



NUMi
FOUNDATION
Celebrating People, Planet & Possibility

Kindergarten

Kindergarten begins in the basics with discussions and observations about concepts including color, texture, and light and dark. Throughout the year, students will explore these concepts by making art tied to familiar and natural settings and sources of inspiration.

Students will use natural materials to create art about themselves, their families, and other familiar topics. They will also use exposure to natural settings as inspiration for art using traditional materials such as crayons and clay, affording opportunities to engage in free form self expression in response to educator guided prompts.

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

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Week 1: Lesson 1

GRADE K

Sketchbooks

Where do my drawings live?

STANDARDS

CCSS K.SL.1, 6

OBJECTIVES

- To meet and introduce each other and decide on rules for working together
- To discuss what it means to create art
- To create sketchbooks for each child

MATERIALS

- Drawing pencils, crayons and markers for each child

Preparation:

Teacher should be aware that sketchbooks will be kept for each child for the year. At the end of most lessons, children will have time to sketch their ideas and thoughts.

Background Information:

Teacher should review process to create sketchbooks before introducing sketchbooks to the children. The process of creating sketchbooks is difficult for large kindergarten classes and should be done in advance for this group. See instructions for First Grade Lesson#1 Week #1 to create these books.

Procedure:

- Teacher should welcome children and begin a discussion of, "What is Art?"
- Teacher will show the students a completed sketchbook and tell them that they will let their drawings live in the book they will create today.
- Give out materials and have students begin to decorate the sketchbook covers.
- Once completed, each child may do their first drawing in their sketchbook.

Wrap up:

Each student should write their name on the cover of their sketchbook.
Teacher will collect and store the books until next class.

Notes/Feedback:



Week 1: Lesson 2

GRADE K

Self-Portraits in Nature

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards K1.2, 2.2, 2.7, 4.1, 4.3, 5.4

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Background Information:

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

Procedure:

- If possible, take the students outdoors to collect natural materials. If not, use materials collected by the teacher. Use this as an opportunity to show the students your love of nature. Model respect for the gifts of nature.
- Ask the students to create a collage or sculpture that shows something about themselves. If they smile a lot, the project could show something about their smile. If they run like the wind, they could show that.
- Ask the students to share their work with each other and talk about it.
- Have the children answer your prompt, “Are you like the air, fire, earth, water? Or are you like a tree, stone or rain?” Then have them act out being one of these.
- Once completed, each child may draw in their sketchbooks.

Wrap up:

Help students learn your clean-up routine.

Notes/Feedback:**Teacher Supplement:**

Educators are increasingly becoming aware of how nature deficits affect children. When possible, teacher should take their students outdoors to connect with nature. When this is not possible, teachers are encouraged to bring nature into the classroom. Many of the activities in the NUMI curriculum encourage work with natural objects. The following article may be of interest.

http://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf



Week 2: Lesson 1

GRADE K

Pinecone Sculptures

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards 1.2, 1.3, 2.2, 2.7, 4.1, 4.3, 4.4

OBJECTIVES

- Each student will create pinecone sculpture person
- Each student will explain their sculpture
- Students will draw a picture of themselves in their sketchbook

MATERIALS

- A pinecone and assorted items to glue on it for each student
- Glue
- Sketchbooks and crayons

Preparation:

Gather materials and distribute sketchbooks/crayons.

Background Information:

Ask the students if they know where pinecones come from and what they are.

Procedure:

- Distribute one pinecone to each student.
- Have pieces of fabric and other materials available with glue.
- Have sketchbooks/crayons ready to distribute.
- Have students display and discuss their artwork.
- Remind students that everyone's work is different and beautiful and that any comments made about someone's work should always be a compliment. They should never say anything about someone's work that will make them sad.
- Students may draw in their sketchbooks when finished.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 2: Lesson 2

GRADE K

The Very Hungry Caterpillar

Seeing Myself Through Nature

STANDARDS

CCSS K.RL.2

Visual Arts Content Standards K 2.2, 2.3

OBJECTIVES

- To read the story, [The Very Hungry Caterpillar](#) to the class and have children re-tell the story
- Construct a collage of the caterpillar or butterfly using provided materials
- Discuss the changes that happened to the caterpillar

MATERIALS

- Book, [The Very Hungry Caterpillar](#) by Eric Carle
- Cardboard for collage backing
- Cut up fabric or tissue paper
- Scissors
- Glue
- Sketchbooks with pencils or crayons

Preparation:

The Very Hungry Caterpillar, 1969

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

Background Information:

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

Procedure:

- Read the story aloud to the children showing the pictures.
- Tell the children that they are going to make a collage of a caterpillar or butterfly, explaining that they will use cut up pieces of fabric (or tissue paper) to form the insect.
- Using materials on their desks or tables, let the children create their creature.
- When finished, have everyone look at the artwork explaining that only compliments may be spoken. What name have they given their caterpillar or butterfly? What part of the story did they like the most?

Wrap up:

The children will clean up using your clean up routine.

If time permits, let the students draw in their sketchbooks.

Notes/Feedback:**Teacher Supplement:**

Eric Carle is a famous children's author of books filled with imagination. The following website has information about the author and his work which you may find useful.

<http://www.eric-carle.com/bio.html>



Week 3: Lesson 1

GRADE K

Art Takes Nature As Its Model Painting Leaves

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards K 1.2, 2.2

OBJECTIVES

- To create leaf paintings
- To discuss how everything in Nature comes in different colors, shapes and sizes
- To draw in sketchbooks

MATERIALS

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

Background Information:

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

Procedure:

- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Instruct the children to choose several leaves that remind them of themselves or someone they love.
- Give each student a piece of dampened paper.
- Set up paint for each child with brushes.
- The children should paint a leaf or leaves on the paper.
- When dry, take one or more leaves and trace them with marker or pencil.
- When finished, display the paintings for the children to see.
- In their sketchbooks, they should draw the painted leaves.

Wrap up:

Have the students clean up using your routine.

Notes/Feedback:



Week 3: Lesson 2

GRADE K

Flying Elephant—Imaginative Clouds

Seeing Myself Through Nature

STANDARDS

CCSS K.RL.2

Visual Arts Content Standards K 1.1, 1.2, 2.2, 4.1

OBJECTIVES

- To read the story, [Little Cloud](#), by Eric Carle
- To retell the story.
- To have the children look at the clouds in the sky
- To have the children create clouds scenes on paper
- To draw in sketchbooks

MATERIALS

- The book, [Little Cloud](#), by Eric Carle
- Cotton balls, glue, blue colored paper
- Sketchbooks with pencils or crayons

Preparation:

Little Cloud, by Eric Carle 1996

Every child loves to see fanciful shapes in the clouds. But what are clouds really for? Here a little cloud slips away from its parent clouds and turns itself into a series of wonderful forms - a sheep, an airplane, a hat, a clown - before rejoining the other clouds as they perform their real function: making rain.

Procedure:

- Read the story to the children and have the children re-tell the story.
- If possible, have the children go outside to watch clouds or watch from windows. Identify shapes the clouds are making like animals, dragons and watch until one dissolves into another.
- Ask the children to create clouds on paper with the cotton balls by stretching the material.
- Ask each child to speak about their cloud.
- The children will each draw clouds in their sketchbooks.

Wrap up:

The children will clean up using your clean up routine.

Notes/Feedback:



Week 4: Lesson 1

GRADE K

Sandy Feet

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards K 1.1, 1.2, 2.2

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

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

Wrap up:

Have the students clean up using your routine.

Notes/Feedback:



Week 4: Lesson 2

GRADE K

Large Mural Creation

Seeing Myself Through Nature

STANDARDS

Visual Arts Content Standards K 1.2, 2.1, 2.2, 2.3

OBJECTIVES

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

MATERIALS

- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones—any materials that would help 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 K

Yellow's Happy Day

Expressing Myself Through Color

STANDARDS

CCSS K.RL.2

Visual Arts Content Standards K 1.2, 2.4, 4.1, 4.3

OBJECTIVES

- To paint a story as told by the teacher—re-telling the story by painting it
- To develop a feeling for colors
- To express a feeling for the color yellow
- To draw in sketchbooks

MATERIALS

- Water color painting paper of at least 18" by 24"
- Water in which to soak the paper
- Yellow water color paint
- Water jars
- Paint brushes at least ¾" in width
- 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 will tell a 5-minute teacher created story about yellow who is very happy because it is his/her birthday. Yellow is very excited because friends are coming for a party. When yellow is very, very happy, yellow jumps all around the room from place to place and leaves a happy, sunny circle in each place. Yellow sings and claps hands and leaves a happy, circle in each place. Yellow sings and claps hands and dances and dances around the room.
- When the story is finished, give the children a very strong yellow to paint happy circles around the paper that are not touching each other.
- When the painting is finished, ask the children how they feel, and how yellow feels. The idea is to get across to the children without telling them that colors have or create moods for us and the one that yellow creates is light, airy and happy.
- Create a clean-up routine for painting.
- In their sketchbooks, the children should use crayons to repeat how they felt about yellow.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 5: Lesson 2

GRADE K

Red Is Ready

Expressing Myself Through Color

STANDARDS

CCSS K.RL.2

Visual Arts Content Standards K 1.2, 2.4, 4.1, 4.3

OBJECTIVES

- To paint a story as told by the teacher—re-telling the story by painting it
- To develop a feeling for colors
- To express a feeling for the color red
- To draw in sketchbooks

MATERIALS

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

- 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. While telling the story, the teacher should do this painting in front of the children.

Procedure:

- The teacher will tell a 5 minute teacher created, descriptive story about red. Red is very strong and always works fast and quickly. Red want to go to the park to play but has been told that all the house chores must be finished first. Red makes a plan. First, I will pick up all my toys and clothes and put them where they belong. Then I will make my bed tidy and neat. Then I will get the broom and sweep the floor clean. Then I will ask if it is time to the park. So, Red got up and started the chores while singing a song. Red did each chore in order and finished one before beginning the next. In a very short time, Red had finished all the house chores. Then Red asked if it was time to go to the park, and it was.
- The children paint after watching the teacher paint.
- When finished, the children may draw in their sketchbooks.

Wrap up:

The students will clean up using your routine.

Notes/Feedback:



Week 6: Lesson 1

GRADE K

Blue's Birthday Party

Expressing Myself Through Color

STANDARDS

CCSS K.RL.2

Visual Arts Content Standards K 1.2, 2.4, 4.1, 4.3

OBJECTIVES

- To paint a story as told by the teacher—re-telling the story by painting it
- To develop a feeling for colors
- To express a feeling for the color blue
- To draw in sketchbooks

MATERIALS

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

- 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. While telling the story, the teacher should do the painting in front of the children.

Procedure:

- The teacher will tell a 5 minute teacher created, descriptive story about blue. Blue is having a birthday party. But Blue is very sad. She doesn't want to play with her friends and wishes they would go home. So, Blue sits as a big circle in the center of the paper. Yellow is very happy and glad to be at the party. So Yellow makes a big circle around blue to cheer Blue up. Yellow gets very close but doesn't touch blue because Blue looks so unhappy. Yellow dances and dances around Blue until the room (page) is filled with happiness except for Blue who stays sad.
- The children paint after watching the teacher paint.

Wrap up:

The children will clean-up using your routine.

Notes/Feedback:



Week 6: Lesson 2

GRADE K

The Dance of Colors

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards K 4.1

OBJECTIVES

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

MATERIALS

- The paintings created by the teacher or children in three prior lessons
- Three cloths each with one color, red, yellow and blue
- Sketchbooks with pencils and crayons

Preparation:

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

Procedure:

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

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 1

GRADE K

Hand Jive Installation

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards K 1.2, 1.3, 2.2

OBJECTIVES

- To create a sculpture of hands in red, yellow and blue
- To draw in sketchbooks

MATERIALS

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

Procedure:

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

- Let each child make three handprints, one in each color.
- Once handprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.
- Have children draw in sketchbooks once finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 7: Lesson 2

GRADE K

Leaves of Color

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards K 1.1, 1.2, 2.2, 4.1, 4.2, 4.3, 4.4

OBJECTIVES

- To create colorful leaf patterns
- To draw in sketchbooks

MATERIALS

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

Preparation:

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

Procedure:

- Have children shred crayons with shredder.
- Lay out sheets of wax paper in approximate size of 12" by 14".
- Have the children lay leaves on the wax paper.
- Then have the children spread shredded crayon on top of the leaves.
- Lay a second sheet of wax paper on top of the leaves and iron until crayon wax melts and wax papers are melted to each other.
- Display on windows with light shining through.
- Have children draw in sketchbooks when finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 1

GRADE K

My Garden of Color

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards K 1.2, 1.2, 2.2, 2.7, 4.1

OBJECTIVES

- To create a crayon drawn garden of color
- To draw in sketchbooks

MATERIALS

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

Procedure:

- Have children draw flowers on paper with crayons and cut them out.
- Have children glue the paper flowers onto the craft sticks and stick into flower pots with dirt or sand.

- Let the children discuss their flower garden and how the colors make them feel.
- Have children draw in sketchbooks once finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 8: Lesson 2

GRADE K

Painting Beautiful Colors

Expressing Myself Through Color

STANDARDS

Visual Arts Content Standards K 1.1, 2.2, 4.1

OBJECTIVES

- To create original paintings with beautiful colors
- To draw in sketchbooks

MATERIALS

- Large painting paper for each child
- Red, yellow and blue water color paint
- Water in which to soak the paper
- Water jars
- Paint brushes
- Rags or sponges
- Sketchbooks

Background Information:

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

Procedure:

- Have children create a colorful painting of their choice about a story they know.
- When finished, the children should tell their story while displaying their painting.
- The children may draw in their sketchbooks when finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 1

GRADE K

Touchable Textures

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards K 1.1, 1.2, 1.3, 2.1, 2.2

OBJECTIVES

- To touch assorted textures in a box and describe them before seeing them
- To see the textures and compare them to how they felt when not seen
- To draw the textures with crayons
- To draw in sketchbooks

MATERIALS

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

Preparation:

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

Procedure:

- Have each child put their hand in the box and feel the textures without seeing them.
- When each child has felt the textures in the box, ask them what they felt.
- Have the children draw what they felt.
- Then open the box and let the children see what they felt.
- Finally, let the children draw in their sketchbooks.

Wrap up:

Have the students' clean-up using your routine.

Notes/Feedback:



Week 9: Lesson 2

GRADE K

Feeling Feathery

Revealing Myself Through Design and Texture

STANDARDS

Visual Arts Content Standards K 1.2, 1.3, 2.1, 2.5

OBJECTIVES

- To feel and describe feathers with words
- To use the feathers to paint feathery strokes and designs
- To create poems about how it feels to be feathery.
- To draw in sketchbooks

MATERIALS

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

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.
- 4. Each child should create a poem about how it feels to be feathery which will be written by the teacher.
- The children will then draw feathers in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For additional information on turkeys and their feathers:

<http://www.pbs.org/wnet/nature/my-life-as-a-turkey-wild-turkey-fact-sheet/7299/>



Week 10: Lesson 1

GRADE K

Dry Beans and Grains

Reveling Myself Through Design and Texture

STANDARDS

VACS K 1.3, 2.2

OBJECTIVES

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

MATERIALS

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

Preparation:

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

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

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

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

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



Week 10: Lesson 2

GRADE K

Museum Visit

What art can we find at the museum?

STANDARDS

VACS 3.3, 4.2, 5.4

OBJECTIVES

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

MATERIALS

- Pencils and sketchbooks

Preparation:

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

Background Information:

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

Procedure:

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

Wrap up:

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

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

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



Week 11: Lesson 1

GRADE K

What animal am I?

Revealing Myself Through Design and Texture

STANDARDS

VACS K 3.1, 3.2

OBJECTIVES

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

MATERIALS

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

Procedure:

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

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

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article is about animals that frighten us:

<http://www.animalplanet.com/wild-animals/top-ten-scary-animals/>



Week 11: Lesson 2

GRADE K

Making Animals

Revealing Myself Through Design and Texture

STANDARDS

VACS K 1.2, 2.7

OBJECTIVES

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

MATERIALS

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

Preparation:

The clay should be divided into even balls and placed on boards for students. Water spray bottle filled with water is for teacher to use on clay when it becomes too dry to model.

Procedure:

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

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:**Teacher Supplement:**

Why clay is important to children:

<http://lakesidepottery.com/Pages/The-Importance-of-Clay-in-Children%27s-Development.html>



Week 12: Lesson 1

GRADE K

What does music feel like?

Revealing Myself Through Design and Texture

STANDARDS

VACS K 1.1, 5.4

OBJECTIVES

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

MATERIALS

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

Procedure:

- Discuss how music makes everyone feel.
- Play Fur Elise and let children dance with fabrics to music.

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

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about why music is important in schools:

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



Week 12: Lesson 2

GRADE K

Making Instruments

Revealing Myself Through Design and Texture

STANDARDS

VACS K 2.2

OBJECTIVES

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

MATERIALS

- Cardboard oatmeal containers, used aluminum cans or other recyclable containers, glass jars, sticks, pebbles, dried beans, metal spoons
 - Stickers, markers and glue-on objects to decorate instrument
- Note: dried gourds make great instruments also

Procedure:

- Discuss how music is made and what instruments they children know.
- Using recycled containers, decorate and seal.
- Using hands and fingers as drum sticks, drum to a song the class knows.
- Marching to the song while drumming to finish class.

- Draw instruments in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 13: Lesson 1

GRADE K

Who are the people in my family?

Seeing My Family Through Nature

STANDARDS

VACS K 2.2

CCSS K.RL.1, RL.5

OBJECTIVES

- To discuss what family means to the children
- To discuss who the people are in our families
- To read, [The Family Under the Bridge](#), or poems to class
- To create a display of objects in nature that represent our family
- To draw in sketchbooks

MATERIALS

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

Preparation:

Choose book or poems to read to children.

Procedure:

- Discuss what family means to the children.
- Discuss who the people are in our families.
- Read book or poems to class and discuss.
- Create individual displays of family members with natural objects.
- Draw in sketchbooks with pencils or crayons.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For information about talking to children about homelessness:

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



Week 13: Lesson 2

GRADE K

Family Circle Wreaths

Seeing My Family Through Nature

STANDARDS

VACS K 1.3, 2.1, 2.2

OBJECTIVES

- To review conversations about families
- To discuss how good friends are like family members
- To learn the song, "Make Good Friends." (On Youtube)
- To make a Family Circle Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS

- Vines (grape, ivy or other) for each child
- Paper and crayons or markers to make drawings of family members
- Scissors
- Sketchbooks with pencils or crayons

Procedure:

- Review conversations about families.
- Discuss how good friends are like family members.

- In a circle, teach the song, “Make New Friends.”
- Show how to bend vines in a circle to make a wreath.
- Have each child make a paper person to represent each of their family members and themselves to attach to Family Circle Wreath.
- Discuss how this wreath will remind them that their family is a circle without end.
- Draw in sketchbooks about families.

Wrap up:

Have children clean-up using your routine.

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

Make new friends,
but keep the old.
One is silver,
the other is gold.

A circle is round,
it has no end.
That's how long,
I want to be your friend.



Week 14: Lesson 1

GRADE K

The Animal Family

Seeing My Family Through Nature

STANDARDS

VACS K 2.1, 2.2, 2.7

OBJECTIVES

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

MATERIALS

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

Procedure:

- Discuss qualities of animals known to the children.
- Move and sound like these animals.

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

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:



Week 14: Lesson 2

GRADE K

Family Stick Names

Seeing My Family Through Nature

STANDARDS

VACS K 2.1

CCSS K.RF.1, 3

OBJECTIVES

- To discuss names and what they are used for
- To discuss names of family members
- To read the story, "The Boy with the Long Name"
- To create a stick name collage with one or more family names
- To display and discuss projects
- To draw in sketchbooks

MATERIALS

- Story, "The Boy with the Long Name"
- Cardboard for base
- Small sticks
- Glue
- Sketchbooks and pencils or crayons

Background Information:

The story is from China. Any Chinese speakers in the class might be asked to share words from the story in Chinese.

Procedure:

- Discuss names and what they are used for.
- Discuss names of family members.
- Read the story, "The Boy with the Long Name."
- Create name stick collages of one or more family names.
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

The Boy with the Long Name

Once upon a time, a long time ago, it was the custom in China to give firstborn sons great, long, important names. Second sons were given only little, short names.

In a small village there lived a mother with two sons. The second son was called Chang, which means "little or nothing". But the first son was called Tikkitikkitembonosarembocharibariruchi pip pen pembo, which means "the most wonderful boy in the whole world".



Every morning the mother went to the river to wash the clothes and her sons went with her. Near to the river was a well, and here the boys liked to play. Their mother said to them, "Do not play near the well, or you will fall in." But the boys did not heed her.

One day, when they were playing around the well and even walking on the well, Chang fell in! Tikkitikkitembonosarembocharibariruchi pip peri pembo ran to his mother and said, "Oh, honoured mother, Chang has fallen into the well."

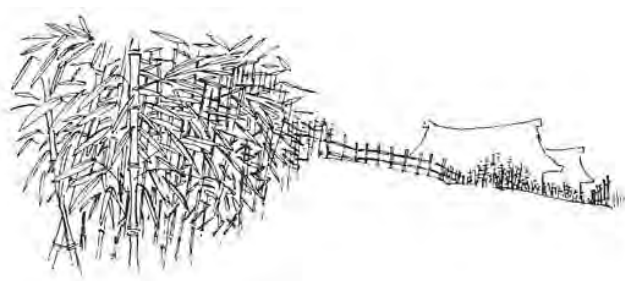
"Speak up, my precious son. I cannot hear you," said the mother.

"Chang has fallen into the well," shouted Tikkitikkitembonosarembocharibariruchi pip peri pembo.

"Chang has fallen into the well," repeated the mother. "What a foolish boy. Run to the Old Man With the Ladder and he will get him out," said the mother.

So

Tikkitikkitembonosarembocharibariru
chi pip peri pembo ran to the Old
Man With the Ladder.



The Old Man was sleeping beneath a
tree and
Tikkitikkitembonosarembocharibariru

chi pip peri pembo shook him awake and said, "Oh, Old Man With the Ladder, Chang
has fallen into the well. Please will you come and get him out."

The Old Man stood up, fetched his ladder and went to the well. He put the ladder into
the well and climbed down step by step by step until he found Chang. Then he carried
the boy up out of the well, step by step by step. He laid Chang on the ground and
pushed the water out of him and pumped air into him and soon Chang was the same as
he had always been.

The brothers vowed they would not play near the well again.

But several months later, after the Festival of the Eighth Moon, they went to the well to
eat their rice cakes. They were sitting on the edge, dangling their legs, when
Tikkitikkitembonosarembocharibariruchi pip peri pembo slipped and fell in.

Chang ran to his mother and said, "Oh, honoured mother,
Tikkitikkitembonosarembocharibariruchi pip peri pembo has fallen into the well!" "I
cannot hear you. Speak up more clearly," said the mother.

"Tikkitikkitembonosarembochari bad ruchi pip peri pembo has fallen into the well," said
Chang.

"What!" said the mother. "Tikkitikkitembonosarembocharibariruchi pip peri pembo, my
precious son, the most wonderful boy in the world, has fallen into the well! We must do
something at once. Go to the Old Man With the Ladder and ask him to help."

So Chang ran to the old Man With the Ladder who was sleeping peacefully beneath a
tree.

"Oh, Sir," shouted Chang. "Tikkitikkitembonosarembocharibariruchi pip peri pembo has
fallen into the well."

"What is this noise that disturbs my sleep?" said the Old Man.

"Tikkitikkitembonosarembocharibariruchi pip peri pembo has fallen into the well,"
repeated Chang.

“Somebody has fallen into the well?” said the Old Man. “What did you say his name was?”

“Tikkitikkitembonosarembocharibariruchi pip peri pembo, my brother,” said Chang again. “Please come and help to get him out.”

So the Old Man rose from the grass and fetched his ladder and went to the well with Chang.

He put the ladder into the well and he climbed down step by step by step until he found Tikkitikkitembonosarembocharibariruchi pip peri pembo.

Then he carried the boy up out of the well, step by step by step.

The Old Man laid Tikkitikkitembonosarembocharibariruchi pip peri pembo on the ground and he pushed the water out of him and pumped air into him and pushed the water out of him and pumped air into him until Tikkitikkitembonosarembocharibariruchi pip peri pembo opened his eyes. But because Tikkitikkitembonosarembochari bah ruch pip peri pembo had been in the water for so long it was many moons before he was the same as he had always been.

And nowadays you will find that people in China give all their children little, short names instead of great, long, important ones.



Week 15: Lesson 1

GRADE K

My Puppet Family

Seeing My Family Through Nature

STANDARDS

VACS K 1.2, 2.2

OBJECTIVES

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

MATERIALS

- One glove for each child
- Markers in various colors
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage
- Sketchbooks with pencils or crayons

Procedure:

- Discuss how one glove might represent a family.
- Discuss how the glove represents a family as one thing and how families live in and with nature.
- Make a family with a glove by using markers to create faces and clothing on glove fingers.
- Make a puppet stage to use to perform puppet plays with glove families.
- Perform family puppet plays created by the children using subjects such as the story of The Boy with the Long Name, or fairy tales or topics that appeal to the class presented by the teacher.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article has information about using puppets with children:

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



Week 15: Lesson 2

GRADE K

My Family at the Beach

Seeing My Family Through Nature

STANDARDS

VACS K 2.2, 4.1

OBJECTIVES

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

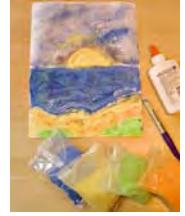
MATERIALS

- Cardboard
- Colored sand
- White glue
- Sketchbooks with pencils or crayons

Procedure:

- Discuss a trip to the beach, real or imagined.

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

**Wrap up:**

Have class clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 1

GRADE K

My Painted Family

Expressing My Family Through Color

STANDARDS

VACS K.1.2, 2.4, 4.1, 4.3

OBJECTIVES

- To recall previous paint stories with blue, red and yellow
- To use colors to represent the qualities of family members
- To paint my family in color
- To draw in sketchbooks

MATERIALS

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

Preparation:

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.

Background Information:

Recall previous paint stories in which blue was sad and shy, red was strong and yellow jumped around a lot. Ask children to think of family members who might be like blue, red and yellow and paint a story about them.

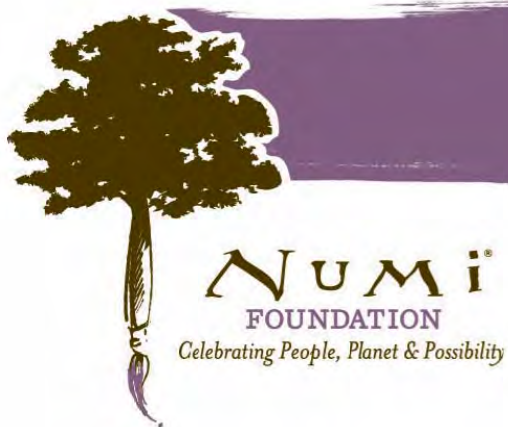
Procedure:

- After the class discussion about color painting, each child will create a painting of family members in color shapes filling the page.
- Colors should remain separate and not blended.
- After clean-up the students will draw their family in their sketchbooks.

Wrap up:

The children will clean-up using your routine.

Notes/Feedback:



Week 16: Lesson 2

GRADE K

Family Portrait in Picture Frame

Expressing My Family Through Color

STANDARDS

VACS 1.2, 2.4, 4.1, 4.3

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

- Have a class discussion about members of each family.
- Ask students to draw their family members with crayon.
- When finished, the students should use scissors to cut their frames and glue to their drawings.
- Have the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 17: Lesson 1

GRADE K

Family Pet Collage

Expressing My Family Through Color

STANDARDS

CCSS KSL 1a, b, 6, RLK 2a, W2

OBJECTIVES

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

MATERIALS

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

Preparation:

Have animal picture books available for the children to see.

Procedure:

- Discuss pets in the families of students or other families.
- Discuss the colors of animals and their toys, leashes, and other belongings.
- Have children create collages featuring at least one pet and its home and toys, etc.
- Have the children create a sentence about the animal to be written by themselves or a teacher on their collage.
- When finished, have the children draw in their sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:



Week 17: Lesson 2

GRADE K

My House at Day and Night

Expressing My Family Through Color

STANDARDS

CCSS K SL 1a, b, 6

VACS K 1.3

OBJECTIVES

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

MATERIALS

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

Background Information:

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

Procedure:

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

Wrap up:

Have student clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

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

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



Week 18: Lesson 1

GRADE K

Family Name Painting

Expressing My Family Through Color

STANDARDS

CCSS K W 2, 3

OBJECTIVES

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

MATERIALS

- Painting paper cut to 7" by 21" or close
- Painting Boards
- Water in which to soak the paper
- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾" in width
- Scrap paper

- Crayons
- Sketchbooks

Background Information:

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

Procedure:

- To print last names on scrap paper.
- To paint last names on painting paper to stretch across the entire paper.
- When paint dries, decorate letters with signs of nature.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

www.youtube.com/watch?v=Ygey2FKOQel



Week 18: Lesson 2

GRADE K

How The Rainbow Was Made

Expressing My Family Through Color

STANDARDS

CCSS K SL 1a, b, 6

OBJECTIVES

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

MATERIALS

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

- Sketchbooks with pencils or crayons

Preparation:

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

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Rainbow facts:

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

Sample of rainbow painting for lesson:



Story for this lesson

How the Rainbow Was Made

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

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

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

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

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

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

Reluctantly, the bluebirds flew away from Nanabozho and his paint pots, looking for another game to play. They started chasing each other again, sailing this way and that over top of the giant waterfall that stood next to Nanabozho's house. Zippity-zip, the first bluebird flew through the misty spray of the waterfall. The first bluebird left a long red paint streak against the sky. Zappity-zing, the second bluebird chased his friend through the mist, leaving an orange paint streak. Then the birds turned to go back the other way. This time, the first bluebird left a yellow paint streak and the second left a pretty blue-violet paint streak. As they raced back and forth, the colors grew more vivid. When Brother Sun shone on the colors, they sparkled radiantly through the mist of the waterfall.

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

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



Week 19: Lesson 1

GRADE K

Family Story Quilt

Expressing My Family Through Color

STANDARDS

CCSS K RL 7

OBJECTIVES

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

MATERIALS

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

Preparation:

Gather all materials.

Background Information:

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

An example of a story quilt page.





Week 19: Lesson 2

GRADE K

Salt Painting

Revealing My Family Through Design and Texture

STANDARDS

CCSS K SL 1a, b, RL 2,3

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

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

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

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

Salt Painting Sample



Week 20: Lesson 1

GRADE K

Hairy Self-Portrait

Revealing My Family Through Design and Texture

STANDARDS

CCSS K SL 1a, b, RL 2, 3

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

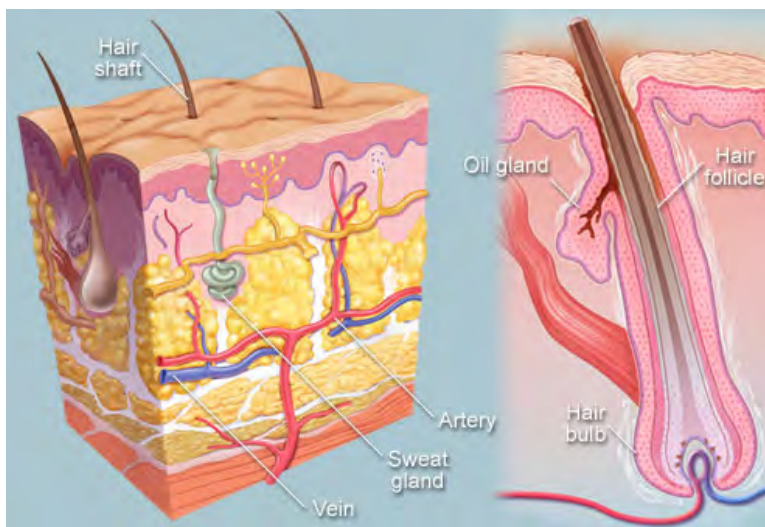
- Discuss hair, how it looks, how it feels, how it is different for every person.
- Allow each child to see themselves in the mirror.
- On large drawing paper, have each student draw their face, leaving room to add hair.
- Using available textiles, have each student add “hair” to their self-portrait.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

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Some information about human hair:

**Picture of the Hair**

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Hair is simple in structure, but has important functions in social functioning. Hair is made of a tough protein called keratin. A hair follicle anchors each hair into the skin.

The hair bulb forms the base of the hair follicle. In the hair bulb, living cells divide and grow to build the hair shaft. Blood vessels nourish the cells in the hair bulb, and deliver hormones that modify hair growth and structure at different times of life.

Hair growth occurs in cycles consisting of three phases:

- Anagen (growth phase): Most hair is growing at any given time. Each hair spends several years in this phase.
- Catagen (transitional phase): Over a few weeks, hair growth slows and the hair follicle shrinks.
- Telogen (resting phase): Over months, hair growth stops and the old hair detaches from the hair follicle. A new hair begins the growth phase, pushing the old hair out.

Hair grows at different rates in different people; the average rate is around one-half inch per month. Hair color is created by pigment cells producing melanin in the hair follicle. With aging, pigment cells die, and hair turns gray.



Week 20: Lesson 2

GRADE K

Museum Visit

STANDARDS

VACS 3.3, 4.2, 5.4

OBJECTIVES

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

MATERIALS

- Pencils and sketchbooks

Preparation:

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

Background Information:

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

Procedure:

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

Wrap up:

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

Notes/Feedback:**Teacher Supplement:**

This website has information about taking children to art museums:

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



Week 21: Lesson 1

GRADE K

If I Were King or Queen of the World

Revealing My Family Through Design and Texture

STANDARDS

CCSS K SL 1a, b, 6

VACS K 2.0

OBJECTIVES

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

MATERIALS

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

Preparation:

Have books available with pictures of kings and queens.

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

Refer to the following website for information on the value of dress-up play for children.
<http://www.momtastic.com/parenting/493775-play-based-learning-kindergarten-important/>



Week 21: Lesson 2

GRADE K

Design A Castle

Revealing My Family Through Design and Texture

STANDARDS

CCSS K RL 2, 3

VACS 2.2

OBJECTIVES

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

MATERIALS

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

Preparation:

Have books with pictures of castles available for the children.

Procedure:

- Discuss the last class where kings and queens costumes were designed.
- Discuss castles where kings and queens live.
- Discuss the kind of castle in which each family would like to live.
- Have each child design a castle on paper.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 22: Lesson 1

GRADE K

Nature is Alive!

Seeing My Community Through Nature

STANDARDS

CCSS K SL 1a, b, 6

VACS K 2.2

OBJECTIVES

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

MATERIALS

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

Procedure:

- Discuss how nature is present in the community.
- Take a walk outdoors or hear teacher's detailed and imagination filled story of a walk in the community pointing out nature.
- If that is not possible, create an indoor nature field.
- Help each child create a 3D scene (or diorama) of nature in the community.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This article talks about the importance of nature to children:

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



Week 22: Lesson 2

GRADE K

Bugs and more bugs!

Seeing My Community Through Nature

STANDARDS

CCSS K SL 1a, b, 6

VACS K 2.2

OBJECTIVES

- To discuss how insects (bugs) are part of nature and in every community
- To discuss which insects the children have seen
- To have the children act like the insect they want to create
- To create a variety of insects from egg cartons
- To display the bugs in a nature scene
- To draw in sketchbooks

MATERIALS

- Cardboard egg carton - you need three cups attached
- Scissors
- Watercolor paint
- Paint brush
- Pipe cleaners (chenille) -- three for legs and one for the antenna

- Sharp pencil
- Wiggly eyes, 2 cheerios or 2 fruit loops
- Black marker
- Glue

Procedure:

- Discuss how insects are a part of nature and in every community.
- Discuss which insects the children have seen.
- Have each child act as a specific insect.
- Have each child create an insect.
- Create an insect display scene.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 1

GRADE K

Community Mural

Expressing My Community Through Color

STANDARDS

VACS K 2.4

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

- Discuss what images of color are in the school neighborhood.
- Assign children in groups and start working on the mural with the first groups while those who are waiting draw in their sketchbooks.
- Do the big painting of sky and ground and then let other groups add the details of the community in color crayons.
- Display the finished mural for the class to see.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 23: Lesson 2

GRADE K

Map My Community of Color

Expressing My Community Through Color

STANDARDS

CCSS K 1a, b, 6, RF 2a

OBJECTIVES

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

MATERIALS

- Large drawing paper to create a map
- Crayons and markers

- Black board white board or easel paper
- Sketchbooks

Preparation:

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

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:



Week 24: Lesson 1

GRADE K

Buildings of the Community of the Future

Revealing My Community Through Design and Texture

STANDARDS

CCSS K 1a, b, 6

VACS K 1.2, 2.7

OBJECTIVES

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

MATERIALS

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

Preparation:

This class is the kindergarten introduction to the use of clay. 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.
- Explain how you want the children to work with the clay.
- Model a futuristic building with an unusual shape.
- Draw in sketchbooks.

Wrap up:

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

Notes/Feedback:**Teacher Supplement:**

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

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

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



Week 24: Lesson 2

GRADE K

A Story of My Community

Revealing My Community Through Design and Texture

STANDARDS

CCSS K RL 2, 3, 7

OBJECTIVES

- To discuss a place, time or feeling the child remembers in their community
- To draw that memory
- To tell the story to the class
- To draw in sketchbooks

MATERIALS

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

Procedure:

- Discuss a place, time or feeling the child remembers in their community. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have the children tell the story to the class using costume pieces if they wish.
- Have the children draw in sketchbooks.

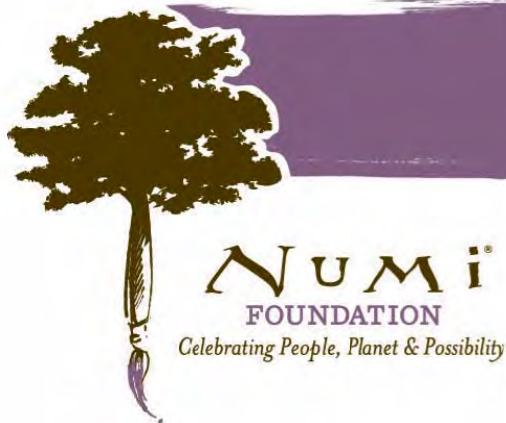
Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

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

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



Week 25: Lesson 1

GRADE K

Paint My World

Seeing My World Through Nature

STANDARDS

VACS K 2.4

OBJECTIVES

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

MATERIALS

- Water color painting paper of at least 18" by 24"
- Painting Boards
- Water in which to soak the paper

- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- YouTube accessibility
- Sketchbooks with pencils or crayons

Background Information:

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

Procedure:

- Listen to a sample of the sounds and music the children will paint to.
- Paint in silence what they "see" in the sounds and music.
- Draw in sketchbooks.

Wrap up:

To clean-up using your routine.

Notes/Feedback:



Week 25: Lesson 2

GRADE K

My Story of Nature

Seeing My World Through Nature

STANDARDS

CCSS K RL 2, 3, 7, SL 1a, b, 6

OBJECTIVES

- To tell the class a story of a teacher's experience in nature
- To have each child tell a story of their experience in nature
- To have each child create a nature collage that tells their story
- To draw in sketchbooks

MATERIALS

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

Procedure:

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

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 26: Lesson 1

GRADE K

Chinese Paper Lanterns

Expressing My World Through Color

STANDARDS

CCSS K RL 2, 3, 7, SL 1a, b, 6

OBJECTIVES

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

MATERIALS

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

Preparation:

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

Procedure:

- Discuss the history of Chinese paper lanterns.
- Create colorful lanterns following the steps listed in the Teacher Supplement.
- Discuss how colorful lanterns bring light and color into the world.
- Draw in sketchbooks.

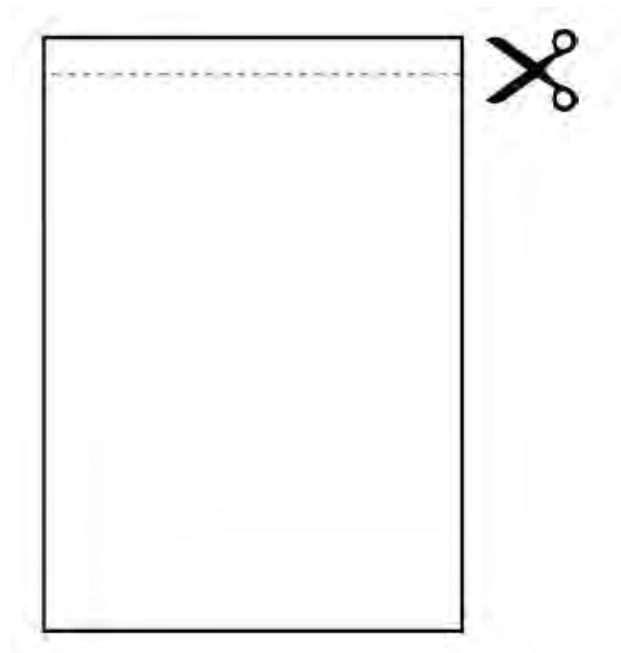
Wrap up:

Have children clean-up using your routine.

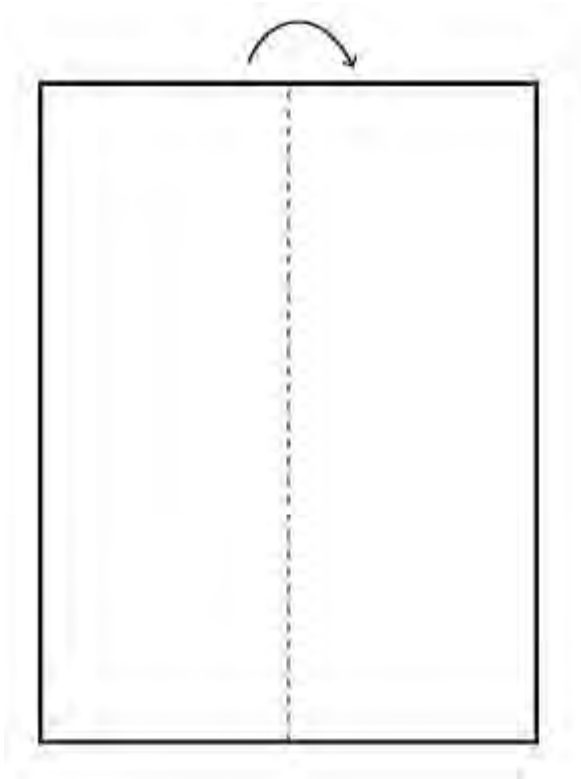
Notes/Feedback:**Teacher Supplement:**

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

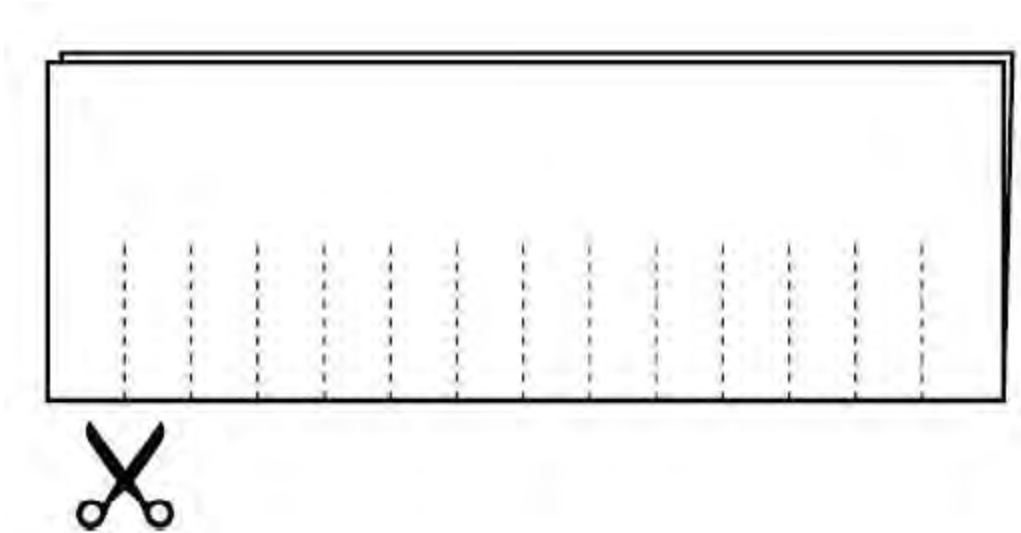
Directions for making Chinese paper lanterns

Step 1:

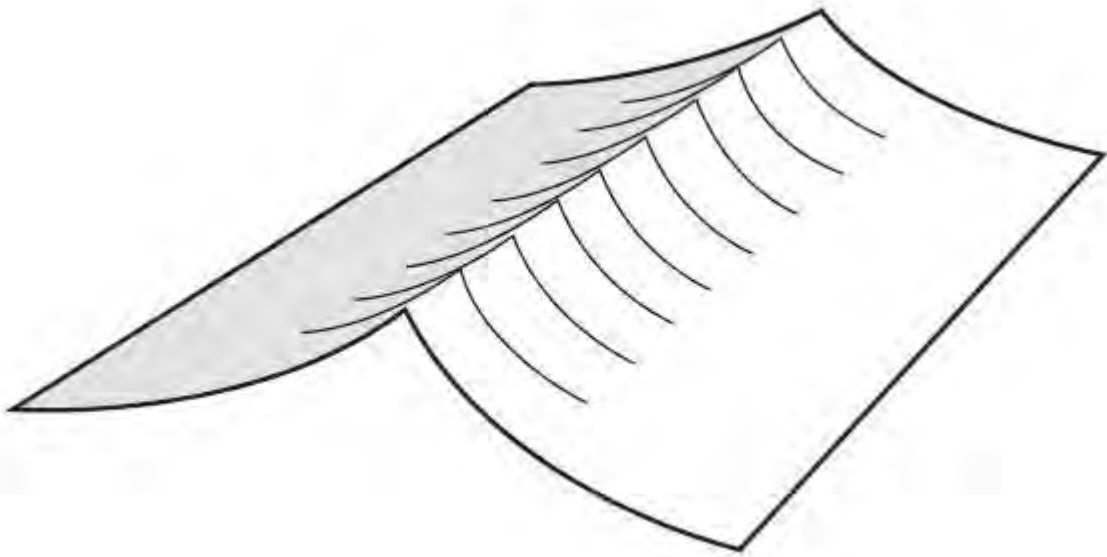
Step 2:



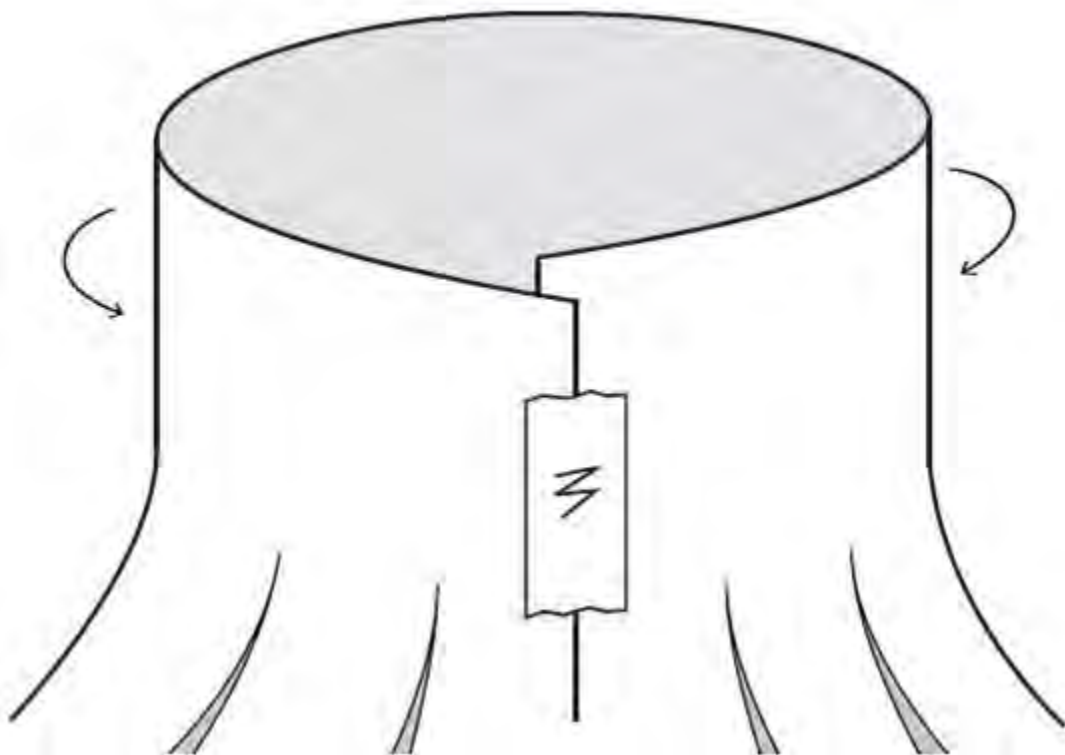
Step 3:



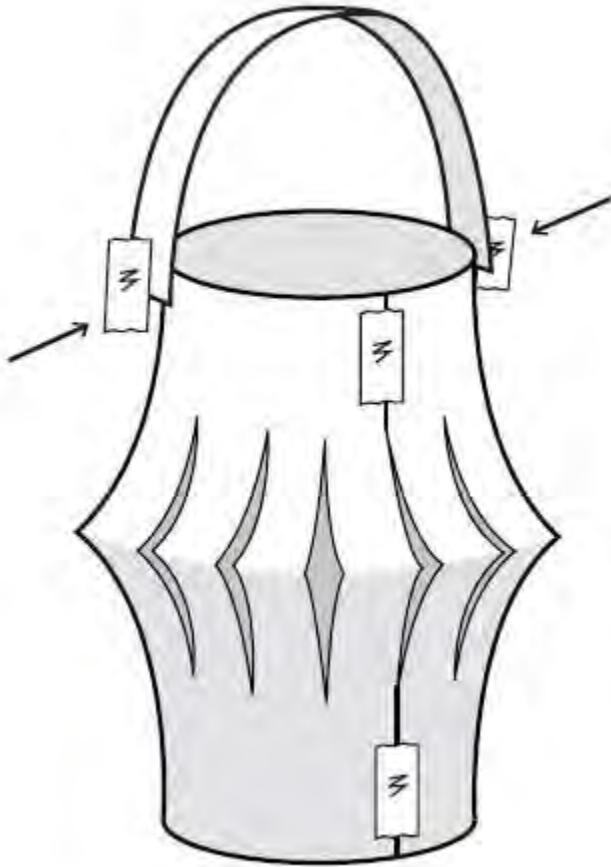
Step 4:



Step 5:



Step 6:





Week 26: Lesson 2

GRADE K

Tissue Collage

Expressing My World Through Color

STANDARDS

VACS K 2.3

OBJECTIVES

- To discuss the colors of the world
- To use tissue paper to create collages of the colors of the world
- To draw in sketchbooks

MATERIALS

- Card board or similar of 18" x 24"
- Tissue paper in many colors
- Glue
- Sketchbooks and crayons

Procedure:

- Discuss the colors of the world.
- Explain that they will use tissue paper balled up in small balls to glue on the background.

- Explain that the colors may represent real things in the world, like a tree, or just be blooms of color on the page.
- Display for all to see and talk about the colors.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Week 27: Lesson 1

GRADE K

Drawing bumps with Crayons

Revealing My World Through Design and Texture

STANDARDS

VACS K 1.1

OBJECTIVES

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

MATERIALS

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

- Sponges
- Painting boards
- Sketchbooks

Preparation:

Collect a variety of materials for rubbing.

Procedure:

- Have the children feel natural objects with bumpy textures and discuss rubbing.
- Demonstrate how to place the paper on the object and rub.
- To paint over the rubbings with a light paint wash to create a crayon resist.
- Display and discuss the rubbings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:



Week 27: Lesson 2

GRADE K

Animal Shapes

Revealing My World Through Design and Texture

STANDARDS

CCSS K 5.1

OBJECTIVES

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

MATERIALS

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

Preparation:

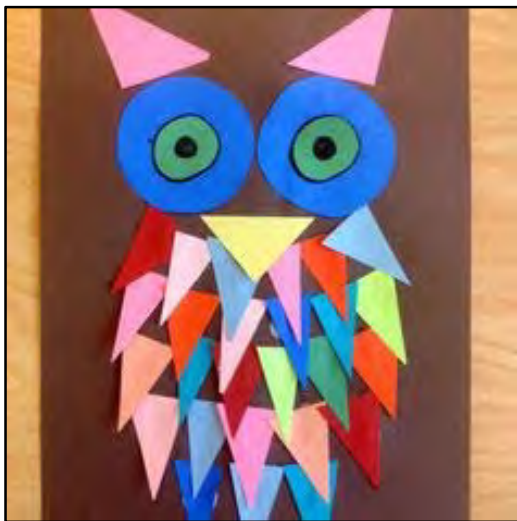
Have many colorful paper geometric shapes ready or have template of these shapes for the children to trace and cut with scissors.

Procedure:

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

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:****Idea samples**



Week 28: Lesson 1

GRADE K

The Poppies of Georgia O'Keeffe

Seeing Art History Through Nature

STANDARDS

CCSS K RL 7

VACS K 1.3, 3.3

OBJECTIVES

- To discuss the biography of Georgia O'Keeffe
- To see samples of O'Keeffe's work
- To discuss the painting, *"Oriental Poppies"*
- To make a paper poppy flower
- To paint orange poppies
- To draw in sketchbooks

MATERIALS

- Samples of O'Keeffe's paintings
- Orange tissue paper
- Water color painting paper of at least 18" by 24"
- Painting Boards
- Water in which to soak the paper

- Sponges
- Orange and dark blue (Prussian, Indigo, or black) water color paint
- Water jars
- Paint brushes at least $\frac{3}{4}$ " in width
- Sketchbooks with pencils or crayons

Preparation:

Read biographical information about Georgie O’Keeffe in Teacher Supplement and print out or have computer ready with photos of O’Keeffe paintings.

Background Information:

Georgia O’Keeffe was chosen because children relate well to flowers in nature and large flowers are a developmentally appropriate subject for young students of art to copy.

Procedure:

- Tell the story of Georgia O’Keeffe.
- Show samples of O’Keeffe’s paintings to the class.
- Show the painting, *“Oriental Poppies”* by O’Keeffe to the class.
- Discuss the painting. Ask what is in the painting? What colors are used? Why would Ms O’Keeffe choose that flower to paint? Add questions of your choice.
- Have the class paint their own version of *“Oriental Poppies.”*
- Draw in sketchbooks.

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Georgia O’Keeffe was a woman ahead of her time: independent, adventurous, and radically creative. Her paintings of abstract forms, flowers, architecture, landscapes, and bones earned her a reputation as a pioneering modern American artist.

O’Keeffe was born in Sun Prairie, Wisconsin, in 1887, and her early years living on the family’s dairy farm initiated a lifelong appreciation of nature. She declared in 8th grade

that she wanted to be an artist, and after learning to draw in her art classes at school, she went on to study drawing and painting more formally in Virginia, New York, and Chicago.

In 1912, while O’Keeffe was enrolled in a summer drawing class at the University of Virginia, she was introduced to the ideas of artist and educator Arthur Wesley Dow. Dow thought that artists should “fill a space in a beautiful way” rather than try to copy directly from nature. He offered advice on organizing and balancing shapes, lines, and colors in the composition; simplifying forms; and balancing dark and light. O’Keeffe adapted these tools to her own work, producing a series of abstract charcoal drawings that were like nothing she had ever done before. Of her newfound discovery of abstraction, she expressed that “It was like learning to walk. I was alone and singularly free, no one to satisfy but myself.” These principles went on to permeate all of her future work.

O’Keeffe shared her abstract charcoal drawings with a friend from art school, who, in 1916, took them to Alfred Stieglitz without O’Keeffe’s knowledge or permission. Stieglitz was a photographer and owner of the influential art gallery 291 in New York City, where the cutting-edge work of contemporary American and European artists was exhibited. He included O’Keeffe’s drawings in a group exhibition, officially launching her career in the public eye. The two went on to form a relationship and eventually marry in 1924 and were among the most well-known advocates of modern art in America.

O’Keeffe’s career spanned nearly six decades. Reflecting on her career at age 90, O’Keeffe said, “It takes more than talent. It takes a kind of nerve...A kind of nerve, and a lot of hard, hard work.”

What Inspired It?

Flowers were one of O’Keeffe’s primary subjects—she made over 200 paintings of them. Many of the paintings are close-up views and show simple arrangements of one or two blooms in a vase. “When you take a flower in your hand and really look at it, it’s your world for the moment. I want to give that world to someone else. Most people in the city rush around so, they have no time to look at a flower. I want them to see it whether they want to or not,” she said.

This website has more biographical information as well as images of her work, including, “Oriental Poppies.”

<http://www.georgiaokeeffe.net/>



Week 28: Lesson 2

GRADE K

Monet's Garden

Seeing Art History Through Nature

STANDARDS

CCSS K RL 2, 3

VACS K 3.3

OBJECTIVES

- To read the book, Linnea in Monet's Garden to the children
- To discuss the biography of Monet and the concept of impressionism
- To create a human Monet garden
- To draw Monet's Garden
- To draw in sketchbooks

MATERIALS

- Linnea in Monet's Garden by Cristina Bjork (Author), Lena Anderson (Illustrator), Joan Sandin (Translator)
- Drawing paper
- Pastels or chalk
- Sketchbooks and crayons

Preparation:

Read biographical information about Monet on website in Teacher Supplement and read the book, Linnea in Monet's Garden before you present to children.

Background Information:

Monet was chosen as an artist for the children to study because his paintings are easily understood by children who love gardens.

Procedure:

- Read the book, Linnea in Monet's Garden to the children.
- Share the biography of Monet with the children.
- Have children create a human Monet garden by standing and forming into plants and flowers in a dramatic frieze. They will laugh and have fun but let them experience the joy of the garden.
- With pastels or chalk, have the children draw their favorite part of Monet's garden on paper.
- Draw in sketchbooks.

Wrap up:

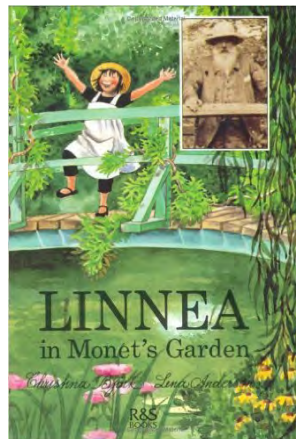
Have children cleanup using your routine.

Notes/Feedback:**Teacher Supplement:**

Biographical information about Monet is available at this website:

<http://www.claudemonetgallery.org/biography.html>

The book used in the lesson:





Week 29: Lesson 1

GRADE K

Starry Night

Expressing Art History Through Color

STANDARDS

CCSS K RL 2, 3

VACS K 3.3

OBJECTIVES

- To discuss the biography of Vincent Van Gogh
- To view paintings of Van Gogh
- To view Van Gogh's, "Starry Night"
- To have the class swirl in circular wind patterns
- To create a "Starry Night" drawing
- To draw in sketchbooks

MATERIALS

- Dark blue or black construction paper
- Oil pastels or chalks
- Sketchbooks and crayons

Preparation:

Read the biography of Van Gogh on the website provided or other sources.

Background Information:

Van Gogh's biography may be too strong in some details about his mental illness and suicide for your students. Include the parts of his biography that are age appropriate for your class. Focus on his work rather than the violent aspects of his life.

Procedure:

- Discuss the biography of Van Gogh being mindful of age-appropriate details.
- Show Van Gogh paintings online or printed to the children.
- Have children move in a circular wind swirl to get a feeling for the wind in Van Gogh's painting.
- Have children draw Van Gogh's, "*Starry Night*," on construction paper.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This website has biographical information about Van Gogh:

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

This is a YouTube video of an interactive interpretation of *Starry Night*. Watch it and decide if you wish to show it to your students or use it only for your preparation.

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



Week 29: Lesson 2

GRADE K

Modrian's Colors

Expressing Art History Through Color

STANDARDS

CCSS K RL 2, 3

VACS K 2.6, 3.3

OBJECTIVES

- To tell the biography of Modrian
- To view some paintings of Modrian that show geometric shapes with color
- To have the children lay on floor to create two-four person squares and rectangles
- To use pre-cut squares and rectangles to create a Modrian work of art
- To draw in sketchbooks

MATERIALS

- Black construction paper 11 x 14"
- Pre-cut construction paper squares and rectangles of assorted sizes to fit on paper in white, blue, yellow and red
- Glue
- Sketchbooks and crayons

Preparation

Read biography of Modrian and think of ways to explain squares and rectangles to the class.

Procedure:

- Tell the biography of Modrian.
- Discuss the difference between squares and rectangles.
- Using black construction paper, have student pick squares and rectangles to arrange on the page with straight lines of black surrounding each shape.
- Have students glue shapes in place.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

This is a short video to help you visualize how your students will create their Modrian page of color. You may wish to show it if that is appropriate for your class.

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

Samples of Modrian's paintings

<http://www.piet-mondrian.org/>

Biographical information about Modrian:



Piet Mondrian (1872-1944) Dutch Modern Artist

Piet Mondrian was born in Amersfoort in the Netherlands, in 1872. He was the second of his parent's children. At a very young age his father Pieter and his Uncle Fritz, both artists themselves, introduced Piet to the world of art.

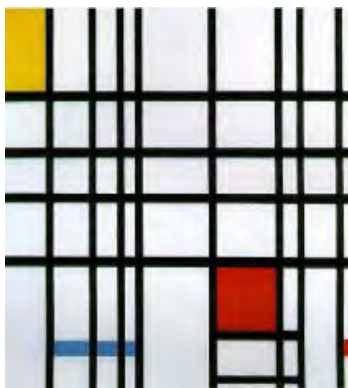
In 1892, Mondrian entered the Academy for Fine Art in Amsterdam as a qualified teacher. While teaching at the academy he also practiced his painting. Most of his paintings from this period were of landscapes. These pastoral images of Holland included fields, cows and windmills. These paintings were representational, and show the influence that the pointillist (painting with dots) and fauvist (vivid colors) movements had on him.

While Mondrian's early works represented the world he saw around him, his discovery of Cubism in 1911 guided him toward pure abstraction. Paintings such as *The Sea* (1912) while still somewhat representational, began to be dominated by the geometric shapes of Cubism. Mondrian eagerly absorbed the Cubist style, though he seemed to know that this was only a stepping stone on his way to finding his own unique style. Mondrian continued to explore abstract forms eventually developing a style of painting he called neo-plasticism.

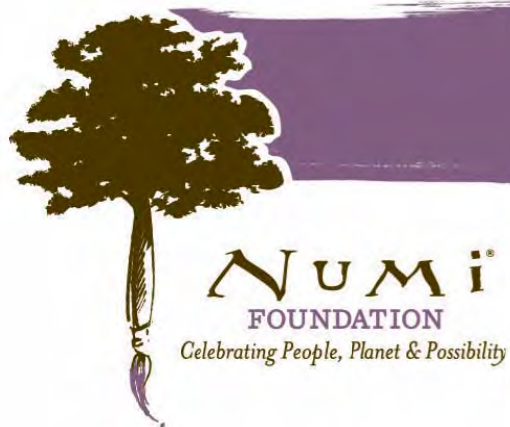
Mondrian returned to Paris when the war ended. It was there that he painted one of his most famous paintings, *Composition with Red, Yellow and Blue* (1921), a painting composed of rectangles with primary colors on a grid of black lines. In the years that followed, he continued to eliminate "non-essentials", limiting his works to these "basic forms of beauty."

Piet Mondrian died of pneumonia in New York City on Feb. 1, 1944. His paintings became so famous in the decades that followed that other painters, advertisers, architects, graphic designers, and even high fashion clothing designers around the world copied his distinctive style.

Piet Mondrian Art Gallery



Composition with Red, Yellow and Blue (1921) by Piet Mondrian | Oil on Canvas



Week 30: Lesson 1

GRADE K

Michelangelo

Revealing Art History Through Design and Texture

STANDARDS

CCSS K RL 2, 3

VACS K 3.3

OBJECTIVES

- To discuss the artist, Michelangelo
- To discuss the hands he painted in *“The Creation of Adam”*
- To have the children examine their hands
- To draw a portrait of their hands

MATERIALS

- Information about Michelangelo from the Teacher Supplement
- Drawing paper
- Colorful drawing pencils or crayons
- Sketchbooks and pencils

Procedure:

- Tell the biography of Michelangelo.

- Discuss the painting of Adam's hand in "*The Creation of Adam*."
- Let the children examine their hands.
- Have the children draw their hands in the colors of their choice.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about Michelangelo see this websites:

<http://www.ducksters.com/biography/artists/michelangelo.php>

<http://www.arthistormom.com/renaissance-art/kids-meet-michelangelo-the-reluctant-painter-2/>





Week 30: Lesson 2

GRADE K

DaVinci's Mona Lisa

Revealing Art History Through Design and Texture

STANDARDS

CCSS K RL 2, 3

VACS K 3.3CCSS K RL 2, 3

OBJECTIVES

- To discuss the biography of DaVinci
- To show the class works of DaVinci including the *Mona Lisa*
- To discuss how faces are drawn
- To draw the face of the Mona Lisa
- To draw in sketchbooks

MATERIALS

- Copy of the *Mona Lisa*
- Drawing paper
- Colorful drawing pencils
- Sketchbooks and pencils

Procedure:

- Tell the biography of DaVinci to the children.
- Show the class a copy of the *Mona Lisa*.
- Have the children draw the woman in the painting.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:**Teacher Supplement:**

For biographical information about DaVinci go to these websites:

<https://www.youtube.com/watch?v=Rm0gszPJnc8>

http://www.ducksters.com/biography/leonardo_da_vinci.php

