



# 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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## ART LESSONS IN THE CLASSROOM

# ACKNOWLEDGMENTS

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CULTURE



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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

# PROTOCOL GUIDELINES

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**ARTS EDUCATION FOR ALL**

# THIRD GRADE LESSON FOUR

## GATHERING INFORMATION ABOUT PEOPLE

### Description Of Project:

*Teach in multiple sessions*

Students make a series of observational figure drawings using continuous active line to capture specific poses.

### Problem To Solve:

How can observation inform drawing the human figure?

### Student Understanding:

Gathering information about pose and gesture can communicate the human figure and inform making art.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Models and describes different positions of the human figure.

AC: Creates poses and identifies verbs associated with particular activities.

LT: Makes different gesture drawings of the human figure.

AC: Uses quick loose continuous line to show different positions of the figure on folded paper and in sketchbook.

## EVIDENCE OF LEARNING

### Art: Process Drawing

Models by creating a pose associated with a particular activity

Uses loose continuing line

Shows information about three different positions of the figure on folded paper

Shows information about three different positions of the figure in ongoing sketchbook drawings

### EXAMPLE



### VOCABULARY

- **Gesture**
- **Gesture Drawing**
- **Observation**
- **Pose**

### RESOURCES

**Aki Sugabi, *Fisherman's Morning*, 4Culture;**

**Mark Tobey, *Folk Dance on Independence Day*, MAC;**

**Georges de La Tour, *St. Joseph***

### ART MATERIALS

- **4B pencils**
- **6x18" drawing paper (folded in thirds)**
- **sketchbook**

## THIRD GRADE LESSON FOUR // GATHERING INFORMATION ABOUT PEOPLE

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Introduce *Fisherman's Morning* by Aki Sugabi, and *Folk Dance on Independence Day* by Mark Tobey and/or *St. Joseph* by Georges de La Tour. Ask students to recreate the poses and gestures of the human figures. Ask students to notice the characteristics of line in the art and select verbs to describe poses of the figures seen.

**Prompts:** Create the pose of one of the fisherman. Now, one of the dancers. Which artwork communicates action the most? Why? (Active gestural line)

Invite students to model for their classmates, giving the student model a range of poses by aligning the poses with familiar activities (catcher, first baseman, and fielder in baseball; ballerina pose, break dancing, folk dancing pose, playing soccer, fishing).

**Prompts:** You could pretend to be one of three baseball players. How does each one of them position their body to catch a ball? Draw your classmate in 3 poses, one on each of 3 different panels of folded paper. The drawings won't show facial features or details of clothing. Gesture drawing shows the position of the human figure in space. Draw quickly and actively using a continuous line (as if you are wrapping the figure in string).

Ask students to do at least 5 gesture drawings over a week's time. Ask them to make notes on the activity associated with the pose by choosing and recording a verb describing each drawing.

Recreates a pose and gesture seen in a painting.

Makes gesture drawing of a classmate in 3 different poses.

Makes a series of gesture drawings in their sketchbook for future reference.

## THIRD GRADE LESSON FOUR // GATHERING INFORMATION ABOUT PEOPLE

## SKILLS AND TECHNIQUES



Running pose



Baseball stance pose

## ART STUDIO TIP

Each drawing should take no longer than two minutes and your eyes should spend more time on the figure than looking at your paper.

## LESSON EXPANSION

Students draw gesture drawings using two figures interacting with each other: playing ball, dancing, working together.

Reference Jacob Lawrence, *Games* or *The Builders*.

## LEARNING STANDARDS

## Visual Art

11.a Elaborate on an imaginative idea.

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

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

72.a Determine messages communicated by an image.

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

10.a Develop a work of art based on observations of surroundings.

## Common Core ELA

3.L.1.d. Form and use regular and irregular verbs.

3.L.5.b. Identify real-life connections between words and their use.

