



# 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

2

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## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

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ARTS COMMISSION



CULTURE



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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# SECOND GRADE LESSON FOUR

## ABSTRACT OBJECTS

### Description Of Project:

Students use a representational drawing as a basis for an abstract print.

### Problem To Solve:

How does an artist change the way a viewer thinks about an object?

### Student Understanding:

Simplifying or exaggerating an object can create an abstract portrayal or another way of thinking about the object.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Compares and identifies representational and abstract images.

AC: Compares a realistic work of art and another work of art with simplified or exaggerated elements.

LT: Abstracts a representational drawing.

AC: Simplifies and exaggerates a previous drawing.

LT: Makes a stencil print.

AC: Sponge paints a shape that approximates open stencil area.

## EVIDENCE OF LEARNING

### Art: Sponged stencil print

Distinguishes realistic objects in one work of art and simplified or exaggerated objects in another work of art

Simplifies a previous drawing

Exaggerates a simplified drawing

Approximates open stencil area to create a stencil print

### EXAMPLE



### VOCABULARY

- **Abstract**
- **Exaggerate**
- **Realistic**
- **Simplify**
- **Stencil Print**
- **Compare/Contrast**

### RESOURCES

**Julius Scheuerer, Peacock, Frye;**

**Rick Bartow, Crow Story, 4Culture;**

**Georges Braque, The Round Table**

**Paul Cezanne, Still Life with Basket**

### ART MATERIALS

- **8 1/2x11" color cardstock or felt**
- **sketchbook**
- **pencils**
- **6x6" tagboard for stencil**
- **scissors**
- **small stencil sponges**
- **acrylic or tempura paint**

## SECOND GRADE LESSON FOUR // ABSTRACT OBJECTS

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Introduce *Crow Story* by Rick Bartow and *Peacock* by Julius Sheurer (or *Still Life with Basket* by Cezanne and *The Round Table* by Braque) and ask students to compare and contrast these two paintings featuring the same subject matter.

**Prompts:** What is similar in these two paintings? What is different? Which painting looks the most real? Why?

Identifies simplification and exaggeration in the subjects.

Ask students to find a realistic object they drew in their sketchbook. Demonstrate simplification for abstraction.

**Prompts:** I'm redrawing my object. First I'm going to take out all the extra details so that my object is just a basic, flat shape.

Finds realistic object in sketchbook. Observes demonstration of simplification.

Lead discussion on places vertical, horizontal, and diagonal lines can be found in buildings, all around us.

Observes demonstration of exaggeration.

Demonstrate painting the contour of a building using only vertical, horizontal, and/or diagonal lines.

**Prompts:** Make your building so big that it touches the edge of your paper.

Make your brushstrokes with your whole arm, so that your lines move from edge to edge, top to bottom, side to side.

Name the shapes you made with vertical, horizontal and diagonal lines.

Places representational/realistic drawing in front of them. Makes two more drawings. First simplifies object in sketchbook. Then exaggerates object in drawing on 6x6" stencil tagboard.

Demonstrate using only vertical, horizontal, and/or diagonal lines to add building details (doors, windows, etc.).

**Prompts:** Every time you make a line for your building, make sure that it is either a vertical, horizontal, and/or diagonal line. Some of your lines may be short, while others are very long.

Think about unusual places in a building where you might find lines: siding, bricks, roof shingles, stairs, railings, etc.)

Name the kind of shapes you made for details: how many sides do they have?

Cuts out stencil leaving enough edge to hold shape together.

Demonstrate placing and securely holding tagboard stencil on cardstock. Demonstrate dabbing several times with a damp sponge piece to pick up paint from a tray.

Demonstrate and guide using sponge with paint to dab into the cut-out area of the stencil using an up and down motion until the shape is filled with paint. Repeat but does not overlap wet paint.

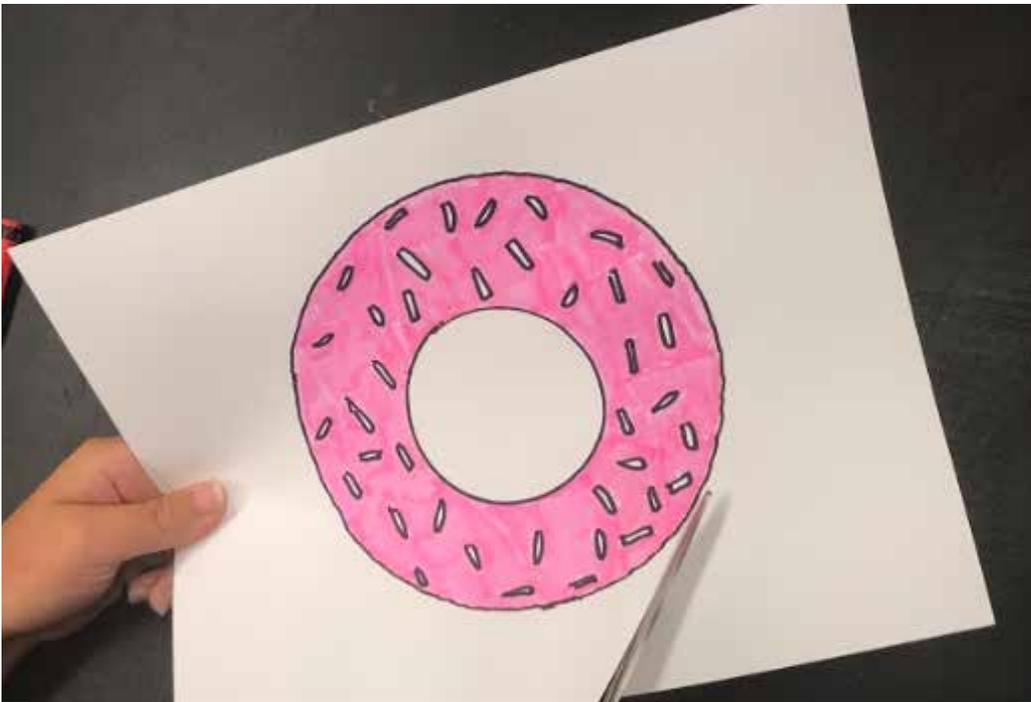
Carefully stencils shapes using an up and down sponging motion. Makes another stenciled image without overlapping or disturbing wet paint.

## SECOND GRADE LESSON FOUR // ABSTRACT OBJECTS

## SKILLS AND TECHNIQUES



Cutting into middle.



Cutting along drawn edge.

## ART STUDIO TIP

Students will need to draw the abstract shape on the tag-board leaving a border thick enough to use as a negative shape (approx. one inch).

## LESSON EXPANSION

Design a personal logo through a process of drawing a realistic image and simplifying/exaggerating it in subsequent drawings.

## EVERYDAY CONNECTIONS

logos, Native American symbols, cereal boxes

## LEARNING STANDARDS

**Visual Art**

1.1.a Brainstorm collaboratively multiple approaches to an art or design problem.

1.2.a Mark art or design with various materials and tools to explored 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.

2.2.a Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.

7.2.a Categorize images based on expressive properties.

**Common Core ELA**

2.SL.2. Recount or describe key ideas or details from a text read loud or information presented orally or through other media.

2.RI.9. Compare and contrast the most important points presented by two texts on the same topic.

