



# 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

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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**

# FIRST GRADE LESSON FIVE

## CHARACTER IN THREE-DIMENSIONS

### Description Of Project:

Teach in multiple sessions.

Students model (clay technique: pinch and poke) a 3-dimensional character.

### Problem To Solve:

How can figures show different characteristics?

### Student Understanding:

Shaping the head and body and adding character attributes gives characters individuality.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Creates a character in 3-dimensions.

AC: Makes a clay figure that stands upright and is not flat.

LT: Creates character attributes.

AC: Pinches a head and body, and pokes facial features.

LT: Adds character details.

AC: Adds more information with line and color to figure.

## EVIDENCE OF LEARNING

### Art: Clay Figures

Makes character in 3-dimensions (not flat)

Pinches a head

Pinches a body

Pokes facial features

Adds character details with line and color to figure

### EXAMPLE



### VOCABULARY

- *2-dimensions*
- *3-dimensions*
- *Cylinder*
- *Detail*
- *Expression*
- *Figure*
- *Sculpture*
- *Character*

### RESOURCES

*Patti Warashina, Yellow Satyr, MAC;*

*Silent Sounds, 4Culture;*

*Yoruba Peoples, Royal Twin*

### ART MATERIALS

- *white Model Magic® one package per student or a baseball-sized chunk*
- *pencils*
- *black fine-tipped sharpies*
- *watercolor markers*
- *2D and 3D objects for comparison*

## FIRST GRADE LESSON FIVE // CHARACTER IN THREE-DIMENSIONS

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

You may elect to have students create a specific character from a story, instead of inventing a character.

Introduce *Yellow Satyr* and *Silent Sounds* by Patti Warashina or artwork by Yoruba Peoples, *Royal Twin*.

**Prompts:** What do we know about the figure in the art by looking at her/him? What clues can you find about who he is (head, body, expression)? What do we call this kind of art (sculpture)? What is different about this sculpture in comparison to other art (3-dimensions: not-flat)? Touch this three-dimensional figure (teacher-supplied), touch this photograph. How are they different?

Describes the shape of head, body, and the expression on the face of the figure. Compares attributes of 2-D versus 3-D objects.

Model rolling a segment of Model Magic into a cylinder or 'log' form. Model pinching in the neck area to form a distinct head and body (no arms and legs necessary—note *Yellow Satyr*).

**Prompts:** Make sure your figure is stable and can stand up. Sculpture can be viewed from different directions: look at your sculpture from the sides and the top.

Observes and applies pinching clay technique: makes sure that sculpture figure can stand upright.

Demonstrate poking using both ends of a pencil to create specific facial features. Gather and air-dry sculpture overnight.

Observes and applies poking clay technique to create features.

Present fine-tipped black sharpies and a range of water- color markers in different sizes and colors and encourage the students to use lines to add more character details.

**Prompts:**

What more can you tell about your figure's character? What is the expression?

What does the hair look like?

What type of clothes/jewelry does s/he have?

What color are the clothes?

Draws to add character details.

## FIRST GRADE LESSON FIVE // CHARACTER IN THREE-DIMENSIONS

## SKILLS AND TECHNIQUES



Pinching



Poking

## ART STUDIO TIP

Pinching to create head and body and poking to create facial features is essential to this lesson.

## LESSON EXPANSION

Using the sculpture *Wildlife*, by Tom Otterness (ArtsWA), discuss the shape of the head and body of the figure, and the expression of the figure.

Use descriptive words about the details the artist used to tell more about this figure.

## EVERYDAY CONNECTIONS

human figures and animals

## LEARNING STANDARDS

**Visual Art**

1.1.a Engage collaboratively in exploration and imaginative play with materials.

2.1.a Explore uses of materials and tools to create works of art or design.

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 Math**

1.G.A.2. Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

**Common Core ELA**

1.RL.3. Describe characters, settings, and major events in a story using key details.

