



# 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

4

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](http://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**

# FOURTH GRADE LESSON SIX

## FIGURES IN A SETTING

### Description Of Project:

Students create gesture drawings as resources for creating figures in a specific setting or place.

### Problem To Solve:

What resources can help us create the human figure in art?

### Student Understanding:

Observation of pose and gesture of the human figure can inform drawing/painting people in a scene or setting.

## LEARNING TARGETS AND ASSESMENT CRITERIA

### The Student:

LT: Makes gesture drawings.

AC: Uses loose continuing line to show different positions of the human figure.

LT: Shows human activity in space.

AC: Selects and draws poses for foreground and background in a specific story setting.

## EVIDENCE OF LEARNING

### Art: Gesture Drawings

uses loose continuing line to create a human figure

shows different positions of the human figure

selects and draws poses for foreground and background in a specific story setting

### EXAMPLE



### VOCABULARY

- **background**
- **figure**
- **foreground**
- **gesture drawing**
- **scale**
- **space**
- **setting**

### RESOURCES

*Vanessa Helder, Jackhammer Crew, MAC; Douglas Cooper, From These Hills, 4Culture; Aert van der Neer, Skating on the Dike*

Story referenced in prior lesson #5 (teachers choice)

### ART MATERIALS

- **4B graphite drawing pencil,**
- **3x5" and 5x7" preliminary drawing papers, fine medium line black markers**

## FOURTH GRADE LESSON SIX // FIGURES IN A SETTING

## INSTRUCTIONAL STRATEGIES

## TEACHER

Introduce *Jackhammer Crew* by Vanessa Helder and *From These Hills* by Douglas Cooper and/or *Skating on the Dike* by Aert van der Neer. Ask students to identify the different poses and gestures they see in the figures. Asks one or more students to model the pose and gesture of one of the figures in the paintings.

**Prompts:** Place yourself in the same position as a figure in this painting. Let's add students to represent the poses of other figures engaged in that activity.

Ask students to reflect on the settings they created with their watercolor washes (see prior lesson #5). Ask them what activity or event would be taking place in their setting based on the story: swimming, running, hiking, working, etc.

**Prompts:** How would you describe your setting? What would people be doing in that setting at that point in the story? What would the people who are closest to you (foreground) be doing? What are the people in the background doing?

Demonstrate gesture drawing. Direct students to pair up to create 4-6 gesture drawings and model poses associated with story setting.

**Prompts:** "Wrap the figure with string"... no details, just capturing poses... Each of your drawings should take no longer than 60 seconds, and your eyes should spend more time on the figure than looking at your paper. You are capturing the body position of the figure while doing a specific activity chosen for the story and setting.

Ask your model (classmate) to pose in a very specific way based on what you know is happening in the story. Give them a prompt. It is up to you to guide your model to give you the information you will need. Sometimes you may need two or more models engaged in an activity to show what is happening in a story. Switch roles of artist/model so that each of you gathers the information you need.

Demonstrate selecting different gesture drawings as resources to help draw figures participating in a specific activity within the story setting (watercolor created in prior lesson #5).

**Prompts:** Select the gesture drawings you will use to help guide your placement and drawing of figures in the story setting. I need a person running in the foreground so I want to choose this one as my resource for drawing a final figure. I may be able to draw it again the same size, but I might need to make it larger or smaller. This is called changing the scale. Sketch your foreground and background figures lightly on prior watercolor setting painting in pencil, then fill in figure shapes with black marker. Also, this is an opportunity to add defining lines in marker that can add detail to your watercolor setting.

## STUDENT

Identifies different poses and gestures and models that pose independently and in groups.

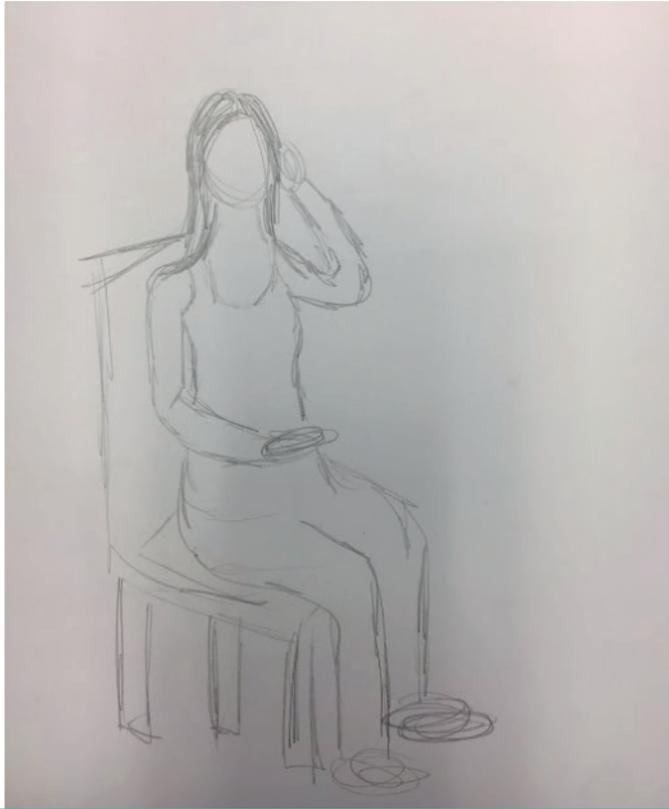
Brainstorms for the figural arrangement in their art and selects one or two activities that will take place in their setting based on the story. Considers one activity for the foreground and one activity for the background.

Draws 4-6 quick studies of a classmate in different body positions on two different sizes of preliminary drawing paper. Draws small figures for the activity that happens in the background and larger figures for the activity that happens in the foreground.

Selects figures to show activity in story setting and draws in different scale for foreground and background.

## FOURTH GRADE LESSON SIX // FIGURES IN A SETTING

## SKILLS AND TECHNIQUES



Student works to capture the body position of the figure.

## ART STUDIO TIP

Gesture Drawing as a Resource: When adding figures to a work of art, studies of the various poses and gestures reflecting an activity inform the artist as they work. Asking someone to strike a pose that intentionally recreates a body position provides the information necessary to create an accurate human figure in art.

## LESSON EXPANSION

Students work collaboratively on a mural and use their collective gesture drawings as resources for the people in the mural.

## EVERYDAY CONNECTIONS

pose and gesture of the body while participating in different activities.

## 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.RL.3. Describe in depth a character, setting, or event in a story or a drama, drawing on specific details in the text, of the sequence of events.
- 4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

