



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

3

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WASHINGTON STATE
ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

THIRD GRADE LESSON TEN

CREATING A TIME AND PLACE

Description Of Project:

Teach in multiple sessions

Students use colors, textures, and shapes to make a collagraph print.

Problem To Solve:

How can an artist communicate setting?

Student Understanding:

Artistic choice of descriptive color, texture and shape can evoke a specific time, place and mood.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Describes time and place.

AC: Uses color, shape, and texture to record a specific moment and location.

LT: Makes a collagraph plate.

AC: Selects, layers, affixes, and seals shapes and textures.

LT: Prints a collagraph print.

AC: Transfers textures and shapes from plate to paper.

EVIDENCE OF LEARNING

Art: Print

Uses color, shape, and texture to communicate a specific moment, location, and mood

Selects and layers shapes and textures

Securely affixes shapes and textures

Seals shapes and textures

Transfers textures and shapes from plate to paper in print

EXAMPLE



VOCABULARY

- Brayer
- Collagraph
- Collagraph Plate
- Mood
- Relief Print
- Setting
- Texture

RESOURCES

Diaz de la Peña, *Landscape at Barbizon*, Frye;

Pieter van Veen, *The Willows*, Frye;

Kiyonaga, *Girl Under a Willow*

ART MATERIALS

- 5x7" tagboard
- white glue
- glue brushes
- corrugated papers
- textural fabrics
- scissors
- acrylic medium (alternative: 50/50 ratio white glue and water)
- brayers
- water soluble color block printing ink
- plexi plates
- newsprint

THIRD GRADE LESSON TEN // CREATING A TIME AND PLACE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Demonstrates air-drawing lines: vertical, horizontal, and diagonal.

Prompts: Remember that vertical is up and down; horizontal is across, back and forth; diagonal is from corner to corner of the room.

Think about the different directions you use when you write letters and numbers.

Air-draws along with teacher.

Guides students as they look at *Neighbors* by Vanessa Helder, *Dutch Courtyard* by Max Liebermann or *Monet Painting in his Garden* by Pierre Auguste Renoir, and asks students to find vertical, horizontal, and diagonal lines.

Identifies and points to three directions of lines.

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

Identifies directions of lines in buildings: windows, doors, roof.

Demonstrates 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.

Observes teacher demonstration. Student makes building contour, and reflects on attributes of shapes created with directional line.

Demonstrates 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?

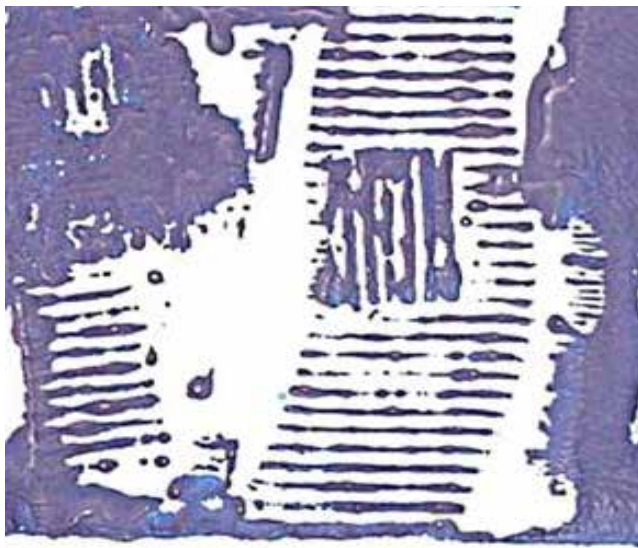
Makes building details with only vertical, horizontal, and diagonal lines.

THIRD GRADE LESSON TEN // CREATING A TIME AND PLACE

SKILLS AND TECHNIQUES



Students select a time of day or year and creates an image using shape and texture.



Time is a flowing river

Whoa BAM

ART STUDIO TIP

Sealing a collagraph with acrylic medium or a glue/water mix-ture helps prepare the surface for ink application.

LESSON EXPANSION

Students develop figurative language for time and place in poems about their own prints.

EVERYDAY CONNECTIONS

literary references using setting; setting in media

LEARNING STANDARDS

Visual Art

1.1a Elaborate on an imaginative idea.

1.2a Apply knowledge of available resources, tools, and technologies through art making.

2.1a Create personally satisfying artwork, using a variety of artistic processes and materials.

2.2a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

7.2a Determine messages communicated by an image.

8a Interpret art by analyzing use of media to create subject matter, characteristics of form and mood.

Common Core ELA

3.RL.7. Explain how specific aspects of a text's illustrations contribute to what is being conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).

