



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 NINE

OUR FAMILY

Description Of Project:

Students create a mixed media image of their family.

Problem To Solve:

How does an artist show a main idea and place objects in a composition?

Student Understanding:

Selecting subjects and placing the objects in relation to each other creates a main idea.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Identifies and shows a main idea in a work of art.

AC: Describes and draws family members and setting for art.

LT: Identifies location in a composition.

AC: Describes parts that are above, below, behind, and in-between in a work of art and own art.

LT: Creates an oil pastel resist with secondary color.

AC Mixes orange, green or violet watercolor wash over oil pastel drawing.

EVIDENCE OF LEARNING

Art: Oil pastel resist

Identifies main idea in a work of art

Makes family members and setting for a main idea in art

Identifies location in work of art and own art

Mixes orange, green, violet

Washes over oil pastel drawing

EXAMPLE



VOCABULARY

- **Above, Below, Behind, and In-Between**
- **Resist**
- **Space**
- **Wash**
- **Describe**
- **Setting**

RESOURCES

Fay Jones, Reading Aloud, 4Culture;

Henri Manguin, Scene du Jardin, MAC;

Diego Rivera, Mother's Helper

ART MATERIALS

- **11 x 14" student grade watercolor paper**
- **oil pastels**
- **watercolor paints in primary colors**
- **1" flat spongebrushes**
- **water cups**
- **color wheels**

FIRST GRADE LESSON NINE // OUR FAMILY

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Introduce *Reading Aloud* by Fay Jones and *Scene du Jardin* by Henry Manguin or Diego Rivera's *Mother's Helper*.

Prompts: What is happening in this painting? Do you think this is a family scene? Why? What is the relationship of the people in the picture? Does their location tell us more? If this picture is showing the beginning of a story, what would happen next?

Describes family scene.
Infers information about family based on observations.

Lead students to find the location in space of various elements of the paintings: above, below, behind, and in-between.

Ask students to pose with each other to show spatial relationships: above, below, through, under, behind, around, and in-between in pairs and groups of three.

Describes location of various painting elements.
Demonstrates spatial relationships.

Review secondary colors by looking at the painting and associating them with secondary colors on the color wheel.

Identifies object by secondary color: green shirt, orange flowers, etc.

Guide students to think about and draw their family.

Prompts: How many members are there in your family? Where will you show them together for a main idea about your family? Are they inside? Outside? What are they doing? Are they going somewhere? Turn to a neighbor at your table and describe your family and what you will show in your picture that will tell us about them.

Use any oil pastels to draw the shapes, without coloring in the shapes.

Draws family members in personally selected location.

Demonstrate creating an oil pastel resist.

Prompts: Using the primary watercolor pans in front of you, mix a secondary color in a mixing tray/lid. Does it match the secondary colors on the color wheel?

Paint over the whole picture with the secondary color you mixed.

Creates an oil pastel resist.

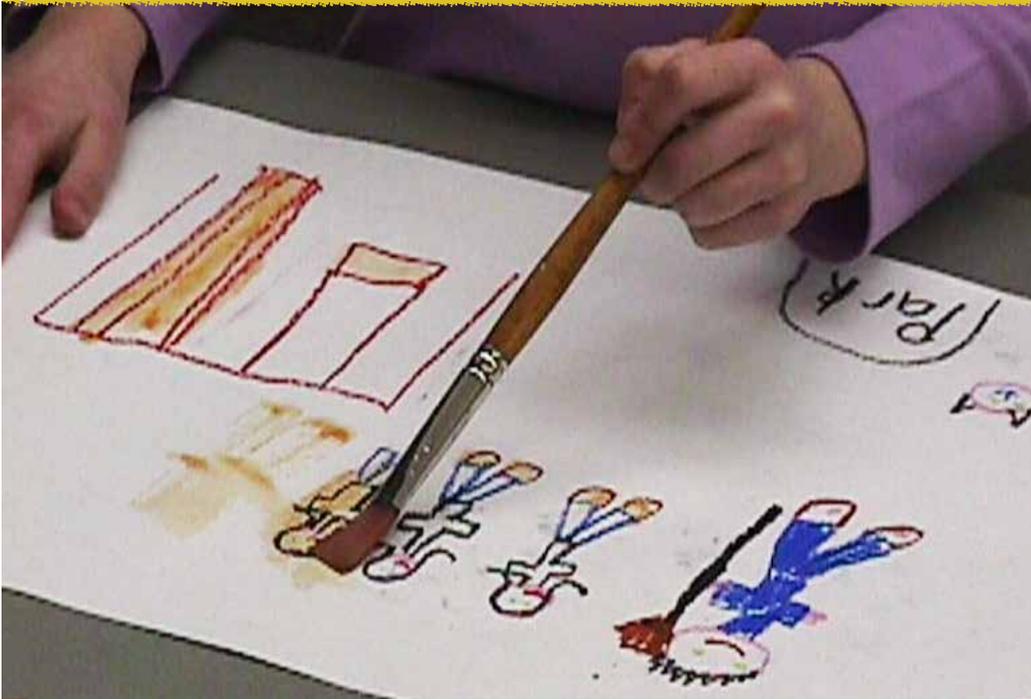
Guide reflection on family and placement in space in own art.

Prompts: Tell us about the family members in your picture. What is the setting? What are they doing? In your picture: Point to something above, below, behind and in-between.

Students describe and reflect on their pictures.

FIRST GRADE LESSON NINE // OUR FAMILY

SKILLS AND TECHNIQUES



Oil pastel and watercolor wash resist technique.



Warm color wash on family portrait.

LESSON EXPANSION

Using pictures from Faith Ringgold's story, *Tar Beach*, or painting *Dancing at the Louvre*, ask the students to identify the location of the family in the picture. Then ask the students to draw their family outside the home setting and with a main idea.

EVERYDAY CONNECTIONS

family, setting

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.

2.3.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.

7.1.a Select and describe works of art that illustrate daily life experiences of one's self and others.

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.

