



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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ARTS EDUCATION FOR ALL

FOURTH GRADE LESSON FOUR

A SYMBOL OF YOURSELF

Description Of Project:

Students select a symbol representing an aspect of self.

Problem To Solve:

How can a visual symbol represent attributes of self?

Student Understanding:

A visual symbol related to attributes of self can provide insight about the individual.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Creates a symbol for self.

AC: Selects and draws an object representing personal traits.

LT: Simplifies representation of an object from a specific point of view.

AC: Represents object contour with no details from one angle.

LT: Creates an open composition.

AC: Draws object so that it appears to extend beyond the edge(s) of the picture plane.

LT: Activates and unifies the negative spaces in a composition.

AC: Applies same pattern or line for texture to all negative space, leaving the positive space (symbol) empty.

EVIDENCE OF LEARNING

Art: oil pastel drawing

selects an object representing personal traits

represents object contour with no details from one angle

creates an open composition by drawing the object so that it appears to extend beyond the edges of the picture plane

applies same pattern or line for texture to all negative space

EXAMPLE



VOCABULARY

- **contour**
- **figurative language**
- **negative space**
- **open composition**
- **picture plane**
- **symbol**
- **unity**
- **symbol**

RESOURCES

Fay Jones, *Reading Aloud, 4Culture*;

Pablo Picasso, *Harlequin and Mirror*

ART MATERIALS

- **sketchbook,**
- **2B graphite drawing**
- **pencil,**
- **oil pastels,**
- **9x12" colored card stock**

FOURTH GRADE LESSON FOUR // A SYMBOL OF YOURSELF

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Lead a brainstorm session with students to identify symbols and list aspects of self.

Prompts: We're going to think about personality with focus on traits and ways you act. Introduces Fay Jones' *Reading Aloud* and/or Pablo Picasso's *Harlequin and Mirror*. What does seeing the clown with a mirror tell you about his personality? (vain) Or the man reading aloud? Let's think hard about other personality traits and associated symbols (curious/keyhole or magnifying glass; talkative/cell phone; energetic/tennis shoes; brash/slamming door; judgmental/gavel; insecure/blanket; goofy/funny hat or etc.).

Lists personality traits and finds more than one symbol for same trait.

Ask students to select a symbol for a work of art where the symbol is the subject and dominant in the composition.

Prompts: What personality trait best represents you? You might want to ask a friend how they would characterize you.

Identifies one personality trait and an associated symbol.

Demonstrate using a real object as a drawing resource.

Prompts: I'm making a simplified drawing rather than focusing on every detail.

Draws several variations of their symbol from different sides or different points of view in sketchbook

Demonstrate selecting one point of view of the object and drawing the object in a picture plane so that one part of the object is cut off by the boundary of the paper and dominant in the composition.

Draws object in composition with whisper (light) lines in pencil.

Lead discussion about activating negative space as background to a key object. Demonstrate using direct application of oil pastel for object and background.

Prompts: The positive is the object and the negative space is the space around the object. You could use a pattern or repeated line texture to unify all the empty space (negative space) around the object and make it more interesting. Think about how you can use the same mark direction or pattern over and over again in the negative space to activate it. Our goal will be to place no color or marks within the object itself, but rather to activate the negative space to emphasize the shape of the object. Think about building up the negative space using many strokes or blended areas where pastels overlap?

Uses oil pastel to activate negative space with pattern or textured line.

Lead art criticism where students talk about the relationship of their object to their personality with their peers. Emphasize relationship of symbols to figurative language.

Prompts: Think about your symbol as a metaphor. Write the sentence: I am a _____ because _____. Share your metaphor: Describe your symbol and what aspect of your personality it represents.

Writes and shares metaphor about choice of symbol in relation to personality traits.

FOURTH GRADE LESSON FOUR // A SYMBOL OF YOURSELF

SKILLS AND TECHNIQUES



Draws symbolic object for self.



Uses marks to define negative space.

LESSON EXPANSION

Students use metaphor (“I am a (mirror/blanket/funny hat)”) and art as a catalyst for writing a poem.

EVERYDAY CONNECTIONS

symbols in art and advertising

LEARNING STANDARDS

Visual Art

1.1.a Brainstorm multiple approaches to a creative art or design problem.

1.2.a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

2.1.a Explore and invent art-making techniques and approaches.

3.a Revise artwork in progress on the basis of insights gained through peer discussion.

7.2.a Analyze components in visual imagery that convey messages.

8.a Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Common Core ELA

4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

