



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

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

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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ARTS EDUCATION FOR ALL

SECOND GRADE LESSON ONE

LINES IN INTERIORS - A SERIES OF VIEWS

Description Of Project:

Teach in multiple sessions.

Students draw a series of sketchbook entries of interior settings.

Problem To Solve:

How can lines give specific information about interior spaces?

Student Understanding:

Recording exterior contour and interior details describes specific objects and spaces.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Describes shapes and details in art.

AC: Identifies exterior contour lines and specific, interior information seen in art.

LT: Observes and uses lines to describe interior spaces. AC: Records exterior contours and interior details of the classroom.

LT: Shows multiple points of view.

AC: Selects and changes body location and represents specific, but alternate views in the classroom.

EVIDENCE OF LEARNING

Art: Drawing series

Describes exterior contour lines

Describes specific, interior information

Records exterior contours

Records interior details

Changes body location to show alternate views

Recalls and describes observed details

EXAMPLE



VOCABULARY

- **contour line**
- **detail**
- **edge**
- **exterior**
- **interior**
- **point of view**
- **recall**
- **describe**

RESOURCES

M.C. Escher, *Drawing, SAM*;

Armin Landek, *City Lane, TAM*;

Claude Perrault, *The Five Orders of Architecture*

ART MATERIALS

- **2B pencils or black roller ball pens (alt: black fine point pens)**
- **sketchbook**

SECOND GRADE LESSON ONE // LINES FOR INTERIORS - A SERIES OF VIEWS

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *Drawing* by M.C. Escher and *City Lane* by Armin Landek and/or *The Five Orders of Architecture* and ask students to notice how lines give us information about what the artist observed.

Prompts: Artists use lines to describe what they see, just like writers use words. Describe the shapes and details you see to a partner. What do the lines and shapes created by lines tell us about what we see? What point of view do you think is shown in each picture: Close up? Far away? Above?

Describe the shapes and details they see in the art.

Demonstrate gathering and communicating information by observing and using exterior contour lines for drawing basic shapes seen in a classroom area.

Prompts: Notice how my eyes follow the outside edge of the shapes. In order to draw what I see I am trusting my eyes to give me the information I need to draw.

I don't need to look down at my paper very often.

I am working to record this section of the room on paper.

Observes demonstration.

Demonstrate adding observed interior contour lines for detail.

Prompts: Now I am looking for patterns and shapes that I see inside the objects. How do the additional inside lines tell more about the objects?

Observes and responds by noting how contour and interior details tells differences between two objects.

Help students to select a small section of the room to draw, possibly including only a few objects.

Prompts: Find at least one object in the room that you think has interesting details or edges.

Draw without using an eraser. Sketchbooks are 'thinking spaces' and not final products.

Observes and draws a section of the classroom interior using exterior contours for shapes and interior contours for details.

Extend sketchbook drawing exercise approximately three more times (on subsequent days) by asking students to draw *another* classroom view. Guide recall and reflection.

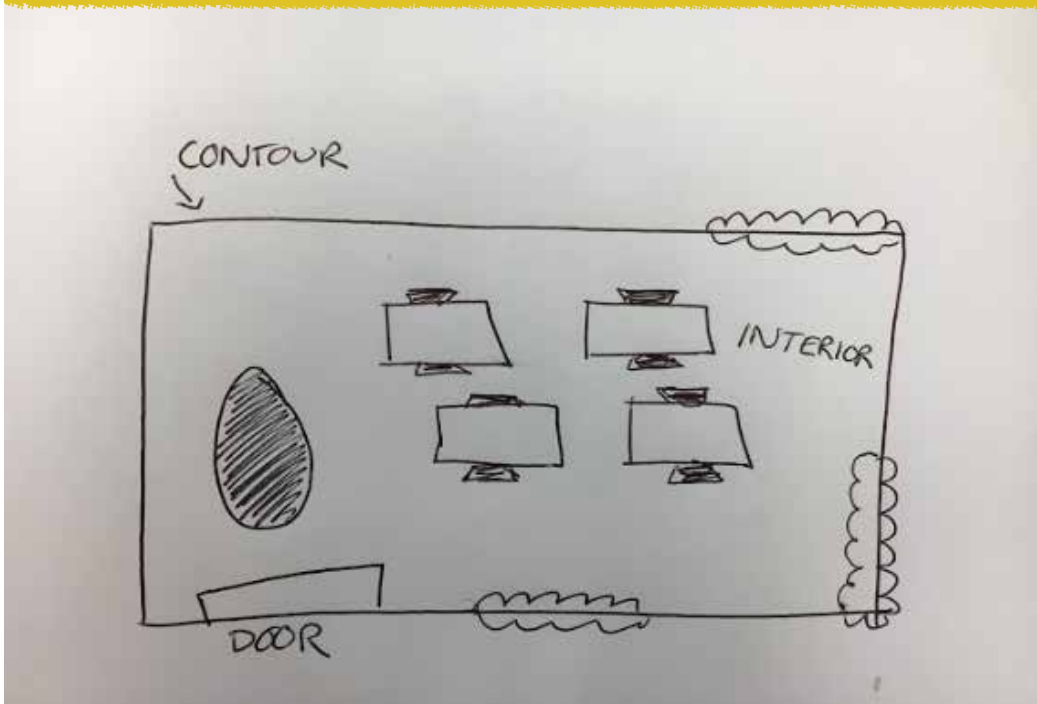
Prompts: Move around the room until you are looking at a section of the room in an entirely different way: crouching down, sitting higher and looking down, moving around something to another side. What new information did you find this time that perhaps no one else saw?

Choose one sketch to share with the class. Recall and describe the shapes, textures and details that you observed and showed in your drawing.

Selects at least three unique viewpoints and adds drawings to sketchbook. Describes one sketch.

SECOND GRADE LESSON ONE // LINES FOR INTERIORS - A SERIES OF VIEWS

SKILLS AND TECHNIQUES



When creating examples, use your non-dominant hand to create a more accessible example.

LEARNING STANDARDS

Visual Art

- 12.a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.
- 2.1.a Experiment with various materials and tools to explore personal interests in a work of art or design.
- 3.a Discuss and reflect with peers about choices made in creating artwork.
- 7.1.a Perceive and describe aesthetic characteristics of one's natural work and constructed environments.
- 9.a Used learned art vocabulary to express preferences about artwork.
- 10.a Create works of art about events in home, school, or community life.

Common Core Math

- 2.W.8. Recall information from experiences or gather information from provided sources to answer a question.
- 2.L.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- 2.L.5.a. Identify real-life connections between words and their use.

ART STUDIO TIP

Encourage alternate view-points by asking students to move around as they draw.

LESSON EXPANSION

Students describe different points of view within a room using descriptive words and writing forms: adjectives and phrases, poems and journals.

EVERYDAY CONNECTIONS

new school interiors, home interiors

