



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

2018 revisions were made possible with support from:

**The Harvest
Foundation**





ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

ACKNOWLEDGMENTS

PREVIOUS FUNDERS AND CREATORS

Original Development

Susy Watts
& Meredith
Essex



WASHINGTON STATE
ARTS COMMISSION



CULTURE



City of Redmond
WASHINGTON

2009 Redesign



WEA
WASHINGTON
EDUCATION
ASSOCIATION

Pro Bono Graphic Design: Jill Schmidt

2014 Revisions

The Bamford Foundation
The Norcliffe Foundation
Umpqua Bank

Pro Bono Graphic Design: Jill Schmidt
Content Revision: Meredith Essex

2018 CURRICULUM CREDITS

Graphic Design
Photos
Copy
Arts Standards
Spanish Translations
Online Portal Support

Dave Taylor, OkayBro!
Peyton Beresini, Aline Moch, Abigail Alpern-Fisch
Alyssa Hays, Aline Moch, Danielle Gahl
Cheri Lloyd
Aline Moch
Seven DeBord, Kube Warner

THANK YOU!



ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

PROTOCOL GUIDELINES

The K-6 lesson handbooks were originally produced for the Lake Washington School District with grants from 4culture and ArtsWA.

The following protocols were developed to protect the information developed for this publication and share it with others at no cost.

COPYRIGHT All lessons and supporting materials are protected by copyright. You are required by law to respect this and we ask you honor the time, talent, and expense invested.

COPY Letters to families are intended for distribution and may be copied as needed. Lesson assessments are also intended for reproduction.

CREDIT When printing your ALIC lessons, include the title and credit pages. Our creators and funders make this free, give them some credit!

FREE No part of the handbook may be reproduced and sold for profit.

SHARE Encourage your colleagues, other schools, and organizations to use these materials by downloading their own copy at:
www.artsedwashington.org/curriculum

Every child deserves arts education.

HELP Become a member of ArtsEd Washington so we can continue to provide free tools for teachers and fight for equitable access to arts education.

ARTS EDUCATION FOR ALL

FIRST GRADE LESSON SEVEN

PAINTED TEXTURES IN PROCESS-FOLIO

Description Of Project:

Students mix primary colors to make secondary colors and create brush effects.

second of three lessons

(1st: *Rubbed Textures in Process-folio*; 3rd: *Look Here First*)

Problem To Solve:

How does the artist make secondary colors and textures when painting?

Student Understanding:

Mixing primary colors makes secondary colors. Making dabs and strokes with a paintbrush creates a variety of surface textures in paint.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Recognizes and makes secondary colors.

AC: Names and makes orange, green, and violet.

LT: Uses at least two distinct paint marks to fill the page. H

C: Makes dabs and strokes with a paintbrush.

LT: Cares for paintbrushes and art studio.

AC: Cleans brush between colors, washes, shapes, and stores brush (handle laying down or standing up), and empties water containers.

EVIDENCE OF LEARNING

Art: Painting

Recognizes and makes orange, green and violet

Makes dabs and strokes to fill the page

Cleans brush between colors

Washes, shapes, and stores brush

Empties water containers

EXAMPLE



VOCABULARY

- Dabs
- Palette
- Primary Colors
- Secondary Colors
- Strokes

RESOURCES

Michael Brophy, *Entrance*,
4Culture;

Rick Bartow, *Crow Story*
4Culture;

Diego Rivera, *Mother's
Helper*

ART MATERIALS

- 9 x 12" paper (3 each)
- white construction paper
- tempera or watercolor paint in primary colors
- 1/4-3/4" round and flat paint brushes
- color wheel

FIRST GRADE LESSON SEVEN // PAINTED TEXTURES IN PROCESS-FOLIO

INSTRUCTIONAL STRATEGIES

TEACHER	STUDENT
<p>Guide students to name the colors found in Michael Brophy's painting, <i>Entrance and Crow Story</i> by Rick Bartow or Diego Rivera's <i>Mother's Helper</i>.</p>	<p>Names primary and secondary colors in Diego Rivera's <i>Mother's Helper</i>.</p>
<p>Direct students to find different textural qualities in the painting <i>Entrance, Crow Story</i> or <i>Mother's Helper</i>.</p> <p>Prompts: What areas of the painting look smooth? Soft? Bumpy? How did the artist create these different textures?</p>	<p>Describes textural qualities of painting.</p>
<p>Demonstrate how to hold a brush.</p> <p>Prompts: Hold your brush just above the metal band in a balanced, relaxed way.</p>	<p>Observes teacher demonstration.</p>
<p>Demonstrate mixing two primary colors to make a secondary color. Mix 3 combinations to make orange, green, and violet</p> <p>Prompts for color wheel: What colors will you need to make orange (green, violet)? Look for the secondary color's neighbors on either side of the color wheel.</p> <p>Prompts for mixing: Dip your paintbrush in the color you need for mixing and move the color to your palette. Rinse and dry your brush (swish, swish, swish, pat, pat, pat) in water and on a paper towel. Now move the other primary color you need to mix a secondary color onto your palette and swirl them together. Start again with two different primary colors.</p>	<p>Mixes secondary colors.</p>
<p>Demonstrates making dabs and strokes using a small and a large brush to create texture in one color per page, and fill the picture plane.</p> <p>Prompts: Brushes are tools that can make distinct marks. A dab is made with an up and down movement and a stroke is made by gently moving your brush across the paper.</p>	<p>Practices two different types of paint marks: dabs and strokes. Paints many dabs and many strokes for each color. Fills each paper with dabs and strokes.</p>
<p>Remind students to clean their brush between colors. Remind students to never stand their brush head down in the water but only place their paintbrush on its side or standing up with bristles shaped.</p>	<p>Cares for paintbrush and cleans up according to instructions.</p>
<p>Guide recall and reflection on color mixing and painting process.</p> <p>Prompts: What did you notice when you mixed colors? How did you mix colors to match the color wheel? Show the movement and describe the brushes you used to create different dabs and strokes.</p>	<p>Student recalls and reflects on creative process.</p>

FIRST GRADE LESSON SEVEN // PAINTED TEXTURES IN PROCESS-FOLIO

SKILLS AND TECHNIQUES



Dabs and strokes



Show examples of color mixing.

ART STUDIO TIP

Help students hold their brush above the metal band at a comfortable balance point.

Present paint by squeezing a quarter-sized dab of paint in each primary color on a plastic tray for every two students.

Give each student a small plastic tray to mix paints and every two a stable water-container. Regularly change water.

LESSON EXPANSION

Students experiment with combining alternative tools with paintbrushes for even more textural effects: sponges, foam brushes, sticks.

EVERYDAY CONNECTIONS

secondary colors in the home and natural environment

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.

2.2.a Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.

Common Core ELA

1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1.SL.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

