NUMI®
FOUNDATION
Celebrating People, Planet & Possibility

NUMI Curriculum: Arts, Grades K-6

Table of Contents

About This Curriculum 3

Lesson Plans

Arts: Kindergarten: Lesson 1 - 30: 5

Arts: 1 Lesson 1 - 30: 138

Arts: 2: Lesson 1- 30: 269

Arts: 3: Lesson 1 - 30: 405

Arts: 4: Lesson 1 - 30: 544

Arts: 5: Lesson 1 - 30: 677

Arts: 6: Lesson 1 - 30: 825

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About This Curriculum

The NUMI Art curriculum focuses on the development of the whole being through an alternative approach to exercises that foster self-awareness, sensitivity, tolerance, appreciation and inter-connectedness. The classes have an underlying design around five themes: the Individual, the Family, the Community, the World (which includes nature and animals) and Art History, with a progressive introduction and deeper understanding of each theme as the child grows. Through a variety of medium including: drawing, painting, sculpture, found objects in nature, music, and movement, the aim of the NUMI curriculum is to encourage self-expression, respect and ways of visualizing new possibilities in the world. It helps foster a whole individual that explores themselves and the environment around them, tapping into their unique potential.

This NUMI developed curriculum is a Kindergarten through 6th grade program that centers on the arts providing 30 weeks of teacher-led instruction with approximately two hours per week, from August through June. It is your enthusiasm for and connection to the NUMI principles that will make this curriculum a successful experience for you and your students. Try to voice your support for our environment, our varied cultural heritage and the contributions we can all give to make our world a sustainably healthy, global community.

The founders of NUMI believe and hope to demonstrate that:

1) Through self-expression, children are able to process their emotions, describe and better understand the world around them and feel more relaxed, open, and less stressed.

2) Through participating in a wide range of creative, multi-cultural educational experiences, children will learn to respect and have a greater appreciation for themselves, their family, their cultural heritage and their environment.
3) Through the nurturing of artistic creativity and imagination, children develop self-awareness, self-confidence, the ability to visualize new possibilities and tap into their individual potential.
4) It is believed that an artistic individual develops their sensitivity, which in turn leads to a socially conscientious individual who is more resourceful, values and appreciates nature and serves their community.
5) By creating artistic exercises that foster collaboration, community-building can be encouraged providing examples for social engagement for a thriving global community.

Thank you. We hope you enjoy working with this curriculum.

Additional Thoughts:

Children should get their hands dirty There are many ways for children to learn, but learning by doing is more engaging, more fun, more empowering, and often longer lasting. Numi lessons are therefore hands-on, experiential and project-based wherever possible. Art and nature are core tools we utilize in our experiential lessons, and creativity is encouraged!

Relevance is key Students are in school to gain knowledge that will be useful to them later in life, but sometimes the connections between class material and the world around them aren't obvious to children. Numi curricula make learning relevant through place-based lessons and by making early learning to career connections. For example, children learn about their local native plants in gardening and local artists and historical events in art and social studies. Real world scenarios allow children to imagine themselves in a variety of careers and professional settings so they begin to make connections between school and life.

We serve the whole child In addition to meeting important educational standards, school can be a place for children to get a variety of their needs met, like connecting with others, using their imagination, and exploring their unique potential. Therefore, we draw upon traditional and alternative practices for supporting and assessing a child's learning and development.

Acknowledgments:

I want to acknowledge Ahmed and Reem Rahim Hassani for their vision and foresight to work for the benefit of the children of Oakland, California and the world. You bring beauty and knowledge to the children who need it most.

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Kindergarten

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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.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Self Portratis in Nature 6
Week 2: Lesson 1 - PInecone Sculptures 8
Week 2: Lesson 2 - The Very Hungry Caterpillar 10
Week 3: Lesson 1 - Art Takes Nature As Its Model Painting Leaves 12
Week 3: Lesson 2 - Flying Elephant – Imaginative Clouds 14
Week 4: Lesson 1 - Sandy Feet 16
Week 4: Lesson 2 - Large Mural Creation 18
Week 5: Lesson 1 - Yellow's Happy Day 20
Week 5: Lesson 2 - Red Is Ready 22
Week 6: Lesson 1 - Blue's Birthday Party 24
Week 6: Lesson 2 - The Dance of Colors 26
Week 7: Lesson 1 - Hand Jive Installation 28
Week 7: Lesson 2 - Leaves of Color 30
Week 8: Lesson 1 - My Garden of Color 32
Week 8: Lesson 2 - Painting Beautiful Colors 34
Week 9: Lesson 1 - Touchable Textures 36
Week 9: Lesson 2 - Feeling Feathery 38
Week 10: Lesson 1 - Dry Beans and Grains 40
Week 10: Lesson 2 - Museum Visit 42
Week 11: Lesson 1 - What animal am I? 44
Week 11: Lesson 2 - Making Animals 46
Week 12: Lesson 1 - What does music feel like? 48
Week 12: Lesson 2 - Making Instruments 50
Week 13: Lesson 1 - Who are the people in my Family 52
Week 13: Lesson 2 - Family Circle Wreaths 54
Week 14: Lesson 1 - The Animal Family 56
Week 14: Lesson 2 - Family Stick Names 58
Week 15: Lesson 1 - My Puppet Family 62
Week 15: Lesson 2 - My Family at the Beach 64

Week 16: Lesson 1 - My Painted Family 66
Week 16: Lesson 2 - Family Portrait in Picture Frame 68
Week 17: Lesson 1 - Family Pet Collage 70
Week 17: Lesson 2 - My House at Day and Night 72
Week 18: Lesson 1 - Family Name Painting 74
Week 18: Lesson 2 - How the Rainbow was Made 76
Week 19: Lesson 1 - Family Story Quilt 80
Week 19: Lesson 2 - Salt Painting 82
Week 20: Lesson 1 - Hairy Self-Portrait 84
Week 20: Lesson 2 - Museum Visit 87
Week 21: Lesson 1 - If I Were King or Queen of the World 89
Week 21: Lesson 2 - Design A Castle 91
Week 22: Lesson 1 - Nature is Alive 93
Week 22: Lesson 2 - Bugs and more Bugs! 95
Week 23: Lesson 1 - Community Mural 97
Week 23: Lesson 2 - Map My Community of Color 99
Week 24: Lesson 1 - Building of the Community of the Future 101
Week 24: Lesson 2 - A Story of My Community 103
Week 25: Lesson 1 - Paint My World 105
Week 25: Lesson 2 - My Story of Nature 107
Week 26: Lesson 1 - Chinese Paper Lanterns 109
Week 26: Lesson 2 - Tissue Collage 114
Week 27: Lesson 1 - Drawing bumps with Crayons 116
Week 27: Lesson 2 - Animal Shapes 118
Week 28: Lesson 1 - The Poppies of Georgia O'Keefe 120
Week 28: Lesson 2 - Monet's Garden 123
Week 29: Lesson 1 - Starry Night 125
Week 29: Lesson 2 - Modrian's Color 127
Week 30: Lesson 1 - Michelangelo 130
Week 30: Lesson 2 - DaVinci's Mona Lisa 132

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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 is 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:

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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

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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:

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Week 2: Lesson 2
GRADE K

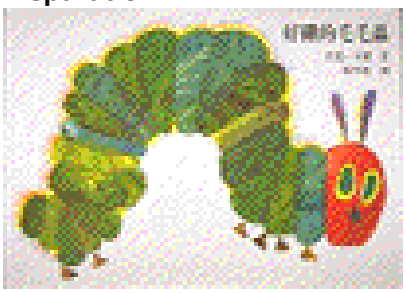
The Very Hungry Caterpillar
Seeing Myself Through Nature

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

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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:

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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:

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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:

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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:

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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:

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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 near. 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:

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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:

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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:

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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:

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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:

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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:

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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/

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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

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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/

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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

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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/

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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:

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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

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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.

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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:

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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.

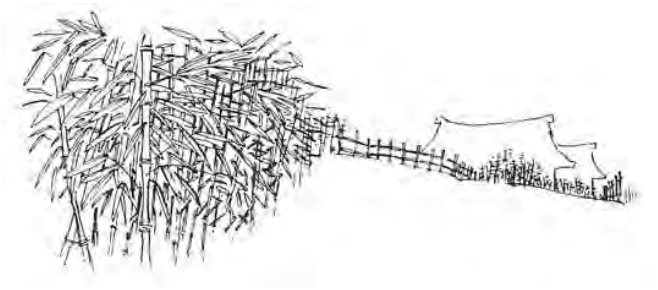
One day, when they were playing around the well and even walking on the well, Chang fell in! Tikkitikkitembonosarembocharibariruchi pip peri pembo ran to his mother and said, "Oh, honoured mother, Chang has fallen into the well."

"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 Tikkitikkitembonosarembocharibariruchi pip peri pembo ran to the Old Man With the Ladder.



The Old Man was sleeping beneath a tree and Tikkitikkitembonosarembocharibariruchi 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 ruchi 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.

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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:

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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:

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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:

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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, googely 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:

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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

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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 withrainbow 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 qualitiesof 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=Ygey2FKOQeI

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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 raw 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 byS. 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.

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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.

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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

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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.

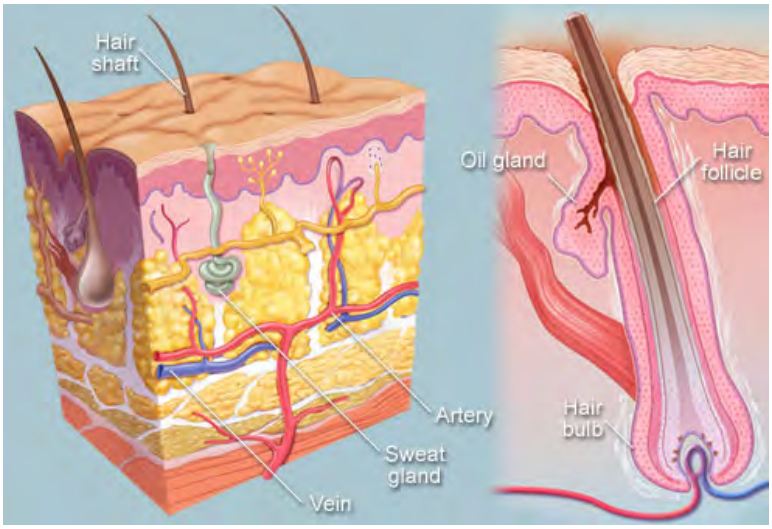
Procedure:

- 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

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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/

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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:

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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/

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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 ¾" 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:

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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:

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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
- Clayor 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/

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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/

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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=wDwRMIcz0EM (Relaxing sounds of the El Yunque Rainforest
- https://www.youtube.com/watch?v=aiAmAcaDQrM (Forest at Night Crickets, Owls, Rain, Wind
- https://www.youtube.com/watch?v=g2k5D-oq2hM (Beethoven Moonlight Sonata and Nature

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

- Sponges
- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾” in width
- YouTube accessibility
- Sketchbooks with pencils or crayons

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

Procedure:
- 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:

NUMI FOUNDATION
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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:

NUMI FOUNDATION
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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.

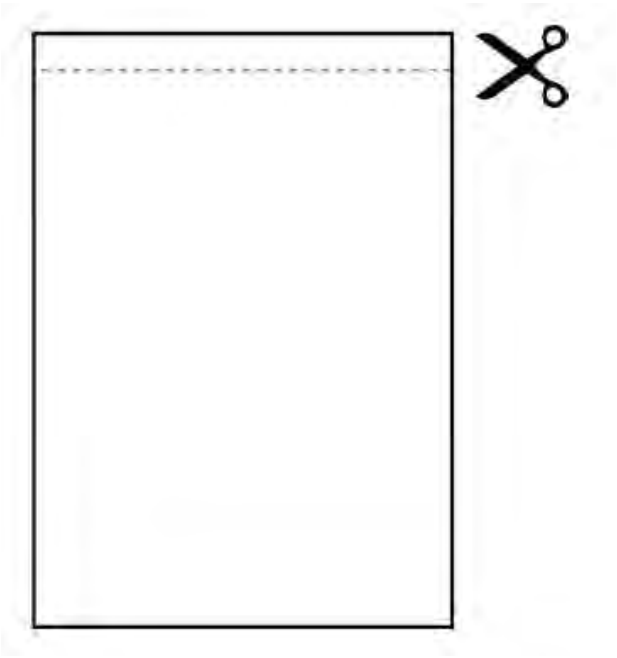
Wrap up:
Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
http://www.historyoflamps.com/lantern-history/history-of-paper-lanterns/

Directions for making Chinese paper lanterns

Step 1:



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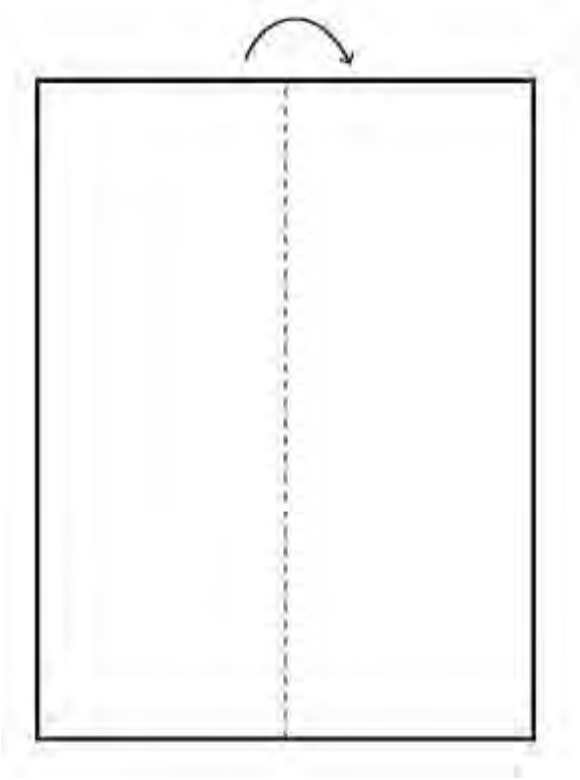

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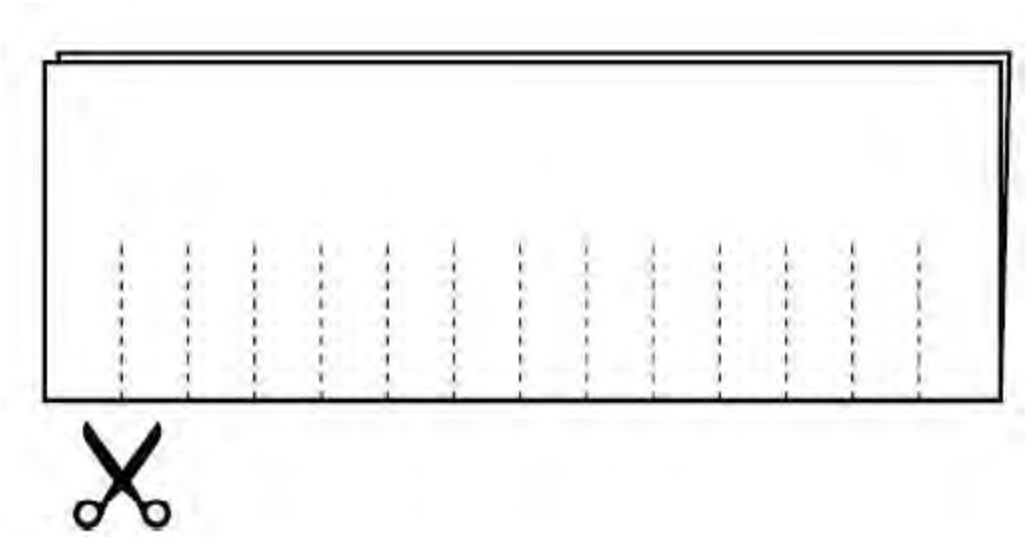

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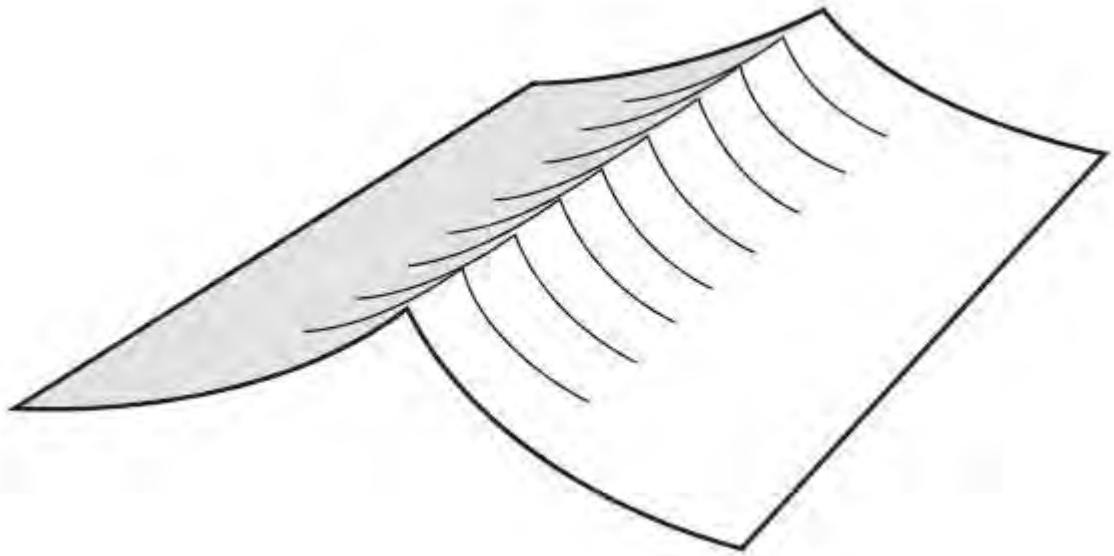
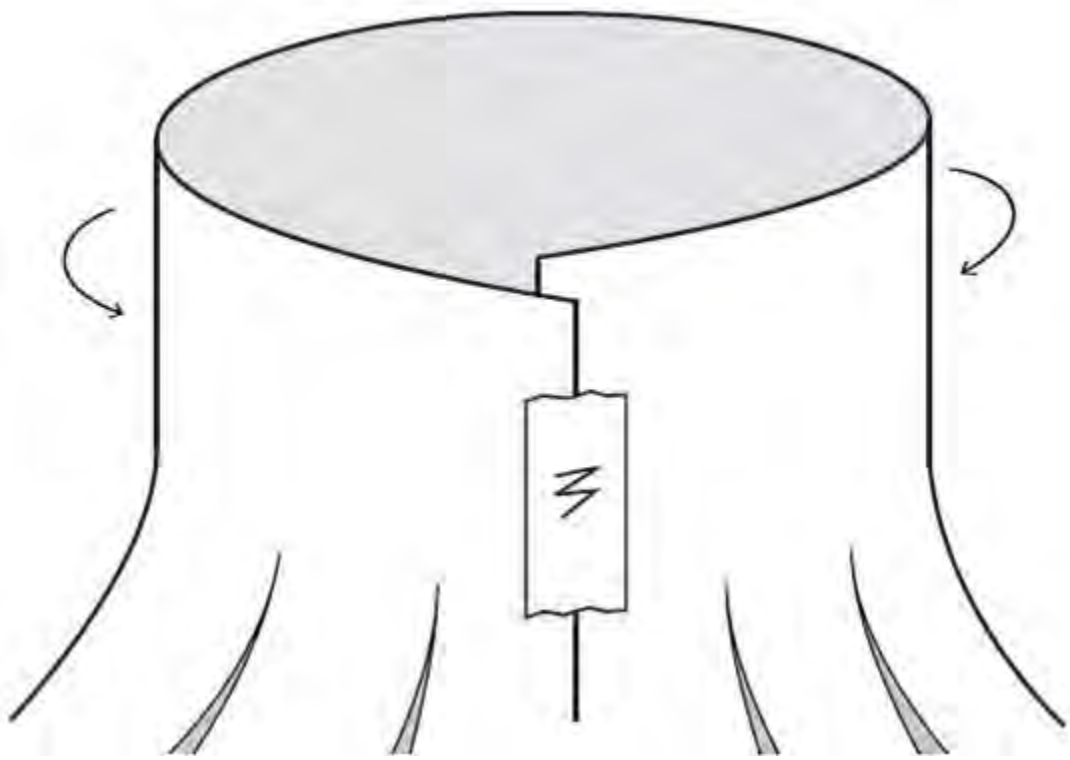


Step 5:



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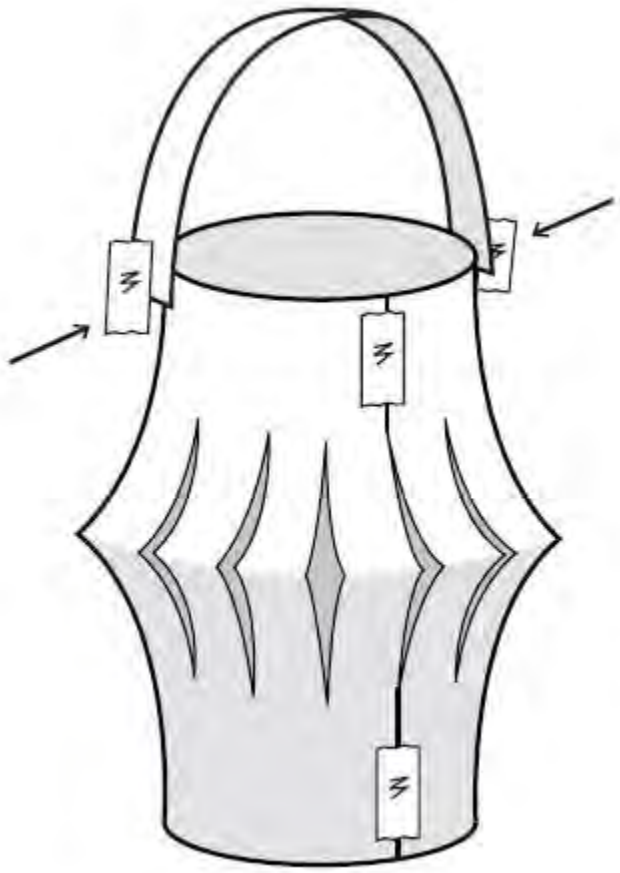

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Celebrating People, Planet & Possibility

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:

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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

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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 ¾" 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/

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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.

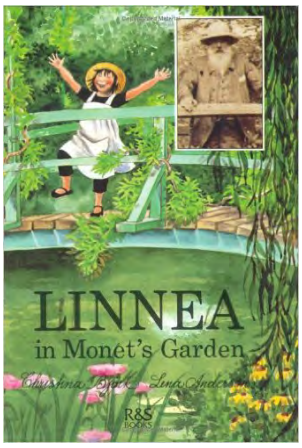
Background Information:
Monet was chosen as an artist for the children to study because his paintings are easily understood by children who love gardens.

Procedure:
- Read the book, Linnea in Monet's Garden to the children.
- Share he 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

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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.

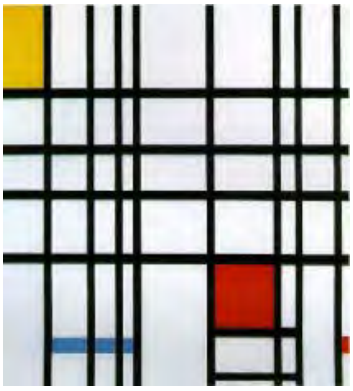
In 1892, Mondrian entered the Academy for Fine Art in Amsterdam as a qualified teacher. While teaching at the academy he also practiced his painting. Most of his paintings from this period were of landscapes. These pastoral images of Holland included fields, cows and windmills. These paintings were representational, 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.arthistorymom.com/renaissance-art/kids-meet-michelangelo-the-reluctant-painter-2/

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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=Rm0qszPJnc8
http://www.ducksters.com/biography/leonardo_da_vinci.php

First Grade

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

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

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

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Self-Portraits in Nature 7
Week 2: Lesson 1 - Pinecone Sculptures 9
Week 2: Lesson 2 - The Very Hungry Caterpillar—for First Grade 11
Week 3: Lesson 1 - Art Tales Nature as Its Model: Painting the colors of leaves 13
Week 3: Lesson 2 - Elephant in the Sky: Imaginative Clouds 15
Week 4: Lesson 1 - Sandy Feet 17
Week 4: Lesson 2 - Large Mural Creation 19
Week 5: Lesson 1 - A Rainbow 21
Week 5: Lesson 2 - Strong and Happy Colors 23
Week 6: Lesson 1 - Sad and Happy Colors 25
Week 6: Lesson 2 - The Dance of Colors 27
Week 7: Lesson 1 - Hand and Feet Jive Installation 29
Week 7: Lesson 2 - Leaves of Color 31
Week 8: Lesson 1 - My Garden of Color 33
Week 8: Lesson 2 - Drawing Beautiful Colors 35
Week 9: Lesson 1 - Touchable Textures 37
Week 9: Lesson 2 - Feeling Feathery 39
Week 10: Lesson 1 - Dry Beans and Grains 41
Week 10: Lesson 2 - Museum Visit 43
Week 11: Lesson 1 - What animal am I? 45
Week 11: Lesson 2 - Making Animals 47
Week 12: Lesson 1 - What does music feel like? 49
Week 12: Lesson 2 - Making A Rainstick 51
Week 13: Lesson 1 - My Family 53
Week 13: Lesson 2 - Family Circle Wreaths 56
Week 14: Lesson 1 - Families of Animals 58
Week 14: Lesson 2 - Family Names 60
Week 15: Lesson 1 - Family Puppets 62
Week 15: Lesson 2 - Family Seascape 64

Week 16: Lesson 1 - Our Family Story 66
Week 16: Lesson 2 - Family Portrait in Picture Frame 68
Week 17: Lesson 1 - 3D-Family Pet Collage 70
Week 17: Lesson 2 72
Week 18: Lesson 1 - Painting My Family Name 74
Week 18: Lesson 2 - Creating Rainbows 76
Week 19: Lesson 1 - Quilt of My Family 80
Week 19: Lesson 2 - Painting with Salt 82
Week 20: Lesson 1 - Hairy, Scary 84
Week 20: Lesson 2 - Museum Visit 86
Week 21: Lesson 1 - If I Were King or Queen of the World 88
Week 21: Lesson 2 - Design A 3D Castle 90
Week 22: Lesson 1 - Nature is Alive! 92
Week 22: Lesson 2 - It's a Bug's Life! 94
Week 23: Lesson 1 - Wall of Color 96
Week 23: Lesson 2 - My Community Map 98
Week 24: Lesson 1 - Engineering the Future 100
Week 24: Lesson 2 - My Community Story 102
Week 25: Lesson 1 - Color My World 104
Week 25: Lesson 2 - My Story of Nature 106
Week 26: Lesson 1 - Chinese Paper Lanterns 108
Week 26: Lesson 2 - Elements of Color 112
Week 27: Lesson 1 - Rub-a dub-dub 114
Week 27: Lesson 2 - Animal Shapes 116
Week 28: Lesson 1 - Cezanne and His Apples 118
Week 28: Lesson 2 - John James Audubon 120
Week 29: Lesson 1 - Kandinsky's Colors 123
Week 29: Lesson 2 - Rothko and Colors 125
Week 30: Lesson 1 - Seurat's Points 127
Week 30: Lesson 2 - Picasso's Textures 130

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Week 1: Lesson 1
GRADE 1

Sketchbooks
My Drawings

STANDARDS
CCSS 1.SL.1, 6

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

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

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

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

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

Stage 1:
- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

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

Stage 3:
- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:
- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.
- Thread yarn through needle and knot end.
- Holding the cover and pages together, starting at inside of book pages at bottom point, thread needle and yarn through all pages and through canvas strip.

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

Stage 5:
- Decorate cover of book with design, name of author, name of book, dates…
- Can use glitter, stencils, stickers, magazine cutouts, collage, etc.
- Can also decorate inside cover if want to leave outside as is.

Wrap up:
Introduce your clean-up routine to the children.

Notes/Feedback:

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Week 1: Lesson 2
GRADE 1

Self-Portraits in Nature
Seeing Myself Through Nature

STANDARDS
CCSS .1.7
VACS 1. 1.1, 1.2, 1.3, 2.1, 2.3, 2.5

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

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

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

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

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

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

Notes/Feedback:

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Week 2: Lesson 1
GRADE 1

Pinecone Sculptures
Seeing Myself Through Nature

STANDARDS
VACS 1 1.1, 1.2, 2.1, 2.3, 2.5

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

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

Preparation:
Gather materials and distribute sketchbooks, pencils and crayons

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

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Week 2: Lesson 2
GRADE 1

The Very Hungry Caterpillar—for First Grade
Seeing Myself Through Nature

STANDARDS
CCSS RL.1.1.2, 1.3., 1.4
VACS 1.1.1, 1.3

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

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

Preparation:

The Very Hungry Caterpillar, 1969

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

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

Procedure:

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

Wrap up: Have the children clean-up using your routine.
If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 3: Lesson 1
GRADE 1

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

Seeing Myself Through Nature

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.1, 2.4

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

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

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

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

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

Notes/Feedback:

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Week 3: Lesson 2
GRADE 1

Elephant in the Sky: Imaginative Clouds
Seeing Myself Through Nature

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.8

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

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

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

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

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

Notes/Feedback:

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Week 4: Lesson 1
GRADE 1

Sandy Feet
Seeing Myself Through Nature

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.1

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

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

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback

NUMI FOUNDATION
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Week 4: Lesson 2
GRADE 1

Large Mural Creation
Seeing Myself Through Nature

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.1,2.4

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

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

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

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

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

Notes/Feedback:

NUMI FOUNDATION
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Week 5: Lesson 1
GRADE 1

A Rainbow
Expressing Myself Through Color

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.2, 2.8

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

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

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

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

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

Notes/Feedback:

Week 5: Lesson 2
GRADE 1

Strong and Happy Colors
Expressing Myself Through Color

STANDARDS
CCSS 1.1.2, 1.3, 1.7
VACS 1.2.2, 2.4

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

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

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

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

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

Notes/Feedback:

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Week 6: Lesson 1
GRADE 1

Sad and Happy Colors
Expressing Myself Through Color

STANDARDS
CCSS 1.1.2, 1.3, 1.7
VACS 1.2.2, 2.4

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

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

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

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

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

Notes/Feedback:

NUMI FOUNDATION
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Week 6: Lesson 2
GRADE 1

The Dance of Colors
Expressing Myself Through Color

STANDARDS
CCSS 1.RL1.2, 1.3, 1.4

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

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

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

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

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

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

Notes/Feedback:

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Week 7: Lesson 1
GRADE 1

Hand and Feet Jive Installation
Expressing Myself Through Color

STANDARDS
VACS 1.1.2, 2.1, 2.2, 2.3

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

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

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

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

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

Notes/Feedback

Week 7: Lesson 2
GRADE 1

Leaves of Color
Expressing Myself through Color

STANDARDS
VACS 1.1.2, 1.2, 1.3, 2.4

OBJECTIVES
- To create colorful leaf patterns
- To draw in sketchbooks

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

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

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

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

Notes/Feedback:

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Week 8: Lesson 1
GRADE 1

My Garden of Color
Expressing Myself Through Color

STANDARDS
VACS 1.1.1, 1.2, 1.3, 2.3, 2.8

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

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

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

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

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

Notes/Feedback:

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Week 8: Lesson 2
GRADE 1

Drawing Beautiful Colors
Expressing Myself Through Color

STANDARDS
VACS 1.2.4, 2.8

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

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

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

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Week 9: Lesson 1
GRADE 1

Touchable Textures
Revealing Myself Through Design and Texture

STANDARDS
CCSS 1. 1a, b, c

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

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

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

Background Information:
Haiku is a Japanese poetry form. A haiku uses just a few words to capture a moment and create a picture in the reader's mind. It is like a tiny window into a scene much larger than itself.
Traditionally, haiku is written in three lines, with five syllables in the first line, seven syllables in the second line, and five syllables in the third line. Here's a haiku poem written by a poetry student:

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

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

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

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

Notes/Feedback:

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Week 9: Lesson 2
GRADE 1

Feeling Feathery
Revealing Myself Through Design and Texture

STANDARDS
VACS 1 1.1, 1.3, 2.1

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

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

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

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

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

Notes/Feedback:

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Week 10: Lesson 1
GRADE 1

Dry Beans and Grains
Revealing Myself Through Design and Texture

STANDARDS
VACS 1 1.1, 4.1, 4.2, 4.4

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

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

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

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For names of beans, legumes and grains see these websites:
http://www.cropsreview.com/grain-legumes.html
http://www.realsimple.com/food-recipes/shopping-storing/food/common-types-grains

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Week 10: Lesson 2
GRADE 1

Museum Visit
What art can we find at the museum?

STANDARDS
VACS 1.1, 3.2, 4.2, 5.3, 5.4

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

MATERIALS
- Pencils and sketchbooks

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

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

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

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

Notes/Feedback:

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Week 11: Lesson 1
GRADE 1

What animal am I?
Revealing Myself Through Design and Texture

STANDARDS
CCSS 1. 1a, 1b, 4

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

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

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

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

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

Notes/Feedback:

NUMI FOUNDATION
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Week 11: Lesson 2
GRADE 1

Making Animals
Revealing Myself Through Design and Texture

STANDARDS
CCSS 1. 1a, 1b
VACS 1 1.2, 2.1, 2.3

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

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

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

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

Procedure:

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

Wrap up:

Children should use your clean-up routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 12: Lesson 1
GRADE 1

What does music feel like?
Revealing Myself Through Design and Texture

STANDARDS
CCSS 1 1a, 1b, 1c

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

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

Procedure:
- Discuss how music makes everyone feel.

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

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about why music is important in schools:
http://www.nafme.org/20-important-benefits-of-music-in our-schools/

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Week 12: Lesson 2
GRADE 1

Making A Rainstick
Revealing Myself Through Design and Texture

STANDARDS
CCSS 1 1a, 1b, 1c
VVCS 1 4.2

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

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

Procedure:

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

Wrap up:
Children should use your clean-up routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 13: Lesson 1
GRADE 1

My Family
Seeing My Family Through Nature

STANDARDS
CCSS 1.SL 1a, b, c
VACS 1.2.1, 2.5, 2.7

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

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

Preparation

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

For My Brother, On His Birthday
A Funny Birthday Poem for Kids
From the book *The Armpit of Doom*

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

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

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

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

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

--Kenn Nesbitt

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Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about talking to children about homelessness: (in case the subject comes up)
http://www.babycenter.com/0_how-to-talk-to-your-child-about-poverty-and-homelessness_3657085.bc

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Week 13: Lesson 2
GRADE 1

Family Circle Wreaths
Seeing My Family Through Nature

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:

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

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

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 14: Lesson 1
GRADE 1

Families of Animals
Seeing My Family Through Nature

STANDARDS
CCSS 1.SL 1a, b, c
VACS 1.1.1, 1.3, 2.3

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

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

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

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

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

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 2
GRADE 1

Family Names
Seeing My Family Through Nature

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

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

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

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

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 15: Lesson 1
GRADE 1

Family Puppets
Seeing My Family Through Nature

STANDARDS
CCSS .1a, b, c

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

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

- Sketchbooks with pencils or crayons

Procedure:

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

Wrap up:

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

Notes/Feedback:

Teacher Supplement:

This article has information about using puppets with children:
http://www.creativityinstitute.com/puppetsineducation.aspx

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Week 15: Lesson 2
GRADE 1

Family Seascape
Seeing My Family Through Nature

STANDARDS
CCSS 1.SL.1a, b, c

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

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

Procedure:

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

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

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Week 16: Lesson 1
GRADE 1

Our Family Story
Expressing My Family Through Color

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

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

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

- Have the children draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
The following website has information about the benefits of storytelling for children:
http://www.storyarts.org/classroom/

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Week 16: Lesson 2
GRADE 1

Family Portrait in Picture Frame
Expressing My Family Through Color

STANDARDS
VACS 1.2, 2.4, 4.1, 4.3

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

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

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

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

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Week 17: Lesson 1
GRADE 1

3D-Family Pet Collage
Expressing My Family Through Color

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

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

Preparation:
Have animal picture books available for the children to see

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 17: Lesson 2
GRADE 1

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

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

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

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

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

Wrap up:
Have student clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
Read the following article with information about why the sun and moon shine and produce light:
https://www.highlightskids.com/science-questions/what-makes-sun-and-moon-shine

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Week 18: Lesson 1
GRADE 1

Painting My Family Name
Expressing My Family Through Color

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

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

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

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

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement*:*
www.youtube.com/watch?v=Ygey2FKOQeI

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Week 18: Lesson 2
GRADE 1

Creating Rainbows
Expressing My Family Through Color

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
Rainbow facts:
http://www.sciencekids.co.nz/sciencefacts/weather/rainbows.html

Sample of rainbow painting for lesson:

Story for this lesson:

How the Rainbow Was Made

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

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

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

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

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

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

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

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

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

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

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Week 19: Lesson 1
GRADE 1

Quilt of My Family
Expressing My Family Through Color

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

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

Preparation:
Gather all materials

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

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

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

Notes/Feedback:

Teacher Supplement:
An example of a story quilt page:

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Week 19: Lesson 2
GRADE 1

Painting with Salt
Revealing My Family Through Design and Texture

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

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

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

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

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

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

Salt Painting Sample:

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Week 20: Lesson 1
GRADE 1

Hairy, Scary
Revealing My Family Through Design and Texture

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

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

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

Procedure:

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

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Week 20: Lesson 2
GRADE 1

Museum Visit

STANDARDS
VACS 3.3, 4.2, 5.4

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

MATERIALS
- Pencils and sketchbooks

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

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

Procedure:

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

Wrap up:

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

Notes/Feedback:

Teacher Supplement:

This website has information about taking children to art museums:
http://arts.gov/art-works/2014/preparing-children-art-museums

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Week 21: Lesson 1
GRADE 1

If I Were King or Queen of the World
Revealing My Family Through Design and Texture

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

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

Preparation:
Have books available with pictures of kings and queens

Procedure:

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

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

Notes/Feedback:

Teacher Supplement:
Refer to the following website for information on the value of dress-up play for children.
http://www.pbs.org/wholechild/providers/play.html

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Week 21: Lesson 2
GRADE 1

Design A 3D Castle
Revealing My Family Through Design and Texture

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

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

Preparation:
Have books with pictures of castles available for the children.

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 22: Lesson 1
GRADE 1

Nature is Alive!
Seeing My Community Through Nature

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

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

Procedure:
- Discuss how nature is present in the community

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

Wrap up:
Have students clean-up using your routine

Notes/Feedback:

Teacher Supplement:
This article talks about the importance of nature to children:
http://outdoornation.org.uk/2013/02/12/the-importance-of-access-to-nature-for-children/

This article explains how to write a haiku poem:
http://www.creative-writing-now.com/how-to-write-a-haiku.html

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Week 22: Lesson 2
GRADE 1

It's a Bug's Life!
Seeing My Community Through Nature

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
This website will give you pictures of insects for the class:
http://www.insectidentification.org/

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Week 23: Lesson 1
GRADE 1

Wall of Color
Expressing My Community Through Color

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

MATERIALS
- Large mural paper
- Water color paint in red, yellow and blue
- Sponges
- Water jars
- Paint brushes at least ¾" in width
- Crayons
- Sketchbooks

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

Procedure:

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

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 23: Lesson 2
GRADE 1

My Community Map
Expressing My Community Through Color

OBJECTIVES

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

MATERIALS

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

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

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

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

Notes/Feedback:

Teacher Supplement:
This PowerPoint has information about map making with children:
ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf

This article has more information about map making:
http://eelink.net/eetap/info112.pdf

NUMI FOUNDATION
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Week 24: Lesson 1
GRADE 1

Engineering the Future
Revealing My Community Through Design and Texture

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

Procedure:

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

Wrap up:

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

Notes/Feedback:

Teacher Supplement:

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

http://www.weather.com/science/news/futuristic-buildings-around-world-photos
http://twistedsifter.com/2012/05/25-incredible-concert-halls-around-the-world/

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Week 24: Lesson 2
GRADE 1

My Community Story
Revealing My Community Through Design and Texture

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
This website has more about the benefits of storytelling for children:
http://www.storyarts.org/classroom/

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Week 25: Lesson 1
GRADE 1

Color My World
Seeing My World Through Nature

OBJECTIVES

- To create a painting of what the child feels hearing the sounds and music selected
- To listen to one or more of the choices on YouTube:
    - https://www.youtube.com/watch?v=wDwRMIcz0EM (Relaxing sounds of the El Yunque Rainforest
    - https://www.youtube.com/watch?v=aiAmAcaDQrM (Forest at Night Crickets, Owls, Rain, Wind
    - https://www.youtube.com/watch?v=g2k5D-oq2hM (Beethoven Moonlight Sonata and Nature

MATERIALS

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

- YouTube accessibility
- Sketchbooks with pencils or crayons

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

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

Wrap up:
Clean-up using your routine.

Notes/Feedback:

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Week 25: Lesson 2
GRADE 1

My Story of Nature
Seeing My World Through Nature

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

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

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

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

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

Notes/Feedback:

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Week 26: Lesson 1
GRADE 1

Chinese Paper Lanterns
Expressing My World Through Color

STANDARDS
CCSS 1 1a, b, c, 3

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

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

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

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

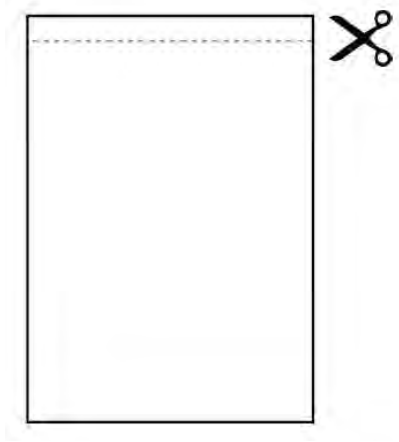
Wrap up:
Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
The History of Paper Lanterns:
http://www.historyoflamps.com/lantern-history/history-of-paper-lanterns/
Chinese letters to use to decorate lanterns:
www.google.com/search?q=chinese+letter+drawing&biw=1123&bih=528&tbm=isch&imgil=073j3laKOCJfyM%253A%253BIP

Directions for Making Chinese Paper Lanterns

Step 1:



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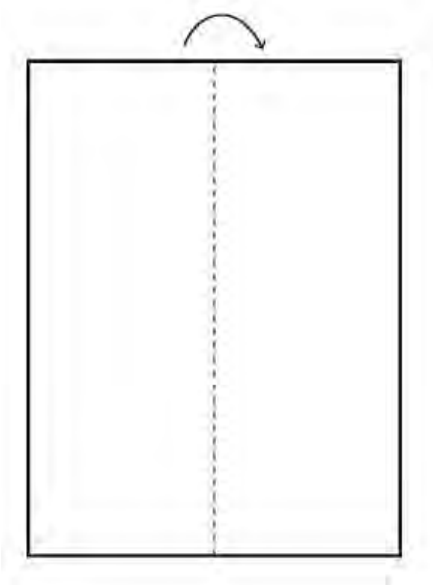

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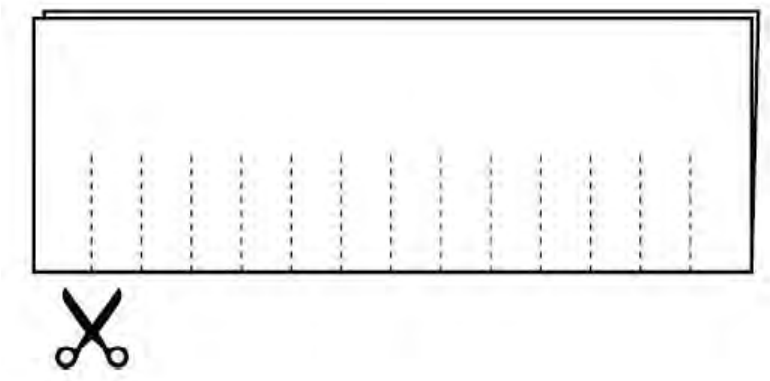

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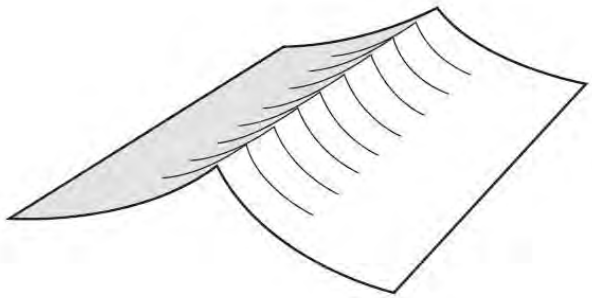

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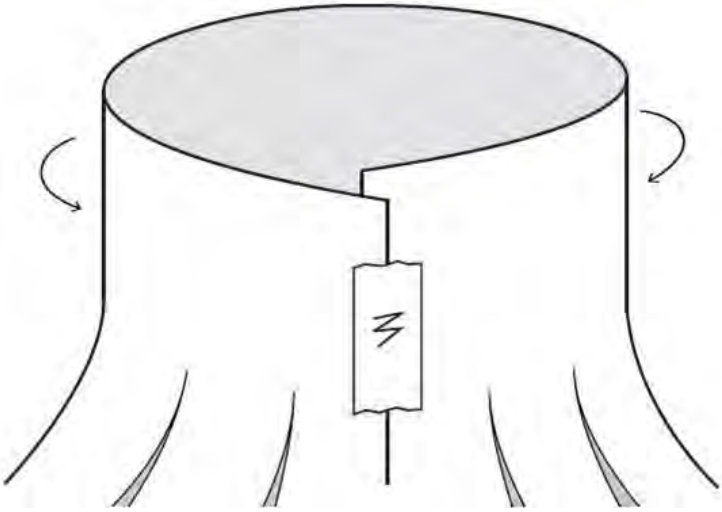
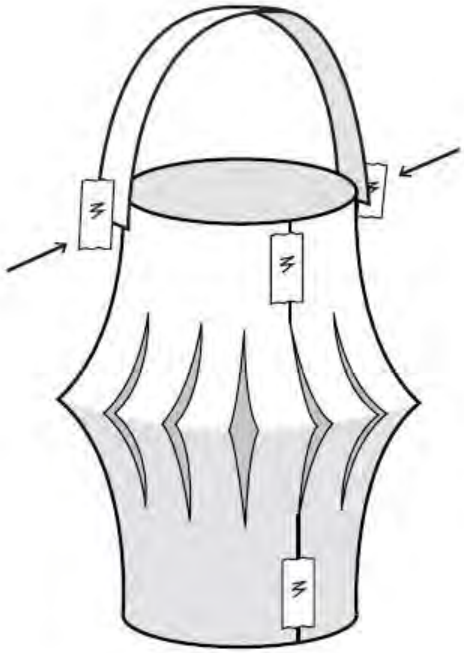


Step 6:



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Week 26: Lesson 2
GRADE 1

Elements of Color
Expressing My World Through Color

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

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

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

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

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about the elements see this website:
http://www.hometrainingtools.com/a/four-elements

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Week 27: Lesson 1
GRADE 1

Rub-a dub-dub!
Revealing My World Through Design and Texture

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

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

Preparation:
Collect a variety of materials for rubbing.

Background Information:
There are many YouTube lessons to watch.
This is one: www.youtube.com/watch?v=93X9ttm25YU

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

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

Notes/Feedback:

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Week 27: Lesson 2
GRADE 1

Animal Shapes
Revealing My World Through Design and Texture

STANDARDS
VACS 1 4.3, 4.4

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
Idea samples:

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Week 28: Lesson 1
GRADE 1

Cezanne and His Apples
Seeing Art History Through Nature

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
Biographical information on Cezanne:
http://www.theartstory.org/artist-cezanne-paul.htm

Still Life with Apple and Fruit Bowl

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Week 28: Lesson 2
GRADE 1

John James Audubon
Seeing Art History Through Nature

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

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

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

- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Biographical information about Audubon:
http://www.enchantedlearning.com/artists/audubon/ and
http://www.audubon.org/content/john-james-audubon

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Week 29: Lesson 1
GRADE 1

Kandinsky's Colors
Expressing Art History Through Color

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

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

Procedure:

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

Wrap up:
Have children clean-up use your routine.

Notes/Feedback:

Teacher Supplement:
This website includes biographical material about Kandinsky:
http://www.ducksters.com/biography/artists/wassily_kandinsky.php

KANDINSKY COLOR STUDIES

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Week 29: Lesson 2
GRADE 1

Rothko and Colors
Expressing Art History Through Color

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

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

Procedure:

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

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

Notes/Feedback:

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

Orange and Yellow

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Week 30: Lesson 1
GRADE 1

Seurat's Points
Revealing Art History Through Design and Texture

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

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

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

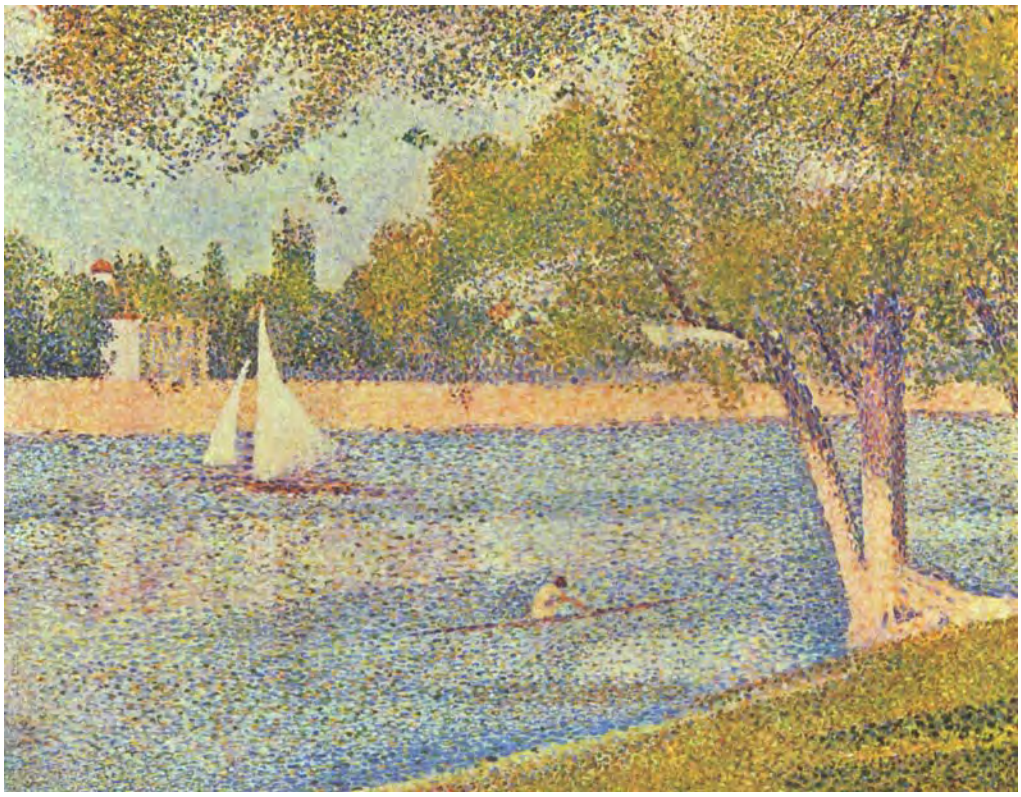
Procedure:
- Tell the biography of Seurat.
- Discuss pointillism or the method of creating pictures using dots.
- Show a sample of a Seurat painting to the class.
- Have children use practice drawing paper to create a small drawing from dots.
- Have the children complete a larger drawing using pointillism.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

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

Notes/Feedback:

Teacher Supplement:
See this website for biographical material on Seurat:
http://www.ducksters.com/biography/artists/georges_seurat.php
https://en.wikipedia.org/wiki/Georges_Seurat

Samples of Seurat's Paintings



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Week 30: Lesson 2
GRADE 1

Picasso's Textures
Revealing Art History Through Design and Texture

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

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

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

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

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

Notes/Feedback:

Teacher Supplement:
This is a tutorial for teachers explaining texture in art:
http://www.sophia.org/tutorials/elements-of-art-texture

Notes on cubism:
http://www.ducksters.com/history/art/cubism.php
http://www.metmuseum.org/toah/hd/cube/hd_cube.htm
http://www.theartstory.org/movement-cubism.htm

Biographical notes on Picasso:
http://www.ducksters.com//biography/artists/pablo_picasso.php

The Three Musicians by Picasso

Second Grade

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Second grade uses the creation of art as a means to conduct age appropriate exploration of concepts of self, family, and community, while also exploring the link between art and nature and the use of art as a means of self-expression. Students will learn to appreciate and see themselves in nature, and practicing expressing their nature-inspired visions by creating art.

Students will develop an ability to observe nature, draw inspiration from it, and express that inspiration through artistic creation. Students will learn about using sources such as music, story, and feelings to inspire the creation of art.

The cumulative project is an age appropriate discussion of major artists such as Dali and Kahlo, 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. Students will also explore cultural arts from Ancient Egypt and Mexican and Native American cultures, using these art forms to enhance their understanding of other cultures.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Rock Sculpture Installation 7
Week 2: Lesson 1 - Nature Sculptures 9
Week 2: Lesson 2 - Caterpillars, Butterflies and Bees, Oh My! 11
Week 3: Lesson 1 - Art Takes Nature as Its Model – Painting Leaves 13
Week 3: Lesson 2 - Parade of Clouds 15
Week 4: Lesson 1 - Sandy Feet 17
Week 4: Lesson 2 - Large Nature Mural Creation 19
Week 5: Lesson 1 - Painting with Blended Colors 21
Week 5: Lesson 2 - The Sun in the Sky 24
Week 6: Lesson 1 - My Heart in the Sky 26
Week 6: Lesson 2 - The Dance of Colors 28
Week 7: Lesson 1 - Hand Jive Installation 30
Week 7: Lesson 2 - Leaves of Color 32
Week 8: Lesson 1 - My T-Shirt Garden of Color 34
Week 8: Lesson 2 - Painting Beautiful Colors 36
Week 9: Lesson 1 - Touchable Textures 38
Week 9: Lesson 2 - Unusual Brushes 40
Week 10: Lesson 1 - Dry Beans and Grains 42
Week 10: Lesson 2 - Museum Visit 44
Week 11: Lesson 1 - Creating Animals 46
Week 11: Lesson 2 - Clay Animals 48
Week 12: Lesson 1 - Music Makes Me Move 50
Week 12: Lesson 2 - Instrument Making 52
Week 13: Lesson 1 - My Family 54
Week 13: Lesson 2 - Family Circle Wreaths 56
Week 14: Lesson 1 - Animals and My Family 58
Week 14: Lesson 2 - Family Names 60
Week 15: Lesson 1 - Puppet Family Stories 62
Week 15: Lesson 2 - Beach Story 64

Week 16: Lesson 1 - Our Unique Story 66
Week 16: Lesson 2 - Tangrams 68
Week 17: Lesson 1 - Up, Up in the Air 70
Week 17: Lesson 2 - My Family of Origami Sailboats 73
Week 18: Lesson 1 - Name in Color 75
Week 18: Lesson 2 - Aboriginal Rainbow Serpent 77
Week 19: Lesson 1 - Things My Family Likes to Do 80
Week 19: Lesson 2 - Art in Nature: Installation 82
Week 20: Lesson 1 - My Home 84
Week 20: Lesson 2 - Museum Visit 86
Week 21: Lesson 1 - Felted Family Tree 88
Week 21: Lesson 2 - The Initial of My Family Name 90
Week 22: Lesson 1 - Nature is Alive! 92
Week 22: Lesson 2 - Bugs, bugs and more bugs! 94
Week 23: Lesson 1 - Community Wall 96
Week 23: Lesson 2 - Map My Community! 98
Week 24: Lesson 1 - Futuristic Buildings 100
Week 24: Lesson 2 - Guess My Community Story! 102
Week 25: Lesson 1 - Musical Painting 104
Week 25: Lesson 2 - Nature as I See It! 106
Week 26: Lesson 1 - Chinese Paper Lanterns 108
Week 26: Lesson 2 - Earth, Water, Fire and Air 113
Week 27: Lesson 1 - Full Moon Tree Silhouettes 115
Week 27: Lesson 2 - Animal Shapes 117
Week 28: Lesson 1 - Art of Mexico 119
Week 28: Lesson 2 - Frida Khalo 123
Week 29: Lesson 1 - Dali 126
Week 29: Lesson 2 - Marc Chagall 130
Week 30: Lesson 1 - Ancient Egyptian Art 133
Week 30: Lesson 2 - Cartouche from Ancient Egypt 135

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Week 1: Lesson 1
GRADE 2

Sketchbooks
Where do my drawings live?

STANDARDS
CCSS 2.SL.6
Visual Arts Content Standards 2.1

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

MATERIALS
- 2 pieces of cardboard, each at 8.5” x 5.5” – for each student
- Piece of thick canvas material at 8.5” x 11” in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

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

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

Stage 1:
- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

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

Stage 3:
- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:
- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.

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

Stage 5:

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

Wrap up:

Introduce your clean-up routine to the children.

Notes/Feedback:

NUMI FOUNDATION
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Week 1: Lesson 2
GRADE 2

Rock Sculpture Installation
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES
- To create rock sculptures for an installation
- To discuss what qualities of themselves they see in the rocks
- To draw pictures of the sculptures in their sketchbooks

MATERIALS
- Rocks of many sizes
- Natural materials such as mosses, ferns, grasses
- Sketchbooks

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

Procedure:

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

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

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Week 2: Lesson 1
GRADE 2

Nature Sculptures
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.2, 1.3, 2.1

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:

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Week 2: Lesson 2
GRADE 2

Caterpillars, Butterflies and Bees, Oh My!
Large Mural Collage Creation
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3, 4.3

OBJECTIVES
- To create a large mural collage for display
- To discuss which qualities of these creatures are similar to human qualities
- 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 caterpillars, butterflies, bees and other natural creatures set in a forest of trees and plants.
- 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:

Some information about caterpillars, butterflies and bees:
http://www.gardenswithwings.com/factsinfo/articles/2009NL/PollinatorsAndFlowers.html

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Week 3: Lesson 1
GRADE 2

Art Takes Nature as Its Model – Painting Leaves

Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1

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

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

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

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 3: Lesson 2
GRADE 2

Parade of Clouds
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3

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.

Parade Of Clouds

As I lie on my back,
Gazing up at the sky.
I see two fleecy lambs,
Bounding by.

And all of a sudden,
What do I see?
Why, a big polar bear,
Glaring down at me.

Now .....

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 4: Lesson 1
GRADE 2

Sandy Feet
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1, 4.3

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

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

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

Procedure:

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

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 4: Lesson 2
GRADE 2

Large Nature Mural Creation
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1, 2.3, 4.2

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

MATERIALS
- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, 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:

NUMI FOUNDATION
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Week 5: Lesson 1
GRADE 2

Painting with Blended Colors
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.2.2, 3.1, 3.3

OBJECTIVES
- To blend colors using red, yellow and blue
- To create a color wheel

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

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:
Two versions of the color wheel are presented here. Please choose the one that works best for your students.

Procedure:
- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.

- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

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

Notes/Feedback:

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Week 5: Lesson 2
GRADE 2

The Sun in the Sky
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.2.2, 3.1

OBJECTIVES
- To paint the sun surrounded by sky

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 speaks about the golden yellow sun in the sky surrounded by blue that is lightest near the sun and grows darker as it moves further away from the sun.
- The students begin by painting a bright yellow sun in the center of the paper.
- Then, the students surround the sun with pale blue paint without touching it and have the blue become stronger as it moves away from the sun.
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

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Week 6: Lesson 1
GRADE 2

My Heart in the Sky
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.2.2, 2.4, 3.1

OBJECTIVES
- To paint a landscape with family members

- **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 speaks about a landscape that the children know, in the area in which the school is set or perhaps one from a story the children have heard.
- The students begin by painting the landscape leaving places for their family members who they represent in different colors or shades of colors.
- When painting is finished, children may draw in their sketchbooks.

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

Notes/Feedback:

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Week 6: Lesson 2
GRADE 2

The Dance of Colors
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.4.2

OBJECTIVES
- To review the feelings that colors give us
- To move or dance with color

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

Procedure:
- Have the children create a color story.
- Give one child (or more if more fabric is available) a fabric and ask then to show you how the color would move. 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.

- Have the children draw in their sketchbooks about the colors.

Wrap up:
The students will clean up using your routine.

Notes/Feedback:

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Week 7: Lesson 1
GRADE 2

Hand Jive Installation
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.2.5, 3.1, 3.3

OBJECTIVES
- To create a sculpture of hands in red, orange, yellow, green, blue and purple

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

Procedure:
- Have red, yellow and blue paint set up.
- Have each child paint a hand print by brush in a blended color
- Let each child make several.

- Once handprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.
- When finished, children may draw in sketchbooks.

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

Notes/Feedback:

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Week 7: Lesson 2
GRADE 2

Leaves of Color
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.1.1, 1.2, 1.3, 2.1, 2 2

OBJECTIVES
- To create color leaf patterns

MATERIALS
- 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.
- Decorate windows with these creations.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 8: Lesson 1
GRADE 2

My T-Shirt Garden of Color
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1

OBJECTIVES
- To create a colorful T-shirt garden of color

MATERIALS
- Assorted colorful crayons
- Popsicle (craft) sticks
- Drawing Paper
- Glue
- Flower pots filled with dirt in which to grow flowers.
- Seeds to grow flowers
- Sketchbooks with pencils or crayons

Procedure:

- Have children draw T-shirts on paper with one color crayon on each, print their name and cut them out.
- Have children glue the paper T-shirts onto the craft sticks and stick into flower pots filled with dirt or sand.
- Have children plant flower seeds in pot with instructions on how to help the seeds grow.
- Let the children discuss their T-shirt garden and how the colors make them feel.
- When finished, the children may draw in their sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 8: Lesson 2
GRADE 2

Painting Beautiful Colors
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 2.2.4, 3.2

OBJECTIVES
To create original paintings with beautiful colors
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

Background Information:
Review with the class how they have worked with color to show feelings. This class provides an opportunity for each child to express him or herself with a free drawing of color.

Procedure:
- Ask each child to think of a beautiful color picture they would like to remember in paint.
- When finished, they may draw in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
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Week 9: Lesson 1
GRADE 2

Touchable Textures
Revealing Myself Through Design and Texture

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.1

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:

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Week 9: Lesson 2
GRADE 2

Unusual Brushes
Revealing Myself Through Design and Texture

STANDARDS
Visual Arts Content Standards 2.1.1, 1.3, 2.2

OBJECTIVES
- To feel and describe feathers, sticks and cotton swabs with words
- To use the feathers, sticks and cotton swabs to paint feathery and other strokes and designs

MATERIALS
- Large turkey feathers
- Sticks of various thicknesses
- Cotton swabs
- Watercolor paper of at least 18” by 24”
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Ink to paint with
- 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 and that sticks come from nature and should be respected.
- Tell the children that they will paint soft, feathery strokes on their paper and then use ink to paint with sticks and cotton swabs.
- When finished, have the children discuss the look of the strokes.
- Have students write haiku poems or poetic metaphors for what they feel, e.g., soft as a cloud I rest my head on.
- 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/

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Week 10: Lesson 1
GRADE 2

Dry Beans and Grains
Revealing Myself Through Design and Texture

STANDARDS
VACS 2.2.1, 2.3, 2.5

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

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

Background Information:
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.
- Discuss how the children will put their dry beans and grains on their cardboard to create a self-portrait of themselves. Will it be by color, size, texture, or shape? Give them opportunity to see themselves in the mirror.
- 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

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Week 10: Lesson 2
GRADE 2

Museum Visit
What art can we find at the museum?

STANDARDS
VACS 2.1.2, 3.1, 3.3, 4.1, 4.2, 4.4, 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

NUMI FOUNDATION
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Week 11: Lesson 1
GRADE 2

Creating Animals
Revealing Myself Through Design and Texture

STANDARDS
VACS 2. 2.1

OBJECTIVES
- To discuss what is frightening and wonderful about animals
- To choose an animal to create
- To discuss why he or she wants to create this animal
- To make the animal
- To draw in sketchbooks

MATERIALS
- Various pieces of textiles (silk, wool, burlap, fake fur)
- Scissors
- Needles and thread
- Stuffing
- Sketchbooks and pencils or crayons

Procedure:

- Let each child choose a cloth to make their animal.
- Have the child discuss why they chose this animal.
- Let each child draw the form of their animal on the folded cloth and then cut to make two sides.
- Have the children sew their animals around the sides leaving a bit open to fill the form.
- Stuff the animal and finish sewing.
- Display and discuss project.
- 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/

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Week 11: Lesson 2
GRADE 2

Clay Animals
Revealing Myself Through Design and Texture

STANDARDS
VACS 2 2.1, 4.3

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

MATERIALS
- Clay
- Clay board
- Damp cloth
- Water spray bottle (for teacher)
- Sketchbooks and pencils or crayons
- Animal books for children to see

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

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

Procedure:

- To review the discussion from last class about animals the children would like to be.
- To discuss how to model clay in hands, not breaking into pieces, but keeping in one piece.
- Teacher models how to use clay to form an animal.
- Discuss what characteristics of the animal is interesting? Why does the child want to be that animal?
- Students use clay to model their animals.
- 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:

NUMI FOUNDATION
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Week 12: Lesson 1
GRADE 2

Music Makes Me Move
Revealing Myself Through Design and Texture

STANDARDS
CCSS 2 1a, b, c, d

OBJECTIVES
- To discuss how music makes us feel and move
- To listen to three musical pieces and dance after each piece with or without fabric
- To discuss how each piece made the children feel
- To draw in sketchbooks

MATERIALS
- Music on YouTube or choice of machine
- Tchaikovsky's 1812 Overture, Bach's Toccata in Fugue in D minor, Beethoven's 5th Symphony
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.
- Play Tchaikovsky's 1812 Overture and let children dance with or without fabric.
- Play Bach's Toccata in Fugue in D minor and let children dance with or without fabrics to music.
- Play Beethoven's 5th Symphony and let children dance with or without fabrics to music.
- Discuss how each piece of music made them feel.
- Draw the music or 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 2

Instrument Making
Revealing Myself Through Design and Texture

STANDARDS
CCSS 2 1a, b, c

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

MATERIALS
- Strong box
- Pencil and circle to trace
- Scissor
- Rubber bands of different thickness
- Sketchbooks with pencils or crayons

A basic rubber-band guitar

Preparation:
If an adult who plays guitar is available, how them play songs with the class when their guitars are finished.

Background Information:
Sound is formed by vibrations. Have the children lightly touch the instrument and feel vibrations while the rubber bands are being strummed.

Procedure:
- Discuss how music is made and what instruments they children know.
- On box, have students trace a circle and cut it out.
- Fold circle and glue on box as shown.
- Attach 6 rubber bands of different thicknesses to box with fasteners.
- Play music.
- Draw instruments in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 13: Lesson 1
GRADE 2

My Family
Seeing My Family Through Nature

STANDARDS
VACS 2 1.1, 1.3

OBJECTIVES
- To discuss what family means to the children
- To discuss who the people are in our families
- To discuss siblings in our families
- To read the poem,"Brother"
- To write poems in free verse about families
- 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:

Brother
By Mary Ann Hoberman

I had a little brother
And I brought him to my mother
And I said I want another
Little brother for a change.
But she said don't be a bother
So I took him to my father
And I said this little bother
Of a brother's very strange.
But he said one little brother
Is exactly like another
And every little brother
Misbehaves a bit he said.
So I took the little bother
From my mother and my father
And I put the little bother
Of a brother back to bed.
- Mary Ann Hoberman, "Brother" from The Llama W

Procedure:

- Discuss what family means and who is in our families.
- Teacher reads the poem, "Brother" which the class discusses.
- Each child writes a poem in free verse (no exact rules) about their family.
- Each child creates a collage display of natural objects to represent their family.
- Draw in sketchbooks.

Wrap up:

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

Notes/Feedback:

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Week 13: Lesson 2
GRADE 2

Family Circle Wreaths
Seeing My Family Through Nature

STANDARDS
CCSS 2 1a,b,c
VACS 2 1.1, 1.3, 2.1

OBJECTIVES
- To review conversations about families
- To discuss how good friends are like family members
- To discuss the symbolism of a circle always continuing
- To discuss how families are like circles
- To make a Family Circle Wreath for each child to take home and show their families
- To draw in sketchbooks

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

Procedure:

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

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 1
GRADE 2

Animals and My Family
Seeing My Family Through Nature

STANDARDS
CCSS 2 1a, b, c

OBJECTIVES
- To discuss pets the children may have
- To discuss animals families have seen in nature that are not pets
- To discuss how pets at home and animals in nature are different
- To discuss how different animals make us feel
- To create poems about animals in nature
- To write the poems on paper and illustrate with animal drawings for display
- To draw in sketchbooks

MATERIALS
- Large drawing paper
- Pencils and crayons
- Sketchbooks with pencils and crayons

Procedure:

- Discuss the pets children have.
- Discuss animals families have seen in nature that are not pets.
- Discuss how pets at home and animals in nature are different.
- Discuss how different animals make us feel.
- Create poems about animals in nature and how they make us feel.
- Write the poems on paper and illustrate with animal drawings.
- Draw in sketchbooks

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 2
GRADE 2

Funny Names
Seeing My Family Through Nature

STANDARDS
CCSS 2 SL4a

OBJECTIVES
- To discuss names and what they are used for
- To discuss names of family members
- To re-tell the story of Rumpelstiltskin from Grimm's Stories
- To act out the story of Rumpelstiltskin
- To create a display of Rumpelstiltskin out in the forest that several children work on.
- To draw in sketchbooks

MATERIALS
- Cardboard for base
- Small sticks, dried plants, fabric, buttons, yarn, paper
- Glue
- Sketchbooks and pencils or crayons

Procedure:

- Discuss names and what they are used for.
- Discuss names of family members.
- Read or re-tell the story of Rumpelstiltskin.
- Create a display of Rumpelstiltskin in the forest.
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

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Week 15: Lesson 1
GRADE 2

Puppet Family Stories
Seeing My Family Through Nature

STANDARDS
VACS 2 2.1

OBJECTIVES
- To discuss how puppets can represent members of a family
- To discuss how families live together in and with nature
- To make cloth puppets to represent family members
- To make a puppet stage
- To present puppet plays
- To draw in sketchbooks

MATERIALS
- 12” by 12” pieces of fabric in different colors
- Markers in various colors
- Yarn for hair, ribbons and buttons for clothing
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage

- Sketchbooks with pencils or crayons

Procedure:
- Discuss how puppets can represent members of a family
- Discuss how puppets can tell a story about a family
- Use markers to create faces and clothing on fabric and glue on yarn for hair and ribbons and buttons for clothes
- To make a puppet stage to use to perform puppet plays with glove families.
- To perform family puppet plays created by the children using subjects such as the stories of their family in nature.
- To 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

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Week 15: Lesson 2
GRADE 2

Beach Story
Seeing My Family Through Nature

STANDARDS
VACS 2 2.1, 2.3

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 seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS
- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or markers
- 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 and paint or markers on cardboard.
- Display and discuss projects.
- Sketch in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

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Week 16: Lesson 1
GRADE 2

Our Unique Story
Expressing My Family Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 2, 4

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

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

Procedure:

- Working in groups of two, the children will discuss a place, time or feeling the children remember in their family. Perhaps begin with a story of your own—a trip to the fair, on public transportation, when the ice cream truck came around, etc.
- Have the children draw the memory.
- Have children write a brief version of the story.
- 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/

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Week 16: Lesson 2
GRADE 2

Tangrams
Expressing My Family Through Color

STANDARDS
CCSS 2 SL 1a, b, c
VACS 2 1.1, 1.2

OBJECTIVES
- To discuss tangrams
- To create a tangram of an animal in the family or another's family
- To draw in sketchbooks

MATERIALS
- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Paint to create background on page
- Materials necessary for one color paint
- Sketchbooks and pencils

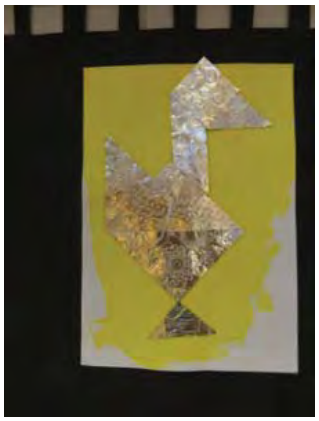
Preparation:
Enlarge the square in the Teacher Supplement for the children to cut.

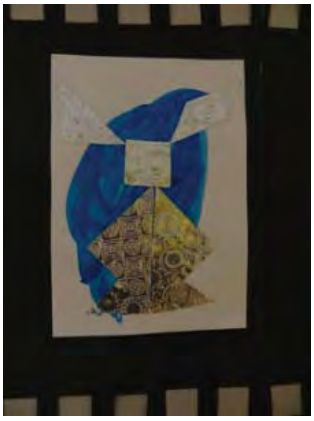
Procedure:
- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animal pets the children have or know in other places.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.





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Week 17: Lesson 1
GRADE 2

Up, Up in the Air
Expressing My Family Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 4
VACS 2 3.1, 5.1

OBJECTIVES
- To discuss hot air balloons
- To show the children images of hot air balloons
- To play, sing or read lyrics to Up, Up and Away
- To tell a teacher created short story about a trip in a hot air balloon
- To create a hot air balloon with each child's family seen in the balloon
- To draw in sketchbooks

MATERIALS
- Access to computer for hot air balloon images and music for song
- Drawing Paper
- Crayons or markers
- Sketchbooks and pencils

Procedure:

- Discuss hot air balloons and show images to children.
- Listen to the music for the song, "Up, Up and Away," or read/sing the lyrics.
- Tell a teacher created story about a trip in a hot air balloon.
- Have each child draw a hot air balloon with their family seen in the balloon.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Images of hot air balloons:
https://www.google.com/search?q=art+project+ideas&biw=864&bih=416&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&pjf=1

How Hot Air Balloons Work:
http://www.virginballoonflights.co.uk/ballooning-science.asp

YouTube performance of Up, Up and Away:
www.youtube.com/watch?v=5akEgsZSfhg

"Up, Up And Away" Lyrics

Wouldn't you like to ride in my beautiful balloon?
Wouldn't you like to glide in my beautiful balloon?
We could float among the stars together, you and I
For we can fly

Up, up and away in my beautiful, my beautiful balloon

The world's a nicer place in my beautiful balloon
It wears a nicer face in my beautiful balloon
We can sing a song and sail along the silver sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon

Suspended under a twilight canopy
We'll search the clouds for a star to guide us on
If by some chance you find yourself loving me
We'll find a cloud to hide us, keep the moon beside us

Love is waiting there in my beautiful balloon
Way up in the air in my beautiful balloon
If you'll hold my hand we'll chase your dreams across the sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon
Up and away, up, up and away, up, up and away

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Week 17: Lesson 2
GRADE 2

My Family of Origami Sailboats
Expressing My Family Through Color

STANDARDS
VACS 23.2, 3.3

OBJECTIVES
- To discuss origami
- To use drawing paper to create an ocean scene
- To make an origami sailboat for each member of each child's family
- To glue origami sailboats on ocean scene
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Crayons
- Colorful origami paper
- Sketchbooks

Preparation:
View YouTube video in Teacher Supplement

Read Origami with Rachel Katz (See Teacher Supplement)

Procedure:

- Discuss the art of origami.
- Create ocean scenes on drawing paper.
- Fold origami sailboats for every member of each family.
- Glue the sailboats onto the scene in order of age or role in family.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
YouTube segment with instructions for origami folding to create a sailboat:
https://www.youtube.com/watch?v=FFwcRP6CzRE

This website has information about origami:
http://www.origamiwithrachelkatz.com/origami/origami.php

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Week 18: Lesson 1
GRADE 2

Name in Color
Expressing My Family Through Color

STANDARDS
VACS 2 3.1, 3.3

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

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement*:*
www.youtube.com/watch?v=Ygey2FKOQeI

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Week 18: Lesson 2
GRADE 2

Aboriginal Rainbow Serpent
Expressing My Family Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2

OBJECTIVES
- To discuss rainbows (See Teacher Supplement)
- To discuss connection between colors of rainbow and members of families
- To hear the Australian Aboriginal story, "Rainbow Serpent" (See Teacher Supplement)
- To paint the rainbow serpent
- 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, "The Rainbow Serpent"
- Paint the rainbow serpent and the world the serpent created
- Draw in sketchbooks

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

Notes/Feedback:

Teacher Supplement:

Dreamtime Stories - the Rainbow Serpent

Here is a recount of the Aboriginal dreamtime creation myth involving the Rainbow Serpent:

In the Dreamtime all earth lay sleeping. Nothing moved. Nothing grew. One day the Rainbow Serpent awoke from her slumber and came out from under the ground.

She travelled far and wide and eventually grew tired and curled up and slept. She left marks of her sleeping body and her winding tracks. Then she returned to the place where she had first appeared, and called to the frogs, "Come out!"

The frogs came out slow because their bellies were heavy with water, which they had stored in their sleep. The Rainbow serpent tickled their stomachs and when the frogs laughed, water ran all over the earth to fill the tracks of the Rainbow serpents' wanderings. This is how lakes and rivers were formed.

With water, grass and trees sprang up. Also all animals awoke and followed the rainbow serpent across the land. They were happy on earth and each lived and gathered food with his own tribe. Some animals live in rocks, others on the plains and others in trees and in the air.

The Rainbow Serpent made laws that they all were to obey, but some became quarrelsome and made trouble. The Rainbow Serpent said," Those who keep my laws will be rewarded; I shall give them human form. Those who break my laws will be punished and turned to stone, never to walk the earth again.

The lawbreakers became stone and turned to mountains and hills, but those who kept the laws were turned into human form. The Rainbow Serpent gave each of them their own totem of the animal, bird or reptile from whence they came. The tribes knew themselves by their totems. Kangaroo, emu, carpet snake, and many, many more. So no one would starve, the Rainbow Serpent ruled that no man should eat of his totem, but only of other totems. This way there was food for everyone.

The tribes lived together on the land given to them by the Rainbow Serpent or Mother of Life and knew the land would always be theirs, and no one should ever take it from them.

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Week 19: Lesson 1
GRADE 2

Things My Family Likes to Do
Expressing My Family Through Color

STANDARDS
VACS 2 2.1, 2.3, 2.5

OBJECTIVES
- To discuss things the children's families like to do
- To have each child create a collage of the things their families like to do
- To display and discuss the collages
- To write a haiku poem about the things their families like to do
- To draw in sketchbooks

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

Procedure:

- Discuss the things each child's family likes to do.
- Create a collage of things each child's family likes to do.
- Display and discuss the collages.
- Write haikus about the things the families like to do.
- 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

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Week 19: Lesson 2
GRADE 2

Art in Nature: Installation
Revealing My Family Through Design and Texture

STANDARDS
VACS 2 3.1, 4.1, 4.2, 5.1

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
- Draw in sketchbooks

MATERIALS
- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- 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.
- Photography the installation and display photographs in the classroom.
- 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_0Fxg

Week 20: Lesson 1
GRADE 2

My Home
Revealing My Family Through Design and Texture

STANDARDS
VACS 2 2.1

OBJECTIVES
- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To draw in sketchbooks

MATERIALS
- Clay or plasticene
- Clay boards to model on
- YouTube capability
- Sketchbooks and pencils

Procedure:
- Discuss different types of homes the children know about.
- Show the YouTube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.

- Have each student create a model of the home in which they live.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Show this YouTubevideo of homes around the world:
https://www.youtube.com/watch?v=mVoLH7DLqaI

Week 20: Lesson 2
GRADE 2

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

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Week 21: Lesson 1
GRADE 2

Felted Family Tree
Revealing My Family Through Design and Texture

STANDARDS
CCSS 2 1a, b, c, 3
VACS 2 2.1

OBJECTIVES
- To discuss the symbolism of a Family Tree
- To create a felted tree with leaves representing family members
- To draw in sketchbooks

MATERIALS
- Felt pieces in assorted sizes and colors
- Yarn and needle with which to sew
- Pencil with which to trace
- Scissors
- Stuffing
- Sketchbooks and pencils

Procedure:

- Introduce the idea of Family Trees.
- Have each child cut two identical felt trees.
- Then have each child cut a leaf large enough to write a name on it.
- Have each child sew the tree together, using a blanket stitch, (see Teacher Supplement) stuff and close-up the sewing.
- Then have each child sew on a leaf with the name of a family member written on it.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information on what a Family Tree is:
https://en.wikipedia.org/wiki/Family_tree

Instructions for blanket stitch:
http://www.holiday-crafts-and-creations.com/how-to-do-blanket-stitch.html

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Week 21: Lesson 2
GRADE 2

The Initial of My Family Name
Revealing My Family Through Design and Texture

STANDARDS
CCSS 2 1a, b, c, 3
VACS 2 2.1

OBJECTIVES
- To review that a child's last name is also called a family name.
- To sew a felted initial of the child's last name
- To draw in sketchbooks

MATERIALS
- Felt pieces in assorted sizes and colors
- Yarn and needle with which to sew
- Pencil with which to write
- Scissors
- Stuffing
- Sketchbooks and pencils

Procedure:

- Review that a child's last name is also called a family name.
- Using felt approximately 8 ½ by 11", have each child write their letter on the felt filling the felt.
- Once felt is cut, have each child sew a blanket stitch (see Teacher Supplement) around the perimeter of the letter.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Instructions for blanket stitch:
http://www.holiday-crafts-and-creations.com/how-to-do-blanket-stitch.html

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Week 22: Lesson 1
GRADE 2

Nature is Alive!
Seeing My Community Through Nature

STANDARDS
CCSS 2 RL 4
VACS 2 2.1

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

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

- Sketchbooks and crayons or pencils

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

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
This article talks about the importance of nature to children:
This article explains how to write a haiku poem:
http://outdoornation.org.uk/2013/02/12/the-importance-of-access-to-nature-for-children/

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

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Week 22: Lesson 2
GRADE 2

Bugs, bugs and more bugs!
Expressing My Community Through Color

STANDARDS
VACS 2 2.1

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

MATERIALS
- Large mural paper
- Magazines with photos of insects or magazine pages that the children will cut into bugs
- Pipe cleaners (chenille) and other materials to make bugs 3D
- Pencils
- Wiggly-eyes, cheerios or fruit loops
- Black markers

- Glue

Procedure:
- Discuss how insects are a part of nature and in every community.
- Discuss which insects the children have seen.
- Have children work together to create a community nature scene with bugs. (See Teacher Supplement for photos of insects)
- Have children cut out photos of bugs or create bugs by cutting shapes of bugs from other photos that are not bugs per se.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
This website will give you pictures of insects for the class:
http://www.insectidentification.org/

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Week 23: Lesson 1
GRADE 2

Community Wall
Expressing My Community Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 6
VACS 2 2.1

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 ¾" in width
- Crayons
- Sketchbooks

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

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

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

Notes/Feedback:

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Week 23: Lesson 2
GRADE 2

Map My Community!
Expressing My Community Through Color

STANDARDS
CCSS 2 SL 1a, b, c
VACS 2 2.2

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 students write words on the map to name places and things
- To create a rhyme of color words describing things in the community, example:
- Trees are tall and green and red bugs on the ground don't want to be seen, etc
- This rhyme should be written on the board or easel paper for the children to see and read.
- Draw in sketchbooks

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

- Black board white board or easel paper
- Sketchbooks

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

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

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

Notes/Feedback:

Teacher Supplement:
This PowerPoint has information about map making with children:
ftp://ftp.itc.nl/pub/pgis/PGIS%20Articles/Mapping%20with%20children/Sobel%20Mapmaking-%20with%20Children%20ppt.pdf

This article has more information about map making:
http://eelink.net/eetap/info112.pdf

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Week 24: Lesson 1
GRADE 2

Futuristic Buildings
Revealing My Community Through Design and Texture

STANDARDS
CCSS 2 SL 1a, b, c
VACS 2 2.1

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:
Discuss how you want the children to work with the clay on the clay board to prevent the clay from falling on the floor. Give the children small balls of clay with which to

work. Explain how the wet cloth may be used to moisten the clay or to wipe up pieces that fall. Have the clay boards set up for the class with clay already in a ball on the board.

Procedure:

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

Wrap up:

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

Notes/Feedback:

Teacher Supplement:

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

http://www.weather.com/science/news/futuristic-buildings-around-world-photos
http://twistedsifter.com/2012/05/25-incredible-concert-halls-around-the-world/

Week 24: Lesson 2
GRADE 2

Guess My Community Story!
Revealing My Community Through Design and Texture

STANDARDS
CCSS 2 SL 1a, b, c, 4

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

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

Procedure:

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

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Week 25: Lesson 1
GRADE 2

Musical Painting
Seeing My World Through Nature

STANDARDS
VACS 2 2.2

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=wDwRMIcz0EM (Relaxing sounds of the El Yunque Rainforest
    - https://www.youtube.com/watch?v=aiAmAcaDQrM(Forest at Night Crickets, Owls, Rain, Wind
    - https://www.youtube.com/watch?v=g2k5D-oq2hM (Beethoven Moonlight Sonata and Nature

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

- Blue, red and yellow water color paint
- Water jars
- Paint brushes at least ¾" in width
- YouTube accessibility
- Sketchbooks with pencils or crayons

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

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

Wrap up:
Clean-up using your routine.

Notes/Feedback:

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Week 25: Lesson 2
GRADE 2

Nature as I See It!
Seeing My World Through Nature

STANDARDS
CCSS 2 SL 1a, b, c, 4
VACS 2 2.1, 2.3, 2.5

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

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

Procedure:

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

Wrap up:

- Have children clean-up using your routine.

Notes/Feedback:

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Week 26: Lesson 1
GRADE 2

Chinese Paper Lanterns
Expressing My World Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 3

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

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

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

Procedure:

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

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

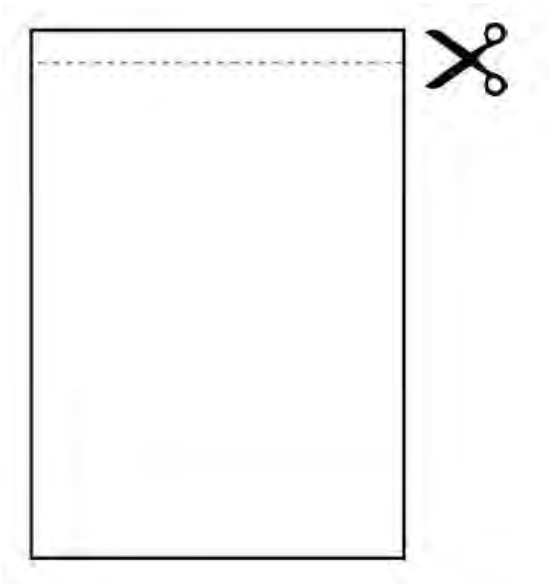
Notes/Feedback:

Teacher Supplement:
The History of Paper Lanterns:
http://www.historyoflamps.com/lantern-history/history-of-paper-lanterns/

Chinese letters to use to decorate lanterns:
www.google.com/search?q=chinese+letter+drawing&biw=1123&bih=528&tbm=isch&imgil=073j3laKOCJfyM%253A%253BIP

Directions for making Chinese paper lanterns

Step 1:



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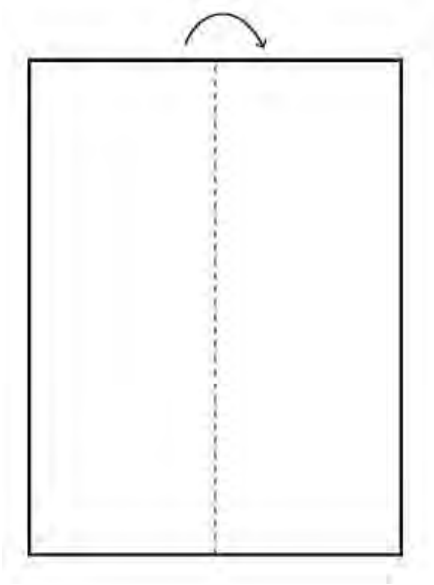

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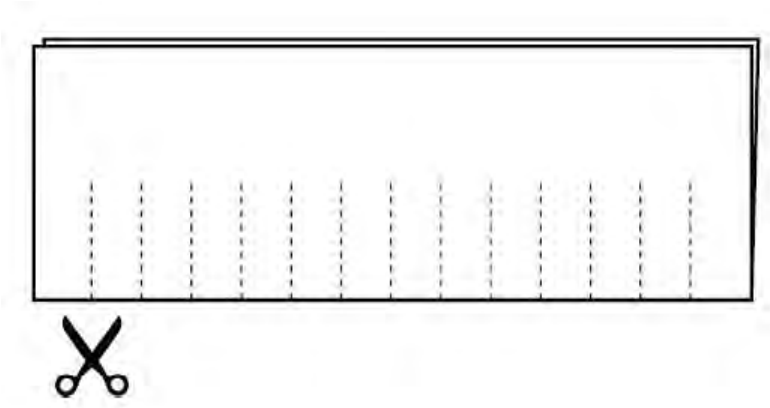

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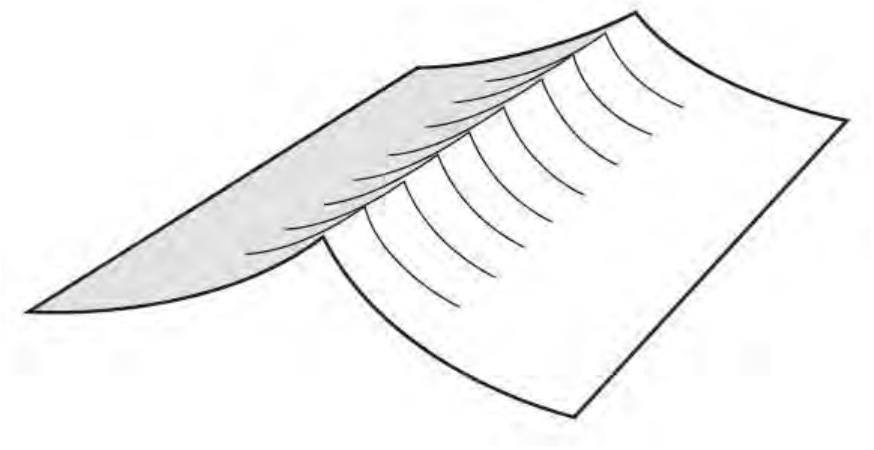

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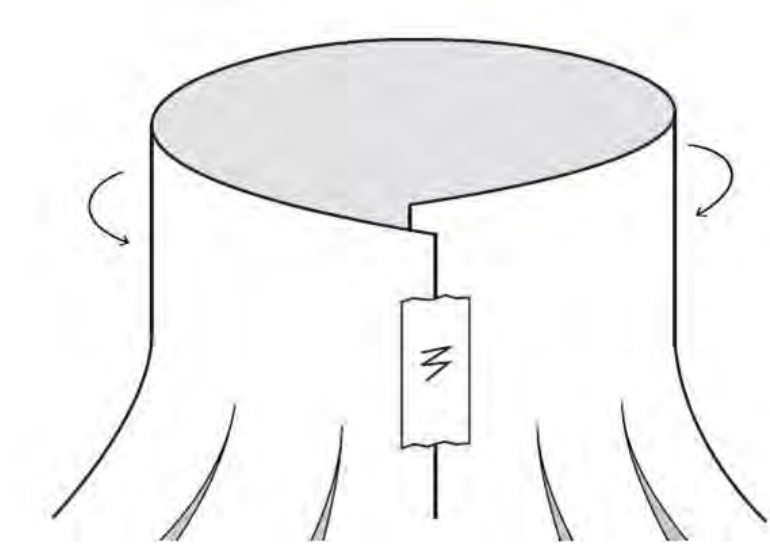

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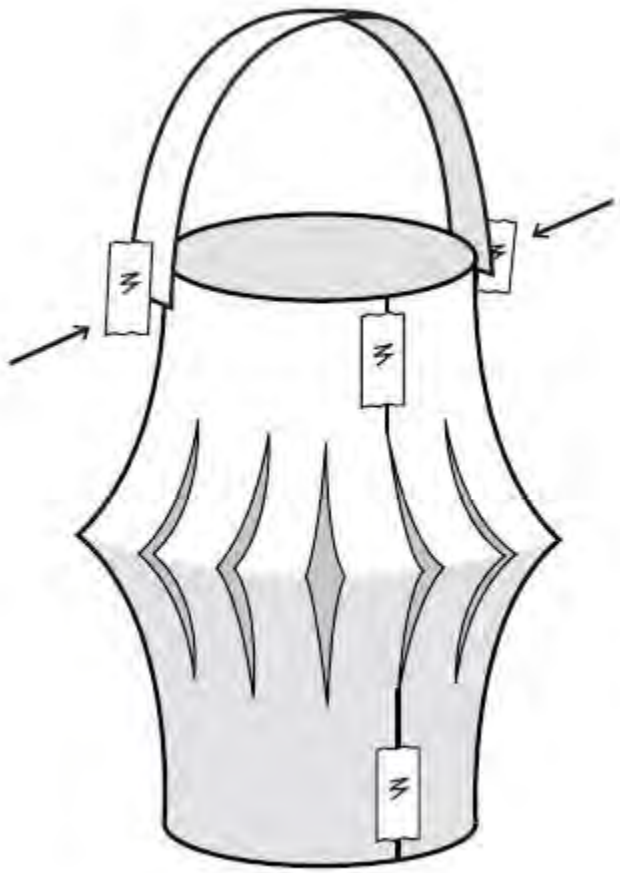

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Week 26: Lesson 2
GRADE 2

Earth, Water, Fire and Air
Expressing My World Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 1.2

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

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

Procedure:
- Discuss the earth's elements: earth, water, fire, air—what they are and what colors they might be.

- Ask the children where they have seen earth, water, fire and air.
- Explain that they will create tissue ball collages with the elements in mind.
- Explain that they will use tissue paper balled up in small balls to glue on the background.
- Display for all to see and talk about the colors of the elements.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

TEACHER SUPPLEMENT:
For information about the elements see this website:
http://www.hometrainingtools.com/a/four-elements

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Week 27: Lesson 1
GRADE 2

Full Moon Tree Silhouettes
Revealing My World Through Design and Texture

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 1.2

OBJECTIVES
- To discuss the idea of silhouettes and full moons they have seen
- To create trees with bent limbs
- To work with charcoal and paint
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Charcoal sticks
- Black tempera paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the paper
- Sponges

- 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.

Notes/Feedback:

Teacher Supplement:
Definition of silhouette to help discussion with students:
http://dictionary.reference.com/browse/silhouette

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Week 27: Lesson 2
GRADE 2

Animal Shapes
Revealing My World Through Design and Texture

STANDARDS
VACS 2 1.1, 2.2

OBJECTIVES
- To discuss geometric shapes—circle, square, triangle, hexagon and octagon 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:

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Week 28: Lesson 1
GRADE 2

Art of Mexico
Seeing Art History Through Nature

STANDARDS
CCSS 2 SL 1a, b, c
VACS 2 3.1, 3.2, 3.3

OBJECTIVES
- To discuss the Mexican and Native American art of God's Eyes
- To create this craft
- To draw in sketchbooks

MATERIALS
- Two craft sticks for each child
- Yarn of varied colors for each child
- Sketchbooks and pencils

Procedure:
- Discuss the art of God's Eyes.
- Display a sample or the photo in the Teacher Supplement.
- Follow directions in the Teacher Supplement to create this craft of Mexico.

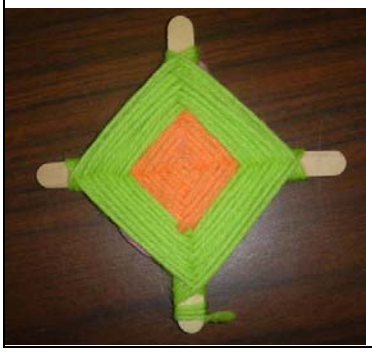
- Display work.
- Draw in sketchbooks.

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

Notes/Feedback:

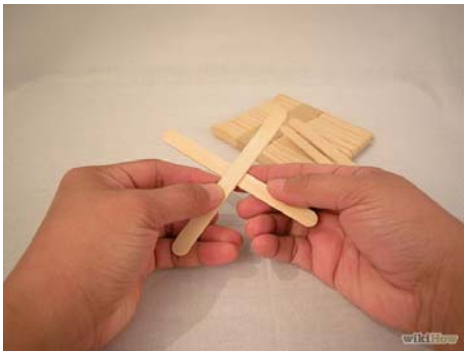
Teacher Supplement:

God's Eyes



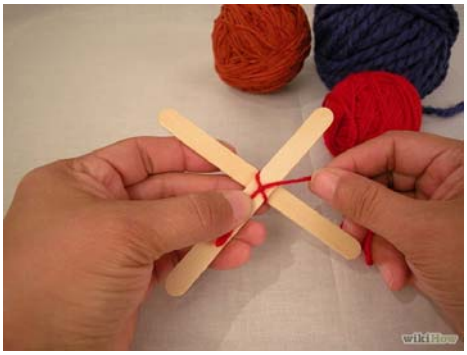
Ojo de Dios or Eye of God Huichol Indians of Mexico and the Aymara Indians of Bolivia weave brightly colored yarn on a simple frame of crossed sticks to make a design called "Ojo de Dios" or "Eye of God". Make one for yourself. In Mexico, The central eye was made when a child was born. Each year, a bit of yarn was added until the child turned five at which point the Ojo was complete.

Steps



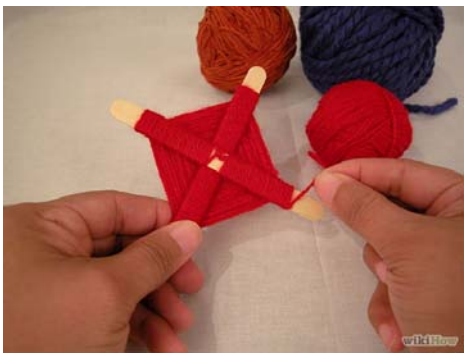
1 Place 2 sticks together to form an X. This is the frame for the God's Eye.

2. **Diagonally wrap one side 4 times, then do the opposite side 4 times so it's secure.**



3. Hold the frame in one hand and keep the sticks in place.

4. With the other hand, wrap the yarn over and around one arm of the X, then over and around the next arm, and so on. Pull the yarn tightly each time and push the yarn down snugly toward the center.



5. Continue working this way until the God's Eye is completed.

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Week 28: Lesson 2
GRADE 2

Frida Khalo
Seeing Art History Through Nature

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES
- To tell the story of Frida Kahlo
- To copy one of her paintings
- To draw in sketchbooks

MATERIALS
- Printed copies of the paintings included in this lesson
- 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

Background Information:
Some of Frida Kahlo's paintings are too hard for children of this age. I have included samples of paintings that include nature and are better suited for second grade students.

Procedure:
- Discuss the story of Frida Kahlo.
- Show the class copies of the paintings included with this lesson.
- Have the children choose one of the paintings to copy.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
Use this website for biographical information about Frida Kahlo
http://mom.me/latina-mom/13259-free-frida-kahlo-printable-coloring-activity/

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Week 29: Lesson 1
GRADE 2

Dali
Expressing Art History Through Color

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES
- To tell the story of Dali
- To show the paintings included in the lesson to the children
- To use various materials to create a 3-D version of Dali's timepiece and display on a printed version of the painting
- To draw in sketchbooks

MATERIALS
- Copies of Dali paintings
- A larger copy of Dali's Persistent Memory
- Cardboard, colored paper, tape and scissors
- Sketchbooks and pencils

Procedure:

- Tell the story of Dali.
- Show the children paintings of Dali.
- Using various materials, the children will create clocks as shown in the painting to place on the one larger printed copy of Persistent Memory.
- Display and discuss.
- Draw in sketchbooks.

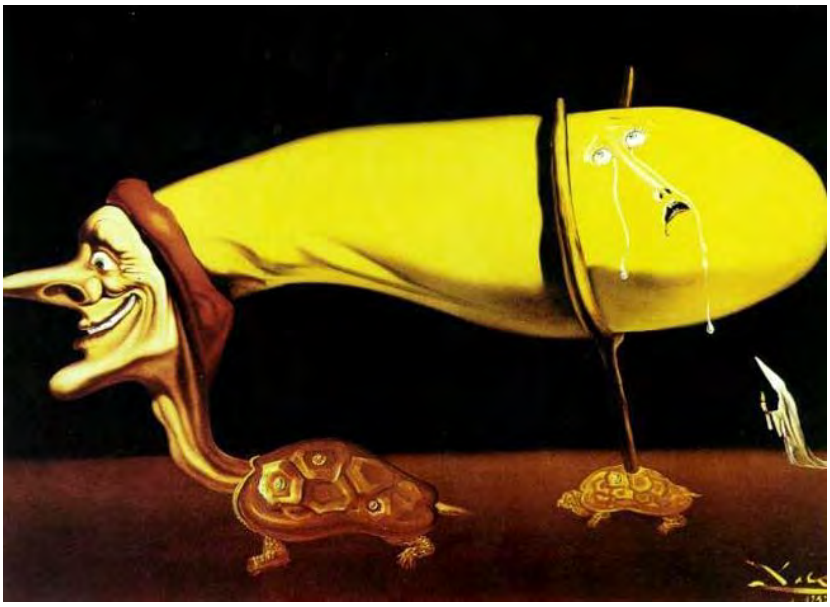
Wrap up:
Have class clean-up using your routine.

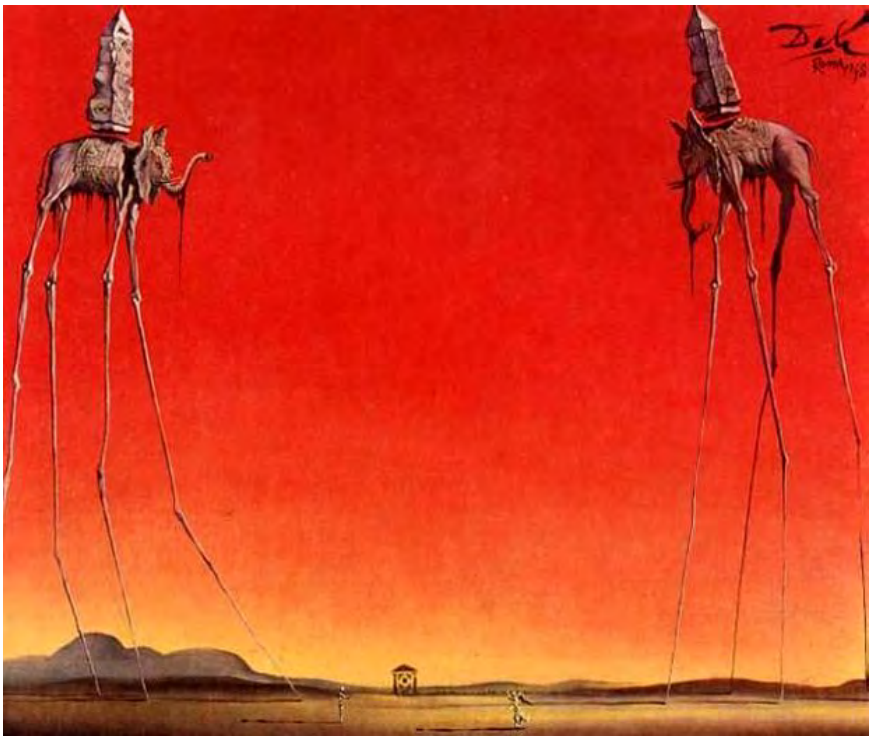
Notes/Feedback:

Teacher Supplement:
This website has complete information about Dali including his paintings and biography:
http://www.virtualdali.com/

This website has information about surrealism:
http://www.ducksters.com/history/art/surrealism.php

The Persistence of Memory





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Week 29: Lesson 2
GRADE 2

Marc Chagall
Expressing Art History Through Color

OBJECTIVES
- To discuss the biography of Marc Chagall
- To study his painting, *I and the Village*
- To create a colorful drawing based on Chagall's, *I and the Village*

MATERIALS
- Drawing Paper
- Pencil
- Color Markers
- Sketchbooks

Procedure:
- Discuss the biography of Marc Chagall.
- Show the class the Chagall painting, *I and the Village.*
- Instruct class to draw a pencil line from top left corner to bottom right corner and repeat on the right side forming an X on the page.
- In triangle 1, the children should draw the face of a person in profile, filling the whole triangle.

- In the opposite triangle, the children should draw the profile of an animal.
- In the third triangle, they should draw what the person is thinking about.
- In the fourth triangle, they should draw what the animal is thinking about.
- Finally, they should darken the pencil lines, except for the X, and color in the page as they wish.
- Discuss the drawings.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
http://www.theartstory.org/artist-chagall-marc.htm

I and the Village- Artist: Marc Chagall-Date: 1911

Daydreaming with Chagall

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Week 30: Lesson 1
GRADE 2

Ancient Egyptian Art
Revealing Art History Through Design and Texture

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES
- To hear the story of Ancient Egyptian Art and Tutankhamen
- To create a bust of Tutankhamen
- To draw in sketchbooks

MATERIALS
- Photocopy of the bust of Tutankhamun
- Plasticine in gold and blue
- Sketchbooks and pencils

Procedure:
- Tell the class about Ancient Egyptian Art.
- Tell the class the story of Tutankhamun.
- Create small busts of Tutankhamun with plasticine.

- Display busts.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For basic information about AncientEgyptian Art.
http://www.ducksters.com/history/art/ancient_egyptian_art.php

For information about King Tutankhamun:
http://www.biography.com/people/king-tut-9512446

Tutankhamen

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Week 30: Lesson 2
GRADE 2

Cartouche from Ancient Egypt
Revealing Art History Through Design and Texture

STANDARDS
CCSS 2 SL 1a, b, c, 3
VACS 2 3.1, 3.2, 3.3

OBJECTIVES
- To discuss cartouches
- To make a foil cartouche
- To draw in sketchbooks

MATERIALS
- Aluminum foil
- Sharpie
- Ball point pen
- Wooden stick (flat on one side and pointed on the other)
- Paper towel
- Sketchbooks and pencils
- YouTube accessibility

Preparation:
Watch the YouTube video listed in the Teacher Supplement.

Procedure:
- Tell the class about cartouche and how they were used in Ancient Egypt.
- Following steps on video to create cartouche.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
This website has information on what cartouches are.
http://www.ancientegypt.co.uk/pharaoh/explore/carto_b1.html

This is a seven-minute video that explains in detail how to make a cartouche.
https://www.youtube.com/watch?v=0mTAeTMcDfE

The chart from which to create letters of the children's names.
http://www.greatscott.com/down/hiero_chart.pdf

Third Grade

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Third grade uses the creation of art as a means to continue age appropriate exploration of art as expression, while also exploring the link between art and nature. Students will learn to appreciate and see themselves in nature, and practicing expressing their nature-inspired visions.

Students will explore the use of techniques such as color blending and perspective to add sophistication to their self-expression. 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.

The cumulative project is an age appropriate discussion of major artists such as Matisse, Warhol, and Rousseau, 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. Students will also explore cultural arts from Africa, Sweden, and Japan, using these art forms to enhance their understanding of other cultures.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Rock Sculpture Installation 7
Week 2: Lesson 1 - Pinecone Sculptures 9
Week 2: Lesson 2 - Nature as We See It: Large Mural Collage Creation 11
Week 3: Lesson 1 - The Tree of Life 13
Week 3: Lesson 2 - Bright Sky 15
Week 4: Lesson 1 - Sand Paintings 17
Week 4: Lesson 2 - Large Mural Creation 19
Week 5: Lesson 1 - Blended Colors 21
Week 5: Lesson 2 - Painting My Feelings 23
Week 6: Lesson 1 - Using Secondary Colors to Show Feelings 25
Week 6: Lesson 2 - Wax over Paint 27
Week 7: Lesson 1 - Hand and Feet Jive Installation 29
Week 7: Lesson 2 - Painting Colorful Fabrics 31
Week 8: Lesson 1 - Using Color to Brighten 33
Week 8: Lesson 2 - Colorful Wall Mural 35
Week 9: Lesson 1 - Flight and Stick 37
Week 9: Lesson 2 - Wheat Weaving Designs 39
Week 10: Lesson 1 - A Textured Self-Portrait 41
Week 10: Lesson 2 - Museum Visit 43
Week 11: Lesson 1 - Creating Animals from Patterns 45
Week 11: Lesson 2 - Idiomatic Expressions for Animals 47
Week 12: Lesson 1 - Music Made by Instruments 50
Week 12: Lesson 2 - Instrument Jam 52
Week 13: Lesson 1 - My Place in My Family Hand Print Wreaths 54
Week 13: Lesson 2 - Family Hand Print Wreaths 56
Week 14: Lesson 1 - Animals and My Family 58
Week 14: Lesson 2 - Funny Names in Stories 60
Week 15: Lesson 1 - Performed Puppet Play 62
Week 15: Lesson 2 - My Family's Beach Story 64

Week 16: Lesson 1 - Every Family Has a Story 66
Week 16: Lesson 2 - Tangrams 68
Week 17: Lesson 1 - Up, Up in the Air 70
Week 17: Lesson 2 - My Family of Origami Cranes 73
Week 18: Lesson 1 - Chinese Name Painting 75
Week 18: Lesson 2 - Playlist About My Family! 77
Week 19: Lesson 1 - Things I Like to do with My Family! 79
Week 19: Lesson 2 - Natural Families 81
Week 20: Lesson 1 - Our Homes 83
Week 20: Lesson 2 - Museum Visit 85
Week 21: Lesson 1 - My Favorite Family Place 87
Week 21: Lesson 2 - Autobiography of My Family and Me! 89
Week 22: Lesson 1 - A Postcard from Home 91
Week 22: Lesson 2 - Bringing Nature Indoors 96
Week 23: Lesson 1 - The Colors of My Community 98
Week 23: Lesson 2 - Detailed Map of My Community 100
Week 24: Lesson 1 - My Community of the Future 102
Week 24: Lesson 2 - A Skyscape Silhouette of My Community 104
Week 25: Lesson 1 - Seeing Nature From Another Perspective 106
Week 25: Lesson 2 - Nature from a Bird's Eye View 108
Week 26: Lesson 1 - A Place of My Own in the World 111
Week 26: Lesson 2 - The World is so full of Amazing Places! 113
Week 27: Lesson 1 - Full Moon Silhouettes 115
Week 27: Lesson 2 - Creating an Environment Poster 117
Week 28: Lesson 1 - Andy Goldsworthy 120
Week 28: Lesson 2 - Henri Rousseau 123
Week 29: Lesson 1 - Franz Marc and his Blue Horse 128
Week 29: Lesson 2 - Andy Warhol and Color 131
Week 30: Lesson 1 - African Masks 134
Week 30: Lesson 2 - Henri Matisse's Paper Cut-outs 137

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Week 1: Lesson 1
GRADE 3

Sketchbooks
Where do my drawings live?

STANDARDS
CCSS 3.SL.6
Visual Arts Content Standards 3.2.1

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

MATERIALS
- 2 pieces of cardboard, each at 8.5” x 5.5” - for each student
- Piece of thick canvas material at 8.5” x 11” in dimension – for each student
- Pieces of colored paper or decorative paper- this is to create book covers that are more fanciful. If need be, they can have white label on the fancier paper to identify the author of the book
- Elmer's glue –2 large bottles for class
- Rubber matt used for cutting into (can find these in art stores – 2 for class

- Poker to punch holes into paper (not sure what these are called but something whereby they can lay their pieces of paper onto the rubber matt and poke holes through) – 2 for class
- Ruler – 2 for class
- Needles with large eyes
- Rolls of yarn of various colors

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

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

Stage 1:
- Lay colored paper or decorative paper down. Apply glue.
- Lay cardboard piece on top and glue down. (If it's a colored paper and it's 8.5" x 11", flip your piece of cardboard so when it lays on top there is color paper all around it. This will become clearer as you finish the directions in this stage.)
- After gluing down one side, wrap other side of cardboard piece with decorative paper, applying it in gift fashion wrap style. Don't worry if it doesn't cover the whole cardboard. Glue down.
- Repeat with other piece of cardboard.

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

Stage 3:
- Fold sheets of paper in half.
- Place them all together and open them up so you are laying out middle of book.
- With ruler measure and mark the following 4 points on inside open fold of book: 1.25" from bottom; 2" increments. There will be 4 points marked.
- Using poker, poke holes all the way through at these points.
- Depending on thickness of the book, this may need to be done a few times.
- Laying out the inside of your open book cover, mark the middle of the canvas strip at the same points.
- Younger children will need assistance with this stage.

Stage 4:
- Place pages onto inside open layout of book cover.
- Measure enough yarn from top to bottom of book with extra for knotting.

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

Stage 5:

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

Wrap up:
Introduce your clean-up routine to the children.

Notes/Feedback:

NUMI FOUNDATION
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Week 1: Lesson 2
GRADE 3

Rock Sculpture Installation
Seeing Myself Through Nature

STANDARDS
CCSS 3.L
Visual Arts Content Standards 3.2.1, 2.4

OBJECTIVES
- To create rock sculptures for an installation
- To discuss what qualities of themselves they see in the rocks
- 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
- Sketchbooks

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

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

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

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Week 2: Lesson 1
GRADE 3

Pinecone Sculptures
Seeing Myself Through Nature

STANDARDS
VACS 1 1.1, 1.2, 2.1, 2.3, 2.5

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

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

Preparation:
Gather materials and distribute sketchbooks, pencils and crayons

Procedure:

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

Wrap up:

Have the students clean-up using your routine.

Notes/Feedback:

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Week 2: Lesson 2
GRADE 3

Nature as We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 2.1, 2.3, 2.4

OBJECTIVES
- To create a large mural collage for display
- To discuss which qualities of these creatures are similar to human qualities
- 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 caterpillars, butterflies, bees and other natural creatures set in a forest of trees and plants.
- 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:

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Week 3: Lesson 1
GRADE 3

The Tree of Life
Seeing Myself Through Nature

STANDARDS
CCSS3.L
Visual Arts Content Standards 1.4, 1.5, 2.1, 2.2, 2.3, 2.4

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
- To draw in sketchbooks

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 14” or larger
- Sketchbooks and pencils or crayons

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

Procedure:
- Have the children look at the leaves spread out on table or floor. Ask them to describe the leaves. They may speak about colors, shapes, and sizes. Discuss that everyone on Earth and everything in Nature comes in different colors, shapes and sizes.
- Instruct the children to choose one or more leaves that remind them of themselves or someone they love.
- Give each student a piece of painting paper.
- Set up small red, yellow and blue paint.
- Have the children paint a centered tree trunk with long tree limbs fanning out to the edge of the paper.
- Have each child paint the colors of their leaf or leaves by picking one color, dabbing it on the paper and watch it spread, then add in another color in that leaf next to the first color and watch how the colors blend together.
- When finished, display the trees of life 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:

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Week 3: Lesson 2
GRADE 3

Bright Sky
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 3. 2.1, 2.3, 2.4

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 Poemshttp://www.poetryinnature.com/nature/poetry.asp?poem=1837#ixzz3HH0xdnk9

- Then ask the children what they see in the sky. If possible, have them watch clouds until they transform from one shape to another.
- Then, have them create a sky scene on paper.
- After clean-up, have the children draw in their sketchbooks.

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

Notes/Feedback:

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Week 4: Lesson 1
GRADE 3

Sand Paintings
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 3.2.1, 2.2, 2.3, 2.4

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:

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Week 4: Lesson 2
GRADE 3

Large Mural Creation
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 3.2.1, 2.4

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

NUMI FOUNDATION
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Week 5: Lesson 1
GRADE 3

Blended Colors
Seeing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.2.1, 1.4, 2.2

OBJECTIVES
- To discuss blending colors—first and secondary colors
- To create a color wheel by blending colors
- 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

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:
Two versions of the color wheel are presented here. Please choose the one that works best for your students.

Procedure:
- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.
- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

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

Notes/Feedback:

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Week 5: Lesson 2
GRADE 3

Painting My Feelings
Expressing Myself Through Color

STANDARDS
VACS 3.1.2, 1.4, 2.2

OBJECTIVES
- To discuss how colors help us to express our feelings
- To paint the feelings the students have today
- 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 say how colors express their feelings
- The students create a painting expressing their feelings today
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
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Week 6: Lesson 1
GRADE 3

Using Secondary Colors to Show Feelings: How Music Influences Our Feelings

Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.1.2, 1.4, 2.2

OBJECTIVES
- To paint using only secondary colors: orange, green, purple to show our feelings which come from heard music
- 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

- Music source to play for children
  - Music chosen by the teacher to reflect what the teacher feels would resonate with the students—possibilities would be instrumental versions of songs from children's films such as Frozen, Cinderella, Up
  - 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 tells the children that today they will hear music and then paint the feelings this creates in them.
- The teacher will choose and play music that will generate feelings in the students and have them discuss how the music makes them feel.
- The teacher will decide to play the music again while the children paint or have them remember the music as they paint.
- When the paintings are finished, the children will discuss the feelings they created in their paintings.
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
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Week 6: Lesson 2
GRADE 3

Wax over Paint
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.1.2, 1.4, 2.2

OBJECTIVES
- To review the paintings of the past few lessons
- To paint a solid background of yellow, then draw with crayon to complete the picture
- 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 with water
- Paint brushes at least ¾” in width
- Painting Boards on which to place the wet paper
- Sponges
- Crayons

- 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 children should paint their paper in yellow.
- When dry, the children should draw with bright colors over the yellow.
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

Week 7: Lesson 1
GRADE 3

Hand and Feet Jive Installation
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.2.1, 2.2

OBJECTIVES
- To create a sculpture of hands and feet in red, orange, yellow, green, blue and purple
- To draw in sketchbooks

MATERIALS
- Cardboard
- Red, yellow and blue water paint
- Trays for paints
- Scissors
- Wire
- Clean-up materials
- Sketchbook with pencils or crayons

Procedure:

- Have paint trays in red, yellow, blue, orange, green and purple
- Have each child paint several hand and foot prints.
- Once handprints and footprints are dry, cut them out and arrange with wire in the form of a mobile.
- Put on display at school.
- When finished, children may draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 7: Lesson 2
GRADE 3

Painting Colorful Fabrics
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.1.2, 1.5, 2.1

OBJECTIVES
- To paint fabrics
- To draw in sketchbooks

MATERIALS
- Clean white fabric for each child
- Fabric Paints
- Clean-up materials
- Sketchbooks with pencils or crayons

Procedure:
- The children will each have a piece of fabric on which to paint.
- The paints squeeze out of the plastic bottles, so no brushes are needed.
- After the children decorate their fabrics, they may draw in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 8: Lesson 1
GRADE 3

Using Color to Brighten
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 3.2.1, 2.2

OBJECTIVES
- To brighten up objects with paint
- At the teacher's discretion, the children may paint gourds, balls or other objects.
- To draw in sketchbooks

MATERIALS
- Red, Yellow and blue water color paint
- Water jars with water
- Paint brushes of any width
- Crayons
- Sketchbooks with pencils or crayons
- Gourds, balls or other objects to be painted

Procedure:
- Have the children choose their object to paint.

- Discuss the kinds of things they may want to paint on their object and then sketch in their sketchbooks their ideas.
- Children should lightly sketch their ideas onto the object they are painting.
- Allow each child to paint their object the way they wish.
- When finished, the children may draw in their sketchbooks

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

Notes/Feedback:

NUMI FOUNDATION
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Week 8: Lesson 2
GRADE 3

Colorful Wall Mural
Expressing Myself Through Color

STANDARDS
CCSS 3.SL.6
Visual Arts Content Standards 3.1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3

OBJECTIVES
- To create a colorful wall mural to display
- To draw in sketchbooks

MATERIALS
- Large paper for a mural
- Yellow water color paint
- Water jars with water
- Paint brushes at least ¾" 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.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 9: Lesson 1
GRADE 3

Flight and Stick
Revealing Myself Through Design and Texture

STANDARDS
Visual Arts Content Standards 3.1.3, 2.1, 2.2

OBJECTIVES
- To feel and describe feathers, sticks and cotton swabs with words
- To use the feathers, sticks and cotton swabs to paint feathery and other strokes and designs

MATERIALS
- Large turkey feathers
- Sticks of various thicknesses
- Cotton swabs
- Watercolor paper of at least 18” by 24”
- Water in which to soak the paper
- Red, yellow and blue watercolor paint
- Water jars
- Ink to paint with
- 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 and that sticks come from nature and nature should always be respected.
- Tell the children that they will paint soft, feathery strokes on their paper with feathers and experiment with different strokes with cotton swabs and sticks.
- When finished, have the children discuss the look of the strokes.
- The children will then draw feathers in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 9: Lesson 2
GRADE 3

Wheat Weaving Designs
Revealing Myself Through Design and Texture

STANDARDS
VACS 3.1.5, 3.4, 3.5

OBJECTIVES
- To create a Swedish woven wheat design
- To draw in sketchbooks

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:
Two useful YouTube videos:
https://www.youtube.com/watch?v=tvYEZvgSpXM including basics about the craft

https://www.youtube.com/watch?v=QIKQ38pFYtM specific instructions about the Easy Harvest Braid

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. The videos show how to handle stems that are shorter than the others.
- Tie a ribbon around the bottom of the braid and the woven design is finished.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 10: Lesson 1
GRADE 3

A Textured Self-Portrait
Revealing Myself Through Design and Texture

STANDARDS
Visual Arts Content Standards 2.2.1, 2.3, 2.5

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

MATERIALS
- Cardboard base size 12” by 14”
- An assortment of dry beans and grains
- Glue
- Class Mirror
- Sketchbooks, pencils and crayons

Background Information:
- 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.
- Discuss how the children will put their dry beans and grains on their cardboard to create a self-portrait of themselves. Will it be by color, size, texture, or shape?
- Let each child look at themselves in the mirror.
- 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:

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Week 10: Lesson 2
GRADE 3

Museum Visit
What art can we find at the museum?

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 class clean-up using your routine.

Notes/Feedback:

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Week 11: Lesson 1
GRADE 3

Creating Animals from Patterns
Revealing Myself Through Design and Texture

OBJECTIVES
- To discuss what is frightening and wonderful about animals
- To choose an animal to create
- To discuss why he or she wants to create this animal
- To discuss and demonstrate how to make and use a pattern to make an animal
- To make the animal
- To draw in sketchbooks

MATERIALS
- Various pieces of textiles (silk, wool, burlap, fake fur)
- Newsprint or other thin paper
- Pencils
- Straight pins
- Scissors
- Needles and thread
- Stuffing
- Sketchbooks and pencils or crayons

Procedure:

- Let each child choose a cloth to make their animal.
- Have the child discuss why they chose this animal.
- Have each child create a pattern to cut and sew their animal
- Let each child pin their pattern on the fabric and cut it out.
- Have the children sew their animals together around the edge leaving space open to stuff.
- Stuff the animal and finish sewing.
- Display and discuss project.
- Draw in sketchbooks

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

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Week 11: Lesson 2
GRADE 3

Idiomatic Expressions for Animals
Revealing Myself Through Design and Texture

OBJECTIVES
- To discuss what qualities different animals have that are unique to that animal
- Use idiomatic expressions, such as, sly as a fox, soar like an eagle,
- To use clay to design the animal the child would like to be
- Try to use one of the expressions discussed in the design of the animal.
- To draw in sketchbooks

MATERIALS
- Clay
- Clay board
- Damp cloth
- Water spray bottle (for teacher)
- Sketchbooks and pencils or crayons
- Animal books for children to see

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

Background Information:
Introducing idioms to describe qualities of animals:

- **An Alley Cat**
  This idiom describes a feral cat that hangs around in alleys and relies on food provided by soft-hearted individuals. However, it's also applied to people who prey on the kindness of others. A person might say, "After school, Susan's friends drop by her house waiting to be fed like alley cats."

- **A Paper Tiger**
  This timeless idiom applies to people, government organizations and groups that act powerful or put on a bold face to hide their weaknesses. For example, "Nick is a paper tiger. He pretends to be tough, but he's really a gentle giant."

- **As Poor as a Church Mouse**
  The proverbial church mouse has little food, few possessions and no monetary wealth. This common idiom is applied to people or families who are poor and live humbly. Here's an example: "Mrs. Brown is as poor as a church mouse since her husband's passing."

- **To Make a Mountain Out of a Molehill**
  Moles are strong diggers that create mountain-shaped piles of dirt when building their underground burrows. When used as an idiom, it implies that a situation is viewed from a distorted perspective. For example, "In problem situations, people tend to make mountains out of molehills."

- **To Serve as a Guinea Pig**
  For years, guinea pigs have been used in laboratories to test unproven methods or products. Here's one example: "Jenny had never cooked before, but Martin agreed to serve as her guinea pig."

- **To Back the Wrong Horse**
  Horse racing has a profound impact on culture and language. This popular idiom means one made the wrong decision. Here's an example: "When the stock market crashed, Gerald realized he had backed the wrong horse."

- **The Black Sheep of the Family**
  Like a redheaded stepchild, the black sheep of the family never quite fits in with their siblings, parents or relatives. In literary works, the black sheep is often

portrayed as someone who does not have the same values as the rest of their family. For example, "John was the black sheep of the family. He painted, traveled and did not embrace his father's business."

- **To Cast Pearls Before Swine**
  Pigs and pearls don't go together. This idiom suggests that a gesture or gift is unappreciated or entirely misunderstood. Here's an example: "Rosemary did not appreciate the Faberge egg Peter brought back from Russia. It was as if he were casting pearls before a swine."

- **A Cat Gets One's Tongue**
  When a cat has one's tongue, it's impossible to speak or express one's feelings. For example, "George was a shy child. When in front of a group, his mouth seized up like a cat had his tongue."

- **To Have a Tiger by the Tail**
  This popular idiom implies that one has taken control of a powerful or unwieldy situation that is too large to manage. However, giving up is even more dangerous. Here's an example: "Larry was a novice, but he chose to climb Yellowstone's famous El Capitan. It wasn't long before he realized he had caught a tiger by the tail."

See more at: http://www.grammar.net/animal-idioms#sthash.cDrM7w3Q.dpuf

Procedure:
- To discuss qualities of animals and introduce idiomatic phrases about animals.
- To discuss how to model clay in hands, not breaking into pieces, but keeping in one piece.
- Teacher models how to use clay to form an animal.
- Students use clay to model their animals.
- When finished, children observe each other's animal.
- Students draw their animals in their sketchbooks and write idiomatic phrases about their animal.

Wrap up:
Children should use your clean-up routine.

Notes/Feedback:

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Week 12: Lesson 1
GRADE 3

Music Made by Instruments
Revealing Myself Through Design and Texture

OBJECTIVES
- To discuss the different instruments of the orchestra
- To listen and to and watch Serge Prokofiev: Peter and the Wolf. Vancouver Symphony Orchestra. (30 minutes)
- To discuss how each instrument is used in the piece
- To compare music with the feel of the fabric
- To draw in sketchbooks

MATERIALS
- Music on YouTube or choice of machine for audio and visual presentation
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:
- Discuss how music makes everyone feel.
- Play Serge Prokofiev: Peter and the Wolf. Vancouver Symphony Orchestra.
- YouTube: https://www.youtube.com/watch?v=MfM7Y9Pcdzw

- If 30 minutes is too long for the class to watch this video, take a stretch break in the middle.
- Discuss the story and how the instruments portrayed the characters in the story.
- Draw the instruments and characters they represent on large drawing paper to display.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 12: Lesson 2
GRADE 3

Instrument Jam
Revealing Myself Through Design and Texture

OBJECTIVES
- To view a Third Grade Class Jam session on YouTube
- To teach a rhythmic pattern for the class to learn and use in their jam session
- To make a handmade instrument and use it to create a jam session
- To draw in sketchbooks

MATERIALS
Empty tissue boxes, rubber bands, toilet paper and paper towel tubes, wax paper, larger containers such as oatmeal boxes for drums, large pebbles or dry beans for maracas.

Preparation:
Watch YouTube video:www.youtube.com/watch?v=OrywxxLJJGwdeMinico's Denizens-Third Grade Instrument Jam 2010. Gather materials in advance such as empty tissue box, rubber bands, toilet paper and paper towel tubes, wax paper, larger containers such as oatmeal boxes for drums, large pebbles or dry beans for maracas.

Procedure:

- Have class watch YouTube video of diMinico's Denizens Third Grade Instrument Jam 2010.
- Working in pairs, have students gather materials to make one instrument for each student.
- Once instruments are made, have a class jam session.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

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Week 13: Lesson 1
GRADE 3

My Place in My Family Hand Print Wreaths

Seeing My Family Through Nature

OBJECTIVES

- To review conversations about you and your family
- To discuss student's place within the family – oldest, youngest, middle or only child
- To discuss the symbolism of a circle always continuing
- To discuss how child and family are like circles
- To make a Family Hand Print Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS

- 2 Large bowls (one at least 10 inches and one at least 8 inches in diameter)
- Ruler
- Tape
- Markers
- Glue
- Cardboard Circle (12 inches in diameter and 2 inches thick)
- Ribbon
- Scissors

- Colored cardstock
- Pencils
- Decorations for the hands (buttons, stickers, gems, pom-poms, etc.)

Procedure:

- Discuss the self and relation of self to family.
- Trace the larger bowl on the cardboard. Trace the smaller bowl in the center of the larger bowl. Cut out the larger circle and the center formed from the smaller circle. (see photos)
- Take a piece of cardstock and turn it so that the pattern is facing down. Using a pencil, trace your hand or have someone trace it for you. Cut out the handprint along the pencil lines. (see photos).
- Turn your handprint over and decorate it with ribbons, buttons, stickers, or anything else desired. The decorations might relate to aspects about student and their interests.
- Create handprints around central handprint to symbolize siblings, parents and close relatives that live with student (if desired). Once all of the handprints have been created, arrange them on the cardboard circle so that they are overlapping and pointing in different directions. Glue the handprints to the cardboard and press down so that they are secure. Allow the glue to dry.
- Cut a piece of ribbon six inches long, fold in half and glue both ends to the top center of the back of the wreath. This is where you will hang the wreath from.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 13: Lesson 2
GRADE 3

Family Hand Print Wreaths
Seeing My Family Through Nature

OBJECTIVES
- To review conversations about families
- To discuss how good friends are like family members
- To discuss the symbolism of a circle always continuing
- To discuss how families and good friends are like circles
- To make a Family Hand Print Wreath for each child to take home and show their families
- To draw in sketchbooks

MATERIALS:
- 2 Large bowls (one at least 10 inches and one at least 8 inches in diameter)
- Ruler
- Tape
- Markers
- Glue
- Cardboard Circle (12 inches in diameter and 2 inches thick)
- Ribbon
- Scissors

- Colored Cardstock
- Pencils
- Decorations for the hands (buttons, stickers, gems, pom-poms, etc.)

Procedure:

- Discuss families and their connections to circles.
- Trace the larger bowl on the cardboard. Trace the smaller bowl in the center of the larger bowl. Cut out the larger circle and the center formed from the smaller circle.
- Take a piece of cardstock and turn it so that the pattern is facing down. Using a pencil, trace your hand or have someone trace it for you. Cut out the handprint along the pencil lines. (see photos).
- Turn your handprint over and decorate it with ribbons, buttons, stickers, or anything else desired. The decorations might relate to family members.
- Once all of the handprints have been created, arrange them on the cardboard circle so that they are overlapping and pointing in different directions. Glue the handprints to the cardboard and press down so that they are secure. Allow the glue to dry.
- Cut a piece of ribbon six inches long, fold in half and glue both ends to the top center of the back of the wreath. This is where you will hang the wreath from.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 1
GRADE 3

Animals and My Family
Expressing My Family Through Nature

OBJECTIVES
- To discuss pets the children may have
- To discuss animal families have seen in nature that are not pets
- To discuss how pets at home and animals in nature are different
- To discuss how different animals make us feel
- To discuss how animals have different qualities (previously mentioned in Week#11 Lesson#2)
- To create poems about animals whose qualities remind the students of their own family members.
- To write the poems on paper and illustrate with animal drawings for display
- To draw in sketchbooks

MATERIALS
- Large drawing paper
- Pencils and crayons
- Sketchbooks with pencils and crayons

Procedure:

- Discuss the pets that children have.
- Discuss animal families have seen in nature that are not pets.
- Discuss how pets at home and animals in nature are different.
- Discuss how different animals make us feel.
- Discuss how animals have different qualities (see above).
- Create poems about animals whose qualities remind the students of their own family members.
- Write the poems on paper and illustrate with animal drawings.
- Draw in sketchbooks.

Wrap up:

Have the class clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 2
GRADE 3

Funny Names in Stories
Seeing My Family Through Nature

OBJECTIVES
- To discuss names and what they are used for
- To discuss names of family members
- To re-tell the story of Pinocchio
- To act out the story of Pinocchio
- To create a display of Pinocchio that several children work on.
- To draw in sketchbooks

MATERIALS
- Cardboard for base
- Small sticks, dried plants, fabric, buttons, yarn, paper
- Glue
- Sketchbooks and pencils or crayons

Procedure:
- Discuss names and what they are used for.
- Discuss names of family members.
- Read or re-tell the story of Pinocchio

- Create a display of Pinocchio
- Display and discuss projects.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 15: Lesson 1
GRADE 3

Performed Puppet Play
Seeing My Family Through Nature

OBJECTIVES
- To discuss how puppets can represent members of a family
- To discuss Pinocchio the puppet's "family" of he and his father
- To discuss how in fairy tales puppets can be made human
- To make cloth puppets to represent Pinocchio and his father
- To make a puppet stage
- To present a puppet play to this class or a younger class
- To draw in sketchbooks

MATERIALS
- 12" by 12" pieces of fabric in different colors
- Markers in various colors
- Yarn for hair, ribbons and buttons for clothing
- Large cardboard to make a puppet stage
- Scissor for adult to cut out stage opening
- Paint or other materials to decorate puppet stage
- Sketchbooks with pencils or crayons

Procedure:

- Discuss how puppets can represent members of a family
- Discuss how puppets can tell a story about a family
- Use markers to create faces and clothing on fabric and glue on yarn for hair and ribbons and buttons for clothes
- To make a puppet stage to use to perform puppet plays
- To perform a puppet play created by the children using the story of Pinocchio to a younger class
- To draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 15: Lesson 2
GRADE 3

My Family's Beach Story
Seeing My Family Through Nature

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 seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS
- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or 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:

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Week 16: Lesson 1
GRADE 3

Every Family Has a Story
Expressing My Family Through Color

STANDARDS
CCSS 3 RL 2, 3 W 3a,d, 5
VACS 3 2.1

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 briefly 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 draw the memory.
- Have children write a brief version of 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 3

Tangrams
Expressing My Family Through Color

STANDARDS
CCSS SL 3a, b, c, d
L 3 4, VACS 2.1, 3.3

OBJECTIVES
- To discuss tangrams
- To create a tangram of an animal in the family or another's family
- To draw in sketchbooks

MATERIALS
- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Sketchbooks and pencils

Preparation:
Enlarge the square in the Teacher Supplement for the children to cut.

Procedure:

- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animal pets the children have or know in other places.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

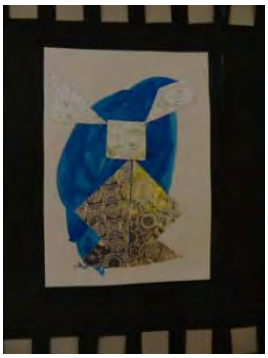
Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.



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Week 17: Lesson 1
GRADE 3

Up, Up in the Air
Expressing My Family Through Color

STANDARDS
CCSS 3 RL 2, 3, SL 1a,b,c,d
VACS 3 2.1

OBJECTIVES
- To discuss hot air balloons
- To show the children images of hot air balloons
- To play, sing or read lyrics to Up, Up and Away
- To tell a teacher created short story about a trip in a hot air balloon
- To create a drawing of a neighborhood as seen from above in a hot air balloon.
- To draw in sketchbooks

MATERIALS
- Access to computer for hot air balloon images and music for song
- Drawing Paper
- Crayons or markers
- Sketchbooks and pencils

Procedure:

- Discuss hot air balloons and show images to children.
- Listen to the music for the song, "Up, Up and Away," or read/sing the lyrics.
- Tell a teacher created story about a trip in a hot air balloon.
- Have each child create a drawing of a neighborhood as seen from above in a hot air balloon.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Images of hot air balloons:
https://www.google.com/search?q=art+project+ideas&biw=864&bih=416&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&pjf=1

How Hot Air Balloons Work:
http://www.virginballoonflights.co.uk/ballooning-science.asp

Youtube performance of Up, Up and Away
www.youtube.com/watch?v=5akEgsZSfhg

"Up, Up And Away" Lyrics

Wouldn't you like to ride in my beautiful balloon?
Wouldn't you like to glide in my beautiful balloon?
We could float among the stars together, you and I
For we can fly

Up, up and away in my beautiful, my beautiful balloon

The world's a nicer place in my beautiful balloon
It wears a nicer face in my beautiful balloon
We can sing a song and sail along the silver sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon
Suspended under a twilight canopy
We'll search the clouds for a star to guide us on
If by some chance you find yourself loving me
We'll find a cloud to hide us, keep the moon beside us

Love is waiting there in my beautiful balloon
Way up in the air in my beautiful balloon
If you'll hold my hand we'll chase your dreams across the sky
For we can fly

Up, up and away in my beautiful, my beautiful balloon
Up and away, up, up and away, up, up and away

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Week 17: Lesson 2
GRADE 3

My Family of Origami Cranes
Expressing My Family Through Color

OBJECTIVES
- To discuss origami
- To use drawing paper to create a sky scene
- To make an origami crane for each member of each child's family
- To glue origami cranes on sky scene
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Crayons
- Colorful origami paper
- Sketchbooks

Preparation:
View YouTube video in Teacher Supplement
Read Origami with Rachel Katz (See Teacher Supplement)

Procedure:

- Discuss the art of origami.
- Create sky scenes on drawing paper.
- Fold origami sky for every member of each family.
- Glue the cranes onto the scene in order of age or role in family.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Youtube segment with instructions for origami folding to create a crane:
https://www.youtube.com/watch?v=Ux1ECrNDZl4

This website has information about origami:
http://www.origamiwithrachelkatz.com/origami/origami.php

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Week 18: Lesson 1
GRADE 3

Chinese Name Painting
Expressing My Family Through Color

OBJECTIVES
- To have children identify their family, last name or first name
- To have children print their family or last name on scrap paper
- To have children paint their family, last name or first name in color
- To have children decorate their names with markers
- To have children write
- 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
- Markers

- 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 show examples of name paintings from Youtube or other sources and discuss how their gifts and talents can be represented by animals, flowers or other things in nature.
- To paint last, family or first 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=Ygey2FKOQeI

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Week 18: Lesson 2
GRADE 3

Playlist About My Family!
Expressing My Family Through Color

STANDARDS
CCSS 3 L 4

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 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
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

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Week 19: Lesson 1
GRADE 3

Things I Like to do with My Family!
Expressing My Family Through Color

STANDARDS
CCSS 3 RL 2, 3
VACS 3 2.1, 5.2

OBJECTIVES
- To discuss things the things each child likes to do with their family
- To have each child create a collage of the things each child likes to do with their families
- To display and discuss the collages
- To write a haiku poem about the things each child likes to do with their family
- To draw in sketchbooks

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

Procedure:

- Discuss the things each child likes to do with their family.
- Create a collage of things each child likes to do with their family.
- Display and discuss the collages.
- Write haikus about the things each child likes to do with their family.
- 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

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Week 19: Lesson 2
GRADE 3

Natural Families
Revealing My Family Through Design and Texture

STANDARDS
CCSS 3 SL 1a,b,c,d L 4
VACS 3 2.1, 3.3, 4.1

OBJECTIVES
- To use forms found in nature to create a design representing a family
- To draw in sketchbooks

MATERIALS
- Forms from the Teacher Supplement
- Drawing paper
- Markers
- Sketchbooks and pencils

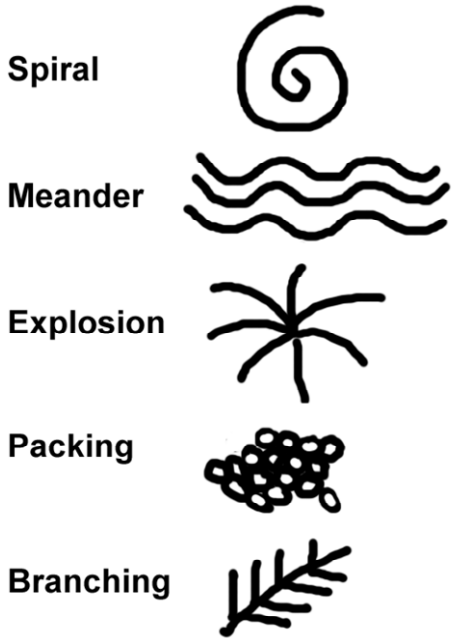
Procedure:
- Discuss the five forms of nature in the Teacher Supplement.
- Discuss how forms in nature can represent other things like their family.
- Have each child practice the forms on scrap paper.

- When ready, they should create a design of nature forms to represent their family.
- Display and discuss the designs.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Anything in nature can be categorized into one or more of the Five Patterns in Nature. Spiral, Meander, Packing, Branching, and Explosion. (Examples: Spiral: a seashell, a spider web; Meander: a snake's trail through the sand, ripples in the water; Packing: honeycombs of a beehive, grains of sand; Branching: trees, veins on a leaf; Explosion: a sunflower, a snowflake.)



NUMI FOUNDATION
Celebrating People, Planet & Possibility

Week 20: Lesson 1
GRADE 3

Our Homes
Revealing My Family Through Design and Texture

STANDARDS
CCSS 3 1a,b,c,dL4
VACS 3 2.1, 2.5, 3.3, 4.2

OBJECTIVES
- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To put the models together to create a community
- To draw in sketchbooks

MATERIALS
- Clay or plasticene
- Clay boards to model on
- Large board to place homes together in community
- Youtube capability
- Sketchbooks and pencils

Procedure:

- Discuss different types of homes the children know about.
- Show the youtube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.
- Have each student create a model of the home in which they live.
- Place each home on a large board in community adding other buildings, roads, etc.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Show this youtube video of homes around the world.
https://www.youtube.com/watch?v=mVoLH7DLqaI

Week 20: Lesson 2
GRADE 3

Museum Visit

STANDARDS
CCSS 3 SL1,a,b,c
VACS 3 2.1, 3.1,3.2,3.3,3.4, 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

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Week 21: Lesson 1
GRADE 3

My Favorite Family Place
Revealing My Family Through Design and Texture

STANDARDS
CCSS3 1a,b,c,d
VACS3 2.1

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 ¾" 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.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 21: Lesson 2
GRADE 3

Autobiography of My Family and Me!
Revealing My Family Through Design and Texture

STANDARDS
CCSS 3 1a,b,c,d, RL 2,3
VACS 3 2.1, 4.2,4.3

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 each child create a book jacket of their own and of their family's 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

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Week 22: Lesson 1
GRADE 3

A Postcard from Home
Seeing My Community Through Nature

STANDARDS
CCSS 3 SL 1,a,b,c,d, L 4
VACS 3 1.3,1.5,2.1,4.1,4.3

OBJECTIVES
- To look at postcards from anywhere in the world
- To state what can be learned about landscape and culture from the postcard
- To discuss The Rabbit Hunt included in the Teacher Supplement
- To create a postcard of nature in the child's community
- To draw in sketchbooks

MATERIALS
- Cardboard or poster board cut into large postcard size cards
- Markers or color pencils
- Sketchbooks

Procedure
- Discuss postcards and show images or real postcards to the class.

- What can you say about a place and its landscape and culture from its picture on a postcard?
- Discuss the painting of The Rabbit Hunt included in the Teacher Supplement. What can be said of the landscape and culture of this place?
- Create individual postcards including nature where the children live.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:

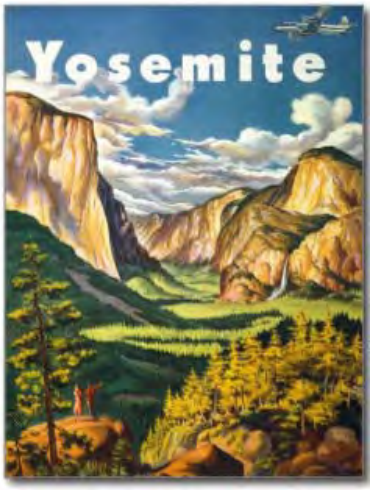
Rabbit Hunt by E. Martin Hennings

San Francisco Vintage Tourism Travel Art Postcard

Vintage London Travel postcard

SPAIN Vintage Travel postcard

Italy Vintage Travel Tourism Postcard



Yosemite National Park Vintage Tourism Travel Ad Postcard

Mexico Vintage Travel Tourism Art Postcard

Ireland Vintage Tourism Travel Ad Postcard

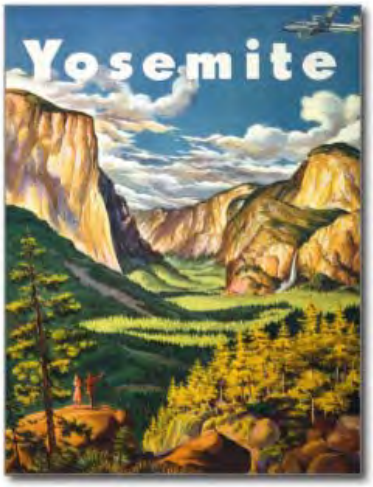
Amsterdam Holland vintage travel tourism ad Postcard

Travel Thailand white elephant Postcard

Vintage Travel Poster,Austria Postcard

Vintage Peru Travel Postcard

Vintage Travel Brazil Postcard



Yosemite Travel Art Postcard

Mexico vintage travel postcard

Jamaica Caribbean Vintage Tourism Travel Ad Postcard

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Week 22: Lesson 2
GRADE 3

Bringing Nature Indoors
Seeing My Community Through Nature

STANDARDS
CCSS 3 SL 1,a,b,c, L4
VACS 3 2.1,4.3

OBJECTIVES
- Discuss what nature exists near the school
- Discuss how that spot of nature could be re-created indoors
- Create an indoor nature installation
- Discuss how it feels to bring nature indoors
- Write in prose or poetry how it feels to bring nature indoors
- Draw in sketchbooks

MATERIALS
- Outdoor branches and flowers and plants
- Paper and pencils
- Sketchbooks

Preparation:
Pre-clear a space in the room to re-create nature

Procedure:

- Discuss what signs of nature exist near the school.
- Discuss how this group might re-create that bit of nature in the classroom.
- Go outdoors, if possible, and collect, with permission, branches, flowers, plants and such to create an indoor nature installation.
- When completed, discuss how it feels to have nature indoors.
- Have each student write in prose or poetry how it feels to bring nature indoors.
- Draw in sketchbooks.

Wrap up:

After the installation is up for a while, have students clean-up using your routine.

Notes/Feedback:

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Week 23: Lesson 1
GRADE 3

The Colors of My Community
Expressing My Community Through Color

STANDARDS
CCSS 3 SL 1a,b,c,d
VACS 3 2.1,2.4

OBJECTIVES
- To have everyone close their eyes and see the colors of their community
- 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:

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Week 23: Lesson 2
GRADE 3

Detailed Map of My Community
Expressing My Community Through Color

STANDARDS
CCSS 3 1a,b,c,d, L4
VACS 3.3, 4.2, 5.4

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 a large floor map of the community in small groups
- To have students write words on the map to name places, roads, and geographic direction (North, South, East, West)
- 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%20Mapmaking-%20with%20Children%20ppt.pdf

This article has more information about map making
http://eelink.net/eetap/info112.pdf

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Week 24: Lesson 1
GRADE 3

My Community of the Future
Revealing My Community Through Design and Texture

STANDARDS
CCSS 3 1,a,b,c,d L4
VACS 3 2.1,2.3, 2.4

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 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.
- 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/

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Week 24: Lesson 2
GRADE 3

A Skyscape Silhouette of My Community
Revealing My Community Through Design and Texture

STANDARDS
CCSS 3 1,a,b,c,d L4
VACS 3 2.1,2.3, 2.4

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
- Painting Paper
- Blue paint for sky
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the wet paper
- Sponges
- Black construction paper

- Scissors
- 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 paint a background sky on the paper.
- Have children cut building shapes from the black paper.
- Have children glue the black building silhouettes on the painted paper.
- Draw in sketchbooks

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 25: Lesson 1
GRADE 3

Seeing Nature From Another Perspective
Seeing My World Through Nature

STANDARDS
CCSS 3 1,a,b,c,d,L 4
VACS 2.1, 2.3, 2.4

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 it from the bug's perspective.
- Discuss finished drawings.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

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Week 25: Lesson 2
GRADE 3

Nature from a Bird's Eye View
Seeing My World Through Nature

STANDARDS
CCSS 3 1,a,b,c,d,L 4
VACS 2.1, 2.3, 2.4

OBJECTIVES
- Review previous lesson from a bug's eye view
- Discuss how that is different from a bird's-eye view
- Have each child experience looking at something with a bird's-eye view
- Have each child draw something from a birds-eye view
- 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

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Week 26: Lesson 1
GRADE 3

A Place of My Own in the World
Expressing My World Through Color

STANDARDS
CCSS 3 1,a,b,c,d
VACS 3 2.1, 2.3, 2.4

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:

NUMI FOUNDATION
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Week 26: Lesson 2
GRADE 3

The World is so full of Amazing Places!
Expressing My World Through Color

STANDARDS
CCSS 3 1a,b,c,d, L 4
VACS 3 2.1, 2.2

OBJECTIVES
- To discuss the many amazing places in the world
- To create small group murals of the beautiful places in the world
- To draw in sketchbooks

MATERIALS
- Books with photos of the world or printouts
- Large mural paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least ¾" in width
- Sketchbooks and pencils

Procedure:

- Discuss the many amazing and beautiful places in the world.
- Show photos or printouts of some of these places to the class.
- Breaking into small groups, have the children paint murals of places in the world.
- Display and discuss the places painted.
- Draw in sketchbooks**.**

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

NUMI FOUNDATION
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Week 27: Lesson 1
GRADE 3

Full Moon Silhouettes
Revealing My World Through Design and Texture

OBJECTIVES
- To discuss the idea of silhouettes and full moons they have seen
- To create trees with bent limbs
- To work with charcoal and paint
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Charcoal sticks
- Black tempera paint
- Water jars with water
- Paint brushes at least ¾" in width
- Painting Boards on which to place the paper
- Sponges
- 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.

Notes/Feedback:

Teacher Supplement:
Definition of silhouette to help discussion with students
http://dictionary.reference.com/browse/silhouette

NUMI FOUNDATION
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Week 27: Lesson 2
GRADE 3

Creating an Environment Poster
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

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Week 28: Lesson 1
GRADE 3

Andy Goldsworthy
Seeing Art History Through Nature

STANDARDS
CCSS 3 SL 1a,b,c,d L 4
VACS 3 2.1, 3.3, 4.1

OBJECTIVES
- To discuss Installation Art (See Teacher Supplement)
- To have children watch the Goldsworthy video
- To have children create an installation outdoors
- If an outdoor installation is not possible, create an installation site inside school
- To photography and display these
- Draw in sketchbooks

MATERIALS
- Assorted materials from nature, stones, leaves, sticks
- Youtube viewing capability
- Sketchbooks and pencils

Procedure:
- Discuss installation art with the children.
- 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.
- Have a discussion about how their creation, how it is connected to nature and what will happen to the piece over time.
- Photography the installation and display photographs in the classroom.
- 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_0Fxg

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

Notes/Feedback:

Teacher Supplement:
For biographical information about Andy Goldsworthy:
http://greenmuseum.org/c/aen/Issues/goldsworthy.php

For images of the work of Goldsworthy:
http://www.morning-earth.org/ARTISTNATURALISTS/AN_Goldsworthy.html

Photo: Andy Goldsworthy's 'Striding Arch on Benbrack Hill

NUMI FOUNDATION
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Week 28: Lesson 2
GRADE 3

Henri Rousseau
Seeing Art History Through Nature

STANDARDS
CCSS 3 1a,b,c,d
VACS 3 2.1, 4.1, 5.4

OBJECTIVES
- To discuss the biography of Henri Rousseau
- To examine some paintings by Rousseau
- To discuss how Rousseau presented nature
- To create a Rousseau-like drawing
- To draw in sketchbooks

MATERIALS
- Copies of Rousseau paintings from Teacher Supplement
- Drawing paper
- Markers or crayons
- Sketchbooks

Procedure:
- Discuss the biography of Henri Rousseau. See the Teacher Supplement.

- Show some Rousseau paintings to the class.
- Discuss Rousseau's simple way of painting.
- Show children the Rousseau painting, *Surprised! Tiger in a Tropical Storm* (1891).
- Have each child create a drawing of an animal in a tropical storm similar to Rousseau's style.
- Draw in sketchbooks.

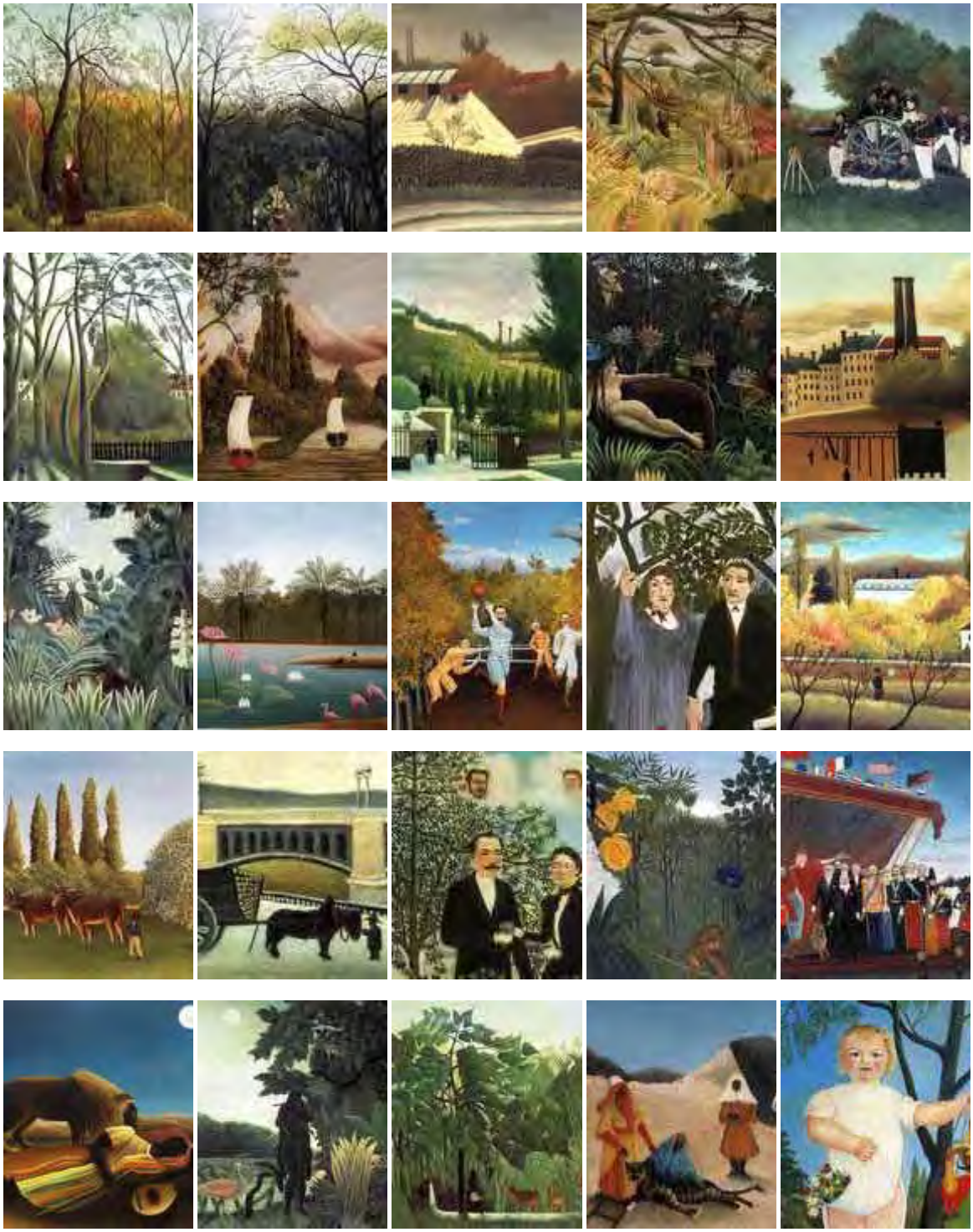
Wrap up:
Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
Biographical information about Rousseau

http://www.theartstory.org/artist-rousseau-henri.htm

Surprised! Tiger in a Tropical Storm (1891)



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Week 29: Lesson 1
GRADE 3

Franz Marc and his Blue Horse
Expressing Art History Through Color

STANDARDS
CCSS 3 SL 1a,b,c,d
VACS 3 2.1, 2.2, 5.4

OBJECTIVES
- To discuss the biography of Franz Marc
- To discuss Marc's use of color
- To examine some of Marc's paintings See Teacher Supplement
- To paint a blue horse similar to Marc's
- To draw in sketchbooks

MATERIALS
- Copies of Marc's paintings from the Teacher Supplement
- Painting Paper
- Bright color tempera or watercolor paints including blue
- Sponges
- Water jars
- Paint brushes at least ¾" in width

- Sketchbooks and pencils

Background Information:
Franz Marc gave meaning to the colors that were used in his pieces; blue was used to depict masculinity and a spiritual style; while yellow and lighter colors depicted femininity and joy. Red tones were often used to depict violence or some serious under toning in his work.

Procedure:
- Discuss the biography of Franz Marc.
- Discuss his use of color while examining copies of his work from the Teacher Supplement.
- Have each child create their own painted version of Marc's, *The Large Blue Horse.*
- Display the paintings and discuss.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
For biographical information about Franz Marc:
http://www.franzmarc.org/The-Large-Blue-Horse.jsp

Masterpieces of Franz Marc

Fate of the Animals

The Red Horses

The Large Blue Horse

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Week 29: Lesson 2
GRADE 3

Andy Warhol and Color
Expressing Art History Through Color

STANDARDS
CCSS 3 SL 1a,b,c,d
VACS 3 2.1, 2.2, 5.4

OBJECTIVES
- To discuss the biography of Andy Warhol
- To examine the color prints of Warhol
- To discuss block prints
- To show samples of block prints (See Teacher Supplement)
- To create a color print in the style of Warhol
- To display and discuss prints
- To draw in sketchbooks

MATERIALS
- Color print of Warhol inspiration from TEACHER SUPPLEMENT
- 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 the biography of Andy Warhol. See Teacher Supplement.
- Examine the color prints of Warhol.
- Create a color print using Warhols' inspiration.
- Discuss block printing.
- Show samples of block prints to the class.
- Have children think of a print design that would remind them of Warhol.
- 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 students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information about Andy Warhol, see
http://www.biography.com/people/andy-warhol-9523875

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Week 30: Lesson 1
GRADE 3

African Masks
Revealing Art History Through Design and Texture

STANDARDS
CCSS 3 SL 1a,b,c,d, L 4
VACS 3 2.1, 2.2, 5.4

OBJECTIVES
- To discuss African masks as an art form and use
- To create individual art masks in contrasting colors
- To draw in sketchbooks

MATERIALS
- Two sheets of drawing paper in contrasting colors for each student
- Pencils
- Scissors
- Glue
- Sketchbooks

Background Information:

- African mask are generally made to be used. This African art is usually made to be used in various ceremonies and social events such as weddings and funerals.
- Mask usually have a spiritual meaning or connection.
- The artists who create mask are given a special status.
- The mask making skill and knowledge of the spiritual meanings held by masks are passed down from father to son.
- Mask are usually designed to appear human or animal or a combination of the two.
- Mask are often decorated with such things as animal hair or straw (for hair and beards), animal horns, animal teeth, feathers, and sea shells.
- Not everyone in a tribe has the honor of wearing a mask; it is usually only a select few in the tribe. Often only men and sometimes only elders are given this honor.
- It is generally believed that the individual who wears the mask transforms into a spirit. This transformation usually takes place during some type of ritual. This can allow for communication between humans and spirits.
- African mask often represent the cultural values of the tribe. For example In Gabon large mouths and chins represent strength and authority.
- Mask are usually made out of wood. Other materials that are used include metals (especially bronze and copper), light stone, fabric, and pottery.
- Often mask are painted.

Procedure:

- Discuss African masks with the class. Information is available in the lesson and the websites cited in the Teacher Supplement.
- Have each student choose two sheets of paper in contrasting colors.
- Each student should choose a shape for their mask from the samples in the Teacher Supplement.
- Each half of the ask is a different color with the contrasting color paper used for facial and design features.
- When finished, display and discuss the masks.
- Draw in sketchbooks.

Wrap up:

Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about texture in art:
http://www.slideshare.net/dolorscubi/textures-12024333?next_slideshow=1

For information about African masks:
http://www.contemporary-african-art.com/african-masks.html#sthash.CGbN2LzT.dpbs
http://www.traceycampbellpearson.com/pdf/AfricanMask.pdf
http://interesting-africa-facts.com/African-Art/African-Masks-Information.html

African Masks symmetry paper

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Week 30: Lesson 2
GRADE 3

Henri Matisse's Paper Cut-outs
Revealing Art History Through Design and Texture

STANDARDS
CCSS 3 SL 1a,b,c,d, L 4
VACS 3 2.1,2.2, 5.4

OBJECTIVES
- To tell biography of Henri Matisse
- To explain Fauvism
- To show work of Matisse
- To create paper cut-outs in the style of Matisse
- To draw in sketchbooks

MATERIALS
- Color Paper
- Drawing Paper on which to glue color paper
- Scissors
- Glue
- Sketchbooks and pencils

Preparation:
Read biographical information on Matisee. (See Teacher Supplement)

Procedure:
- Tell biography of Matisse.
- Explain Fauvism.
- Explain his paper cut-outs.
- Show students a sample of Matisse paintings and paper cut-outs.
- Allow students to create paper cut-outs in the style of Matisse.
- Display and discuss the finished works.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information about Matisse:
http://www.ducksters.com/biography/artists/henri_matisse.php

An explaination of Fauvism:
http://www.metmuseum.org/toah/hd/fauv/hd_fauv.htm

For examples of cut-outs:
http://www.henri-matisse.net/cut_outs.html

For a powerpoint presentation on Matisse:

PPT] 3rd Grade ART HISTORY - Moore Public Schools
www.mooreschools.com/.../3rd_Grade_ART_HIS.

The Green Line (Portrait of Madame Matisse)
1905

Open Window at Collioure
1905

Woman with a Hat (Madame Matisse)
Private Collection
81 x 65 cm.
1905

The Red Room (Harmony in Red)
1908

Still Life with a Blue Tableclothe
1909

The Goldfish
1910

Fourth Grade

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

Students will explore techniques such as Southeast Asian Batik dyeing, European illuminated calligraphy, and Native American dream catchers to inspire their own creativity. 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.

The cumulative project is an age appropriate discussion of artists suchas Grandma Moses, and an exploration of the works of John Muir as a vehicle for discussion of nature and environmentalism. Students will also explore cultural arts from Easter Island and Sweden, using these art forms to enhance their understanding of other cultures.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Rock Sculpture Installation 7
Week 2: Lesson 1 - Nature Sculptures 9
Week 2: Lesson 2 - Nature as We See It: Large Mural Collage Creation 11
Week 3: Lesson 1 - The Tree of Life 13
Week 3: Lesson 2 - Bright Sky 15
Week 4: Lesson 1 - Sand Paintings of Nature 17
Week 4: Lesson 2 - Large Group Mural Creation 19
Week 5: Lesson 1 - Blended Color Wheel 21
Week 5: Lesson 2 - Color My World 24
Week 6: Lesson 1 - The Most Beautiful Place 26
Week 6: Lesson 2 - Crayon Resist 28
Week 7: Lesson 1 - Batik Color Design 30
Week 7: Lesson 2 - Tissue Paper Stained Glass 32
Week 8: Lesson 1 - Portrait Painting of My Friend 34
Week 8: Lesson 2 - Colorful Wall Mural 36
Week 9: Lesson 1 - Feeling Feathery 38
Week 9: Lesson 2 - Wheat Weaving Decoration 40
Week 10: Lesson 1 - Mandals With Beans and Grains 42
Week 10: Lesson 2 - Museum Visit 44
Week 11: Lesson 1 - Mosaic Tile Designs 46
Week 11: Lesson 2 - Orchestral Instruments 48
Week 12: Lesson 1 - Movie Music 50
Week 12: Lesson 2 - Voice and Percussion Jam 52
Week 13: Lesson 1 - My Family in Nature 54
Week 13: Lesson 2 - Birds Are Us! 56
Week 14: Lesson 1 - Dream Catchers 58
Week 14: Lesson 2 - Family Nature Poster 60
Week 15: Lesson 1 - Symmetry in Butterfly Wings 62
Week 15: Lesson 2 - Beach Day 66

Week 16: Lesson 1 - A Story of My Family 68
Week 16: Lesson 2 - Tangrams 70
Week 17: Lesson 1 - My Family! 72
Week 17: Lesson 2 - A Gift for My Family and Me! 74
Week 18: Lesson 1 - My Illuminated Initial 76
Week 18: Lesson 2 - Playlist About My Family! 78
Week 19: Lesson 1 - My Family Traditions 80
Week 19: Lesson 2 - Art in Nature-Installation 82
Week 20: Lesson 1 - Our Homes 84
Week 20: Lesson 2 - Museum Visit 86
Week 21: Lesson 1 - Where We Like to Be! 88
Week 21: Lesson 2 - Autobiography of My Family and Me! 90
Week 22: Lesson 1 - Recycled Plastic Picture Vases 92
Week 22: Lesson 2 - Shoes in Nature 94
Week 23: Lesson 1 - The Colors of My Community 96
Week 23: Lesson 2 - Detailed Map of My Community 98
Week 24: Lesson 1 - My Community of the Future 100
Week 24: Lesson 2 - A Skyscape Silhouette of My Community 102
Week 25: Lesson 1 - Seeing Nature From Another Perspective 104
Week 25: Lesson 2 - Nature from a Bird's Eye View 106
Week 26: Lesson 1 - A Place of My Own in the World 109
Week 26: Lesson 2 - The World is so full of Amazing Places! 111
Week 27: Lesson 1 - Owl Moon Silhouettes 113
Week 27: Lesson 2 - We Want to Protect the Environment 115
Week 28: Lesson 1 - Grandma Moses and Folk Art 118
Week 28: Lesson 2 - The Sculpture of Easter Island 121
Week 29: Lesson 1 - Albert Bierstadt 123
Week 29: Lesson 2 - John Muir Naturalist 126
Week 30: Lesson 1 - Albert Giacometti 129
Week 30: Lesson 2 - René Magritte 131

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Week 1: Lesson 1
GRADE 4

Sketchbooks
My drawings

STANDARDS
CCSS 4.SL 1.b

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:

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Week 1: Lesson 2
GRADE 4

Rock Sculpture Installation
Seeing Myself Through Nature

STANDARDS
CCSS 4.SL 1.b, 1.c, 1.d
Visual Arts Content Standards 4. 1.5

OBJECTIVES
- To create small group rock 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
- Sketchbooks with pencils or crayons

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

Procedure:
- Ask the students to create a collage or sculpture that shows something about themselves. Use simile and metaphor for comparisons in their descriptions, for example, they may say they run like the wind. Or if they smile a lot, the project might show something about their smile. Discuss the four elements: earth, air, fire and water and ask which of these elements they believe they are most like.
- Discuss rocks 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:

Teacher Supplement:
For information about working with children by creating sculptures, try this book:

Loose Parts: Inspiring Play in Young Children- By Lisa Daly, Miriam Beloglovsky

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Week 2: Lesson 1
GRADE 4

Nature Sculptures
Seeing Myself Through Nature

STANDARDS
CCSS SL.4.1.a, 1.b, 1.c, 1.d
Visual Arts Content Standards 4.1.5

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:

Teacher Supplement:

For more ideas about nature sculpture with children try:
http://www.learninglandscapesdesign.com/nature-sculpture-with-kids/

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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

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Week 3: Lesson 1
GRADE 4

The Tree of Life
Seeing Myself Through Nature

STANDARDS:
CCSS.SL.4.1.a, 1.b, 1.c, 1.d
Visual Arts Content Standards 4.1.1, 1.2, 1.5

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
- To draw in sketchbooks

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 painting paper.
- Set up 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:

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Week 3: Lesson 2
GRADE 4

Bright Sky
Seeing Myself Through Nature

STANDARDS
CCSS 4.SL.1.a, 1.b, 1.c, 1.d
CCSS 4.L.5a, 5b, 5c
Visual Arts Content Standards 4.1.1, 1.2, 1.5

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. If possible, have them watch clouds until they transform from one shape to another.
- 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:

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Week 4: Lesson 1
GRADE 4

Sand Paintings of Nature
Seeing Myself Through Nature

STANDARDS
Visual Arts Content Standards 4.1.5, 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:
Watch the following YouTube segment to answer questions from your students about sand.
What is sand made of? - YouTube▸ 2:46
www.youtube.com/watch?v=PzZOAY06WRU

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Week 4: Lesson 2
GRADE 4

Large Group Mural Creation
Seeing Myself Through Nature

STANDARDS
CCSS.SL.4.1.a, 1.b, 1.c, 1.d
Visual Arts Content Standards 4.1.1, 1.5

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

MATERIALS
- Large mural paper any color
- Crayons, pencils, leaves, small sticks, flower blossoms, sand, small shells, cotton balls, small pinecones, 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 group mural 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.

Teacher Supplement:
For information about how working together on projects helps students.
http://www.worldwidelearn.com/education-articles/group-projects.htm

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Week 5: Lesson 1
GRADE 4

Blended Color Wheel
Seeing Myself Through Color

STANDARDS
Visual Arts Content Standards 4.1.3, 1.5

OBJECTIVES
- To review blending colors—first and secondary colors
- To create a color wheel by blending colors
- 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 and pencils

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:
Two versions of the color wheel are presented here. Please choose the one that works best for your students.

Procedure:

- Begin with creating a circle on paper divided into six wedges.
- Paint the first wedge red, third wedge yellow and then blend the two for orange in between.

- Paint the fifth wedge blue, then blend with yellow to form green.
- Paint the sixth wedge by blending blue with red.
- Discuss the creation of each color.

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

Notes/Feedback:

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Week 5: Lesson 2
GRADE 4

Color My World
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 5.1.1, 1.2

OBJECTIVES
- To discuss how colors help us to express our feelings
- To paint the feelings the students have about their world
- 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:
- Ask the students to say how colors express their feelings.
- Ask the students to think of a story they know or create a new one in their minds about something in the world.
- The students create an original painting of this story.
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

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Week 6: Lesson 1
GRADE 4

The Most Beautiful Place
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 4.1.1, 1.3, 1.5

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.
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

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Week 6: Lesson 2
GRADE 4

Crayon Resist
Expressing Myself Through Color

STANDARDS
Visual Arts Content Standards 4.1.1, 1.5

OBJECTIVES
- To review the paintings of the past few lessons
- To create a crayon resist with a crayon underlayer topped by paint

MATERIALS
- Dry Water color painting paper of at least 18” by 24”
- Pale Yellow water color paint
- Water jars with water
- Paint brushes at least ¾” in width
- Painting Boards on which to place the wet paper
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- The children should draw a happy scene they remember.
- When finished, the children should paint over the drawing until the page is covered.
- When finished, children may draw in their sketchbooks.

Wrap up:

The children should 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

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Week 7: Lesson 1
GRADE 4

Batik Color Design
Expressing Myself Through Color

STANDARDS
CCSS SL.4.1b, 1.c, 1.d
Visual Arts Content Standards 4.3.1, 4.2, 4.4

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

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:

Week 7: Lesson 2
GRADE 4

Tissue Paper Stained Glass
Expressing Myself Through Color

STANDARDS
CCSS SL.4.1b, 1c, 1d
Visual Arts Content Standards 1.3, 1.4, 1.5

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:

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Week 8: Lesson 1
GRADE 4

Portrait Painting of My Friend
Expressing Myself Through Color

STANDARDS
CCSS SL.4.1a, 1.b, 1.c, 1.d
Visual Arts Content Standards 1.1, 1.3, 1.5

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 ¾” 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 4

Colorful Wall Mural
Expressing Myself Through Color

STANDARDS
CCSS 4.1.b, 1.c, 1.d
Visual Arts Content Standards 4.1.1, 1.2, 1.3, 1.5

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 ¾" 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 based on a current study they are doing in history, literature, nature, or mythology.
- Once the scene is painted, display it for the school to see.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 9: Lesson 1
GRADE 4

Feeling Feathery
Revealing Myself Through Design and Texture

STANDARDS
CCSS SL 4.1.b, 1.c, 1.d
Visual Arts Content Standards 1.5

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:

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Week 9: Lesson 2
GRADE 4

Wheat Weaving Decoration
Revealing Myself Through Design and Texture

STANDARDS
VACS 4.1.2, 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

Preparation:
Two useful Youtube videos include:
https://www.youtube.com/watch?v=tvYEZvgSpXM basic craft tips and
https://www.youtube.com/watch?v=QIKQ38pFYtM with specific instructions for the Easy Harvest Braid.

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. The videos show how to handle stems that are shorter than the others.
- Tie both ends together to form circle.
- You may keep heads on or trim off.
- Decorate with small dried flowers and ribbon.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

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Week 10: Lesson 1
GRADE 4

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: मण्डलMaṇḍala, '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:

Week 10: Lesson 2
GRADE 4

Museum Visit
What art can we find at the museum?

STANDARDS
VACS 4.1.1, 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:

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Week 11: Lesson 1
GRADE 4

Mosaic Tile Designs
Revealing Myself Through Design and Texture

STANDARDS
VACS 4.1.1, 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.
Have class clean-up using your routine.

Notes/Feedback:

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Week 11: Lesson 2
GRADE 4

Orchestral Instruments
Revealing Myself Through Design and Texture

STANDARDS
CCSS SL.
4.1b, c, d

OBJECTIVES
- To discuss the different instruments of the orchestra
- To listen and to and watch Carnival of the Animals by Saint-Saens
- To discuss how each instrument is used in the piece
- To draw the instruments
- To compare instruments with the feel of things the children know such has hard metal, soft fabric, stretched fabric for a drum head and so on.
- To draw in sketchbooks

MATERIALS
- Music on YouTube or choice of machine for audio and visual presentation
- Narrated by Gary Burgdoff 27 minutes-nice cartoon drawings—https://www.youtube.com/watch?v=uerDXMMGrS0
- Fabric from prior lessons, silk, wool, burlap, fake fur
- Sketchbooks and pencils or crayons

Procedure:

- Discuss how music makes everyone feel.
- Play music video.
- If 27 minutes is too long for the class to watch this video, take a stretch break in the middle.
- Discuss the story and how the instruments portrayed the characters in the story.
- Draw the instruments and characters they represent on large drawing paper to display.
- Draw in sketchbooks.

Wrap up: Have class clean-up using your routine.
If there is a clean-up procedure or any other closing activity, include it here.

Notes/Feedback:

Week 12: Lesson 1
GRADE 4

Movie Music
Revealing Myself Through Design and Texture

STANDARDS
CCSS SL.4.1b, c, d, 5.5

OBJECTIVES
- To listen to movie themes from Indiana Jones, 2001 A Space Odyssey and Harry Potter
- To discuss how these themes make you feel
- To identify by sound some of the instruments used
- To create a collage of cloth scraps to represent the music theme you like

MATERIALS
- YouTube access or other music device
- Paper for collage
- Glue
- Fabric scraps of various textures

Preparation:
YouTube Harry Potter Theme: www.youtube.com/watch?v=zCNHVMIYqiA
YouTube 2001 A Space Odyssey Theme: www.youtube.com/watch?v=QwxYiVXYyVs YouTube Indian 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.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

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Week 12: Lesson 2
GRADE 4

Voice and Percussion Jam
Revealing Myself Through Design and Texture

STANDARDS
CCSS SL.4.1b, 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 explain how music makes us feel
- To discuss how texture can mean things that we touch but also the different layers understanding of the things we hear, read and see.
- To draw in sketchbooks

MATERIALS
- YouTube access
- Drums and any percussive instruments
- 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.
- Have student explain layers of the sounds they heard using adjectives.
- Have students draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

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Week 13: Lesson 1
GRADE 4

My Family in Nature
Seeing My Family Through Nature

STANDARDS
CCSS SL4.1b, c, d
VACS 4. 2.7. 4.1, 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:

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Week 13: Lesson 2
GRADE 4

Birds Are Us!
Seeing My Family Through Nature

STANDARDS
CCSS SL. 4.1b, c, d
VACS 4.2

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:

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Week 14: Lesson 1
GRADE 4

Dream Catchers
Seeing my Family Through Nature

STANDARDS
CCSS SL.4.1b, 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 dream catcher for each child
- To display dream catchers
- 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 know with bead.
- Decorate with beads and feathers.
- Display dream catchers.
- Draw in sketchbooks.

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

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Week 14: Lesson 2
GRADE 4

Family Nature Poster
Seeing My Family Through Nature

STANDARDS
CCSS SL 4.1b, c, d
VACS 4.2.7,

OBJECTIVES
- To discuss what a poster about families in nature might have
- To create individual posters about their family enjoying nature
- To add a headline, title or slogan to the poster
- To display and discuss finished posters
- To draw in sketchbooks

MATERIALS
- Large poster paper (at least 18” x 24”)for each child
- Crayons, markers and pencils
- Sketchbooks and pencils

Procedure:
- Discuss how 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 draw a poster showing their family enjoying being outside in nature, real or imagined and then add a headline, title or slogan onto the poster.
- 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:

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Week 15: Lesson 1
GRADE 4

Symmetry in Butterfly Wings
Seeing My Family Through Nature

STANDARDS
CCSS SL.4.1b, c, d
VACS 4.1.1, 1.2, 3.4

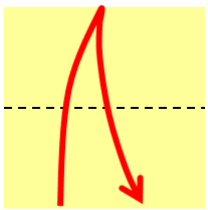
OBJECTIVES
- To discuss symmetry in butterfly wings and in families
- To discuss artistic symmetry and family habit symmetry
- To discuss how families reflect nature in their habit symmetry
- To discuss the Japanese tradition of paper folding called origami
- To create butterflies with symmetry in wings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

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

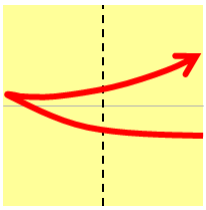
Background Information:

Procedure:

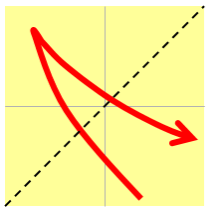
- Valley fold paper from edge to edge , making a rectangle. Crease well and then unfold.



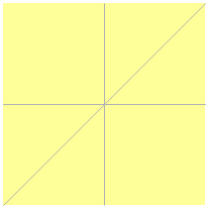
- Valley fold the triangle from the other edge to edge, crease and unfold. You'll now have a square with a creased plus sign splitting it into 4 quarters.



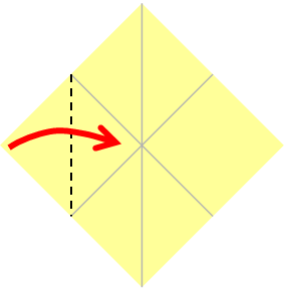
- Valley fold paper from corner to corner , making a triangle. Crease well and then unfold.



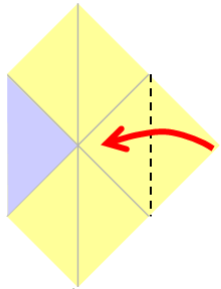
- And you end up with a square of paper with creases like this.



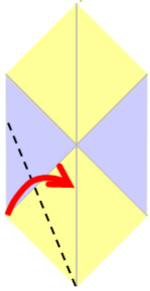
- Rotate your paper so one of the creased points is facing you.
- Valley fold the left hand point to the center of the paper (where the creases cross).
- Crease well!



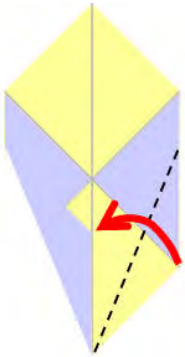
- Valley fold the right hand point to the center of the paper (where the creases cross).
- Crease well!



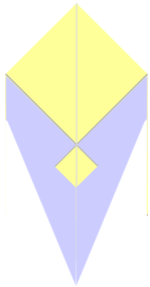
- Valley fold bottom left side point to touch the center crease.
- Crease well!



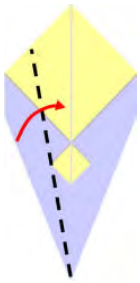
- Valley fold bottom right side point to touch the center crease.
- Crease well!



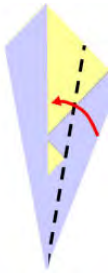
- And you have a petal! You can see that if you're using double sided paper, you get a cute pattern with the two colors.



- 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:

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Week 15: Lesson 2
GRADE 4

Beach Day
Seeing My Family Through Nature

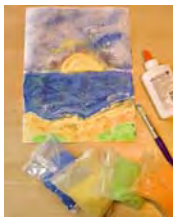
STANDARDS
VACS 4.1.3,214.4

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 seascape beach picture in sand on cardboard
- To display, discuss projects, and tell the story of the trip to the beach
- To sketch in sketchbooks

MATERIALS
- Cardboard 11 ½" by 14"
- Colored sand
- White glue
- Paint or 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 beach ball).
- 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.

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

Notes/Feedback:

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Week 16: Lesson 1
GRADE 4

A Story of My Family!
Expressing My Family Through Color

STANDARDS.
CCSS 4.W 3, SL a,b,c,d

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 briefly 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 draw the memory.
- Have children write a brief version of 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 4

Tangrams
Expressing My Family Through Color

STANDARDS
CCSS 4.SL1a,b,c,d, L6
VACS 4.1.3, 5

OBJECTIVES
- To discuss tangrams
- To create a tangram of an animal either real or imagined
- To draw in sketchbooks
- Enlarge square from Teacher Supplement for each child
- Scissors
- Glue
- Drawing Paper
- Sketchbooks and pencils

MATERIALS
- Enlarge square from Teacher Supplement for each child
- Scissors

- Glue
- Drawing Paper
- Sketchbooks and pencils

Preparation:
Enlarge the square in the Teacher Supplement for the children to cut.

Procedure:
- Introduce the idea of tangrams. See the Teacher Supplement.
- Discuss animals they might create that are real or imagined.
- Show the children the samples of tangram animals in the Teacher Supplement.
- Have children create their own animal tangrams.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:

A Tangram is a traditional Chinese puzzle made of a square divided into seven pieces (one parallelogram, one square and five triangles) that can be arranged to match particular designs.

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Week 17: Lesson 1
GRADE 4

My Family!
Expressing My Family Through Color

STANDALRDS
CCSS 4.SL 1a,b,c,d,L6
VACS 4.1.5

OBJECTIVES
- To create a torn paper layered collage about family
- To practice layering in collage
- To draw in sketchbooks

MATERIALS
- Variety of color construction paper
- Glue
- Sketchbooks and pencils

Procedure:
- Discuss using layered color paper to create a collage about family.
- Have each child tear color paper to create the shapes needed for picture.
- Paper will be glued in layers into a collage picture.

- Draw in sketchbooks.

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

Notes/Feedback:

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Week 17: Lesson 2
GRADE 4

A Gift for My Family and Me!
Expressing My Family Through Color

STANDARDS
CCSS 4.SL1a,b,c,d, L6
VACS 4.1.5

OBJECTIVES
- To discuss the gifts each family has given to each child that cannot be bought
- To discuss the gifts each child may give their family that cannot be bought
- To choose a color for the box that means something to the student or family
- To make origami gift boxes
- To draw in sketchbooks

MATERIALS
- 6 inch Origami paper for each child
- Sketchbooks and pencils

Procedure:
- Discuss gifts that families have given the children that cannot be bought.
- Discuss gifts that each child may give their family that cannot be bought.

- Choose a color origami paper that means something to the student or family.
- Make origami gift boxes.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:

Instructions for making a gift box with cover:
http://www.origami-instructions.com/origami-box-with-cover.html

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Week 18: Lesson 1
GRADE 4

My Illuminated Initial
Expressing My Family Through Color

STANDARDS
CSS 4.SL1a,b,c,d,L6
VACS 4.1.2, 1.5

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 4

Playlist About My Family!
Expressing My Family Through Color

STANDARDS
CCSS 4.SL1a, b, c, d, W8
VACS 4.5.3

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:

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Week 19: Lesson 1
GRADE 4

My Family Traditions
Expressing My Family Through Color

STANDARDS
CCSS 4.SL1a,b,c,d, W8
VACS 4.5.3

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

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Week 19: Lesson 2
GRADE 4

Art in Nature-Installation
Revealing My Family Through Design and Texture

STANDARDS
CCSS 4.1a,b,c,d
VACS 4.1.1,1.5,2.3, 3.1

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
- Photography and display these
- Draw in sketchbooks

MATERIALS
- Assorted materials from rivers and tides or other natural objects
- YouTube viewing capability
- 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.
- Photography the installation and display photographs in the classroom.
- 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_0Fxg

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Week 20: Lesson 1
GRADE 4

Our Homes
Revealing My Family Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d
VACS 4.1.5

OBJECTIVES
- To discuss different types of homes
- To create a clay or plasticene model of each child's home
- To put the models together to create a community
- To draw in sketchbooks

MATERIALS
- Clay or plasticene
- Clay boards to model on
- Large board to place homes together in community
- YouTube capability
- Sketchbooks and pencils

Procedure:

- Discuss different types of homes the children know about.
- Show the YouTube video in the Teacher Supplement.
- Discuss the types of homes in their community and the ones in which they live.
- Have each student create a model of the home in which they live.
- Place each home on a large board in community adding other buildings, roads, etc.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
Show this YouTube video of homes around the world.
https://www.youtube.com/watch?v=mVoLH7DLqaI

Week 20: Lesson 2
GRADE 4

Museum Visit

STANDARDS
VACS 4.1.1,1.2,1.3,1.4,1.5

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 4

Where We Like to Be!
Revealing My Family Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d, L6
VACS 4.1.5

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 ¾" 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:

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Week 21: Lesson 2
GRADE 4

Autobiography of My Family and Me!
Revealing My Family Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d
VACS 4.2.6,2.7,2.8

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 the author's life.
- Have each child create a book jacket of their own and of their family's 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

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Week 22: Lesson 1
GRADE 4

Recycled Plastic Picture Vases
Seeing My Community Through Nature

STANDARDS
CCSS 4.SL1a,b,c,d,L6
VACS 4.2.3

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:

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Week 22: Lesson 2
GRADE 4

Shoes in Nature
Seeing My Community Through Nature

STANDARDS
CCSS4.SL1a,b,c,d
VACS4.1.1,1.2,2.7

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

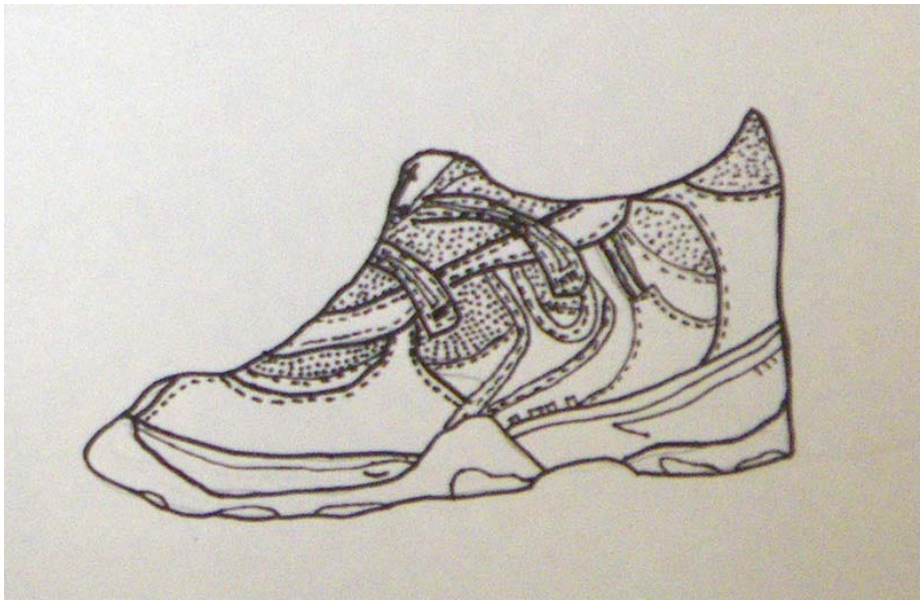
MATERIALS
- A shoe to use as a model for drawing
- Drawing Paper
- Pencils
- Writing Paper
- Sketchbooks and pencils

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:



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Week 23: Lesson 1
GRADE 4

The Colors of My Community
Expressing My Community Through Color

STANDARDS
CCSS 4, SL1a,b,c,d
VACS 4.1.3,1.5

OBJECTIVES
- To have everyone close their eyes and see the colors of their community
- 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:

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Week 23: Lesson 2
GRADE 4

Detailed Map of My Community
Expressing My Community Through Color

OBJECTIVES
- To discuss community and what it means
- To think of things in the community like parks, buildings, stores, roads, which should all be included in the final map
- To draw individual maps of the community
- To have students write words on the map to name places, buildings, roads, and geographic direction (North, South, East, West)
- 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%20Mapmaking-%20with%20Children%20ppt.pdf

This article has more information about map making:
http://eelink.net/eetap/info112.pdf

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Week 24: Lesson 1
GRADE 4

My Community of the Future
Revealing My Community Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d,W3,8
VACS 4.1.5,2.3

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, it's 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:

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/

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Week 24: Lesson 2
GRADE 4

A Skyscape Silhouette of My Community
Revealing My Community Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d, L6
VACS 4.1.5

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:

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Week 25: Lesson 1
GRADE 4

Seeing Nature From Another Perspective
Seeing My World Through Nature

STANDARDS
CCSS 4.SL1a,b,c,d,,L6
VACS 4.1.5

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 it from the bug's perspective.
- 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

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Week 25: Lesson 2
GRADE 4

Nature from a Bird's Eye View
Seeing My World Through Nature

STANDARDS
CCSS 4.SL1a,b,c,d,L6
CCSS 4.1,12.6

OBJECTIVES
- Review previous lesson from a bug's eye view
- Discuss how that is different from a bird's-eye view
- Have each child experience looking at something with a bird's-eye view
- Have each child draw something from a birds-eye view
- 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

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Week 26: Lesson 1
GRADE 4

A Place of My Own in the World
Expressing My World Through Color

STANDARDS
CCSS 4.4.SL1a,b,c,d
VACS 4.1.1,1.5

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:

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Week 26: Lesson 2
GRADE 4

The World is so full of Amazing Places!
Expressing My World Through Color

STANDARDS
CCSS 4.SL1a,b,c,d
VACS 4.1.5,2.6,2.8

OBJECTIVES
- To discuss the many amazing places in the world
- To create small group murals of the beautiful places in the world
- To draw in sketchbooks

MATERIALS
- Books with photos of the world or printouts from Teacher Supplement
- Large mural paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least ¾" in width
- Sketchbooks and pencils

Procedure:

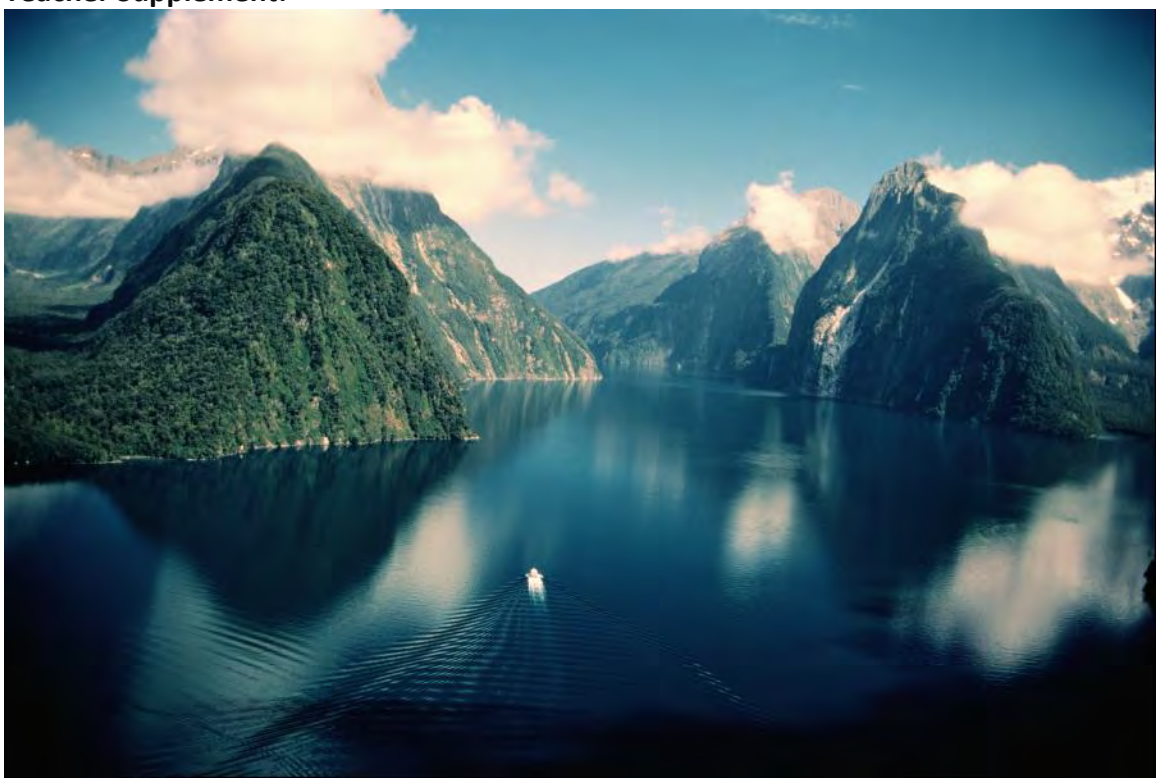
- Discuss the many amazing and beautiful places in the world.
- Show photos or printouts of some of these places to the class.
- Breaking into small groups, have the children paint murals of places in the world.
- Display and discuss the places painted.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:



Fjordlands National Park, New Zealand

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Week 27: Lesson 1
GRADE 4

Owl Moon Silhouettes
Revealing My World Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d,L6
VACS 4.1.1,1.2,1.5

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

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Week 27: Lesson 2
GRADE 4

We Want to Protect the Environment!
Revealing My World Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d,L6
VACS 4.1.1

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

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Week 28: Lesson 1
GRADE 4

Grandma Moses and Folk Art
Seeing Art History Through Nature

STANDARDS
CCSS 4.1a,b,c,d,L6
VACS 4.5.4,5.2

OBJECTIVES
- To discuss the biography of Grandma Moses
- To discuss Folk Art
- To create a drawing in the style of the folk art of Grandma Moses
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Markers
- Sketchbooks and pencils

Procedure:
- Discuss the biography of Grandma Moses.
- Discuss the style of Folk Art.

- Each child will create a drawing in the style of Grandma Moses' Folk Art.
- Draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
For biographical information on Grandma Moses:
http://makingartfun.com/htm/f-maf-art-library/grandma-moses-biography.htm

The work of Grandma Moses:

Garden of Praise

For information about Folk Art:
http://www.education.com/reference/article/Ref_Introducing_Folk_Art/

Other paintings by Grandma Moses

Christmas At Home

Sugaring Off

The Quilting Bee

Apple Butter Making

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Week 28: Lesson 2
GRADE 4

The Sculpture of Easter Island
Seeing Art History Through Nature

STANDARDS
CCSS 4.SL1a, b, c, d, L6
VACS 4.4.2, 4.5

OBJECTIVES
- To discuss the sculpture of Easter Island
- To show samples of this sculpture to the class
- To create an Easter Island sculpture in clay or plasticine
- To draw in sketchbooks

MATERIALS
- Photos of statues of Easter Island
- Clay or plasticene
- Clay boards to model on
- Sketchbooks and pencils

Procedure:
- Discuss the sculpture of Easter Island.

- Show samples of the sculpture to the class.
- To create individual Easter Island sculpture.
- To draw in sketchbooks.

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

Notes/Feedback:

Teacher Supplement:
http://artsmarts4kids.blogspot.com/2007/08/easter-island-moai.html

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Week 29: Lesson 1
GRADE 4

Albert Bierstadt
Expressing Art History Through Color

STANDARDS
CCSS 4.SL1a,b,c,d,L6
VACS 4.4.2, 4.5

OBJECTIVES
- To discuss the biography of Albert Bierstadt
- To show samples of his work to the students
- To paint mountain scenes in a Bierstadt style
- To draw in sketchbooks

MATERIALS
- Samples of Bierstadt's work
- 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 Bierstadt. Note that many of his paintings were California nature scenes.
- Show samples of his work to the students.
- Paint individual scenes similar to Bierstadt with particular attention to the mountains, which can be difficult for students.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

For biographical information on Albert Bierstadt:
http://www.albertbierstadt.org/biography.html

In The Mountains

The Domes of Yosemite

Long's Peak, Estes Park, Colorado

Week 29: Lesson 2
GRADE 4

John Muir Naturalist
Expressing Art History Through Color

STANDARDS
CCSS 4.SL1a,b,c,d,L6
VACS 4.3.2, 4.2,5.4

OBJECTIVES
- To discuss the biography of John Muir
- To see some of Muir's pencil drawings of nature
- To choose one of his drawings to copy in pencil
- To use cross hatch technique to draw (See Teacher Supplement)
- To draw in sketchbooks as Muir did

MATERIALS
- Copies of Muir's drawings
- Drawing paper
- Black pencils
- Sketchbooks

Preparation:
Read information in Teacher Supplement to find directions for cross hatch drawing.

Procedure:

- Discuss the biography of John Muir with students.
- Show samples of drawings of John Muir.
- Show children the cross hatch technique.
- Have children choose a drawing to copy.
- Have each child complete a cross hatch pencil drawing.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information about John Muir:
http://www.biography.com/people/john-muir-9417625

To find instructions on cross hatch drawing for nature studies:
http://www.johnmuirlaws.com/?s=cross+hatch&x=17&y=4

Kings Canyon National Park - Canyons - South Fork Kings River - General View Up the Yosemite of the South Fork of Kings River

Alaska - Glaciers - Foot of Toyatte Glacier

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Week 30: Lesson 1
GRADE 4

Alberto Giacometti
Revealing Art History Through Design and Texture

STANDARDS
CCSS 4 SL1a,b,c,d,L6
VACS 4.2.3,3.1,5.4

OBJECTIVES
- To discuss the biography of Alberto Giacometti
- To look at some sculpture of Alberto Giacometti
- To create a Walking Man (L'Homme qui marche) of aluminum foil
- To draw in sketchbooks

MATERIALS
- Aluminum foil for each student
- Sketchbooks and pencils

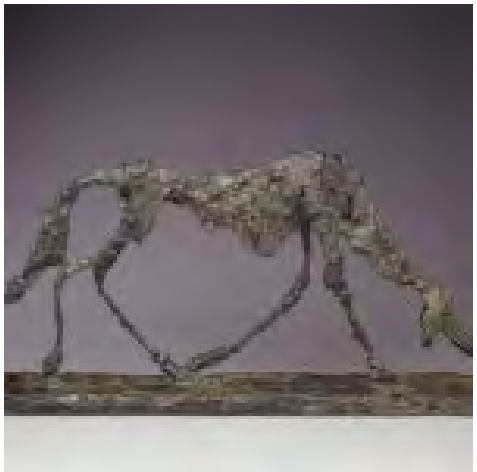
Procedure:
- Discuss the biography of Alberto Giacometti.
- Study photographs of his sculpture.

- Have each student create a Walking Man (L'Homme qui marche) modeled on Giacometti's style.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
http://www.britannica.com/biography/Alberto-Giacometti



Walking Man

The Nose

Week 30: Lesson 2
GRADE 4

René Magritte
Revealing Art History Through Design and Texture

STANDARDS
CCSS 4.SL1a,b,c,d
VACS 4.1.5,3.1,5.4

OBJECTIVES
- To discuss the biography of Magritte
- To show work of Magritte
- To discuss surrealism
- To create an original "Magritte"
- To draw in sketchbooks

MATERIALS
- Painting Paper
- Bright color tempera or watercolor paints
- Sponges
- Water jars
- Paint brushes at least ¾" in width
- Sketchbooks and pencils

Procedure:

- Discuss the biography of René Magritte.
- Show samples of Magritte's work.
- Discuss the idea of surrealism.
- Have students create an original idea for a Magritte painting. This discussion might suggest a different form of hat, fruit or the idea of, "Cecines't pas une pipe," this is not a pipe.
- Display paintings.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information about Magritte:
http://www.musee-magritte-museum.be/Typo3/index.php?id=10&L=ftp%3A%2F%2Fwebmaster%3A12345%40ftp.baladasvirtual.
For information about surrealism:
http://www.musee-magritte-museum.be/Typo3/index.php?id=8&L=0%2F%25%20%E2%80%A6%2F%2Fvwar%2Fbackup%2Ferrors.php

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Golcanda

Son of Man

The Treachery of Images

Fifth Grade

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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.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Sculpture Installation 7
Week 2: Lesson 1 - Nature Sculptures 9
Week 2: Lesson 2 - Nature as We See It: Large Mural Collage Creation 11
Week 3: Lesson 1 - The Tree of Life 13
Week 3: Lesson 2 - Bright Sky 15
Week 4: Lesson 1 - Sand Paintings of Nature 17
Week 4: Lesson 2 - Large Mural Collage Creation 19
Week 5: Lesson 1 - Color My World 21
Week 5: Lesson 2 - The Most Beautiful Place 23
Week 6: Lesson 1 - My Life in Pastels 25
Week 6: Lesson 2 - Cool Pastels 27
Week 7: Lesson 1 - Batik Color Design 29
Week 7: Lesson 2 - Tissue Paper Stained Glass 31
Week 8: Lesson 1 - Portrait Painting of My Friend 33
Week 8: Lesson 2 - Colorful Wall Mural 35
Week 9: Lesson 1 - Feeling Feathery 37
Week 9: Lesson 2 - Wheat Weaving Decoration 39
Week 10: Lesson 1 - Mandals With Beans and Grains 41
Week 10: Lesson 2 - Museum Visit 43
Week 11: Lesson 1 - Mosaic Tile Designs 45
Week 11: Lesson 2 - Visual Rhythm Stomp 47
Week 12: Lesson 1 - Movie Music 49
Week 12: Lesson 2 - I Drum and Sing 51
Week 13: Lesson 1 - Nature Is Good For My Family 53
Week 13: Lesson 2 - We Care About Nature 56
Week 14: Lesson 1 - Dream Catchers 58
Week 14: Lesson 2 - Family Nature Collage 60
Week 15: Lesson 1 - Symmetry in Butterfly Wings 62
Week 15: Lesson 2 - Beaches 66

Week 16: Lesson 1 - Let Me Tell You About My Family 68
Week 16: Lesson 2 - My Family Quill 70
Week 17: Lesson 1 - Block Prints 73
Week 17: Lesson 2 - My Family is a Star! 76
Week 18: Lesson 1 - My Illuminated Initial 83
Week 18: Lesson 2 - Playlist About My Family! 85
Week 19: Lesson 1 - My Family Traditions 87
Week 19: Lesson 2 - Art in Nature-Installation 89
Week 20: Lesson 1 - Family Montage 91
Week 20: Lesson 2 - Museum Visit 94
Week 21: Lesson 1 - Where I Like to Be With My Family! 96
Week 21: Lesson 2 - Autobiography 98
Week 22: Lesson 1 - Recycled Plastic Picture Vases 100
Week 22: Lesson 2 - Shoes in Nature 102
Week 23: Lesson 1 - The Colors of My Community 104
Week 23: Lesson 2 - Detailed Map of My Community 106
Week 24: Lesson 1 - My Community of the Future 108
Week 24: Lesson 2 - A Skyscape Silhouette of My Community 110
Week 25: Lesson 1 - Seeing Nature From Another Perspective 112
Week 25: Lesson 2 - Nature from a Bird's Eye View 114
Week 26: Lesson 1 - A Place of My Own in the World 117
Week 26: Lesson 2 - The World in One Point Perspective 119
Week 27: Lesson 1 - Owl Moon Silhouettes 121
Week 27: Lesson 2 - We Want to Protect the Environment 123
Week 28: Lesson 1 - The Landscapte of Paul Gaugain 126
Week 28: Lesson 2 - JMW Turner 130
Week 29: Lesson 1 - Jackson Pollock-Abstract Impressionist 134
Week 29: Lesson 2 - Leonid Afremov's Warm Colors! 137
Week 30: Lesson 1 - Ancient Celtic Knot Drawing 140
Week 30: Lesson 2 - Ancient Greek Vases 144

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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

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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:

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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:

NUMI FOUNDATION
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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

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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:

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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 Poemshttp://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

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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

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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:

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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:

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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

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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

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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

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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 ¾” 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:

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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 ¾" 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:

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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:

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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 includesbasics 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

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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: मण्डलMaṇḍala, '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/

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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

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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/

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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

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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/

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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

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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=cGlkPTE3MiZpZD02Njk=

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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/

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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:

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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

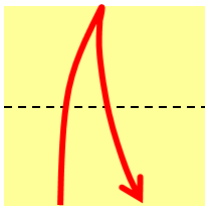
OBJECTIVES
- To discuss symmetry in butterfly wings and in families
- To discuss artistic symmetry and family habit symmetry
- To discuss how families reflect nature in their habit symmetry
- To discuss the Japanese tradition of paper folding called origami
- To create butterflies with symmetry in wings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

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

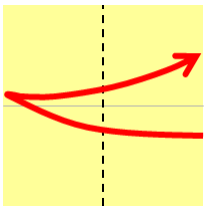
Background Information:

Procedure:

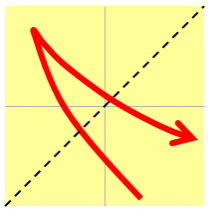
- Valley fold paper from edge to edge , making a rectangle. Crease well and then unfold.



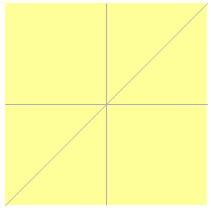
- Valley fold the triangle from the other edge to edge, crease and unfold. You'll now have a square with a creased plus sign splitting it into 4 quarters.



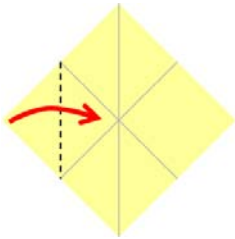
- Valley fold paper from corner to corner , making a triangle. Crease well and then unfold.



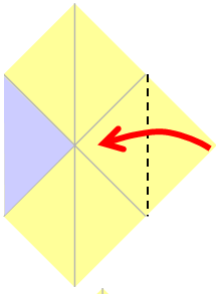
- and you end up with a square of paper with creases like this.



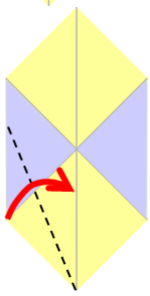
- Rotate your paper so one of the creased points is facing you.
- Valley fold the left hand point to the center of the paper (where the creases cross).
- Crease well!

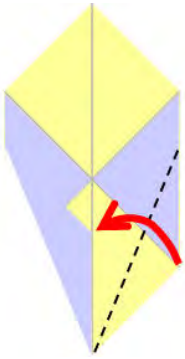


- Valley fold the right hand point to the center of the paper (where the creases cross).
- Crease well!

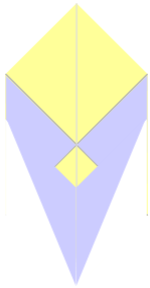


- Valley fold bottom left side point to touch the center crease
- Crease well!

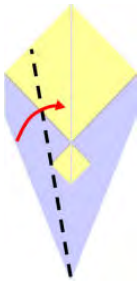




- Valley fold bottom right side point to touch the center crease
- Crease well!

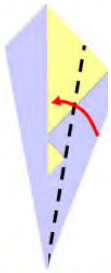


- And you have a petal! You can see that if you're using double sided paper, you get a cute pattern with the two colors.



- 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

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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:

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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:

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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

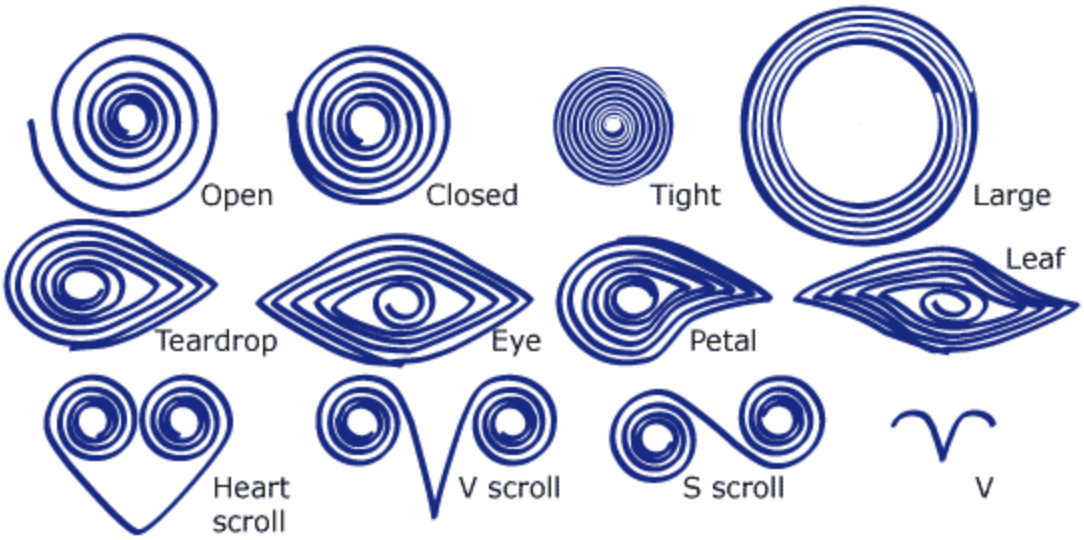
MATERIALS
- Paper (all black, all white or colors)
- Rulers
- Pencils
- Scissors
- Sketchbooks

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 though 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 in1/2in 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:


Open
Closed
Tight
Large
Teardrop
Eye
Petal
Leaf
Heart scroll
V scroll
S scroll
V

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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.

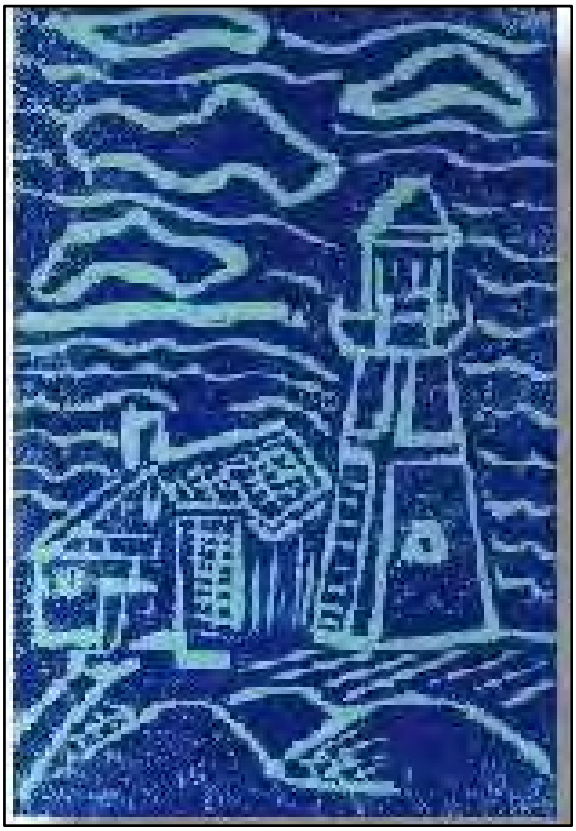
Procedure:
- Discuss block printing.
- Show samples of block prints to the class.
- Have children think of a print design that would remind them of their family.
- Cut the edges off the Styrofoam trays to make them flat.
- With pencils draw the design in the Styrofoam cutting the material but not all 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



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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.

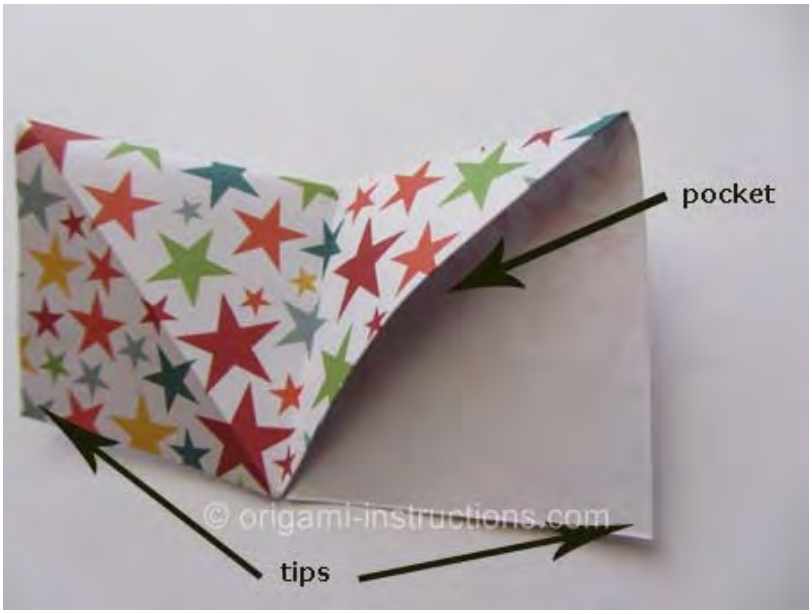
Origami Modular 5-pointed Star Step 5: Fold paper in half on the horizontal axis. Crease well.

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

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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:

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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

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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_0Fxg

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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:

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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 ¾" 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:

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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

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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:

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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

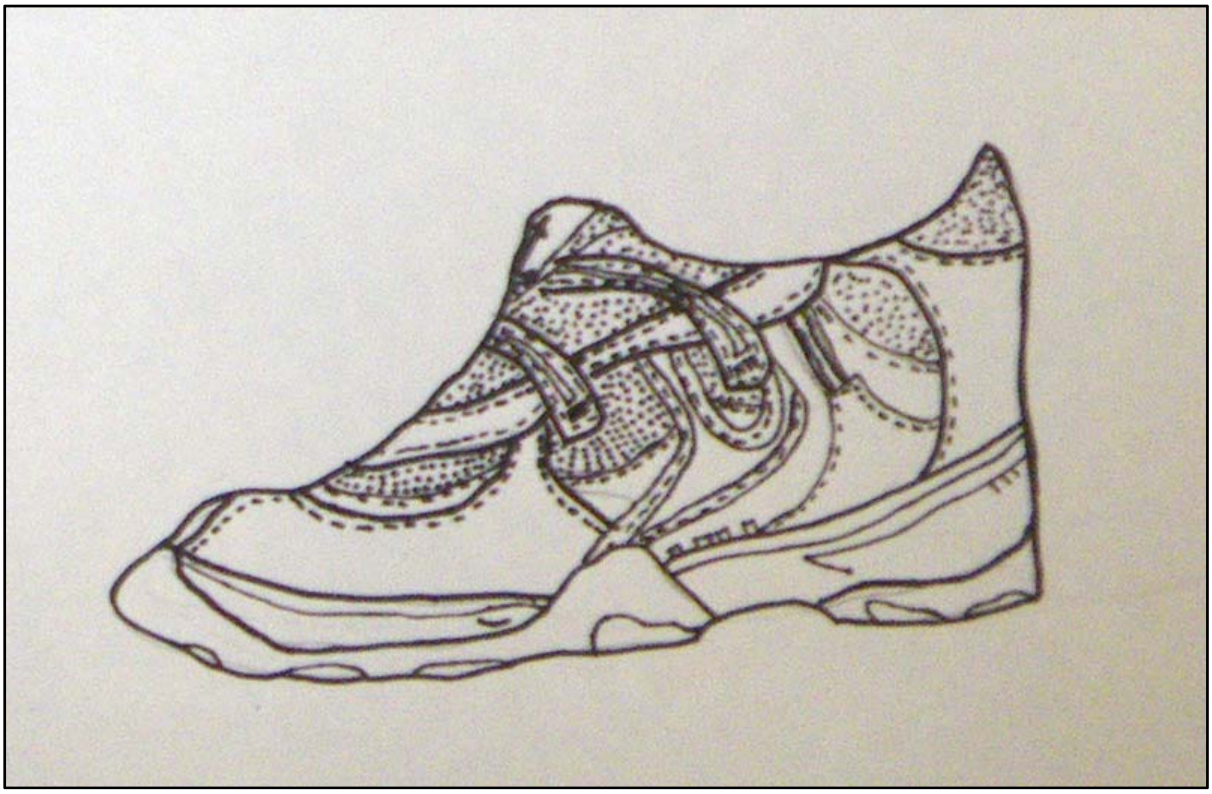
MATERIALS
- A shoe to use as a model for drawing
- Drawing Paper
- Pencils
- Writing Paper
- Sketchbooks and pencils

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:



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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:

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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%20Mapmaking-%20with%20Children%20ppt.pdf

This article has more information about map making:
http://eelink.net/eetap/info112.pdf

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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:

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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:

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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

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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:

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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:

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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

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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

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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

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Week 28: Lesson 1
GRADE 5

The Landscapes of Paul Gaugain
Seeing Art History Through Nature

STANDARDS
CCSS 1b, c, d
VACS 5.5.3

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

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

Procedure:

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

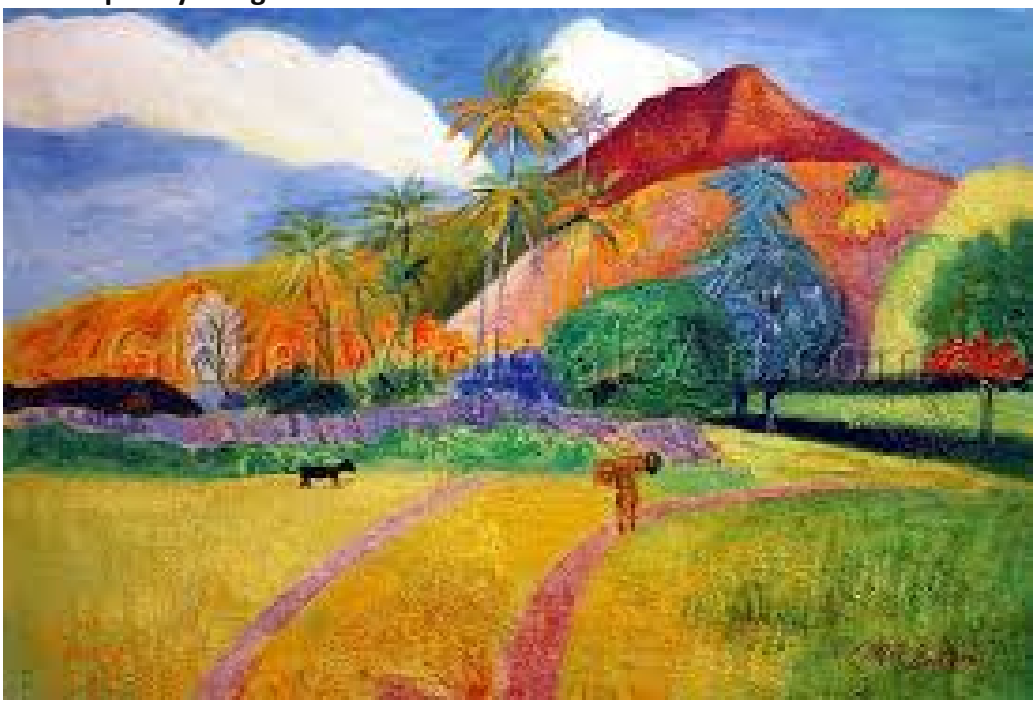
Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information about Gaugain:
http://www.paul-gauguin.net/biography.html

For a painting slideshow for teacher reference:
http://www.paul-gauguin.net/slideshow.html

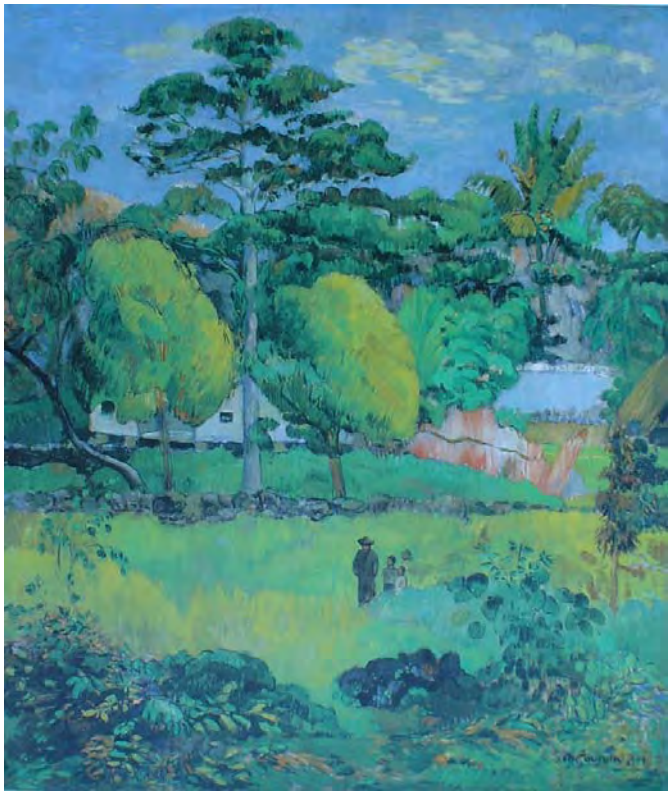
Landscapes by Gaugain



Tahitian Landscape

abcgallery.com - Internet's biggest art collection

Landscape 1890



Landscape 1901

Landscape Farmhouse

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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

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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

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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 ¾” 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://leonidafremovinquiry.weebly.com/biography.html

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Week 30: Lesson 1
GRADE 5

Ancient Celtic Knot Drawing
Seeing Art History Through Design and Texture

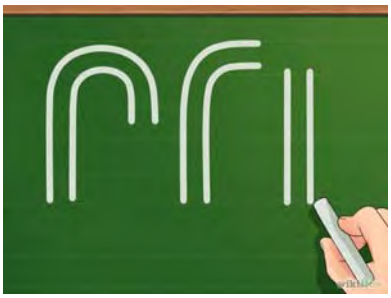
STANDARDS
CCSS 5.1b,c,d
VACS 5.3.2,3.4

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

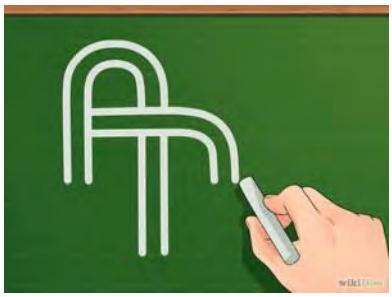
MATERIALS
- Drawing Paper
- Pencil
- Sketchbooks and pencils

Procedure:

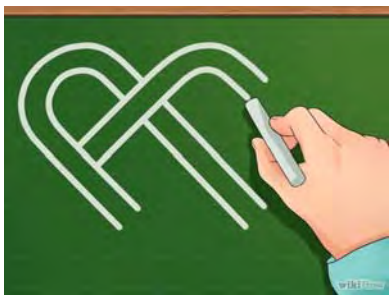
1. You will need to practice drawing these 3 parts to create a Celtic knot design.



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



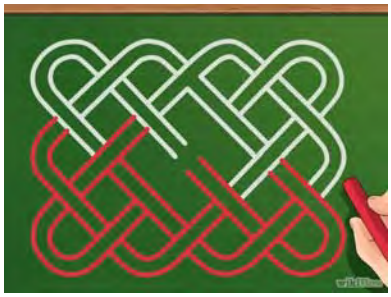
3. Start by drawing a combination of the three parts as shown in the image.



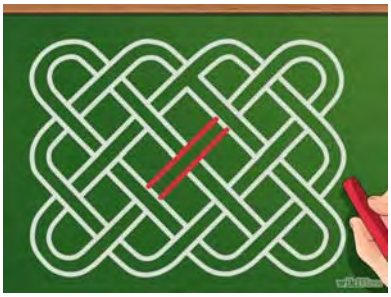
4. Draw the same combination rotated 45 degrees counterclockwise.

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

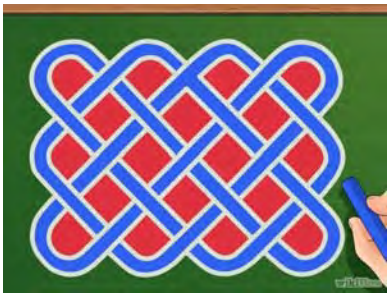
6. Add another set of the three part combination but rotated 90 degreescounterclockwise.



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

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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 t hem. 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/

Sixth Grade

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Sixth grade uses art for 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 have the opportunity to use a variety of media and techniques to include block prints, pastels, ink, and cold wax.

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 Japanese origami and kirigami, and will have opportunities to explore using these techniques.

The cumulative project is exploration of artists suchas Da Vinci and Raphael, and art forms such as the Lascaux Cave paintings and the art of Australia's Aboriginals.

Table of Contents

Week 1: Lesson 1 - Sketchbooks 4
Week 1: Lesson 2 - Sculpture Installation 7
Week 2: Lesson 1 - Nature Sculptures 9
Week 2: Lesson 2 - Nature as We See It: Large Mural Collage Creation 11
Week 3: Lesson 1 - Creating a Bird 13
Week 3: Lesson 2 - Natural Clay Modeling 15
Week 4: Lesson 1 - Sand Paintings of Nature 17
Week 4: Lesson 2 - Large Mural Creation 19
Week 5: Lesson 1 - Color My World 21
Week 5: Lesson 2 - The Most Beautiful Place 23
Week 6: Lesson 1 - My Life in Pastels 25
Week 6: Lesson 2 - Pastel Drawing 27
Week 7: Lesson 1 - Batik Color Design 29
Week 7: Lesson 2 - Stained Glass Windows 32
Week 8: Lesson 1 - Portrait Painting of My Friend 34
Week 8: Lesson 2 - Wall Mural of Color 36
Week 9: Lesson 1 - Ink Drawing 38
Week 9: Lesson 2 - Mexican Wheat Weaving 40
Week 10: Lesson 1 -Mandals With Beans and Grains 42
Week 10: Lesson 2 - Museum Visit 44
Week 11: Lesson 1 - Mosaic Tile Designs 46
Week 11: Lesson 2 - Visual Rhythm Stomp 48
Week 12: Lesson 1 - Movie Music 50
Week 12: Lesson 2 - I Drum and Sing 52
Week 13: Lesson 1 - Nature Is Good For My Family 54
Week 13: Lesson 2 - We Care About Nature 57
Week 14: Lesson 1 -Dream Catchers 59
Week 14: Lesson 2 - Family Nature Collage 61
Week 15: Lesson 1 -The Crane 63
Week 15: Lesson 2 - Beaches 68

Week 16: Lesson 1 - My Family Windows....70
Week 16: Lesson 2 - My Family Quill....73
Week 17: Lesson 1 - Block Prints....76
Week 17: Lesson 2 - Kirigami Family Web....79
Week 18: Lesson 1 - My Illuminated Initial....81
Week 18: Lesson 2 - Advertisement About My Family!....83
Week 19: Lesson 1 - Traditions....85
Week 19: Lesson 2 - Art in Nature-Installation....87
Week 20: Lesson 1 - Family Montage....89
Week 20: Lesson 2 - Museum Visit....92
Week 21: Lesson 1 - Cold Wax Drawing....94
Week 21: Lesson 2 - My Autobiography....96
Week 22: Lesson 1 - Recycled Plastic Picture Vases....98
Week 22: Lesson 2 - Three Dimensional Community....100
Week 23: Lesson 1 - The Colors of My Community....102
Week 23: Lesson 2 - Detailed Map of My Greater Community....104
Week 24: Lesson 1 - My Community of the Future....106
Week 24: Lesson 2 - A Skyscape Silhouette....108
Week 25: Lesson 1 - Monoprinting....110
Week 25: Lesson 2 - Nature from the Sky....112
Week 26: Lesson 1 - A Place of My Own in the World....116
Week 26: Lesson 2 - The World in One Point Perspective....118
Week 27: Lesson 1 - My Room in Two-Point Perspective....120
Week 27: Lesson 2 - Protecting the Environment!....123
Week 28: Lesson 1 - Australian Aboriginal Art....126
Week 28: Lesson 2 - Lascaux Cave Paintings....129
Week 29: Lesson 1 - DaVinci Sketches....131
Week 29: Lesson 2 - Charles Schulz, Cartoonist....134
Week 30: Lesson 1 - Renaissance Frescoes....137
Week 30: Lesson 2 - The School of Athens....141

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Week 1: Lesson 1
GRADE 6

Sketchbooks
My Artwork

STANDARDS
CCSS 6.SL.1b, 1c, 1d

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

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Week 1: Lesson 2
GRADE 6

Sculpture Installation
Seeing Myself Through Nature

STANDARDS
CCSS 6.SL 1.b, 1.c, 1.d
Visual Arts Content Standards 6.1.1, 1.2, 1.4

OBJECTIVES
- To create small group nature sculptures for an installation
- To draw pictures of the sculptures in their sketchbooks
- To draw in 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:

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Week 2: Lesson 1
GRADE 6

Nature Sculptures
Seeing Myself Through Nature

STANDARDS
CCSS 6.SL 1.b, 1.c, 1.d
Visual Arts Content Standards 6.1.1, 1.2, 1.4

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:

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Week 2: Lesson 2
GRADE 6

Nature As We See It: Large Mural Collage Creation

Seeing Myself Through Nature

STANDARDS
CCSS SL6.1b, 1c, 1d
VACS 6.1.1, 1.2, 1.4

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
- Magazines
- 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, magazine pages, 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

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Week 3: Lesson 1
GRADE 6

Creating a Bird
Seeing Myself Through Nature

STANDARDS
CCSS SL6.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.4

OBJECTIVES
- Learning to model with clay
- To model an object in nature
- To draw in sketchbooks

MATERIALS
- Clay
- Base on which to model
- Damp cloth to clean with
- Sketchbooks, pencils

Preparation:
YouTube video: https://www.youtube.com/watch?v=JuPy09fcq4o

Procedure:

- Each child should have a ball of clay on a modeling board and a damp cloth.
- Using only hands, no tools, the children should model a bird from memory.
- When finished, the children should admire each other's creations.
- Clay should be molded back into balls to use another day.
- Discuss what it is to create and put away the materials to be re-used.
- Draw in sketchbooks.

Wrap up:

The children should use your clean-up routine.

Notes/Feedback:

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Week 3: Lesson 2
GRADE 6

Natural Clay Modeling
Seeing Myself Through Nature

STANDARDS
CCSS 6.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.4

OBJECTIVES
- Learning to model with clay
- To model an object in nature
- To draw in sketchbooks

MATERIALS
- Clay
- Base on which to model
- Damp cloth to clean with
- Sketchbooks, pencils

Procedure:
- Each child should have a ball of clay on a modeling board and a damp cloth.
- Imagining something they have seen in nature, each child should model it.

- When finished, the children should admire each other's creations and discuss what they created and why. Was their creation part of a larger memory of being in nature?
- Clay should be molded back into balls to use another day.
- Draw in sketchbooks.

Wrap up:
The children should use your clean-up routine.

Notes/Feedback:

Teacher Supplement:
This YouTube video demonstrates how to create a bird from clay.
https://www.youtube.com/watch?v=JuPy09fcq4o

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Week 4: Lesson 1
GRADE 6

Sand Paintings of Nature
Seeing Myself Through Nature

STANDARDS
CCSS 6.SL.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.4

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.
- Display paintings and discuss what the students created. How was it to work with sand and paint?
- 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

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Week 4: Lesson 2
GRADE 6

Large Mural Creation
Seeing Myself Through Nature

STANDARDS
CCSS 6.SL.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.4, 2.4

OBJECTIVES
- To create a mural of scenes in nature with crayons, markers, 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.
- Discuss what it is to be in nature, be a part of nature, and observe nature.
- Ask what happens when nature is damaged, destroyed or disappears?
- 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:

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Week 5: Lesson 1
GRADE 6

Color My World
Expressing Myself Through Color

STANDARDS
CCSS 6.SL.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.3, 1.4, 2.5

OBJECTIVES
- To discuss how colors help us to express our feelings
- To paint the feelings the students have about their world
- 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 say how colors express their feelings.
- The students create a painting expressing their feelings about their world.
- Discuss today's projects. How do paintings help us express our feelings?
- What other artistic activities help us to express our feelings?
- Why is art a good way to express our feelings? Is it safe?
- 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

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Week 5: Lesson 2
GRADE 6

The Most Beautiful Place
Expressing Myself Through Color

STANDARDS
CCSS 6.SL.1.b, 1.c, 1.d
VACS 6.1.1, 1.2, 1.3, 1.4, 2.1

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 or film.
- The students will paint these places and then talk about them.
- What made this place beautiful? What does it mean to say that a place or something is beautiful?
- When finished, children may draw in their sketchbooks.

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

Notes/Feedback:

NUMI FOUNDATION
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Week 6: Lesson 1
GRADE 6

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:

- To 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.
- To 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:

Have children clean-up using your routine.

Notes/Feedback:

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Week 6: Lesson 2
GRADE 6

Pastel Drawing
Expressing Myself Through Color

STANDARDS
CCSS.SL.6.1c, 1d
Visual Arts Content Standards.6.1.1, 1.2

OBJECTIVES
- To use pastels to create a 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 a story they would like to tell about something that happened to them that was inspiring.

- Discuss what inspiring or inspiration means to each person. How do inspiring events lead people to try new or hard things?
- Have students discuss the event they drew and explain in what ways this spurred them on to something new.
- 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

NUMI FOUNDATION
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Week 7: Lesson 1
GRADE 6

Batik Color Design
Expressing Myself Through Color

STANDARDS
CCSS 6.SL.1b, 1c, 1d
VACS 61.1, 1.2, 1.3, 1.4, 2.3, 2.4

OBJECTIVES
- To discuss the Indonesian Art of Batik
- To create a batik design of ideas from nature on white drawing paper that creates a mood by using particular colors
- 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.
- The students should use their knowledge of how different colors affect our feelings and use colors to create the feeling they wish to express.
- Students should consider if they want to have express a calm feeling, excited feeling or angry feeling with their creation.
- 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 6

Stained Glass Windows
Expressing Myself Through Color

STANDARDS
CCSS 6.SL.1b, 1c, 1d
VACS 6.1.1, 1.2, 1.3, 1.4, 2.4, 2.5

OBJECTIVES
- To create tissue paper stained glass

MATERIALS
- 2 Sheets of Black construction paper (11” x 17”)
- Colored tissue paper
- X-acto cutter
- Glue stick
- Pencil
- Scissors
- Compass (for drawing circle)

Background Information:
One of the most beautiful parts of every medieval cathedral is the stained glass window above the entrance, called a Rose window. Instead of cutting glass, your students can use tissue paper and repeated shapes and patterns for a similar glowing effect. Window designs might include signs of nature, people, animals or shapes. People still find inspiration by seeing the sun shine through stained glass windows.

Procedure:

- Using a compass, draw a circle in the center of one of the sheets of black construction paper. Draw the circle as large as possible. Cut out the circle with a pair of scissors.
- Trace this circle onto the other black sheet of paper. Cut the second circle out with scissors (these two circles will later become your rose window).
- On the scrap black paper that the circles were cut from, create four basic shapes. For example; a half circle, diamond, circle, rectangle. Cut out one of each shape.
- On one black circle, create repeating patterns by tracing around each shape one-by-one until the entire circle is filled up. Try to space them equally apart as you trace them until the circle is filled up with patterns. (Don't worry if you make a mistake and have to erase the pencil lines, this side of the black circle won't be seen.)
- Place the circle with the drawn out design on top of the blank black circle. Very carefully, use the X-acto knife to cut out the shapes so the blade goes through both sheets of paper. Be careful to not move the bottom circle as you cut so all shapes are cut out identically.
- Now set the bottom circle aside, and the circle that had the pencil shapes drawn on it is now in front of you.
- Use scissors to cut up pieces of tissue paper to glue into the cut windows of your black circle. Glue them down as you cut them until all spaces are filled.
- Carefully take the other black circle and glue it down onto the tissue papered circle. This will hide any messy tissue paper or excess glue.

Wrap up:
Students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
The following article contains information about stained glass.
http://stainedglass.org/?page_id=169

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Week 8: Lesson 1
GRADE 6

Portrait Painting of My Friend
Expressing Myself Through Color

STANDARDS
VACS 6.1.1, 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 ¾” 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:

Teacher Supplement:

This YouTube video has suggestions for working with watercolor paints in the classroom.
http://wonderteacher.com/6-tips-for-managing-watercolor-painting-in-the-classroom/

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Week 8: Lesson 2
GRADE 6

Wall Mural of Color
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 ¾" in width
- Sponges
- Crayons
- Sketchbooks with pencils or crayons

Procedure:

- Organize the students into groups to paint a colorful scene discussed and planned by the class. It could be something they see every day at school or an imagined story.
- 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:

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Week 9: Lesson 1
GRADE 6

Ink Drawing
Revealing Myself Through Design and Texture

STANDARDS
VACS 61.1, 1.2, 1.3, 1.4, 2.1, 2.3

OBJECTIVES
- To discuss ink drawing with students.
- To demonstrate how to draw a bird with an ink pen
- To add other features to drawing such as trees, sky and ground
- To draw in sketchbooks

MATERIALS
- White drawing paper
- Ink drawing pen
- Sketchbooks

Preparation:
The following YouTube video gives instruction for the teacher on how to draw birds with ink pens. https://www.youtube.com/watch?v=KcOD8nqMXOs.

Procedure:

- Discuss drawing with ink with the students.
- Using scrap paper, have the students experiment with cross-hatch and other strokes.
- On “good” paper, demonstrate how to draw a bird and then add context of trees, sky and ground.
- Draw In sketchbooks with pens.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

This article has more information about teaching ink drawing.
http://thevirtualinstructor.com/penandink.html

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Week 9: Lesson 2
GRADE 6

Mexican Wheat Weaving
Revealing Myself Through Design and Texture

STANDARDS
VACS 6.1.4, 3.2, 4.1, 4.2

OBJECTIVES
- To create a Mexican woven wheat design, Corizon
- To draw in sketchbooks

MATERIALS
- 20 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

Preparation:
YouTube videos include: https://www.youtube.com/watch including basics about the craft and with specific instructions.

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. The videos show how to handle stems that are shorter than the others.
- Tie both ends together to form circle.
- You may keep heads on or trim off.
- Decorate with small dried flowers and ribbon.
- Display designs.
- 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

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Week 10: Lesson 1
GRADE 6

Mandalas With Beans and Grains
Revealing Myself Through Design and Texture

STANDARDS
VACS 6.1.1, 1.2, 1.4, 3.2, 42

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: मण्डल Maṇḍala, '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/

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Week 10: Lesson 2
GRADE 6

Museum Visit
What art can we find at the museum?

STANDARDS
VACS 1.1, 1.4, 3.2, 4.2, 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. If not possible, view the museum's website for ideas for your trip.

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 or drawings chosen by you or the class and sketch it.
- Discuss the visit and how they felt about a particular painting or drawing.

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

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Week 11: Lesson 1
GRADE 6

Mosaic Tile Designs
Revealing Myself Through Design and Texture

STANDARDS
VACS 6.1.1, 1.2, 2.4

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

Preparation:
Watch this video: https://www.youtube.com/watch?v=6--o7diaRvw

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 mosaic tile designs.
- 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/

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Week 11: Lesson 2
GRADE 6

Visual Rhythm Stomp
Revealing Myself Through Design and Texture

STANDARDS
CCSS SL. 6.1b, 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 6

Movie Music
Revealing Myself Through Design and Texture

STANDARDS
CCSS 6.SL.1 b, c, d

OBJECTIVES
- To listen to movie themes from Indiana Jones, 2001 Spiderman and The Hobbit
- To discuss how these themes make you feel
- To identify by sound some of the instruments used
- To create a collage of cloth scraps to metaphorically represent the music theme you like

MATERIALS
- YouTube access or other music device
- Paper for collage
- Glue
- Fabric scraps of various textures

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

YouTube The Hobbit Theme: https://www.youtube.com/watch?v=uSsjkopDjC4
YouTube Indian 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 ask the students to identify any instruments they can.
- Create collages of music themes by using cloth texture.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

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Week 12: Lesson 2
GRADE 6

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
- Take one drumming rhythm and one voice rhythm and teach it to the class
- 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.
- Take one drumming rhythm and one voice rhythm and teach it to the class.
- 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/

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Week 13: Lesson 1
GRADE 6

Nature Is Good For My Family
Seeing My Family Through Nature

STANDARDS
CCSS SL. 6.1b, c, d

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

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Week 13: Lesson 2
GRADE 6

We Care About Nature
Seeing My Family Through Nature

STANDARDS
CCSS SL. 6.1b, c, d

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=cGlkPTE3MiZpZD02Njk=

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Week 14: Lesson 1
GRADE 6

Dream Catchers
Seeing my Family Through Nature

STANDARDS
VACS 6.1.1, 1.2, 1.4, 2.4, 3.2, 4.2

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 know 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/

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Week 14: Lesson 2
GRADE 6

Family Nature Collage
Seeing My Family Through Nature

STANDARDS
CCSS SL 6.1b, c, d
VACS 6.1.2, 4.1

OBJECTIVES
- To discuss what a collage about families in nature might have
- To create individual collages about their family enjoying nature
- To create a slogan, phrase or word for each collage
- 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:

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Week 15: Lesson 1
GRADE 6

The Crane
Seeing My Family Through Nature

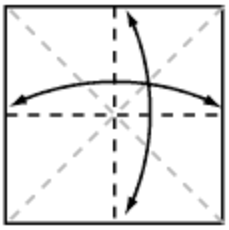
STANDARDS
CCSS SL6.1b, c, d
VACS 6.1.1, 1.2

OBJECTIVES
- To discuss symmetry in the finished origami crane 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 cranes through origami
- To display cranes
- To draw in sketchbooks

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

Procedure:

After discussing symmetry in a crane and in families, discuss how families reflect nature in their habits. Then discuss the Japanese tradition of origami and in particular, the crane. Then follow instructions to create crane.

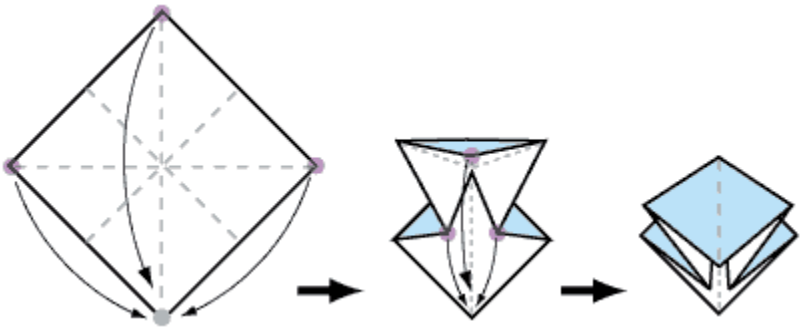


1. Start with a square piece of paper, coloured side up.

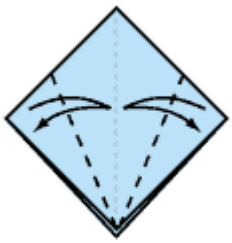
Fold the top corner of the paper down to the bottom corner. Crease and open again. Then fold the paper in half sideways.

2. Turn the paper over to the white side.

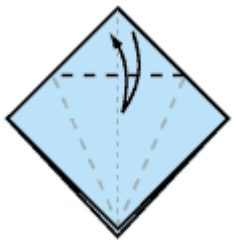
Fold the paper in half, crease well and open, and then fold again in the other direction.



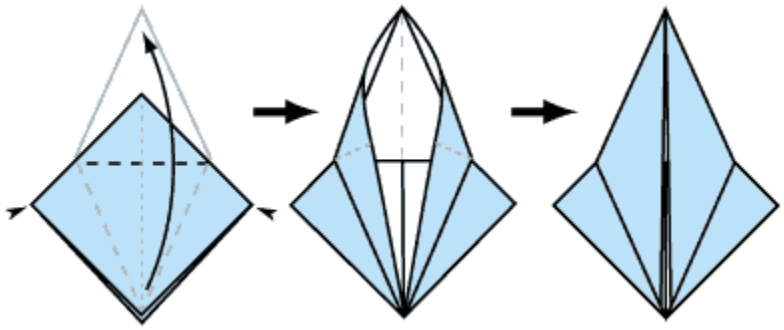
3. Using the creases you have made, bring the top 3 corners of the model down to the bottom corner. Flatten model.



4. Fold top triangular flaps into the centre and unfold.

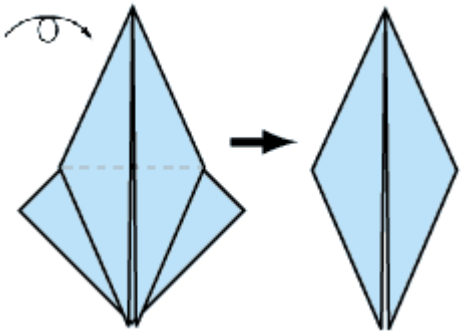


5. Fold top of model downwards, crease well and unfold.

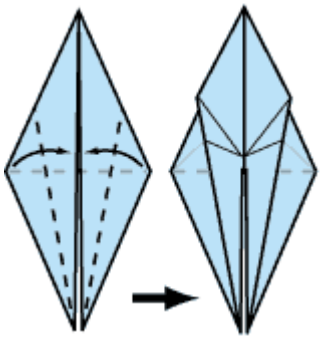


6. Open the uppermost flap of the model, bringing it upwards and pressing the sides of the model inwards at the same time.

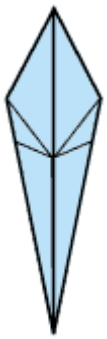
Flatten down, creasing well.



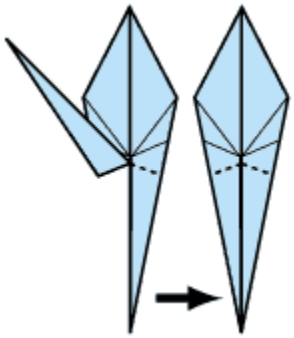
7. Turn model over and repeat Steps 4-6 on the other side.



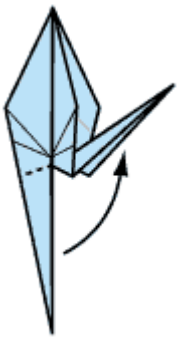
8. Fold top flaps into the centre.



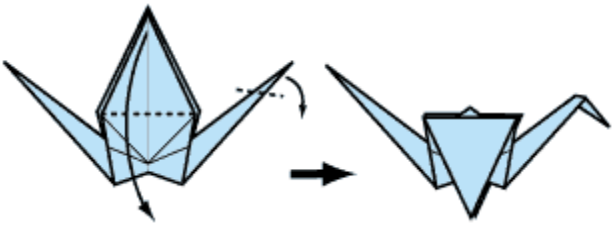
9. Repeat on other side, so your model looks like this.



10. Fold both 'legs' of model up, crease very well, and then unfold.



11. Inside Reverse Fold the "legs" along the creases you just made.



12. Inside Reverse Fold one side to make a head, then fold down the wings.

Finished Crane!

Wrap up:
Have class clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
This article discusses the Japanese art of origami.
http://home.earthlink.net/~robertcubie/origami/intro.html

This article discusses the tradition or the origami crane.
http://www.jccc.on.ca/origami-cranes/pdf/meaning_of_the_origami_crane.pdf

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Week 15: Lesson 2
GRADE 6

Beaches
Seeing My Family Through Nature

STANDARDS
VACS 6.4.4

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:

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Week 16: Lesson 1
GRADE 6

My Family Window!
Expressing My Family Through Color

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.3

OBJECTIVES
- To discuss the biography of Frank Lloyd Wright
- To tell a story of a place, time or feeling the children remember in their family
- To create a stained glass window in the style of Frank Lloyd Wright that suggests a memory of my family
- To write the story
- To draw in sketchbooks

MATERIALS
- Grafix Static Cling Vinyl, clear, 27”wide x 1 yard (27228-1840 at Dick Blick) need two yards per class
- Graph paper
- Rulers
- Scissors

- Markers

Procedure:

- Discuss the biography of Frank Lloyd Wright and his creation of “prairie windows.”
- Have each student tell a short story of a place, time or feeling they remember in their family.
- Have each student create a “prairie window” in the style of Wright that reflects their family.
- Design windows with pencil on paper first. Use the graph paper and rulers to make straight lines and diagonals. With the vinyl still positioned on the backing paper, use a fine-line marker to make a tiny "F" (for "front") in one corner. It is important to be able to distinguish between the front side and the back side of the material, as the back side is designed to provide the static cling.
- Remove the vinyl from the backing paper and place it back-side-up on the top of the pencil drawing. The "F" will be reversed. Trace the drawing using a black Sharpie marker. Use a ruler with a raised edge for inking to avoid smearing.
- Allow a few minutes for the marker lines to dry completely, then turn the cling material over and return it to the backing paper, front-side-up. The "F" will read correctly.
- Fill some of the spaces between the lines with color marker. Keep some areas blank in order to have a clear view of the landscape beyond. Allow to dry completely, for at least one hour.
- Apply the vinyl cling to the window for viewing.
- Have each student write the story of their window.
- Draw in sketchbooks.

Wrap up:

Have the children clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

Information on Frank Lloyd Wright:
http://www.biography.com/people/frank-lloyd-wright-9537511

Well known for his architecture, Frank Lloyd Wright designed more than 4,000 stained glass pieces for more than 150 of his buildings. He referred to the windows as “light screens” because they interacted with the view behind them rather than covering or obscuring it, as stained glass windows often did. As he designed a building, Wright often sought to balance solid walls with light screens, which he felt opened a room and blended it with the surrounding environment. This is a key idea in what is known as the “Prairie” style. Wright's designs featured geometric patterns that abstracted natural elements such as plants, waterfalls, and rivers. He used mostly clear or neutral-colored glass with accents of color and iridescence.

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Week 16: Lesson 2
GRADE 6

My Family Quill!
Expressing My Family Through Color

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.2.4

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

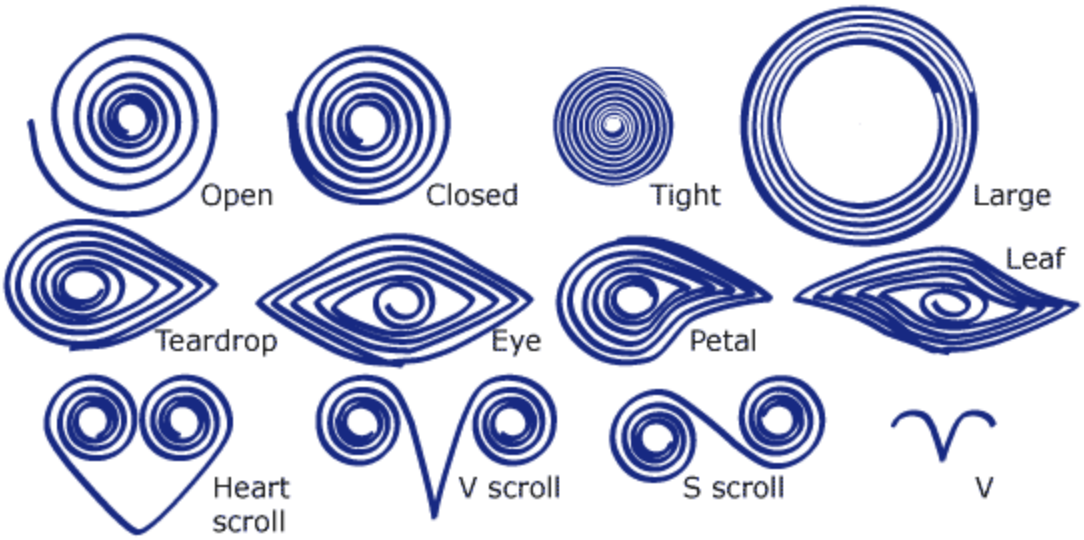
Background Information:
Quilling is also known as paper filigree or paper rolling. Some think it began after the invention of paper in China in 105 CE. Through the centuries other materials were used.

Procedure:
- Discuss paper quills as a craft hobby of many though 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 in1/2in 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:

Teacher Supplement:


Open
Closed
Tight
Large
Teardrop
Eye
Petal
Leaf
Heart scroll
V scroll
S scroll
V

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Week 17: Lesson 1
GRADE 6

Block Prints
Expressing My Family Through Color

STANDARDS
CCSS 6.1b, c, d, VACS 6.1.2, 1.4

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 or if budget allows lino (art supply stores)
- 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

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Week 17: Lesson 2
GRADE 6

Kirigami Family Web
Expressing My Family Through Color

STANDARDS
CCSS 6.1b, c, d, L4
VACS 6.1.1, 2.4

OBJECTIVES
- To discuss the analogy of comparing a spider web to the web of a family
- To introduce the paper craft of Kirigami
- To make individual Kirigami Family Webs
- To draw in sketchbooks

MATERIALS
- Origami Paper
- Scissors
- Sketchbooks and pencils

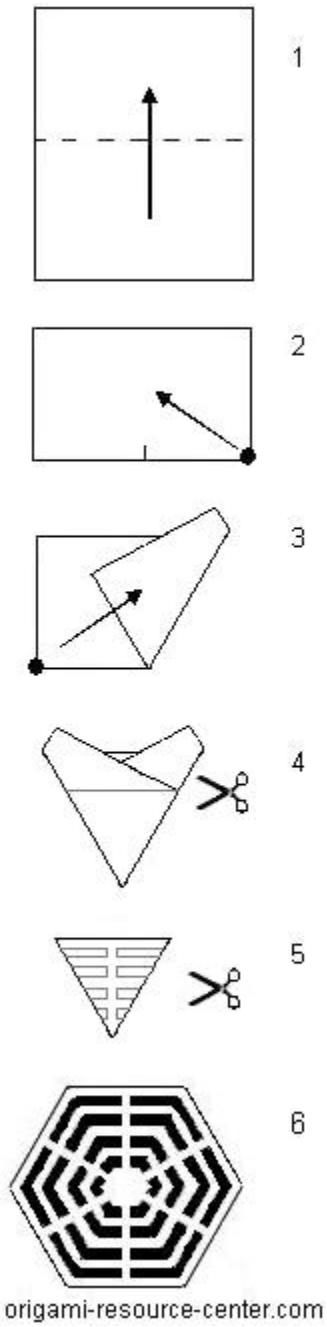
Background Information:
Kirigami is similar to origami in that it is a form of paper art. The major difference is that in origami, you fold paper whereas in kirigami, you fold and *cut* paper.

Procedure:

- Discuss the analogy of comparing a spider web to the web of a family.
- Introduce the paper craft of Kirigami.
- Begin instruction step by step.

Preparation:

- Fold a piece of paper in half.
- Fold in half again but only make a small crease to show the midpoint. Fold the bottom right corner upwards to make a 60° angle at the midpoint (begin to fold into thirds).
- Fold the bottom left corner upwards to meet with the folded right-edge of the paper.
- Cut the excess paper to form a triangle.
- Cut slots on the triangle as shown. Be careful to keep the central column uncut so the paper does not fall apart. If the paper is too thick, consider using origami paper which is a lighter weight paper.
- Unfold the paper to find a paper spider web!



Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 18: Lesson 1
GRADE 6

My Illuminated Initial
Expressing My Family Through Color

STANDARDS
CCSS 6.1b, c, d, L4
VACS 6.1.1, 1.2, 1.4

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 or first 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

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Week 18: Lesson 2
GRADE 6

Advertisement About My Family!
Expressing My Family Through Color

STANDARDS
CCSS 6.L4
VACS 6.1.1, 1.2, 1.3, 5.4

OBJECTIVES
- To create an advertisement for each family either for a magazine, radio or tv
- To create a drawing, collage, including poem, story or song
- To draw in sketchbooks

MATERIALS
- Magazine advertisements to use as samples
- Drawing paper
- Collage materials
- Glue
- Scissors
- Markers
- Pencils
- Sketchbooks

Procedure:

- Have each student examine a magazine with advertisements.
- Discuss possible titles for the advertisement about each family.
- Have each student design their advertisement using visual material as well as audio or musical.
- Have each student complete and present their advertisement.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:

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Week 19: Lesson 1
GRADE 6

Traditions!
Expressing My Family Through Color

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2

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:

How To Write a Haiku?
http://www.creative-writing-now.com/how-to-write-a-haiku.html

Idea for a bulletin board display of Traditions

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Week 19: Lesson 2
GRADE 6

Art in Nature-Installation
Revealing My Family Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.5.5

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
- Photography 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.
- Photography 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_0Fxg

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Week 20: Lesson 1
GRADE 6

Family Montage
Revealing My Family Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 2.4

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 6

Museum Visit

STANDARDS
VACS 6.3.1, 3.2, 4.1, 4.2

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 6

Cold Wax Drawing
Revealing My Family Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.3

OBJECTIVES
- To discuss where families like to spend time
- To create a cold wax resist drawing of that place
- To display and discuss drawings
- To draw in sketchbooks

MATERIALS
- Amaco Wax Resist-one16 oz jar (has a green tint)
- Watercolor painting paper
- Black acrylic paint
- Foam paint brushes
- Scratching material such as pencils
- Paper towels
- Sketchbooks and pencils

Procedure:

- Discuss where families like to spend time. Create a cold wax drawing of that place.
- Brush one coat of wax resist over the surface of the paper, keeping it away from the edges. For interesting borders, keep the brushstrokes defined. Allow the wax to dry for approximately 30 minutes until color is uniform.
- Using a variety of tools, create an etched image with lines incised into the wax layer. Use enough pressure that the tool reaches the paper. Keep in mind that the etched lines will hold color and be dark.
- Using a flat or foam brush, cover the entire surface with black or dark brown acrylic color. Paint to the edges of the paper and allow to dry just until it reaches a matte surface.
- Crumple a paper towel and scrub it over the paint, lifting it away from the wax surface. The paint will remain in the etched lines and on the paper, but will not adhere to the wax.
- Display and discuss finished cold wax drawings.
- Draw in sketchbooks.

Wrap up:

Have children clean-up using your routine.

Notes/Feedback:

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Week 21: Lesson 2
GRADE 6

My Autobiography
Revealing My Family Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 2.4

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 6

Recycled Plastic Picture Vases
Seeing My Community Through Nature

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.2.4

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:

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Week 22: Lesson 2
GRADE 6

Three Dimensional Community
Seeing My Community Through Nature

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.4, 2.4

OBJECTIVES
- To discuss nature in the community
- To discuss three dimensional paper sculpture
- To create paper sculptures
- To display and discuss sculptures

MATERIALS
- Paper
- Scissors
- Glue sticks
- Markers
- Sketchbooks

Procedure:

- Discuss nature in the community.
- Discuss how sculpture can be used to represent nature in the community.
- Discuss three dimensional paper sculpture.
- Have each child or groups of two children create a three dimensional paper sculpture representing nature in the community.
- Display and discuss sculptures.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:

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Week 23: Lesson 1
GRADE 6

The Colors of My Community
Expressing My Community Through Color

STANDARDS
CCSS 6.SL1b, c, d
VACS 6.1.1, 1.3

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:

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Week 23: Lesson 2
GRADE 6

Detailed Map of My Greater Community
Expressing My Community Through Color

STANDARDS
CCSS 6.SL1b, c, d
VACS 6.2.1

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 discuss the greater community, meaning a larger area than the local community
- 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 greater 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 greater community to put on map.
- In small groups, have the children draw a map of their greater 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

This article has more information about map making:
http://eelink.net/eetap/info112.pdf

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Week 24: Lesson 1
GRADE 6

My Community of the Future
Revealing My Community Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d
VACS 6.1.1, 1.4

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:

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Week 24: Lesson 2
GRADE 6

A Skyscape Silhouette
Revealing My Community Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 3, 1.4

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:

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Week 25: Lesson 1
GRADE 6

Monoprinting
Seeing My World Through Nature

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.3

OBJECTIVES
- To discuss the technique of monoprinting
- To discuss using objects from nature to create monoprints
- To create individual monoprints
- To draw in sketchbooks

MATERIALS
- Watercolor paper
- Water
- Watercolor paints
- Brushes
- Sketchbooks and pencils

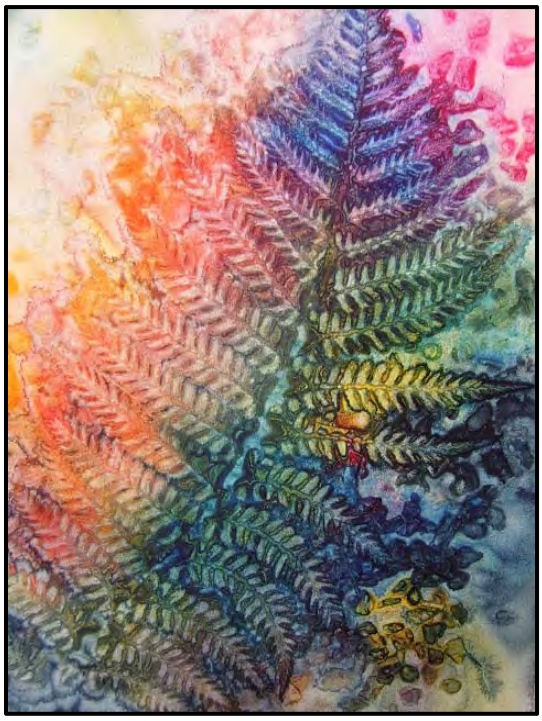
Procedure:

- Discuss monoprinting nature.
- Choose objects from nature for print.
- Wet watercolor paper.
- Saturate paper with paint.
- When the paper is full of color, place leaves or other objects from nature on it.
- Add more color if needed and place stones on top of leaves, etc.
- Leaves stones in place until painting is dry, perhaps next day.
- Draw in sketchbooks.

Wrap up:

Have students clean-up using your routine.

Notes/Feedback:



Fern Monoprint

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Week 25: Lesson 2
GRADE 6

Nature from the Sky
Seeing My World Through Nature

STANDARDS
VACS 6.1b, c, d, 2.3

OBJECTIVES
- To have each child experience looking at something from above
- To have each child study the photos in the Teacher Supplement
- To have each child draw something from above
- 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

Procedure:

- Review perspective from prior lessons.
- 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

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Week 26: Lesson 1
GRADE 6

A Place of My Own in the World
Expressing My World Through Color

STANDARDS
CCSS 6.SL1b, c, d
VACS 6.2.3, 2.4

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:

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Week 26: Lesson 2
GRADE 6

The World in One Point Perspective
Expressing My World Through Color

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.4

OBJECTIVES
- To review 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 what one point perspective means in a drawing. (See Teacher Supplement)
- Review YouTube video on railroad track drawing in one point perspective.
- Discuss adding trees alongside the railroad track.
- 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

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Week 27: Lesson 1
GRADE 6

My Room in Two-Point Perspective
Revealing My World Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.4

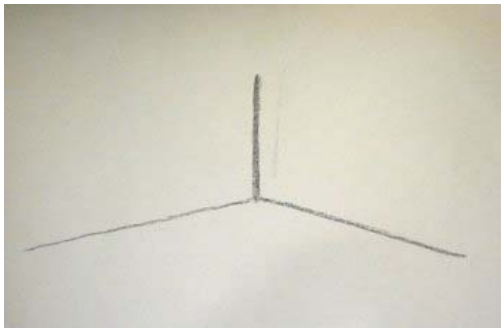
OBJECTIVES
- To introduce Two-Point Perspective
- To discuss a room real or imagined
- To draw a room in two-point perspective
- To display and discuss drawings
- To draw in sketchbooks

MATERIALS
- Drawing paper
- Pencils
- Rulers
- Sketchbooks

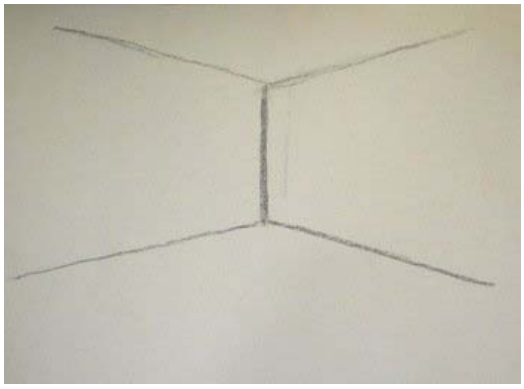
Preparation:
Include notes to the teacher about what they need to prepare or think about ahead of time. Keep it to 2-3 sentences.

Background Information:
One-point perspective is what you see when you look straight at the side of an object. It uses only one vanishing point.
Two-point perspective is used when you look at or into the corner of an object. There are two vanishing points since the two sets of sides are receding in two different directions.

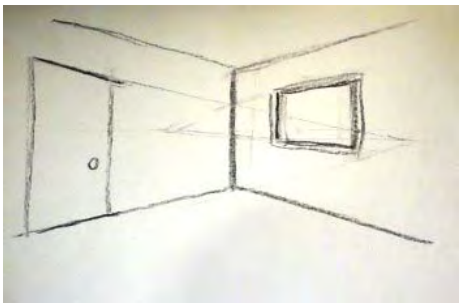
Procedure:
- Discuss one and two point perspective. Review prior work in one perspective.
- Picture a room real or imagined and prepare to draw it in two-point perspective.
- Draw the vertical corner first. Then set your eye level by drawing a horizontal line across the middle of the whole drawing surface.



- Next you "eyeball" the angles of the lines where the floor meets the walls. Draw these lines as they meet at the bottom corner line. Then, extend them on up until they cross the eye level line. So the line coming from the left will converge at your right vanishing point. Similarly, the line coming from the right will meet the eye level line at the left vanishing point.
- After you have your two vanishing points, you can draw any angular objects in front of the corner by applying the same principles.



- Draw any items on the walls first: picture frames, mirrors, and such. Make sure you keep all the vertical lines parallel. The horizontal lines at the top and bottom of your objects point toward the vanishing points.
- When you draw furniture, draw the back edges next to the wall first. This way you can keep your furniture from looking like it poking through the wall. Then you can use the rules of 2 point perspective to position the front legs, etc.



TEACHER SUPPLEMENT:

More information about perspective:
http://daphne.palomar.edu/design/space2.html

A YouTube video on two-point perspective:
https://www.youtube.com/watch?v=wSIDd5xxnSs

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

Notes/Feedback:

Week 27: Lesson 2
GRADE 6

Protecting the Environment!
Revealing My World Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.2.4, 5.4

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 view photos of national parks
- To discuss slogans other groups have used for environmental posters
- To create a poster for the protection of the environment
- To draw in sketchbooks

MATERIALS
- 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:
Slogan ideas for environmental posters:
http://shoutslogans.com/40-clever-environmental-slogans-quotes-and-posters

Yosemite National Park

Redwood National Park

Glacier National Park

Yellowstone National Park

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Week 28: Lesson 1
GRADE 6

Australian Aboriginal Art
Seeing Art History Through Nature

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.2, 1.4, 2.4

OBJECTIVES
- To discuss Australian Aboriginal Art
- To study examples of Aboriginal Art
- To create an original painting in the style of Aboriginal Art
- To draw in sketchbooks

MATERIALS
- Tempera paint in basic colors
- Construction paper in shades of brown like the bark on which Aborigines painted
- Cotton swabs
- Photocopies of Aboriginal Art
- Sketchbooks and pencils

Preparation:
The Teacher Supplement has didgeridoo music on YouTube and an Aboriginal story about the Rainbow Serpent on YouTube which you may choose to enrich and enliven your lesson. Aboriginal paintings reflect nature in the form of animals, trees, stick figures and geography.

Background Information:
Aborigines made their paint using the items in their environment' ochre, dirt, crushed seeds, etc.

Procedure:
- The students should draw their simplistic designs very lightly in pencil. It is important that these designs are simple, as it is difficult to do detailed painting with a cotton swab.
- Demonstrate how to make dots of paint by pushing straight down with the swab, first into the paint then onto the paper, much like you'd use a rubber stamp.
- Once the students have dotted in their main elements, they should begin camouflaging the picture with dots of other colors and patterns. Swirling and waving lines of color are common.
- Discuss and display finished paintings.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information on Aboriginal Art:
https://www.kateowengallery.com/page/5-Aboriginal-Art-Facts.aspx

The Rainbow Serpent on YouTube:
https://www.youtube.com/watch?v=2vh6moD9ZOU

Didgeridoo Music:
https://www.youtube.com/watch?v=V1pDPuetPdg

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Week 28: Lesson 2
GRADE 6

Lascaux Cave Paintings
Seeing Art History Through Nature

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.1, 1.2, 1.3

OBJECTIVES
- To introduce the Lascaux Cave Paintings in France
- To see samples of the cave paintings
- To create cave paintings with dirt paint or markers
- To display and discuss paintings
- To draw in sketchbooks

MATERIALS
- Small bags
- Old spoon
- Vegetable shortening or lard
- Old bowls or Styrofoam trays
- Old toothbrushes or still house painting brushes
- Mural or brown wrapping paper

- Masking Tape
- Dirt
- Markers
- Sketchbooks and pencils

Preparation:
Mix the dirt paint—Using a flour sifter or your hands, mix ground dirt with vegetable shortening or lard. Keep different colors of dirt separate.

Background Information:
Prehistoric paint was created by mixing dirt, ground up rocks and animal fat. Sometimes, bits of burned wood were ground up, mixed with animal fat and used for painting as well. You can create your own prehistoric paint or choose to use markers for students to create cave drawings.

Procedure:
- Discuss the cave paintings of Lascaux.
- Show samples of the cave paintings to the class.
- With dirt paint or markers, have the students create original cave paintings.
- Display and discuss paintings.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about the Lascaux Cave paintings including their discovery and a virtual tour.
https://www.youtube.com/watch?v=2hiFqqqjTxQ
http://www.history.com/this-day-in-history/lascaux-cave-paintings-discovered

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Week 29: Lesson 1
GRADE 6

DaVinci Sketches
Expressing Art History Through Color

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.2, 1.3, 2.4

OBJECTIVES
- To discuss the biography of Leonardo DaVinci
- To show DaVinci sketches of machines
- To create sketches of invented machines in the style of DaVinci using color
- To draw in sketchbooks

MATERIALS
- Photocopies of DaVincis machine sketches
- Drawing paper
- Color: Pencils
- Sketchbooks

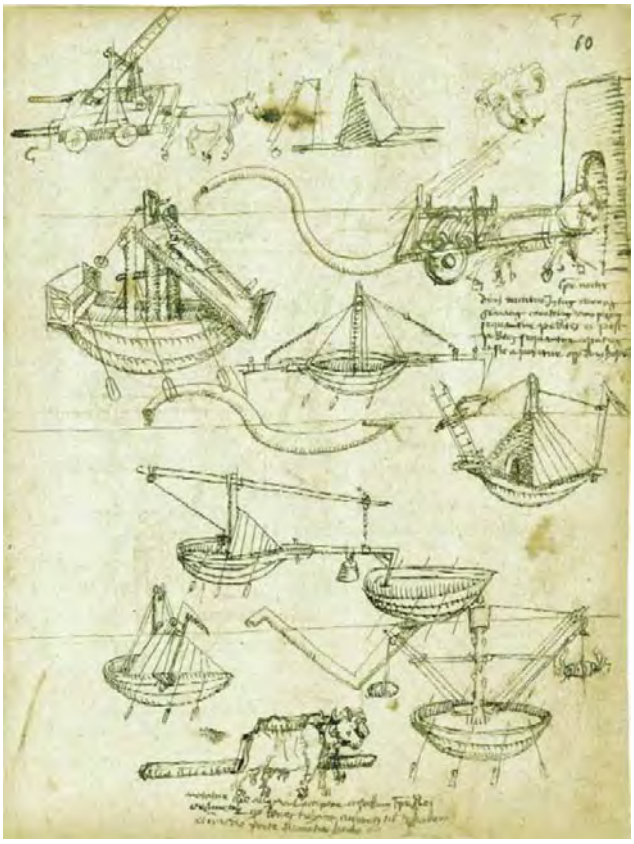
Procedure:

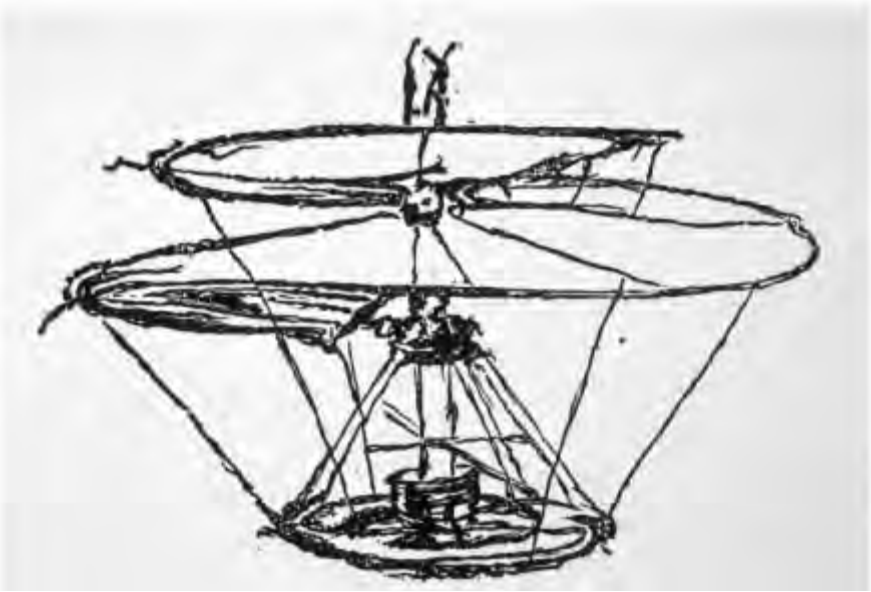
- Discuss DaVinci's biography and his famous machine sketches.
- Show students samples of DavVinci's sketches.
- Let students draw sketches of their invented machines in color to represent a quality of their inventions.
- Display and discuss sketches.
- Draw in sketchbooks.

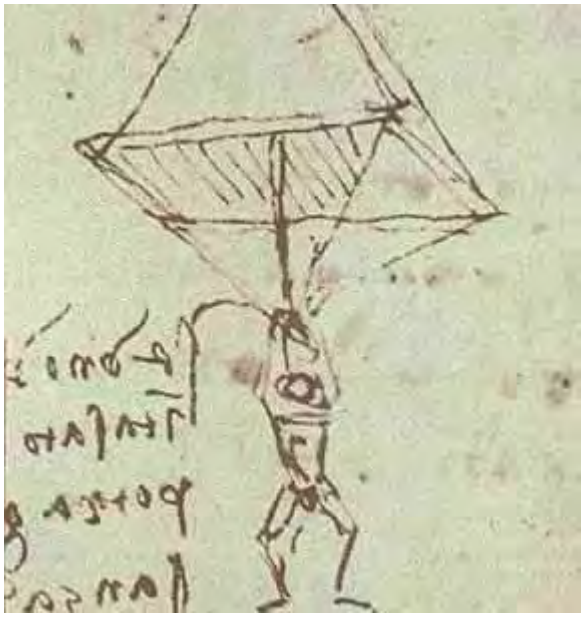
Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information and more on his inventions:
http://www.da-vinci-inventions.com/flying-machine.aspx







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Week 29: Lesson 2
GRADE 6

Charles Schulz, Cartoonist
Expressing Art History Through Color

STANDARDS
CCSS 6.SL1b, c, d, L
VACS 6.2.1, 2.4, 2.5

OBJECTIVES
- To discuss cartooning as an art
- To discuss the biography of the cartoonist, Charles Schulz
- To show samples of his cartoons
- To draw a cartoon
- To draw in sketchbooks

MATERIALS
- Photocopies of Schulz cartoons
- Drawing paper
- Color Markers
- Sketchbooks

Procedure:

- Discuss cartooning.
- Discuss the biography of Charles Schulz.
- Show the class samples of Schulz cartoons.
- Have each student create a color cartoon.
- Display and discuss the cartoons.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For biographical information:
http://schulzmuseum.org/about-the-man/schulz-biography/

-

Peanuts Strip 11/25/1950
-

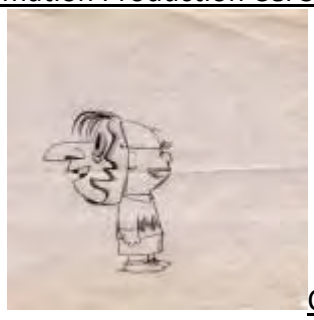
Peanuts Strip 12/16/1953

-

Peanuts Strip 1/10/1960
-

Peanuts Strip 08/15/1968

Animation Production Cel Set-up

- 
Charlie Brown with Mask
-
Quick Sketch
-
Preliminary Sketch

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Week 30: Lesson 1
GRADE 6

Renaissance Frescoes
Revealing Art History Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.1.2, 1.3

OBJECTIVES
- To discuss Renaissance frescoes
- To show samples of Renaissance frescoes
- To create frescoes from Plaster of Paris
- To draw in sketchbooks

MATERIALS
- Pictures of frescoes in the Sistine Chapel and the Stanze di Raffaello
- Plaster of Paris
- Water
- Measuring cup
- Mixing bowl
- Large spoon

- Water color or tempera paints
- Paint brushes
- Small foam plates
- Sketchbooks and pencils

Preparation:
Decide whether pre-make the plaster forms or have students make them. If the teacher pre-makes the forms, they should still be wet for the class.

Procedure:
- Discuss Renaissance Art and frescoes. (See Teacher Supplement).
- Follow the package directions to make Plaster of Paris.
- Fill a foam plate for each student with Plaster of Paris.
- Let the plaster set until it is almost hardened but still wet. Distribute a plate of plaster to each student along with paint, water, and paintbrushes.
- Have each student paint the Plaster of Paris. Encourage them to be creative with their paintings.
- When students are done painting, set the frescoes aside to dry.
- Display finished frescoes and discuss.
- Draw in sketchbooks.

Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For background information about the Renaissance:
http://www.britannica.com/event/Renaissance

For information about Renaissance Frescoes:
While the art of fresco painting reached its peak during the Italian Renaissance, examples of painting on wet plaster date back to 1500 B.C., and fresco paintings in caves were done more than 15,000 years ago.
To achieve a buon or "true" fresco, artists use pure pigments and water to paint on wet plaster. Through this technique, the painting becomes part of the plaster wall or ceiling.

An artist needs to work quickly and carefully while painting a true fresco because it cannot be changed once it dries. Several layers of plaster are applied to the wall or ceiling before the final painting layer is done. To make a fresco secco, an artist applies pigments to dry plaster. Egg, oil, or glue binds the pigments to the dry plaster. A fresco secco allows the artist to take his time and easily fix errors, but it is less durable than a buon fresco. In both techniques, the pigments are applied in layers.

Frescoes were used for many large-scale works during the Renaissance, such as the ceiling of the Sistine Chapel. Since plaster dries quickly, it was important for artists to work on a buon fresco in small sections. To make it easier, artists planned drawings of their work, called cartoons. After poking holes along the outline of a cartoon, an artist would hold it up to the wet plaster and apply a colored dust, such as charcoal, through the holes. This transferred the outline of the drawing on to the wet plaster. Alternately, he could use a metal point to lightly indent the outline of the cartoon into the wet plaster. Frescoes do not require walls or ceilings; they can also be done on panels and tiles.

Michelangelo, *Ceiling of the Sistine Chapel*, fresco, 1508-1512 (Vatican City, Rome)

Michelangelo, *The Creation of Adam*, Ceiling of the Sistine Chapel, fresco, 1508-1512 (Vatican City, Rome)

The Room of Heliodorus was used for the private audiences of the Pope and was decorated by Raphael immediately after the Segnatura. Restoration of the Raphael rooms took 30 years.

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Week 30: Lesson 2
GRADE 6

The School of Athens
Revealing Art History Through Design and Texture

STANDARDS
CCSS 6.SL1b, c, d, L4
VACS 6.2.1, 2.2, 2.3

OBJECTIVES
- To discuss the biography of Raphael and his School of Athens
- To create a perspective drawing
- To draw in sketchbooks

MATERIALS
- Photocopy of The School of Athens
- Drawing paper
- Color drawing pencils
- Sketchbooks

Procedure:
- Discuss the biography of Raphael and his painting, *The School of Athens*.
- Discuss the work that has been done in perspective so far in this class.

- Introduce the diagram from Teacher Supplement as a way to frame a drawing of a painting such as The School of Athens.
- Have each student draw using rulers the diagram in the Supplement or photocopy it and distribute to students.
- Using the template, have each student draw a scene of people in modern clothes, similar to the Raphael painting.
- Display and discuss the drawings.
- Draw in sketchbooks.

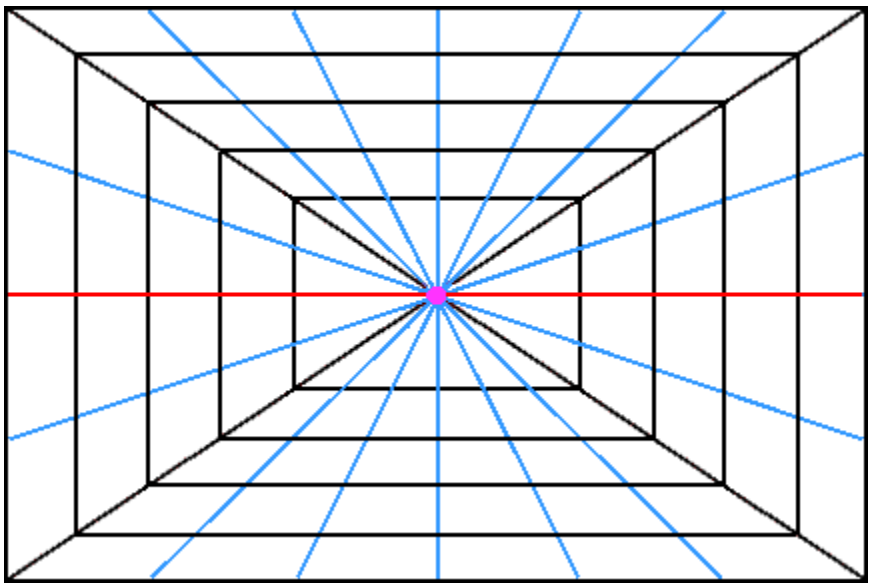
Wrap up:
Have students clean-up using your routine.

Notes/Feedback:

Teacher Supplement:
For information about the School of Athens:
http://totallyhistory.com/school-of-athens/
http://www.webexhibits.org/sciartperspective/raphaelperspective2.html

Biographical information about Raphael:
http://www.biography.com/people/raphael-41051

Raphael's '*School of Athens*' (1510)



This is a diagrammatical approach to drawing in perspective. The red line is the horizon, the pink dot is the vanishing point. Note that all lines meet there.