



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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WASHINGTON STATE
ARTS COMMISSION





ArtsEdWashington.org
programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

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PREVIOUS FUNDERS AND CREATORS

Original Development

Susy Watts
& Meredith
Essex



WASHINGTON STATE
ARTS COMMISSION



CULTURE



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WASHINGTON

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ASSOCIATION

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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!



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programs@artsedwashington.org

ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

THIRD GRADE LESSON THREE

EXAGGERATED TEXTURES FOR STILL LIFE

Description Of Project:

Teach in multiple sessions

Students paint exaggerated surface textures, then cut them into shapes of objects and glue for a still life collage.

Problem To Solve:

How can exaggeration of word and image enhance understanding?

Student Understanding:

Exaggerated patterns and marks created with different tools can communicate information about surface texture.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Makes exaggerated textures.

AC: Creates big, bold sketches and paint marks and patterns that suggest qualities of surface.

LT: Makes a still life collage with exaggerated texture.

AC: Matches textural papers with still life surfaces, cuts shapes for objects, overlaps and arranges shapes to represent still life.

LT: Uses collage techniques.

AC: Cuts shapes smoothly and glues them flat and securely.

EVIDENCE OF LEARNING

Art: Painting

Sketches exaggerated textural surfaces

Makes bold paint marks or patterns to suggest textural surfaces

Matches textural paper with still life surfaces

Cuts shapes from painted textural papers

Overlaps and arranges shapes to represent still life

Glues using collage techniques

Optional: Adds color pencil lines to highlight and enhance texture

EXAMPLE



VOCABULARY

- Collage
- Exaggeration
- Overlap
- Pattern
- Shape
- Still Life
- Texture
- Descriptive Language

RESOURCES

William Harnett, *A Wooden Basket of Catawba Grapes*, Frye;

Mary Hinkson, *Plums*, Frye;

Karen Yurkovich, *Seeing*, 4Culture;

Georges Braque, *The Round Table*

ART MATERIALS

- sketchbook
- 2B pencil
- still life objects
- 9x12" white paper (3 each)
- 12x12" color card stock
- tempera paint
- foam brushes
- sponges
- sticks
- Q-tips™
- combs

THIRD GRADE LESSON THREE // EXAGGERATED TEXTURES FOR STILL LIFE

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Session One:

Introduce *A Wooden Basket of Catawba Grapes* by William Harnett, *Plums* by Mary Hinkson and *Seeing* by Karen Yurkovich and/or *The Round Table* by George Braque. Ask students to find objects and textures in the still life paintings.

Prompts: What shapes do you see? What objects do they represent? Which objects are smooth and which objects are rough? What makes some of the objects look rough? How does the artist show texture for the rough objects? Turn to a partner and share an adjective describing the textures of objects implied in the painting and share findings.

Guide brainstorming a list of adjectives describing and sketching textures seen in real objects set up in classroom still life (orange, basket, fuzzy animal, rough wood).

Prompts: Notice how lines overlap in the texture of the basket. Notice how the shapes that make up the dimples that cover the orange. Notice the direction of the lines of fur on the stuffed animal. Add an adjective to our list. In your sketchbook, sketch an area of texture.

Session Two:

Demonstrate selecting tools at painting texture centers (with still-life objects for reference and tools for making textures using paint). Select a tool (sponges, sticks, etc.) to best match the shapes and exaggerate the shapes, lines, and patterns seen in that texture.

Prompts: Make wood textures at one center using sticks and foam brushes. Make fruit textures at another center using different types of sponges. Make basket textures using combs at another center.

Session Three:

Demonstrate drawing shapes on the back and cutting shapes from textural paper that match still life surfaces. Students also choose background cardstock/posterboard color for collage.

Prompts: Make sure that you are cutting the orange shape from the paper that shows exaggerated 'orange texture'. Draw shapes lightly on the back using your whole paper to make big shapes. Keep thumbs up and move paper, not scissors, to accurately cut shapes. Cut slowly!

Demonstrate arranging, overlapping, and gluing shapes in a collage to show the relationship of objects in the still life.

Prompts: One of the best parts about making a collage is that you can keep arranging the shapes until you are happy with the composition. I will give you your glue stick after you are sure your composition shows the overlap you see in the still life. Turn shapes upside-down on scrap paper and run glue stick along the edge. Rub down firmly to glue flat and securely.

Optional: Add a few special lines in color pencil to enhance your textures.

Describes and analyzes shapes, objects, and textures. Generates descriptive language/ adjectives with peer and shares with class.

Generates descriptive language for textures. Makes sketches of exaggerated textures.

Chooses a tool that makes shapes and lines that exaggerate those seen in objects and drawings.

Practices making marks. Fills each paper with one type of textural marks.

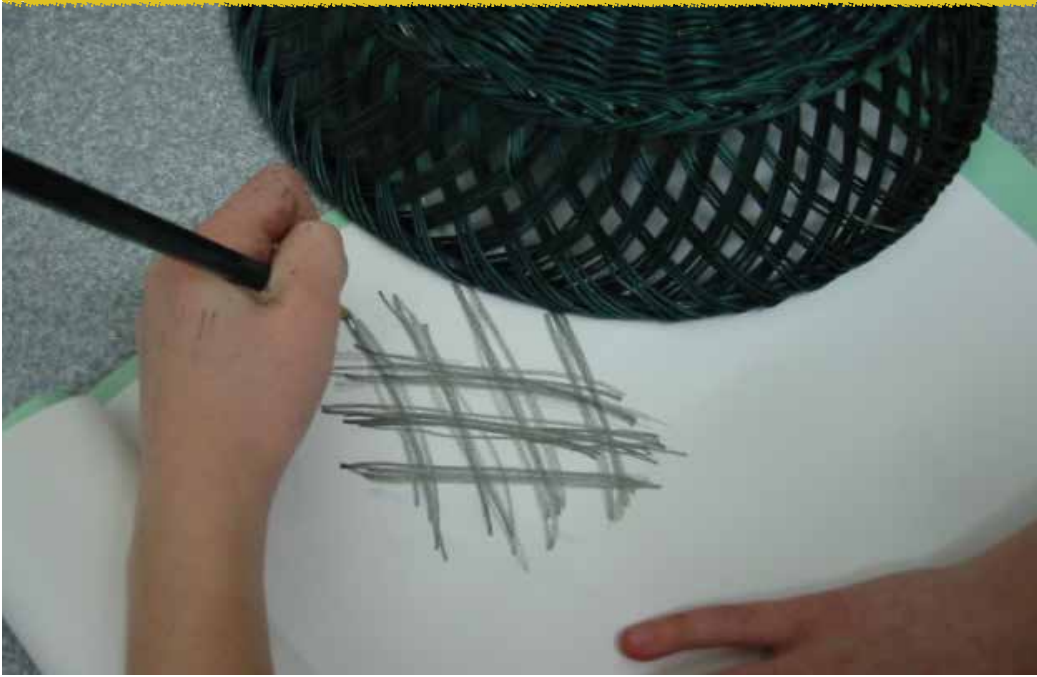
Cuts shapes from textural paper.

Arranges and glues.

Optional: Adds color pencil line to highlight or enhance texture effects.

THIRD GRADE LESSON THREE // EXAGGERATED TEXTURES FOR STILL LIFE

SKILLS AND TECHNIQUES



Exaggerates drawing of highly textured object.



Paints exaggerated marks.

ART STUDIO TIP

Each texture center should have texturally similar objects.

Centers could have baskets, fruit, stuffed animals, wood objects, and fabric, etc.

LESSON EXPANSION

Students repeat collage lesson making insects, fish, or birds.

LEARNING STANDARDS

Visual Art

1.1.a Elaborate on an imaginative idea.

1.2.a Apply knowledge of available resources, tools, and technologies through art making.

2.1.a Create personally satisfying artwork, using a variety of artistic processes and materials.

2.2.a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

3.a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

7.1.a Speculate about processes an artist uses to create a work of art.

10.a Develop a work of art based on observations of surroundings.

Common Core ELA

3.SL.1.d Explain their own ideas and understanding in light of the discussion.

3.L.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

3.L.5.b Identify real-life connections between words and their use.

THIRD GRADE LESSON THREE // EXAGGERATED TEXTURES FOR STILL LIFE

ASSESSMENT CHECKLIST

| LEARNING TARGET | ASSESSMENT CRITERIA |
|--|--|
| Makes exaggerated textures. | Creates big, bold sketches and paint marks and patterns that suggest qualities of surface (rough, smooth, fuzzy). |
| Makes a still life collage with exaggerated texture. | Matches textural papers with still life surfaces, cuts shapes for objects, overlaps and arranges shapes to represent still life. |
| Uses collage techniques. | Cuts shapes smoothly and glues them flat and securely. |

| STUDENT | CREATES BOLD SKETCHES THAT SHOW TEXTURE | MAKES PAINTINGS THAT SHOW TEXTURE | MATCHES PAPERS WITH STILL LIFE SURFACES | ARRANGE SHAPES INTO STILL LIFE | CUTS EASILY | GLUES SHAPES FLAT AND SECURELY | TOTAL POINTS |
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