ARTS ED
WASHINGTON

Aligned with Washington State Arts Standards and Common Core in English Langauge Arts and Math

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ArtsEdWashington.org
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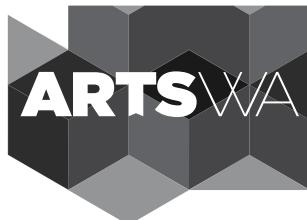## ART LESSONS
IN THE CLASSROOM

OGMENTS

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CULTURE

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THANK YOU!

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ARTS EDUCATION FOR ALL

FIRST GRADE LESSON EIGHT

MAKING A PLACE: LOOK HERE FIRST!

Description Of Project:
Students construct a collage of a place from paintings and rubbings.
third of three lessons
(1st: Rubbed Textures in Process-folio; 2nd: Painted Textures in Process-folio).

Problem To Solve:
How does an artist guide the viewer to the most important part of the art?

Student Understanding:
Creating one dominant object by size can direct the viewer's eye to the most important part of the art.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies dominant elements in art.
AC: Names the element with the largest size.

LT: Selects textural papers for a setting.
AC: Selects specific textures for specific parts of a landscape.

LT: Makes a dominant element in composition.
AC: Creates one large element for composition.

LT: Uses cutting techniques.
AC: Opens blade fully and turns paper to cut.

LT: Uses gluing techniques.
AC: Attaches collage pieces securely to background.

EVIDENCE OF LEARNING

Art: Collage

Identifies the element with the largest size in a painting
Select specific textures for specific parts of a setting
Creates one dominant element in large size
Cuts with blade open fully and turns paper to cut
Glues securely by applying glue to back of collage pieces

EXAMPLE

VOCABULARY

- *Background*
- *Collage*
- *Composition*
- *Dominance*
- *Landscape*
- *Setting*

RESOURCES

Nicolai Dubovskoi, *Seascape with Figures*, Frye;

Franz Xaver Hoch, *Landscape with Church Towers*, Frye;

Pierre Bonnard, *The Rose Road*

Story with an outdoor landscape setting

ART MATERIALS

- *8 1/2 x 11" color card stock or trimmed color file folders*
- *painted papers and texture rubbings from process-folio*
- *glue sticks*
- *scissors*

FIRST GRADE LESSON EIGHT // MAKING A PLACE: LOOK HERE FIRST!

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
Introduce Nicolai Dubovskoi's *Seascape with Figures*, Franz Xaver Hoch's *Landscape with Church Towers*, or Pierre Bonnard's *The Rose Road* and ask students to identify the largest object in the painting. **Prompts**: What is the first thing you see in this place (road, tree)? Why did you look there first (largest space in one distinct texture)?	Identifies and describes the most dominant part of the settings shown in art.
Point out textural qualities of parts in the landscape and introduce the word "landscape". Brainstorm possible parts of a landscape or setting.	Lists parts of a landscape (mountains, fields, trees, shrubberies, rocks).
Read and ask students to visualize setting of a story (teacher's choice) with outdoor landscape setting elements Demonstrate making selections for showing specific elements in that landscape. **Prompts**: I'm looking for different parts for my landscape setting. I want the tree to be dominant, (where you look first), in my landscape. I need to make it big and I'm looking for color and texture for a tree. What do I have in my process-folio that might work? Repeat with another part of the landscape.	Selects three to five pieces of painted and rubbed textures for their place. Selects three to five of own rubbed and painted papers for their 'place' collage.
Address sharing painted and rubbing papers between students.	Students select one paper to share with others.
Demonstrate cutting basic shapes for elements in a landscape setting with scissors. **Prompts**: Open your scissors fully, then turn the paper, not the scissors, as you cut. Decide what shape the dominant, biggest part of your collage will be before you cut, then draw with your scissors! Make large shapes. Don't forget to make some small elements for your landscape as well.	Cuts landscape parts for collage.
Demonstrate selecting a color card stock background. Demonstrate turning paper over to apply glue stick all along edges on the back of paper shapes (cut from rubbings and painted papers).	Arranges collage composition.
Demonstrate arranging 3-5 cut out pieces for collage. **Prompts**: I am going to place my large object first. Then I am placing all my other elements too. Use your painted and rubbed texture papers for shapes.	Glues collage onto background.
Gather students for a class critique.	Finds the dominant element in each collage.

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ART LESSONS IN THE CLASSROOM

FIRST GRADE LESSON EIGHT // MAKING A PLACE: LOOK HERE FIRST!

SKILLS AND TECHNIQUES

Glue materials for rubbings on cardboard sheets to make several at a time.

ART STUDIO TIP

After students cut shapes from their rubbed and painted papers, ask them to 'square-up' any pieces that are not already left in a rectangular or square shape.

Put renewed 'squared-up' pieces and any useable scraps back your process-folio.

Withhold glue until all pieces are cut out, so that students think through and plan compositions before gluing.

LESSON EXPANSION

Show *Reading Aloud* by Fay Jones and ask students to find the first thing that catches their eyes.

Why does the figure draw our attention first?

EVERYDAY CONNECTIONS

settings

LEARNING STANDARDS

Visual Art

1.1.a Engage collaboratively in exploration and imaginative play with materials.

1.2.a Use observation and investiga- tion in preparation for making a work of art.

2.1.a Explore uses of materials and tools to create works of art or design.

2.3.a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.

7.2.a Compare images that represent the same subject.

Common Core ELA

1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.RL.3. Describe characters, settings, and major events in a story, using key details.

FIRST GRADE LESSON EIGHT // MAKING A PLACE: LOOK HERE FIRST!

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Identifies dominant elements in art.	Names the element with the largest size.
Selects textural papers for a setting.	Selects specific textures for specific parts of a landscape.
Makes a dominant element in composition.	Creates one large element for composition.
Uses cutting techniques.	Opens blade fully and turns paper to cut.
Uses gluing techniques.	Attaches collage pieces securely to background.

STUDENT	IDENTIFIES DOMINANT ELEMENT IN PAINTINGS	CREATES ONE LARGE DOMINANT ELEMENT	SELECTS SPECIFIC TEXTURES FOR PARTS OF SETTING	CUTS WITH BLADE OPEN FULLY AND TURNS PAPER TO CUT	ATTACHES COLLAGE PIECES SECURELY	TOTAL POINTS