



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

1

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ART LESSONS IN THE CLASSROOM

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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIRST GRADE LESSON THREE

OBSERVING AND DESCRIBING SHAPES

Description Of Project:

Students observe and draw natural objects in a sketch journal.

Problem To Solve:

How does an artist show and tell about a natural object?

Student Understanding:

Use of thick and thin lines to create organic shapes, along with keen observation, helps an artist to draw natural objects.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Describes natural objects.

AC: Orally describes shape, line, and/or texture of natural objects.

LT: Uses shape to describe natural objects.

AC: Uses organic shapes that reflect observed objects.

LT: Uses more than one type of line to describe a natural object.

AC: Uses thick and thin lines in visual description.

EVIDENCE OF LEARNING

Art: Sketchbook drawings

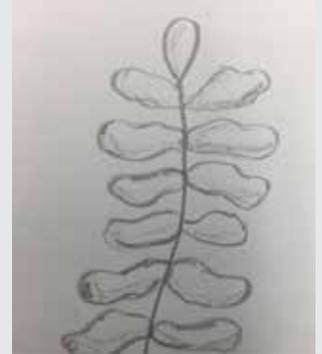
Orally describes organic/biomorphic attributes of natural objects

Uses organic shapes that reflect observed objects

Uses thick and thin lines to describe a natural object

EXAMPLE

Uses organic shapes that reflect observed objects.



VOCABULARY

- **Describe**
- **Line, Thick, and Thin**
- **Observation**
- **Organic Shape**

RESOURCES

Michael Brophy, *Entrance*, 4Culture;

Karen Yurkovich, *Seeing*, 4Culture

Abraham van Beyeren, *Still Life, Lobster and Jug*

ART MATERIALS

- **4B graphite pencils**
- **white drawing paper/ sketchbook**
- **natural objects: shells, bones, pine cones, leaves, rocks**

FIRST GRADE LESSON THREE // OBSERVING AND DESCRIBING SHAPES

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Introduce objects from nature (shells, leaves, bones) and lead students in finding description words for organic shapes.</p> <p>Prompts: Find a word you might use to describe the shape of this object (round, curved, oval, jagged).</p>	<p>Names and describes shapes of objects from nature.</p>
<p>Demonstrate making thick and thin lines.</p>	<p>Makes thick and thin lines in sketchbook.</p>
<p>Demonstrate observing the shape of a natural object and using thick and thin lines to draw what is observed.</p> <p>Prompts: Use your eyes to follow the outside edge of the object. Air-draw (tracing in the air) the outside edge of the object. Now, keeping your eyes on the object, draw it on paper. Trust your eyes to guide your hand! Use thick lines for lines that stand out and thin lines for the 'quiet' lines.</p>	<p>Observes and draws three different organic/natural objects.</p>
<p>Brainstorm with students for descriptive words for natural objects.</p> <p>Prompts: Lets make a list on the board of all of the words that can tell us about the objects we are studying.</p>	<p>Selects words to describe natural objects they have drawn.</p>
<p>Ask students to share their drawings (visual) and words (oral).</p> <p>Prompts: Describe the object you looked at and drew. Is it smooth, bumpy, rough?</p> <p>Where did you use curvy lines to show the shapes you see?</p> <p>Where did you see and draw thin lines? What about thick lines?</p>	<p>Participate in assessments with visual and oral responses.</p>
<p>Lead students in looking at <i>Entrance</i> by Michael Brophy, <i>Seeing</i> by Karen Yurkovich, <i>Still Life, Lobster and Jug</i> by Abraham van Beyeren and finding the shapes of the different objects.</p>	<p>Describes shapes and lines seen in art.</p>

FIRST GRADE LESSON THREE // OBSERVING AND DESCRIBING SHAPES

SKILLS AND TECHNIQUES



A variety of object textures help students utilize different drawing motions.

ART STUDIO TIP

Each table should have five distinct natural objects, or at least as many objects as there are students per table.

LESSON EXPANSION

Guide students as they draw geometric objects (toys, tools, books) in their sketchbooks. Guide students to describe objects verbally and record responses.

EVERYDAY CONNECTIONS

household objects, objects in nature

LEARNING STANDARDS

Visual Art

- 1.2.a Use observation and investigation in preparation for making a work of art.
- 2.3.a Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- 3.a Use art vocabulary to describe choices while creating art.
- 5.a Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.
- 7.1.a Select and describe works of art that illustrate daily life experiences of one's self and others.
- 7.2.a Compare images that represent the same subject.
- 8.a Interpret art by categorizing subject matter and identifying the characteristics of form.

Common Core ELA

- 1.L.5.c. Identify real-life connections between words and their use.
- 1.SL.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

