

# A Picture's Worth 10,000 Words

**Grade Level:** Second Grade/Art

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**Length of Unit:** 5 - one hour lessons or 10 - thirty minute lessons

## I. ABSTRACT

The three major goals in art, those of creating art, looking at art, and living with art, are the focus of this unit. Kindergarten and first grade Core Knowledge students have already been exposed to several of the elements of art (color, line, shape, texture), a variety of art forms (murals, sculpture, portraits, still-life), and artists (Diego Rivera, Leonardo da Vinci, Paul Gauguin). In this unit, we will continue to identify and discuss the elements of art in abstract art, sculpture, and landscapes, learn about the lives and works of four artists, and create our own works of art.

## II. OVERVIEW

### A. Concept Objectives:

1. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p. 52).
2. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
3. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities (CA Visual Arts State Standard 4.0 and *Core Knowledge Sequence*, p. 52).

### B. Content Objectives from *Core Knowledge Sequence*:

1. Elements of Art
  - a. recognize lines as horizontal, vertical, or diagonal (p. 52)
  - b. observe the use of line in works of art (p. 52)
  - c. review line, color, shape, and texture (p. 52)
2. Sculpture
  - a. observe shape, mass, and line in works of art (p. 52)
3. Kinds of Pictures: Landscapes
  - a. recognize works of art as landscapes (p. 52)
  - b. discuss qualities of line, color, shape, and texture (p. 52)
4. Abstract Art
  - a. compare lifelike and abstract animals (p. 52)
  - b. observe and discuss examples of abstract painting and sculpture (p. 52)
5. Artists
  - a. provide examples of works of arts from various artists (p. 52)
  - b. provide background information about Paul Klee, Henri Matisse, Pablo Picasso and Vincent Van Gogh (*What Your Second Grader Needs to Know*, p. 183)

### C. Skill Objectives:

1. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).
2. The students will perceive and discuss differences in mood created by warm and

cool colors (CA Visual Arts State Standards 1.2 and *Core Knowledge Sequence*, p. 52).

3. The students will demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils (CA Visual Arts State Standard 2.1).
4. The students will demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera (CA Visual Arts State Standard 2.2).
5. The students will create a painting or drawing, using warm or cool colors expressively (CA Visual Arts State Standard 2.4).
6. The students will explain how artists use their work to share experiences or communicate ideas (CA Visual Arts State Standards 3.1).
7. The students will compare different responses to the same work of art (CA Visual Arts State Standard 4.2 and *Core Knowledge Sequence*, p. 52).
8. The students will use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded (CA Visual Arts State Standards 4.3 and *Core Knowledge Sequence*, p. 52).
9. The students will use appropriate vocabulary of art to describe the successful use of an element of art in a work of art (CA Visual Arts State Standard 4.4 and *Core Knowledge Sequence*, p. 52).
10. The students will discuss artists in the community who create different kinds of art (e.g., prints, ceramics, paintings, sculpture) (CA Visual Arts State Standard 5.4).
11. The student will group related ideas and maintain a consistent focus (CA Reading/Language Arts Standard 1.1 and *Core Knowledge Sequence* p. 43).
12. The students will create readable documents with legible handwriting (CA Reading/Language Arts Standard 1.2 and *Core Knowledge Sequence* p. 44).
13. The students will produce a variety of types of writing--such as stories, reports, letters, poems, descriptions--and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition (*Core Knowledge Sequence*, p. 43).
14. Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose (CA Reading/Language Arts Standard 1.0).

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. <http://www.sanford-artedventures.com>
  2. [http://www.artchive.com/ftp\\_site.htm](http://www.artchive.com/ftp_site.htm)
  3. Hirsh, Jr. E.D. *What Your Second Grader Needs to Know*. New York, New York: Dell Publishing, 1998. 0-385-31843-X
- B. For Students
  1. Elements of art: line, color, shape, texture
  2. Art forms: murals, portraits, sculptures, still-life

### IV. RESOURCES

- A. Boehm, A. *Jack In Search of Art*. Lanham, Maryland: Roberts Reinhart Publishers, 1998. 1-57098-234-1.
- B. Hirsh, Jr. E.D. *What Your Second Grader Needs to Know*. New York, New York: Dell Publishing, 1998. 0385-31843-X.
- C. Loria, Stefano. *Masters of Art: Picasso*. New York: Peter Bedrick Books, 1995. 0-87226-318-5

- D. Venezia, M. *Van Gogh*. Chicago: Children's Press, 1988. 0-516-02274-X.
- E. Venezia, M. *Picasso*. Chicago: Children's Press, 1988. 0-516-02271-5.
- F. Venezia, M. *Paul Klee*. Chicago: Children's Press, 1991. 0-516-02294-4.
- G. Venezia, M. *Henri Matisse*. Chicago: Children's Press, 1998. 0-516-26146-0.

## V. LESSONS

### Lesson One: Elements of Art

#### A. Daily Objectives

1. Concept Objective
  - a. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p. 52).
  - b. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
2. Lesson Objectives
  - a. Elements of Art
    - i. review line, color, shape, and texture (*Core Knowledge Sequence*, p. 52)
  - b. Art forms
    - i. review murals, sculpture, portrait and still-life (*Core Knowledge Sequence*, p. 52)
3. Skill Objectives
  - a. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).
  - b. The students will demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils (CA Visual Arts State Standard 2.1).
  - c. The students will demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera (CA Visual Arts State Standard 2.2).

#### B. Materials

1. Book - *Jack In Search of Art*
2. Examples/ pictures /works of art depicting key vocabulary
  - a. Color wheel to show primary and secondary colors
3. Vocabulary words written on card stock (appendix A)
4. 6 - 4"X4" white construction papers per student
5. 1 - 12"X18" yellow construction paper per student
6. Black markers - thick and thin tips
7. Glue
8. 1 - 4"X4" filter paper (or coffee filter) per student
9. Orange, red, and yellow food coloring - slightly diluted
10. 6 eye droppers for food coloring and tempera paints
11. Variety of items for crayon rubbing (texture) e.g. sandpaper, feathers, leaves
12. 6 small containers to hold food coloring and tempera paints
13. Red, blue, and yellow chalk
14. Hair spray
15. 1 each of 4"X4" green, blue, and violet construction paper *per pair of students*

16. Construction paper scraps of various colors
- C. *Key Vocabulary* (review from kindergarten and first grade)
1. Color:
    - a. primary - colors that cannot be made by mixing other colors: red, blue, and yellow
    - b. secondary - colors that are made by mixing two primary colors: orange, green, and violet
    - c. cool - colors that remind people of cool things (shades of blue, green, and violet)
    - d. warm - colors that remind people of warm things (shades of red, orange, and yellow)
  2. Line: a path created by a moving point (can be thick, thin, wavy, etc.)
  3. Texture: the way an object feels when it is touched; also the way an object looks like it feels (smooth, rough, etc.)
  4. Shape: outline, edge, or flat surface of a form (geometric forms such as circle, rectangle, oval, etc., and organic forms such as things that occur in nature)
  5. Murals: large paintings or other kinds of art created or displayed on a wall
  6. Portrait: artwork that shows the face of a real person (also self-portrait)
  7. Sculpture: 3-dimensional art; not flat like a painting; the kind of art we can see from all sides flowers, etc.
- D. *Procedures/Activities*
1. Prepare in advance the following centers:
    - a. Primary colors:
      - i. Red, blue, and yellow chalk
      - ii. 4”X4” white construction paper
      - iii. Hair spray
      - iv. Newspaper
    - b. Secondary colors:
      - i. Red, blue, and yellow tempera paints (slightly diluted) in small containers
      - ii. 4”X4” white construction paper
      - ii. 1 eye dropper per container
      - iv. Newspaper
    - c. Warm colors:
      - i. Red, orange, and yellow food coloring in small containers
      - ii. 4”X4” filter paper (you can use coffee filters but they do not show intensity of colors)
      - iii. 1 eyedropper per container
      - iv. Newspaper
    - d. Cool colors:
      - i. 4”X4” blue, green, and violet construction paper -1 each per pair of students
      - ii. 4”X4” white construction paper - 1 per student
      - iii. Scissors
      - iv. Glue
    - e. Texture:
      - i. 4”X4” white construction paper - 1 per student
      - ii. Crayons
      - iii. Variety of items (sandpaper, leaves, etc.)
    - f. Shapes:

- i. 4”X4” white construction paper - 1 per student
      - ii. Scissors
      - iii. Glue
      - iv. Variety of construction paper scraps
    - g. Lines:
      - i. 4”X4” white construction paper - 1 per student
      - ii. Black markers (thick and thin tips)
      - iii. Newspaper
  - 2. The teacher will read and discuss *Jack In Search of Art*.
  - 3. The teacher will show and ask for definitions of vocabulary words. S/he will display each word after discussing.
  - 4. The teacher will show examples of each vocabulary word and ask for volunteers to match the example with the vocabulary word.
  - 5. The teacher will explain purpose and directions for each center.
    - a. primary colors:
      - i. Students will draw a wavy line with blue chalk (1/3 of paper) and fill in.
      - ii. Students will do the same with yellow (middle) and red.
      - iii. Spray with hair spray to set chalk .
    - b. secondary colors:
      - i. Students will fold construction paper in half.
      - ii. Using eyedroppers, students will place yellow paint on the top and middle right side. Red will be placed on the bottom right side and top left side. Blue will be placed on the middle and bottom of left side of paper.
      - iii. Students will fold together and press to mix paints.
    - c. warm colors:
      - i. Students will use eyedroppers to place red, yellow, and orange food coloring to filter paper.
    - d. cool colors:
      - i. Students will work in pairs and cut a wavy line on the diagonal using 1 each of blue, green, and violet construction papers.
      - ii. Students will glue pieces on 4”X4” white construction paper.
    - e. texture:
      - i. Students will make a crayon rubbing on 4”X4” white construction paper.
    - f. shape:
      - i. Students will cut out different geometric and organic shapes from different colored scraps of construction paper and glue on 4”X4” white construction paper.
    - g. line:
      - i. Students will use both thick and thin black markers to draw different types of lines (zigzag, dashed, curly, etc.).
  - 6. Students will glue each example on 12”X18” construction paper and label (primary colors, secondary colors, etc.).
- E. *Assessment/Evaluations*
- 1. Students completed “Elements of Art” project.
  - 2. Teacher observations as students work their way through the centers.

## **Lesson Two: Lines**

### A. *Daily Objectives*

1. Concept Objectives
  - a. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p.52).
  - b. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
  - c. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities (CA Visual Arts State Standard 4.0 and *Core Knowledge Sequence*, p. 52).
2. Lesson Content
  - a. Elements of Art
    - i. recognize lines as horizontal, vertical, or diagonal (p. 52)
    - ii. observe the use of line in works of art (p. 52)
    - iii. review line, color, shape, and texture (p. 52)
  - b. Artists
    - i. provide examples of works of arts from various artists (p. 52)
    - ii. provide background information about Paul Klee, Henri Matisse, Pablo Picasso, and Vincent Van Gogh (*What Your Second Grader Needs to Know*, p. 183)
3. Skill Objectives
  - a. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).
  - b. The students will perceive and discuss differences in mood created by warm and cool colors (CA Visual Arts State Standards 1.2 and *Core Knowledge Sequence*, p. 52).
  - c. The students will demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils (CA Visual Arts State Standard 2.1).
  - d. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).

B. *Materials*

1. Book - *Henri Matisse*
2. Examples of art showing *inferred lines* (Picasso), lines that show movement (Hokusai and Matisse)
  - a. Pablo Picasso, “Mother and Child”
  - b. Katsushika Hokusai, “The Great Wave at Kanagawa Nami-Ura” from “Thirty-six Views of Mt. Fuji
  - c. Henri Matisse, “Beasts of the Sea”
3. 5”X5” warm colors of construction paper
4. 5”X5” cool colors of construction paper
5. Scraps of black and white construction paper
6. 6”X18” white construction paper - 1 per student
7. Scissors
8. Glue

9. Henri Matisse's name on card stock (Appendix B)
- C. *Key Vocabulary*
1. Vertical line: a line that goes straight up and down
  2. Horizontal line: a line that lies flat
  3. Diagonal line: a line that slants or tilts
  4. Collage: artwork made by pasting pieces of paper or other materials to a flat surface
  5. Elements of art (texture, shape, and primary, secondary, warm, and cool colors)
  6. Organic shapes: shapes found in nature
- D. *Procedures/Activities*
1. The teacher will review with students the vocabulary from previous lessons and introduce new vocabulary.
  2. The teacher will have students work in pairs.
    - a. One student will trace either a horizontal, vertical, or diagonal line on the back of his/her partner.
    - b. The student will identify which type of line by name.
    - c. Students will take turns tracing and identifying lines.
  3. The teacher will read and discuss *Henri Matisse*, focusing on elements of art and, in particular, inferred lines and lines that show movement (see *What Your Second Grader Needs to Know*, pages 186 and 187).
  4. The teacher will show and discuss "Beasts of the Sea" by Matisse, focusing on elements of art and, in particular, lines.
  5. The teacher will explain art project (a modified version of a project in *Month-by-Month Masterpieces* from Scholastic).
    - a. Students will use "Beasts of the Sea" as a model.
      - i. Students will brainstorm different types of animals and plants that are found in the ocean that they will use in their project.
      - ii. Students will make only one column for their pictures.
        - (a). The column should be made from either all warm or all cool colors.
        - (b). Pieces for the column can be cut on the diagonal or with wavy edges to show movement.
      - iii. Students will construct column without gluing. This will enable them to make any adjustments they feel are necessary.
      - iv. Have students cut out sea plants and animals and other shapes that they would like to include. As they cut them out, have them place them on the collage.
      - v. Once students have decided that they have their pieces where they want them, have them glue them in place.
  6. Students will create a name for their masterpieces, write it on the bottom of their pictures, and sign their names.
- E. *Assessment/Evaluations*
1. Students will share their projects, identify the different elements of art, explain why they chose warm/cool colors, identify horizontal, vertical, and diagonal lines, and answer questions from other students regarding their work (Appendix C).

### **Lesson Three: Abstract Art**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students perceive and respond to works of art, objects in nature, events,

- and the environment. They also use the vocabulary of the visual arts to express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p. 52).
- b. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
  - c. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities (CA Visual Arts State Standard 4.0 and *Core Knowledge Sequence*, p. 52).
2. Lesson Content
- a. Elements of Art
    - i. recognize lines as horizontal, vertical, or diagonal (p. 52)
    - ii. observe the use of line in works of art (p. 52)
    - iii. review line, color, shape, and texture (p. 52)
  - b. Artists
    - i. provide examples of works of arts from various artists (p. 52)
    - ii. provide background information about Paul Klee, Henri Matisse, Pablo Picasso, and Vincent Van Gogh (*What Your Second Grader Needs to Know*, p. 183)
  - c. Art Forms
    - i. Abstract art
    - ii. Realistic art
3. Skill Objectives
- a. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p.52).
  - b. The students will perceive and discuss differences in mood created by warm and cool colors (CA Visual Arts State Standards 1.2 and *Core Knowledge Sequence*, p. 52).
  - c. The students will demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera (CA Visual Arts State Standard 2.2).
  - d. The students will explain how artists use their work to share experiences or communicate ideas (CA Visual Arts State Standards 3.1).
  - e. The students will compare different responses to the same work of art (CA Visual Arts State Standard 4.2 and *Core Knowledge Sequence*, p.52).
  - f. The students will use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded (CA Visual Arts State Standards 4.3).
  - g. The students will use appropriate vocabulary of art to describe the successful use of an element of art in a work of art (CA Visual Arts State Standard 4.4 and *Core Knowledge Sequence*, p. 52).
  - h. The student will group related ideas and maintain a consistent focus (CA Reading/Language Arts Standard 1.1 and *Core Knowledge Sequence* p. 43).
  - i. The student will create readable documents with legible handwriting (CA Reading/Language Arts Standard 1.2 and *Core Knowledge Sequence* p. 44).

- B. *Materials*
1. Book - *Paul Klee*
  2. Examples of abstract and realistic forms
    - a. Paintings of birds by John James Audubon
    - b. Albrecht Durer, “Young Hare”
    - c. Paul Klee, “Cat and Bird”
    - d. Henri Matisse, “The Snail”
    - e. Marc Chagall, “I and the Village”
  3. 9”X12” white construction paper - 1 per student
  4. Watercolors
  5. Paint brushes
  6. Jars with water
  7. Newspapers
  8. Thin tipped black markers
  9. Lined writing paper
  10. Paul Klee’s name on card stock (Appendix B)
- C. *Key Vocabulary*
1. Abstract art: artwork that doesn’t look exactly like the real thing, but may remind you of things you’ve seen; artwork that may make you see something in a new way by drawing your attention to the basic lines and shapes.
  2. Realistic art: artwork that looks very real and lifelike
- D. *Procedures/Activities*
1. Students will share and discuss their “Matisse” art projects.
  2. The teacher will review with students the vocabulary from previous lessons and introduce new vocabulary.
  3. The teacher will read and discuss *Paul Klee*.
  4. The teacher will show examples of different works of art and ask students to identify that are examples of abstract art and realistic art and identify elements of art.
  5. Students will brainstorm different animals that they would like to use as a model for their abstract painting and provide information as to what techniques they would use to draw the animal.
  6. The teacher will give directions for the project.
    - a. Students will first draw the animal with a black felt tipped pen. The animal should fill up most of the paper.
    - b. Students will apply water with the paintbrush to the paper.
    - c. Students will paint animal.
    - d. Students will name their masterpieces and sign them.
  7. Students will write a paragraph about their picture.
- E. *Assessment/Evaluation*
1. Students will share their projects, identify the different elements of art, explain what makes their pictures abstract, and answer questions from other students regarding their work (Appendix C).
  2. Written work will be checked for consistent focus, handwriting, punctuation, and appropriate use of capital letters.

#### **Lesson Four: Landscapes**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to

express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p. 52).

- b. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
- c. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities (CA Visual Arts State Standard 4.0 and *Core Knowledge Sequence*, p. 52).

2. Lesson Content

- a. Elements of Art
  - i. recognize lines as horizontal, vertical, or diagonal (p. 52)
  - ii. observe the use of line in works of art (p. 52)
  - iii. review line, color, shape, and texture (p. 52)
- b. Artists
  - i. provide examples of works of arts from various artists (p. 52)
  - ii. provide background information about Paul Klee, Henri Matisse, Pablo Picasso, and Vincent Van Gogh (*What Your Second Grader Needs to Know*, p. 183)
- c. Art forms
  - i. Landscapes (*Core Knowledge Sequence* p. 52)

3. Skill Objectives

- a. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).
- b. The students will perceive and discuss differences in mood created by warm and cool colors (CA Visual Arts State Standards 1.2 and *Core Knowledge Sequence*, p. 52).
- c. The students will demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera (CA Visual Arts State Standard 2.2).
- d. The students will explain how artists use their work to share experiences or communicate ideas (CA Visual Arts State Standards 3.1).
- e. The students will compare different responses to the same work of art (CA Visual Arts State Standard 4.2 and *Core Knowledge Sequence*, p. 52).
- f. The students will use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded (CA Visual Arts State Standards 4.3).
- g. The students will use appropriate vocabulary of art to describe the successful use of an element of art in a work of art (CA Visual Arts State Standard 4.4 and *Core Knowledge Sequence*, p. 52).
- h. The students will produce a variety of types of writing--such as stories, reports, letters, poems, descriptions--and make reasonable judgments about what to include in his or her own written works based on the purpose and type of composition (*Core Knowledge Sequence*, p. 43).

B. *Materials*

- 1. Book - *Van Gogh*
- 2. Examples of art
  - a. Thomas Cole, "The Oxbow"

- b. El Greco, “View of Toledo”
  - c. Henri Rousseau, “Virgin Forest”
  - d. Vincent van Gogh, “The Starry Night”
- 3. 12”X18” white construction paper
- 4. Tempera paints
- 5. Paint brushes
- 6. Newspaper
- 7. Plastic forks and knives and/or toothbrushes
- 8. Lined writing paper
- 9. Vincent van Gogh’s name on card stock (Appendix B)
- C. *Key Vocabulary*
  - 1. Landscape: an artwork that shows natural scenery such as mountains, valleys, trees, rivers, and lakes
- D. *Procedures/Activities*
  - 1. Students will share their projects from previous lesson, identify the different elements of art, explain what makes their pictures abstract, and answer questions from other students regarding their work.
  - 2. The teacher will review with students the vocabulary from previous lessons and introduce new vocabulary.
  - 3. The teacher will read and discuss *Van Gogh*.
  - 4. The teacher will show different works of art and ask students to identify, specifically, landscapes and elements of art.
  - 5. Students will brainstorm different types of landscapes (mountains, islands, deserts, plains, etc.).
  - 6. Students will use tempera paints to make a landscape picture.
  - 7. Students will use forks and/or knives to create texture in their painting.
  - 8. Students will name their pictures and sign their names to their artwork.
  - 9. Students will write a poem about their picture (possible format: acrostic poem using “Van Gogh” as a starting point).
- E. *Assessment/Evaluation*
  - 1. Students will share their projects, identify the different elements of art, explain what makes their pictures a landscape, and answer questions from other students regarding their work (Appendix C).
  - 2. Students poetry will be evaluated for appropriateness to topic (using appropriate adjectives and verbs to describe their picture) and handwriting.

### **Lesson Five: Sculptures**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations (CA Visual Arts State Standard 1.0 and *Core Knowledge Sequence*, p. 52).
    - b. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art (CA Visual Arts State Standard 2.0).
    - c. Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities (CA Visual Arts State Standard 4.0 and *Core Knowledge Sequence*, p. 52).
  - 2. Lesson Content

- a. Elements of Art
    - i. recognize lines as horizontal, vertical, or diagonal (p. 52)
    - ii. observe the use of line in works of art (p. 52)
    - iii. review line, color, shape, and texture (p. 52)
  - b. Artists
    - i. provide examples of works of arts from various artists (p. 52)
    - ii. provide background information about Paul Klee, Henri Matisse, Pablo Picasso, and Vincent Van Gogh (*What Your Second Grader Needs to Know*, p. 183)
  - c. Art forms
    - i. Sculpture
3. Skill Objectives
- a. The students will identify the elements of art in objects in nature, the environment, and works of art, emphasizing line, color, shape/form, texture, and space. (CA Visual Arts State Standards 1.3 and *Core Knowledge Sequence*, p. 52).
  - b. The students will perceive and discuss differences in mood created by warm and cool colors (CA Visual Arts State Standards 1.2 and *Core Knowledge Sequence*, p. 52).
  - c. The students will demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera (CA Visual Arts State Standard 2.2).
  - d. The students will explain how artists use their work to share experiences or communicate ideas (CA Visual Arts State Standards 3.1).
  - e. The students will compare different responses to the same work of art (CA Visual Arts State Standard 4.2 and *Core Knowledge Sequence*, p. 52).
  - f. The students will use the vocabulary of art to talk about what they wanted to do in their own works of art and how they succeeded (CA Visual Arts State Standards 4.3 and *Core Knowledge Sequence*, p. 52).
  - g. The students will use appropriate vocabulary of art to describe the successful use of an element of art in a work of art (CA Visual Arts State Standard 4.4 and *Core Knowledge Sequence*, p. 52).
- B. *Materials*
- 1. Books - *Picasso* - (read Venezia and show pages 50-51 in Loria's book)
  - 2. Examples of art
    - a. "The Discus Thrower"
    - b. "Flying Horse" (from Wu-Wei, China)
    - c. Auguste Rodin, "The Thinker"
    - d. Pablo Picasso, "Bull's Head"
    - e. Constantin Brancusi, "Bird in Space"
  - 3. Recyclable items (egg cartons, shoe boxes, thread spools, etc).
  - 4. Variety of items for sculpture (Styrofoam balls and blocks, Popsicle sticks, pipe cleaners, etc.)
  - 5. Tempera paints
  - 6. Paint brushes
  - 7. Newspapers
  - 8. Scissors
  - 9. Glue
  - 10. Pablo Picasso's name on card stock (Appendix B)
- C. *Key Vocabulary*

1. Sculpture: 3-dimensional art; not flat like a painting; the kind of art we can see from all sides
- D. *Procedures*
1. Students will share their projects from previous lesson, identify the different elements of art, explain what makes their pictures a landscape, and answer questions from other students regarding their work.
  2. The teacher will review with students the vocabulary from previous lessons.
  3. The teacher will read and discuss *Picasso*.
  4. The teacher will show examples of works of art, specifically sculptures, and ask students to identify the art form.
  5. Students will be provided with materials to make a sculpture.
  6. Students will name their project and sign their names (if possible).
- E. *Assessment/Evaluation*
1. Students will share their projects, identify the different elements of art, explain what makes their pictures a sculpture, and answer questions from other students regarding their work (Appendix C).
  2. Students will be given a blank piece of writing paper on which to answer questions about what they have learned during the unit.
    - a. The teacher will show examples of elements of art and art forms and students will write what the example demonstrates (vocabulary and names of artists on card stock should be displayed to help with spelling) (Appendix C).
    - b. The teacher will ask specific questions about the artists that were studied and students will write the name of the artist (Appendix C).

## VI. CULMINATING ACTIVITY

- A. Local artists will be invited to share and discuss their work.

## VII. HANDOUTS/WORKSHEETS

Appendix A: Vocabulary words for card stock reproduction

Appendix B: Artists names for card stock reproduction

Appendix C: Rubric

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PRIMARY  
COLORS

SECONDARY  
COLORS

TEXTURE

SHAPE

Line

WARM  
COLORS

COOL  
COLORS

**MURAL**

**SCULPTURE**

**Portrait**

**STILL -  
LIFE**



**HORIZONTAL**

**DIAGONAL**

# **ABSTRACT ART**

# **LANDSCAPE**

**V  
E  
R  
I  
T  
I  
C  
A  
L**

**Henri  
Matisse**

**Vincent  
Van Gogh**

**Pablo  
Picasso**

# Paul Klee

**Appendix C**

| Objectives   | Low Performance   | At or Below Average  | At or Above Average   | Exemplary Performance   | Earned Points |
|--|---|--|---|---|---------------|
| Student correctly uses elements of art vocabulary.   | <b>1 point</b><br>Demonstrates mastery of less than 54% of vocabulary.            | <b>2 points</b><br>Demonstrates mastery of 55-69% of vocabulary.                                     | <b>3 points</b><br>Demonstrates mastery of 70-85% of vocabulary.                                      | <b>4 points</b><br>Demonstrates mastery of 86-100% of vocabulary.   |               |
| Student identifies by name the following art forms: sculpture, landscapes, abstract art.         | <b>1 point</b><br>Unable to identify art forms.                                   | <b>2 points</b><br>Able to identify 1 art form.  | <b>3 points</b><br>Able to identify 2 art forms.  | <b>4 points</b><br>Able to identify all 3 art forms.  |               |
| Student describes elements of art in works of art, including his/her own.                        | <b>1 point</b><br>Unable to describe elements of art.                             | <b>2 points</b><br>Describes some applicable elements of art.  | <b>3 points</b><br>Describes most applicable elements of art  | <b>4 points</b><br>Describes all applicable elements of art.  |               |
| Student identifies works of art by Paul Klee, Henri Matisse, Pablo Picasso and Vincent Van Gogh. | <b>1 point</b><br>Unable to identify artists with their work.                     | <b>2 points</b><br>Able to identify 1 artist with his work.  | <b>3 points</b><br>Able to identify 2-3 artists with his work.  | <b>4 points</b><br>Able to identify all 4 artists with their works.   |               |
| Student applies elements of art in his/her own works of art.                                     | <b>1 point</b><br>Does not use specific element taught in lesson in own art work. | <b>2 points</b><br>Uses specific element of art taught in lesson but unable to identify the element. | <b>3 points</b><br>Uses specific element of art taught in lesson and is able to identify the element. | <b>4 points</b><br>Uses specific element of art taught in lesson and is able to identify the element and tell why/how the element was used. |               |
|  |   |  |   | Score:  |               |