5.1b, c, d

VACS 5.1.1, 1.2, 3.4

OBJECTIVES

- To discuss symmetry in butterfly wings and in families
- To discuss artistic symmetry and family habit symmetry
- To discuss how families reflect nature in their habit symmetry
- To discuss the Japanese tradition of paper folding called origami
- To create butterflies with symmetry in wings through origami
- To display butterflies and discuss their symmetry
- To draw in sketchbooks

MATERIALS

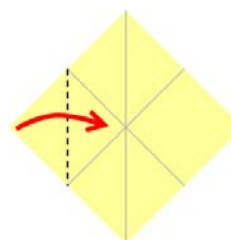
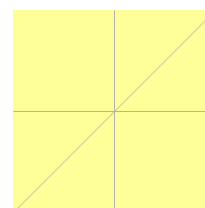
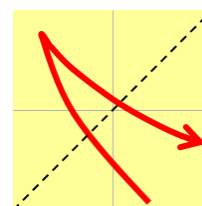
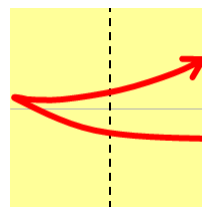
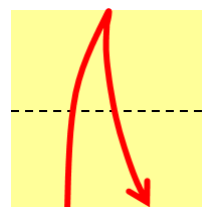
- Origami paper for each child
- Tape
- Sketchbooks and pencils

Background Information:

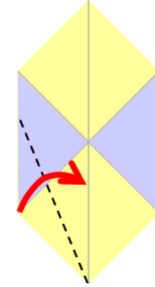
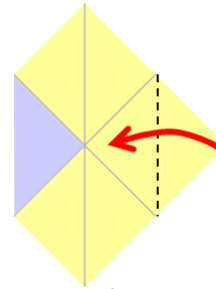


Procedure:

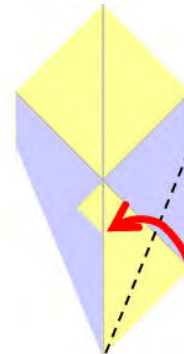
- Valley fold paper from edge to edge , making a rectangle. Crease well and then unfold.
- Valley fold the triangle from the other edge to edge, crease and unfold. You'll now have a square with a creased plus sign splitting it into 4 quarters.
- Valley fold paper from corner to corner , making a triangle. Crease well and then unfold.
- and you end up with a square of paper with creases like this.
- Rotate your paper so one of the creased points is facing you.
- Valley fold the left hand point to the center of the paper (where the creases cross).
- Crease well!
- Valley fold the right hand point to the center of the paper (where the creases cross).
- Crease well!



- Valley fold bottom left side point to touch the center crease
- Crease well!



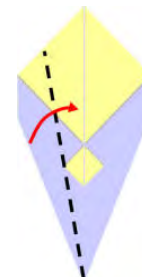
- Valley fold bottom right side point to touch the center crease
- Crease well!



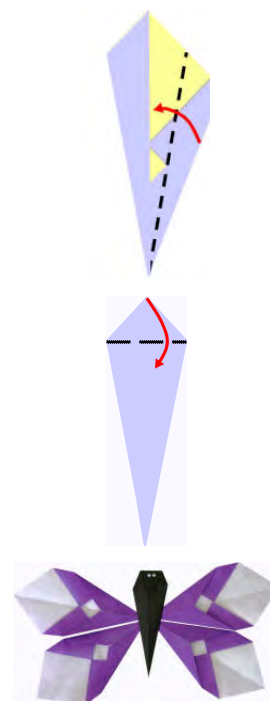
- And you have a petal! You can see that if you're using double sided paper, you get a cute pattern with the two colors.



- Make 4 more petals. One of them can be a different color (this will be the body).
- Take the body petal and fold it three more times -- first valley fold the left hand edge to the center crease.



- Second, valley fold the right hand edge to the center crease
- Last, valley fold the top point down about 1/4 of the way to make the head.
- Crease well or put a drop of glue so it stays down.
- Tape the full sized petals, two per side onto the body to complete your butterfly!



Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article contains basic information about butterflies.

<http://www.defenders.org/butterflies/basic-facts>



Week 15: Lesson 2

GRADE 5

Beaches

Seeing My Family Through Nature

STANDARDS

VACS 5.1.3,4.4

OBJECTIVES

- To create individual stories about trips to the beach
- To discuss the fun things to do at the beach
- To discuss what a family could do together at the beach
- To create a class seascape beach mural with paint, sand, shells and other natural objects
- To display, discuss project, and tell the story of the trip to the beach
- To sketch in sketchbooks

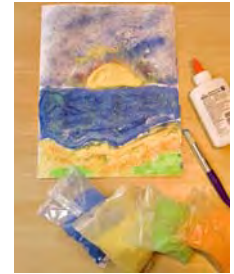
MATERIALS

- Cardboard 11 ½" by 14"
- Paint in yellow, red and blue
- Water jars

- Paintbrushes
- Sponges or rags
- Colored sand
- White glue
- Markers
- Writing paper and pencils
- 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).
- Create a beach scene with sand and paint or markers on cardboard.
- Have each child write a short story about a family trip to the beach.
- Display and discuss projects.
- Sketch in sketchbooks.

**Wrap up:**

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE 5

Let Me Tell You About My Family!

Expressing My Family Through Color

STANDARDS

CCSS 5.SL1b, c, d

VACS 5.2.7

OBJECTIVES

- To work in groups of four to tell a story of a place, time or feeling the children remember in their family
- To draw that memory
- To write the story
- To act out the stories for the class
- To draw in sketchbooks

MATERIALS

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

Procedure:

- Working in groups of four, 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 each draw the memory.
- Have children write the story.
- Have the children act out the story for 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:



Week 16: Lesson 2

GRADE 5

My Family Quill!

Expressing My Family Through Color

STANDARDS

VACS 5.1.1,1.2

OBJECTIVES

- To discuss paper quills
- To create a pencil drawing of the family quill
- To create the quill design
- To draw in sketchbooks

MATERIALS

- Paper (all black, all white or colors)
- Rulers
- Pencils
- Scissors
- Sketchbooks

Background Information:

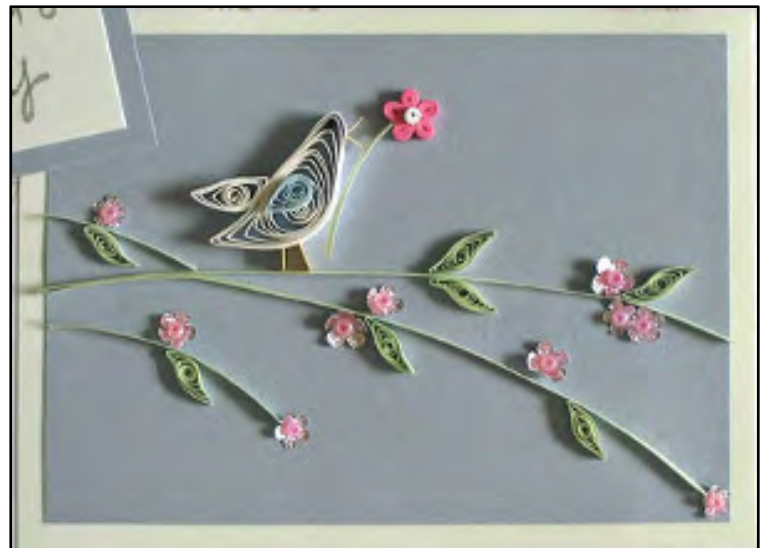
Quilling is also known as paper filigree or paper rolling. Some think it began after the invention of paper in China in 105 CE. Through the centuries other materials were used.

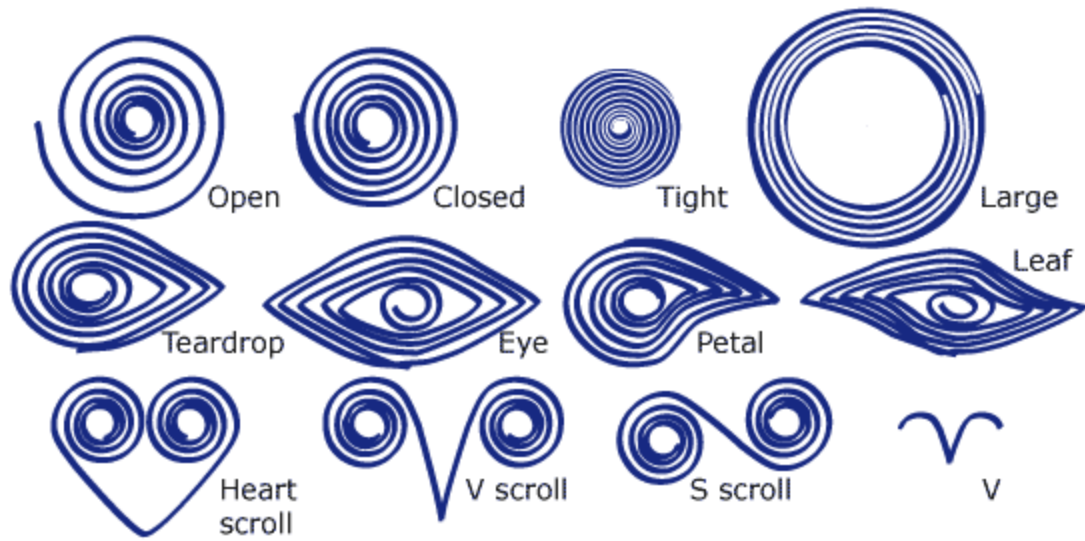
Procedure:

- Discuss paper quills as a craft hobby of many through the centuries.
- Discuss creating a paper quill to represent the family much as family crests have been used.
- Show an example of quill to the students.
- Have each student create a paper quill to represent their family design or crest.
- Cut Paper in 1/2in or wider strips along the long edge.
- Curl paper around pencils and arrange according to design plan.
- When arranged, dip edge of papers in glue to fix onto drawing paper.
- Display quills.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:





Week 17: Lesson 1

GRADE 5

Block Prints

Expressing My Family Through Color

STANDARDS

CCSS 5.SL1b,c,d

VACS 5.1.1,1.2

OBJECTIVES

- To discuss block prints
- To show samples of block prints (See Teacher Supplement)
- To display and discuss prints
- To draw in sketchbooks

MATERIALS

- Color paint or ink
- Styrofoam meat trays
- Pencils
- Soft rubber brayers(printing rollers that can be found at art supply stores)or small paint rollers
- Old cookie tray or plexiglass to roll the ink out on
- Paper on which to print
- Sketchbooks

Background Information:

If materials money is available, you may substitute linoleum block printing for Styrofoam tray printing. Linoleum block print materials are available at art stores or online.

Procedure:

- Discuss block printing.
- Show samples of block prints to the class.
- Have children think of a print design that would remind them of their family.
- Cut the edges off the Styrofoam trays to make them flat.
- With pencils draw the design in the Styrofoam cutting the material but not all the way through.
- Roll paint over the Styrofoam design.
- Place the paper over the painted design carefully and peel off revealing the block print design.
- Display and discuss the prints.
- Draw in sketchbooks.

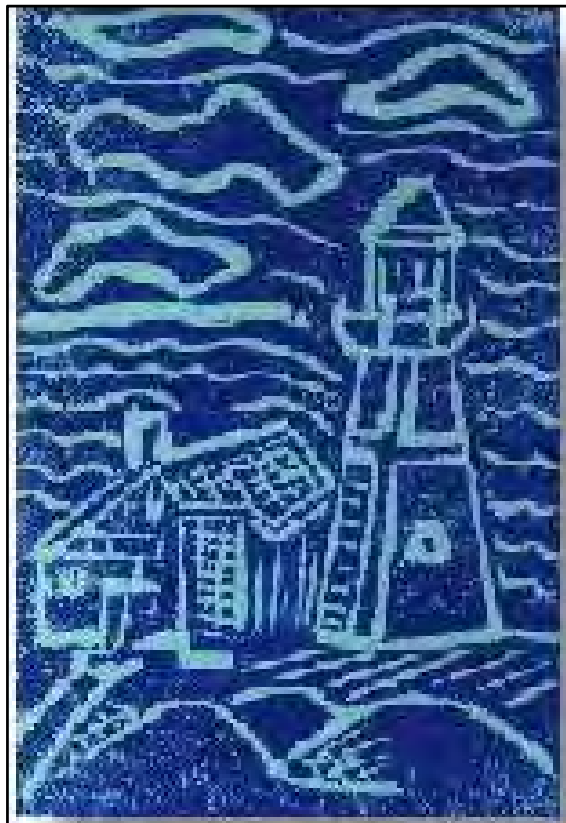
Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Block printing examples:



WHITE AND BLACK



Week 17: Lesson 2

GRADE 5

My Family is a Star!

Expressing My Family Through Color

STANDARDS

CCSS 5.SL1b,c,d

VACS 5.1.1

OBJECTIVES

- To discuss the idea of stars being really good things
- To discuss representing their family as a perfect star
- To make a five pointed origami star
- To draw in sketchbooks

MATERIALS

- Five sheets of 4" color origami paper
- Sketchbooks and pencils

Procedure:

- Discuss the idea of stars being really good things.
- Discuss representing their family as a perfect star.

- Create a Five pointed star with instructions in the Teacher Supplement.
- Hang the stars in the classroom for all to see.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Origami Modular 5-pointed Star Step 1: Start with a square sheet of paper, color side down. Instead of the regular 6 inch (15cm) square paper, we used a smaller 4 inch (10cm) square paper. We also used cardstock paper instead of regular origami paper.

Fold paper in half on both the horizontal and vertical axis. Crease well and unfold.



Origami Modular 5-pointed Star Step 2: Fold the top right corner to the center. Crease well.



Origami Modular 5-pointed Star Step 3: Fold the bottom left corner to the center. Crease well.



Origami Modular 5-pointed Star Step 4: Fold the top left corner to the center. Crease well and unfold.



Origami Modular 5-pointed Star Step 5: Fold paper in half on the horizontal axis. Crease well.



Origami Modular 5-pointed Star Step 6: Make a diagonal mountain fold on the right as indicated. Crease well and unfold.



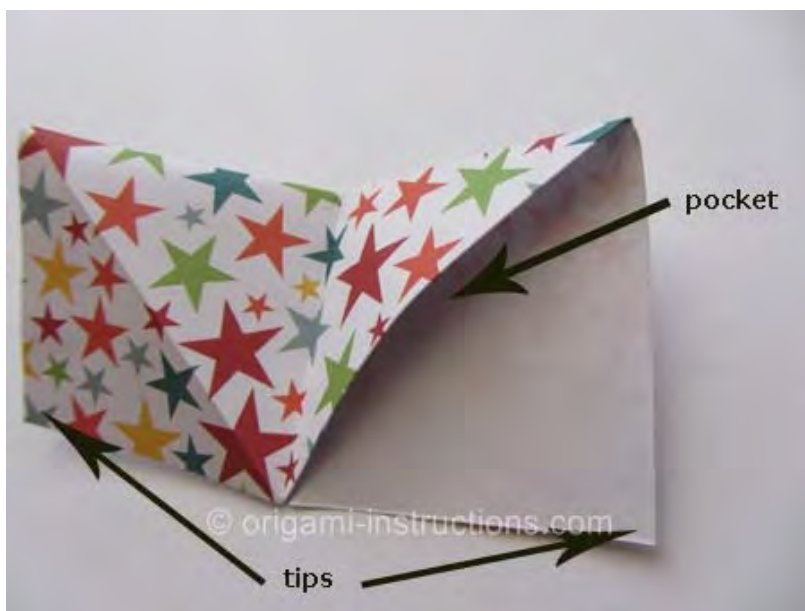
Origami Modular 5-pointed Star Step 7: Fold paper in half on the vertical axis. Crease well and unfold.



and your modular unit is completed!



Each unit has a tip and pocket on both the front and back side of the paper.



Origami Modular 5-pointed Star Step 8: Repeat Steps 1 to 7 and make a total of 5 units.



Origami Modular 5-pointed Star Step 9: Assemble the units by inserting the tips into the pockets on both the front and back sides. Watch the video below to see the full assembly process.

Origami Modular 5-pointed Star Video

Origami Modular 5-pointed Star Step 10: When you've completed assembling all 5 units, your origami modular 5-pointed star will look like this!





Did you make this origami? If so, upload your photo (2MB limit) via the comment box below. You can login with your Facebook, Twitter, Google or Yahoo accounts.

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Week 18: Lesson 1

GRADE 5

My Illuminated Initial

Expressing My Family Through Color

STANDARDS

CCSS 5.1b.c.d

VACS 5.5.2

OBJECTIVES

- To discuss illuminated manuscript letters
- To examine examples of illuminated letters
- To create a page with an illuminated letter of the child's family name
- To draw in sketchbooks

MATERIALS

- Printed sheet of Gothic Calligraphy Letters (See Teacher Supplement)
- Drawing Paper
- Ruler and pencils
- Color Markers including gold
- Sketchbooks

Background Information:

The practice of illumination — decoration of pages with ornate lettering, luminous color and precious metals, was developed during the middle ages when literacy was rare and books were even more so.

Procedure:

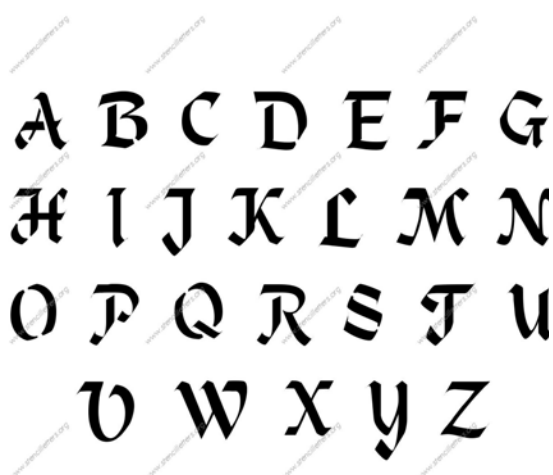
- Discuss illuminated manuscript letters.
- Examine examples of illuminated letters.
- Have each child design a page with an illuminated letter and designs such as vines, using Gothic type in the Teacher Supplement.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.britannica.com/topic/illuminated-manuscript>





Week 18: Lesson 2

GRADE 5

Playlist About My Family!

Expressing My Family Through Color

STANDARDS

VACS 5.1.1,1.2

OBJECTIVES

- To create a Music Web Design for a recording about my family
- To develop a list of song titles (playlist) for the Website
- To write song lyrics for a song about my family
- To draw in sketchbooks
- To draw in sketchbooks

MATERIALS

- Music website to use as a demonstration model
- Drawing paper
- Markers
- Pencils
- Sketchbooks

Procedure:

- Have each student examine a Music website.
- Discuss possible titles for the playlist and songs to be listed on the website.
- Have each student design their Music website page including playlist title and song titles.
- Have each student write lyrics for a song about their family.
- Draw in sketchbooks.

Wrap up:

Have students' clean-up using your routine.

Notes/Feedback:



Week 19: Lesson 1

GRADE 5

My Family Traditions

Expressing My Family Through Color

STANDARDS

CCSS 5.1b,c,d

VACS 5.1.3,2.4

OBJECTIVES

- To discuss things the traditions each family may have or things they do for fun
- To have each child create a collage of their family traditions or fun things they like to do
- To display and discuss the collages
- To write a haiku poem about their traditions or fun things they do
- To draw in sketchbooks

MATERIALS:

- Magazines with photos for collages
- Drawing Paper for collages
- Scissors
- Glue
- Sketchbooks and pencils

Procedure:

- Discuss the traditions of each family or the things they do for fun.
- Create a collage of these things.
- Display and discuss the collages.
- Write haikus about the traditions each family may have or things they do for fun.
- Share the collages and haikus.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

<http://www.rookiemag.com/2012/03/collaging-for-beginners/>

How To Write a Haiku

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



Week 19: Lesson 2

GRADE 5

Art in Nature-Installation

Revealing My Family Through Design and Texture

STANDARDS

CCSS 5.1b,c,d

VACS 5.1.3,2.5

OBJECTIVES

- Discuss Installation Art (See Teacher Supplement)
- Have children watch the Goldsworthy video
- Have children create an installation art piece about themselves outdoors
- If an outdoor installation is not possible, create an installation site inside school
- Photograph and display these
- Have each student create a charcoal drawing reflecting the installation
- Draw in sketchbooks

MATERIALS

- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- Charcoal
- Drawing paper

- Sketchbooks and pencils

Procedure:

- Discuss installation art with the children. They may remember an earlier class that had an exhibit that they left up for others to see.
- Play the YouTube video of Andy Goldsworthy (See Teacher Supplement).
- Have children create an outdoor installation piece. If not possible, have them create a piece indoors. The piece should reflect something about themselves.
- Have a discussion about how they showed their family in the installation.
- Photograph the installation and display photographs in the classroom.
- Have each student create a charcoal drawing reflecting the installation.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This website contains information about installation art.

<http://dictionary.reference.com/browse/installation+art>

This YouTube video called, “Rivers and Tides” has information from Andy Goldsworthy, an installation artist about his work.

https://www.youtube.com/watch?v=f7sZv4_0Fvg



Week 20: Lesson 1

GRADE 5

Family Montage

Revealing My Family Through Design and Texture

OBJECTIVES

- To discuss creating a montage and how that might differ from a collage
- To create the montage with the theme of my family
- To draw in sketchbooks

MATERIALS

- Magazines or photograph(brought in by the children with permission)
- Drawing paper
- Scissors
- Glue
- Sketchbooks and pencils

Background Information:

Montage: artwork created from parts of photographs or other pictures. Collage: artwork created from whole pictures.

Procedure:

- Discuss collages the group has made in the past.

- Discuss that the montages made today will have pieces glued on paper to represent something about their family that is special to them.
- Have each student create a montage.
- Display and discuss montages.
- Draw in sketchbooks.

Wrap up:

Have each student clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Samples of paper montages:







Week 20: Lesson 2

GRADE 5

Museum Visit

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>

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Week 21: Lesson 1

GRADE 5

Where I Like to Be With My Family!

Revealing My Family Through Design and Texture

OBJECTIVES

- To discuss where their family loves to spend time
- To discuss crayon resist technique
- To create a crayon resist of a place their family loves to spend time
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Crayons
- Watercolor paint
- Color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks and pencils

Procedure:

- Discuss the favorite places for each child to spend time with their family.
- Ask each child to draw a crayon drawing of their favorite family place.
- Then, have each child paint over the crayon drawing using different paint colors for different emphasis.
- Display and discuss the resists.
- Ask each child to write a narrative description of this place using many descriptive words (adverbs) and descriptive phrases.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 21: Lesson 2

GRADE 5

My Autobiography

Revealing My Family Through Design and Texture

STANDARDS

CCSS 5.1,b,c,d

VACS 5.4.1,5.2

OBJECTIVES

- Discuss the idea of autobiographies
- Discuss book jackets
- Have the children create an autobiographical book jacket collage
- Draw in sketchbooks

MATERIALS

- Large drawing paper
- Magazines
- Scissors
- Glue
- Markers
- Sketchbooks and pencils

Background Information:

An autobiography is an account of a person's life written by that person.

Procedure:

- Discuss what autobiographies are and what autobiographies the children have read.
- If possible, have some autobiographies available for the children to see.
- Discuss book jackets and what information they contain about the book and the author.
- Have children create a title for their autobiography that hints to the reader something about their life.
- Discuss what role our families have in our autobiographies? Do they influence what we do in our lives? How?
- Play a guessing game. Have each child tell one thing about themselves and have the class guess if that trait or habit was something they got from their family or is it uniquely their own.
- Have each child create a book jacket of their autobiography using magazine cut-outs and other collage materials.
- When finished, display and discuss the book jackets.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about book jackets, check this website:

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



Week 22: Lesson 1

GRADE 5

Recycled Plastic Picture Vases

Seeing My Community Through Nature

STANDARDS

CCSS 5.1b,c,d

OBJECTIVES

- To discuss how recycling helps nature in our community
- To create plastic picture vases
- To draw in sketchbooks

MATERIALS

- Used plastic containers
- Scissors
- Tissue paper in various colors
- Glue water mix or polymer gloss medium and water
- Paint, if desired
- Sketchbooks and pencils

Procedure:

- Discuss recycling and how it helps nature in our community.
- Pre-cut or have children cut the top off recycled plastic bottles.
- On drawing paper, children should plan the drawing of their community for the vase.
- With tissue paper layers on bottles, students should “paint” over tissue with a glue or polymer liquid to keep tissue in place.
- Students should make vase pictures 3-D for using layers of tissue to create thickness.
- Vases should be left to dry when finished.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 22: Lesson 2

GRADE 5

Shoes in Nature

Seeing My Community Through Nature

OBJECTIVES

- To discuss how shoes walk through nature in the community
- To observe a shoe and draw it
- To create a story about the shoe walking through nature in the community
- To draw in sketchbooks

MATERIALS

- A shoe to use as a model for drawing
- Drawing Paper
- Pencils
- Writing Paper
- Sketchbooks and pencils

Procedure:

- Discuss what shoes might see walking through nature in the community.
- Position a shoe where all students may see it to sketch it on paper.
- Once the shoe is sketched, the students may add things in the community that the shoe might see.

- Then, each student should write a story about the shoe's journey through nature.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 1

GRADE 5

The Colors of My Community

Expressing My Community Through Color

STANDARDS

CCSS 5.1, b, c, d

VACS 5.1.1

OBJECTIVES

- To have everyone close their eyes and see the colors of their community (sky, buildings, trees, etc)
- To discuss what colors did everyone see when they closed their eyes
- To use pastels to create a drawing of the colors of the community
- To discuss the drawings
- To draw in sketchbooks

MATERIALS

- Pastels
- Paper
- Sketchbooks and pencils

Procedure:

- Have everyone close their eyes and see the colors of the community.
- Discuss what colors everyone saw.
- Using pastels, create a drawing of the colors of the community.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE 5

Detailed Map of My Community

Expressing My Community Through Color

STANDARDS

CCSS 5.1b,c,d

VACS 5.1.1,1.2,2.7

OBJECTIVES

- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads, which should all be included in the final map
- To draw individual maps of the community in small groups
- To have students write words on the map to name places, buildings, roads, and geographic direction (North, South, East, West)
- To help the children feel more connected to the community in which they learn
- Draw in sketchbooks

MATERIALS

- Large drawing paper to create a map
- A printed map of the community for reference

- 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.
- 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 5

My Community of the Future

Revealing My Community Through Design and Texture

STANDARDS

CCSS 5.1b,c,d

VACS 5.1.1,1.2,.2.7

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 position the buildings on a board to create community
- To write a description of the building, its name, and purpose or role in the community
- 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.

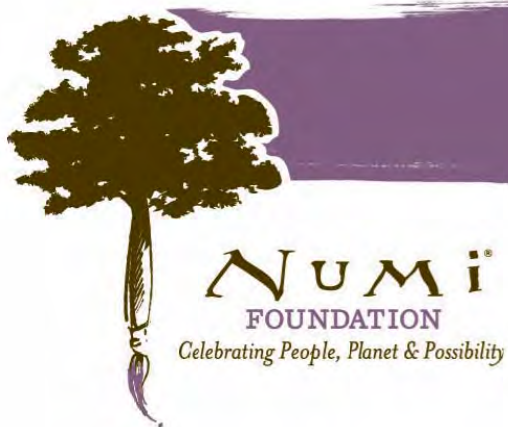
Procedure:

- 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.
- Position the buildings on a board to create community and add trees and such for color and texture.
- Have each student write a description of the building, its name, and purpose or role in the community.
- Draw in sketchbooks.

Wrap up:

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

Notes/Feedback:



Week 24: Lesson 2

GRADE 5

A Skyscape Silhouette of My Community

Revealing My Community Through Design and Texture

OBJECTIVES

- To discuss silhouettes
- To discuss the outline of the community against the sky
- To create a silhouette of the community
- To draw in sketchbooks

MATERIALS

- Charcoal Sticks
- Black construction paper
- Scissors
- Glue
- Pencils
- Sketchbooks

Procedure:

- Discuss silhouettes.

- Discuss what the outline of the community is against the sky. What is the imaginary line created by the tops of the buildings against the sky.
- Have children use charcoal for a night sky.
- Have children cut building shapes from the black paper.
- Have children glue the black building silhouettes on the paper.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 1

GRADE 5

Seeing Nature From Another Perspective

Seeing My World Through Nature

STANDARDS

CCSS 5.1,b,c,d

VACS 5.1.1,2.1,2.6

OBJECTIVES

- To discuss the term, “perspective”
- To show the class photos of nature as seen through a bug’s eye
- To discuss seeing nature through different perspectives
- To create drawings of nature through a bug’s eye
- To draw in sketchbooks

MATERIALS

- Photographs from Teacher Supplement, *American Grasslands: Prairie, Pasture, Crop, and Lawn*, Karen Kitchel, United States, 1997
- Drawing Paper
- Color pencils or markers
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: The appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and thinking of it in bugs might be fun.

Procedure:

- Discuss perspective.
- Discuss what height level crawling bugs see things.
- Have everyone look at the same object and then get on the floor and see it from a crawling bug's perspective.
- Have students look at photos from Teacher Supplement and guess what they are seeing and what bug might be seeing it.
- Have students choose one object in the room or outdoors, lay down and draw only a small part of it from the bug's perspective. So that the entire drawing might only be one eye or window or crumpled paper instead of a complete drawing. It should, however, fill the entire drawing paper.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

American Grasslands: Prairie, Pasture, Crop, and Lawn, Karen Kitchel, United States, 1997



Week 25: Lesson 2

GRADE 5

Nature from a Bird's Eye View

Seeing My World Through Nature

STANDARDS

CCSS 5.1b,c,d

VACS 5.1.1,2.1,2.6

OBJECTIVES

- To review previous lesson from a bug's eye view
- To discuss how that is different from a bird's-eye view
- To have each child experience looking at something with a bird's-eye view
- To have each child study the photos in the Teacher Supplement
- To have each child draw something from a birds-eye view
- Each drawing should fill the page but be only a part of the image they are studying
- Discuss finished work
- Draw in sketchbooks

MATERIALS

- Photos from Teacher Supplement
- Drawing paper
- Colored pencils
- Sketchbooks

Background Information:

To discuss perspective, you may start from this definition: The appearance of things relative to one another as determined by their distance from the viewer. Note: it is too early to discuss one, two and three point perspective in drawing, but not too early to see it in the work of others and think of objects seen in a bird's-eye view.

Procedure:

- Review perspective from prior lesson.
- Discuss how in the prior lesson they drew from the perspective of a crawling bug. Ask how that might be different from a bird's-eye view.
- Have students look at photos of nature in a birds-eye view in the Teacher Supplement.
- Have students pick an object in the classroom or outdoors and draw it from a bird's-eye perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Photos from a bird's eye perspective:

<http://www.boredpanda.com/birds-eye-view-aerial-photography/>

<http://www.duskyswondersite.com/nature/birds-eye-view-of-wonders/>

<http://www.instantshift.com/2010/10/20/100-examples-of-mind-blowing-birds-eye-view-photography/>

See Below:





Week 26: Lesson 1

GRADE 5

A Place of My Own in the World

Expressing My World Through Color

STANDARDS

CCSS 5.1b,c,d

VACS 5.2.4,2.7

OBJECTIVES

- To discuss a place in the world, real or imagined, that a student would call their own
- To discuss what they see when they imagine the place
- To create a pastel drawing of their own place in the world
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Pastels for each student
- Sketchbook and pencils

Procedure:

- Discuss a place in the world, real or imagined, that a student would call their own.
- What would the student do there?

- Have each student create a colorful pastel drawing of their special place in the world.
- Display and discuss.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 2

GRADE 5

The World in One Point Perspective

Expressing My World Through Color

STANDARDS

CCSS 5.1b, c, d
VACS 5.2.1, 2.6

OBJECTIVES

- To review drawing from the perspective of a bug's eye and bird's eye view.
- To discuss another perspective, one point perspective.
- To draw a railroad scene in one point perspective.
- To draw in sketchbooks

MATERIALS

- Internet access to present, or review before teaching, a 20 minute video on one point perspective: <https://www.youtube.com/watch?v=aO7adKJ8EBQ>
- Drawing Paper
- Pencils
- Rulers
- Sketchbooks and pencils

Procedure:

- Review drawing from the perspective of a bug's eye and bird's eye view.
- Explain what one point perspective means in a drawing. (See Teacher Supplement)
- Review YouTube video on railroad track drawing in one point perspective.
- Display and discuss the finished drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website offers a complete tutorial on teaching one point perspective

<http://www.studentartguide.com/articles/one-point-perspective-drawing>

This YouTube video offers a complete lesson on drawing railroad scene in one point perspective:

<https://www.youtube.com/watch?v=aO7adKJ8EBQ>



Week 27: Lesson 1

GRADE 5

Owl Moon Silhouettes

Revealing My World Through Design and Texture

STANDARDS

CCSS 1b, c, d

VACS 5.1.1, 1.2

OBJECTIVES

- To discuss the idea of silhouettes and full moons they have seen
- To create an owl and full moon
- To work with charcoal
- To draw in sketchbooks

MATERIALS

- Drawing paper
- Charcoal sticks
- Sketchbooks with pencils or crayons

Procedure:

- Discuss trees in the world and their limbs with bends and twists.
- Discuss silhouettes.

- Ask the children if they have seen a full moon and discuss how it looks and how it makes things look on Earth.
- Introduce work with charcoal and have the students create a circle shape of white full moon by blackening the rest of the paper. See sample in Teacher Supplement.
- Have students carefully paint a tree with bent limbs over the charcoal.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Teacher Supplement:

Please note that the sample is reversed in color. You may choose to assign it as shown or in reverse.



Definition of silhouette to help discussion with students

<http://dictionary.reference.com/browse/silhouette>



Week 27: Lesson 2

GRADE 5

We Want to Protect the Environment!

Revealing My World Through Design and Texture

STANDARDS

CCSS 3 SL 1a, b, c, d, L 4

VACS 3 2.1, 2.2

OBJECTIVES

- To discuss what it means to protect and conserve the environment
- To discuss what happens if the world's environment is not protected
- To create a poster for the protection of the environment
- To draw in sketchbooks

MATERIALS

- A copy of the painting, *Creaming of Arcadia* by Thomas Cole
- Poster size drawing paper
- Magazine photos of the environment
- Scissors
- Glue
- Markers

Background Information:

"Environmental conservation" is the broad term for anything that furthers the goal of making life more sustainable for the planet. Ultimately, people want to help the planet survive naturally and with no negative impact from the human race. Helping keep the planet safe and healthy is called "conservation."

Procedure:

- Discuss what it means to protect and conserve the environment of our world.
- Discuss what happens when the world's environment is not protected.
- Create individual posters for the protection of the environment including words or slogans.
- Display and discuss posters.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Dream of Arcadia was created by Thomas Cole around 1838

***Dream of Arcadia* by Thomas Cole, England, About 1838**

Who Made It?

Thomas Cole was born in England (1801), the only boy in a family of seven children. His family moved to America in 1818, where his father started a wallpaper factory. At the age of 18, Cole was given a book on painting and fell in love with the medium: “This book was my companion day and night, nothing could separate us—my usual avocations were neglected—painting was all in all to me. I had made some proficiency in drawing, and had engraved a little in both wood and copper, but not until now had my passion for painting been thoroughly roused—my love for the art exceeded all love—my ambition grew, and in my imagination I pictured the glory of being a great painter.” Cole was a self-taught artist who eventually became a very successful landscape painter. He spent his childhood in an industrial area of England, and upon moving to America, fell in love with the landscape of Pennsylvania and Ohio, and later with the Hudson River valley. He was not content with being, as he said, “a mere leaf painter,” and felt the need to take the field of landscapes to a higher and more sophisticated realm. He sought to bring moral and religious meaning to his landscapes.

What Inspired It?

The theme of Thomas Cole’s *Dream of Arcadia* is man’s relationship to unspoiled nature. Cole felt that the American wilderness was beginning to disappear as a result of the industrialization of the nation. In this painting, Cole harks back to the land of Arcadia, a rustic, secluded area of ancient Greece. The people who lived in Arcadia led simple, happy lives, in harmony with nature. Cole creates an idyllic image of an unblemished landscape—one where people frolic in the trees, sheep roam the hillside, and children play in the gentle river. Cole was greatly inspired by the work of Claude Lorrain, a French landscape artist who painted roughly 200 years before him. “Claude, to me, is the greatest of all landscape painters,” said Cole. Cole used many of the same artistic devices that Claude used in his paintings, such as the luminous distance, the large trees in the foreground that frame the painting, and elements of architecture in the middle ground. Claude often emphasized the effects of light in his paintings—something Cole focused on as well in *Dream of Arcadia*.



Week 28: Lesson 1

GRADE 5

The Landscapes of Paul Gauguin

Seeing Art History Through Nature

STANDARDS

CCSS 1b, c, d

VACS 5.5.3

OBJECTIVES

- To discuss the biography of Paul Gauguin
- To show landscape paintings of Gauguin
- To discuss how landscape paintings portray the land and nature
- To create a pastel landscape based on work of Gauguin
- To draw in sketchbooks

MATERIALS

- Copies of Gauguin's landscapes
- Drawing paper
- Pastels
- Sketchbooks and pencils

Procedure:

- Discuss the biography of Paul Gauguin.
- Show landscape paintings of Gauguin.
- Have students create a landscape drawing based on the work of Gauguin.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

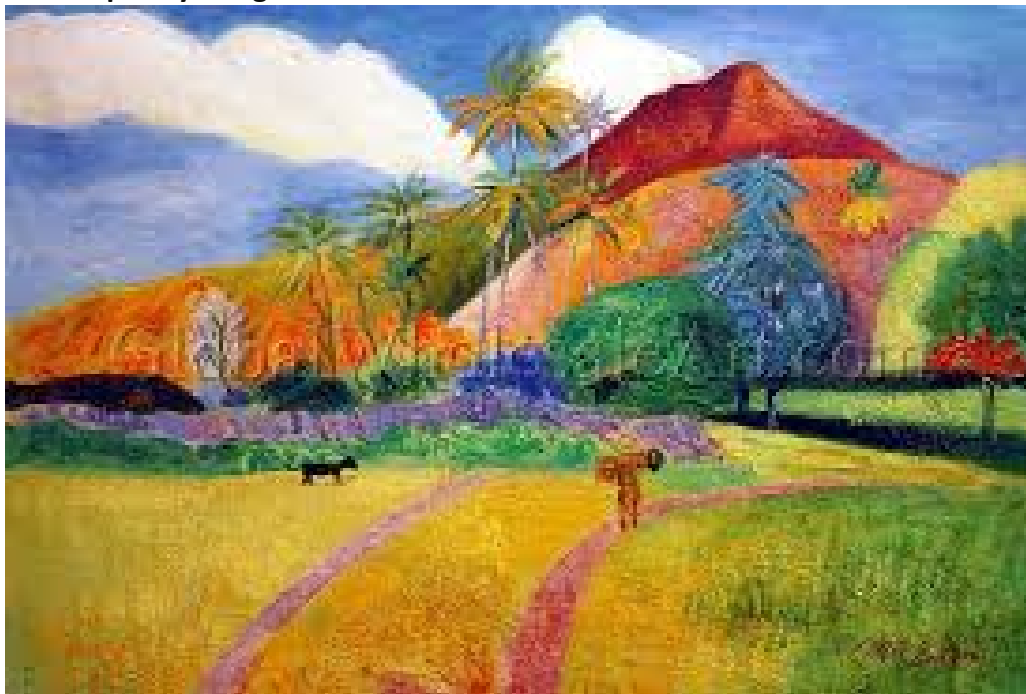
Notes/Feedback:**Teacher Supplement:**

For biographical information about Gauguin:

<http://www.paul-gauguin.net/biography.html>

For a painting slideshow for teacher reference:

<http://www.paul-gauguin.net/slideshow.html>

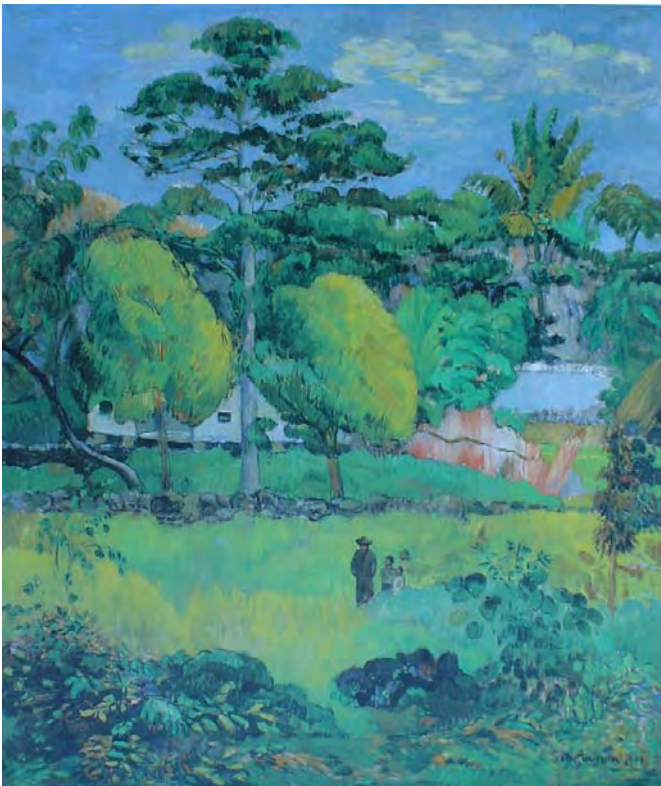
Landscapes by Gauguin

Tahitian Landscape



abcgallery.com - Internet's biggest art collection

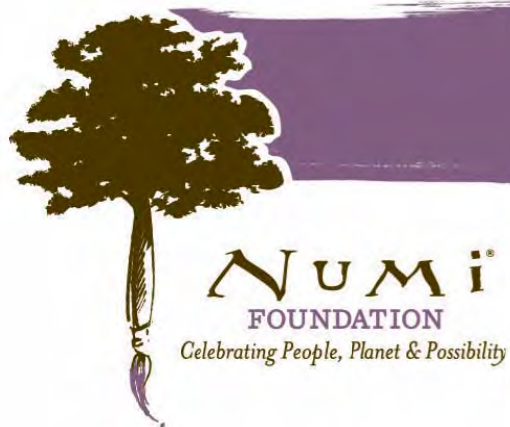
Landscape 1890



Landscape 1901



Landscape Farmhouse



Week 28: Lesson 2

GRADE 5

JMW Turner

Seeing Art History Through Nature

STANDARDS

CCSS 5.1b, c, d

VACS 5.5.3

OBJECTIVES

- To discuss the biography of JMW Turner
- To show some of his landscape watercolor paintings
- To create a watercolor landscape in the style of Turner
- To draw in sketchbooks

MATERIALS

- Copies of Turner paintings
- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow and Blue water color paint
- Water jars with water
- Paint brushes at least ¾" in width

- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks and pencils

Procedure:

- Discuss the biography of JMW Turner.
- Show Turner landscapes to the class.
- Have each child create a watercolor landscape in the style of Turner.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about Turner and slideshow of his paintings:

<http://www.william-turner.org/biography.html>





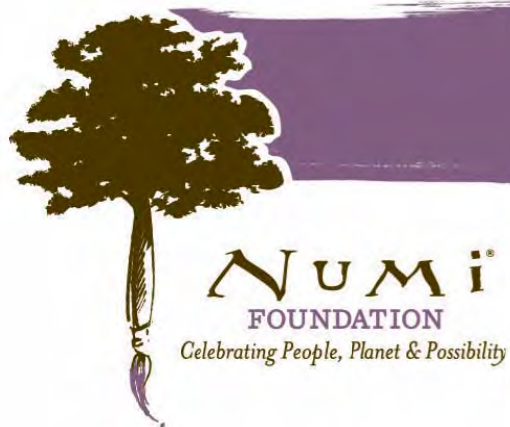
The Rigi 1844



Sunset at Sea with Gurnets



Modern Rome



Week 29: Lesson 1

GRADE 5

Jackson Pollock-Abstract Impressionist

Expressing Art History Through Color

STANDARDS

CCSS 5.1b, c, d

VACS 5.5.3

OBJECTIVES

- To discuss Abstract Impressionism
- To discuss the biography of Jackson Pollock
- To show samples of Pollock paintings
- To create a work similar to Pollock
- To draw in sketchbooks

MATERIALS

- Photocopies of Pollock's work
- Drawing paper
- Color markers
- Sketchbooks and pencils

Wrap up:

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

Notes/Feedback:**Teacher Supplement:**

For information on Abstract Expressionism:

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

For biographical information on Jackson Pollock:

<http://www.biography.com/people/jackson-pollock-9443818>

Please note that some of Pollock's biography may be too strong for some children.
Please feel free to leave out some personal details.



Enchanted Forest



Untitled (Green Silver)



Mural on Indian Red Ground



Week 29: Lesson 2

GRADE 5

Leonid Afremov's Warm Colors!

Expressing Art History Through Color

STANDARDS

CCSS 5.1b,c,d

VACS 5.5.3

OBJECTIVES

- To discuss Leonid Afremov and a life as an artist today
- To see some of his paintings
- To use only warm colors to create a painting
- To display and discuss the paintings
- To draw in sketchbooks

MATERIALS

- Photocopies of some of Afremov's paintings (See Teacher Supplement)
- Dry Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Red, Yellow, and Blue water color paint
- Water jars with water

- Paint brushes at least $\frac{3}{4}$ " in width
- Painting Boards on which to place the wet paper
- Sponges
- Sketchbooks with pencils

Background Information:

Leonid Afremov is a living, modern artist who paints frequently with a knife and using warm colors such as red, orange, yellow, and light green.

Procedure:

- Discuss the biography of this working artist.
- Show samples of his paintings to the class.
- Explain how the warm colors are created and used.
- Using only warm colors, each child will create a painting scene.
- Display and discuss paintings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For biographical information about Afremov:

<http://leonidafremov inquiry.weebly.com/biography.html>







Week 30: Lesson 1

GRADE 5

Ancient Celtic Knot Drawing

Seeing Art History Through Design and Texture

STANDARDS

CCSS 5.1b,c,d

VACS 5.3.2,3.4

OBJECTIVES

- To discuss the history and use of Celtic Knots
- To show some examples of Celtic Knots
- To draw a full-page Celtic Knot
- To draw in sketchbooks

MATERIALS

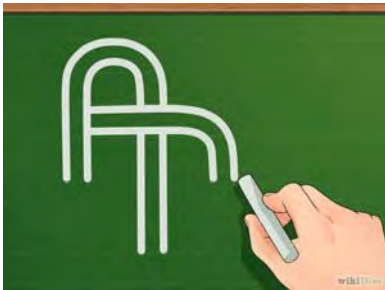
- Drawing Paper
- Pencil
- Sketchbooks and pencils

Procedure:

1. You will need to practice drawing these 3 parts to create a Celtic knot design.



2. You will need to practice drawing these 3 parts to create a Celtic knot design.



3. Start by drawing a combination of the three parts as shown in the image.



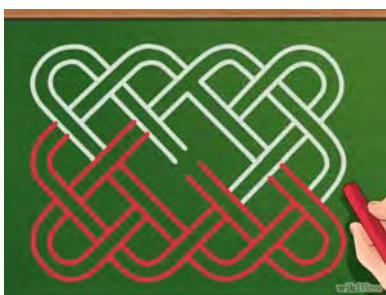
4. Draw the same combination rotated 45 degrees counterclockwise.



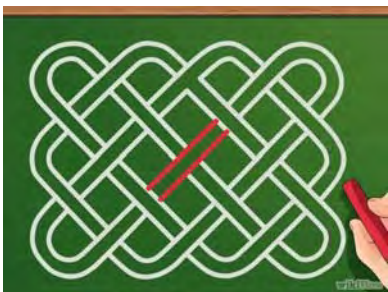
5. Using the same angle, draw the second and third part only to add to the pattern.



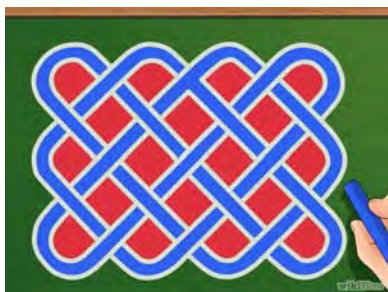
6. Add another set of the three part combination but rotated 90 degrees counterclockwise.



7. Repeat the entire pattern you just drew upside down for the bottom part of the pattern.



8. Draw the straight line part of the set to complete the Celtic knot design.



9. Add color.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about the history of Celtic Knots:

<http://www.visual-arts-cork.com/cultural-history-of-ireland/celtic-knots-designs.htm>

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

Also a YouTube video on knot drawing:

<https://www.youtube.com/watch?v=yzYtOG-1wug>



Week 30: Lesson 2

GRADE 5

Ancient Greek Vases

Revealing Art History Through Design and Texture

OBJECTIVES

- To tell the story of Perseus and the Medusa (See Teacher Supplement)
- To discuss Ancient Greek Vases
- To show photocopies of Greek vases (See Teacher Supplement)
- To create individual clay vases in Greek style
- To draw a part of the story of Perseus and the Medusa on the vase
- To draw in sketchbooks

MATERIALS

- Photocopies of Greek Vases
- Clay or plasticine for each child
- Black markers
- Clay boards
- Sketchbooks and pencils

Procedure:

- Tell the Greek Myth of **Perseus and the Medusa**.

- Discuss Greek vases.
- Show photocopies of Greek vases.
- Have each child create a vase from clay or plasticine.
- Using black markers, have each child create a story design on the vase.
- Display and discuss vases.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

The Myth of Perseus and the Medusa

There was once a king in Greece who did a very cruel thing. An oracle had foretold to him that he would be killed by his own grandson. He was determined that this should not come to pass, so he tried to cheat the gods. He placed his beautiful daughter and her baby son in a chest, and threw them into the sea, thinking that by doing this he would never see them again, and need never fear his little grandson.

But the waves were kind to the princess and her child. The chest floated lightly upon the water, and at last came to rest upon the sandy beach of an island. Here it was found by a fisherman, and the princess and her child were received and cared for by the ruler of the island. They lived there for many years, while the boy, who was called Perseus, grew to be a strong and active youth. For some time the people were very kind to them; but at last the ruler of the island became vexed at the mother of Perseus, and made her his slave. Then, because Perseus had become such a strong young man, the king began to be afraid that he would try to avenge the injury which had been done to his other. So he sent him far away on a dangerous journey, to the very ends of the earth.

There dwelt a terrible woman called Medusa, the Gorgon. The hair of the Gorgon was a mass of living snakes; and she was so hideous to behold, that just to look upon her turned one to stone. Perseus was commanded to bring home the head of this woman; and although he set out obediently, he did not know at all where to find her. But while he was wandering helplessly about, the god Hermes and the goddess Athena came to

his aid, and gave him courage for his dreadful task. They told him that he must have a pair of winged sandals to help him on his way, and also a helmet which would make him invisible.

These wonderful things were in the cave of some water-nymphs, and he could find out where these nymphs were only by going to some dreadful old woman who had but one eye and one tooth among them. These they were obliged to pass around from one to the other as they needed them. Hermes led Perseus to these old women, and then left him. At first Perseus could not get them to tell him what he wished to learn. But when he stole their one eye as they passed it from one to another to look at him, they were glad enough to tell him what he wanted, in order to get back their eye again.

When at last Perseus reached the cave of the nymphs, he easily obtained the sandals and the helmet. Putting these on, he soon reached the cave of Medusa, and found her lying asleep on the ground. But he did not dare to approach her face to face, for fear lest he should be turned to stone. Then it was that the goddess Athena came to his aid, and gave him her bright shield to use as a mirror. Holding this before him, Perseus walked backward, looking not upon Medusa, but only upon her reflection in the shield. When he was near enough, he struck off her head with a curved sickle which Hermes had given him, and, still without looking at it he thrust the head into a bag, and hurried away.



Picture of Perseus and the Medusa

As he journeyed back from the ends of the earth toward his home, many adventures befell him, and he found that the Gorgon's head was a wonderful weapon. It was better than a sword or a spear; for, if he wished to harm his enemies, he had only to take Medusa's head from its bag, and hold it before their eyes; then at once they were turned to stone.

One of his adventures ended in his gaining a beautiful princess as his wife. As he passed through the country of the Ethiopians, he found every one in great distress. The queen of the country was a very vain woman, who had boasted that she was more beautiful than the nymphs who lived in the sea near by. This had made the nymphs so angry that they had begged the great god Poseidon to punish the queen. He did this by rolling a great flood of his salty water upon the land, and sending with it a sea monster, that devoured both beasts and men. The country suffered so much from these misfortunes that the king sent to an oracle, to discover how they might escape from them. The oracle replied that the only help was to sacrifice the king's daughter Andromeda to the sea monster.

For a long time the king refused to do this; for Andromeda was a beautiful girl, and he loved her dearly. But at last he could resist the wishes of his suffering people no longer. Andromeda was led from her father's house to a rock upon the seashore, and chained there alone, to await the coming of the monster. But, before she had been harmed, Perseus passed that way. He wondered at finding a beautiful maiden weeping in chains, and went to her aid. He killed the monster as it came out of the deep, and broke the chains that found Andromeda. Then they went together to her father's city; and Perseus claimed Andromeda as his bride, because he had saved her from a dreadful death.

The people were glad enough to be rid of the monster, and to have their beautiful princess back alive one more; but they did not wish to give her away again to this strange young man. So Perseus took her without their consent; and when some of them tried to prevent it he turned the men to stone with his Gorgon head, and went on his way homeward with Andromeda at his side. When he came to his old home, he used Medusa's head again. This time it was the man who had mistreated his mother whom he turned to stone. In his place as king he put the good fisherman who had found him and his mother in the chest on the shore of the sea.

Then Perseus went across the sea to find the grandfather who had been so afraid of him when he was a little child. When the old king learned that his grandson had not been drowned after all, and that he was alive and coming to see him, he was more afraid than ever. Now he was sure that the oracle would come true, and that this young man would kill him for what he had done so long ago to him and his mother. So he fled from his city, and hid himself. But Perseus followed him and found him, and showed him that he came only to do honor to him. Then his grandfather welcomed him, and ceased to fear him, and caused games to be held to celebrate the coming of this strong and noble grandson who had come to him in his old age. But, alas! In the midst of the games a dreadful accident happened. One of the games was hurling the quoits; and as Perseus was throwing the round, flat piece of iron, it slipped from his grasp, and struck his grandfather so that he fell dead. So the oracle was fulfilled at last.

Perseus was so sorry for what he had done, that he would not accept the throne of his grandfather, though the people wished him to do so. He exchanged this kingdom for

another one, where he would not always be reminded of what he had accidentally done; and there he lived happily with Andromeda for many years.

http://www.ancient.eu/Greek_Pottery/

