

## Visual Arts Sample Lessons: Kindergarten

Sample Project	E's & P's	Skills Art-making Techniques	Media Use	Art Critical Thinking & Writing Analysis & Communication
<p><b>Blot print Self-Portrait</b></p> <p>Student selects paint color that matches skin. One side of face is painted and paper is folded to blot paint and complete face shape. Features and details are drawn from observation to complete self-portrait.</p>	<p><b>E1c</b> <b>E4</b> <b>P2ac</b></p>	<p><b>T1</b></p> <p>Blot print tempera painting to create the shape of the head.</p> <p>Learn how to look closely at the forms and details of the face and draw these using line.</p> <p>Practice hand-eye coordination to gain control of lines.</p>	<p><b>M1-M2</b> <b>Tempera paint, markers</b></p> <p>Learn use of tempera paint.</p> <p>Compare drawing over paint vs. on paper with marker.</p>	<p><b>AC1-2, 4-5</b></p> <p>Introduce concept of self-portrait by viewing examples of Jacob Lawrence's different self-portraits.</p> <p>Apply VTS to above.</p> <p>Compare different images of whole body, bust, face only. Also, different media used.</p>
<p><b>Plaster Wrap Venetian Masquerade Mask</b></p> <p>Mask is created on top of a plastic form using plaster gauze (introduction to 3-D work). Masks are painted with metallic paint and decorated with sequins and feathers (optional). Handles are decorated and attached.</p>	<p><b>E2</b> <b>E3</b> <b>E4</b> <b>E5</b> <b>P1</b> <b>P2</b></p>	<p><b>T1</b></p> <p>Students discover how to create a sculpture by building over a 3-D form. They learn process of layering wet gauze to create a mask. They learn to apply enough layers to avoid weak spots and create a sturdy work of 3-D art.</p>	<p><b>M1-2</b> <b>Plaster gauze strips, metallic tempera, feathers, sequins</b></p> <p>Discover how a 2-D material turns into a 3-D form when it is layered and then hardens.</p>	<p><b>AC1, 4-5</b></p> <p>Examples of Venetian masks are viewed, discussed and compared to other mask types. Students identify different materials used to create masks. Why are Venetian masks painted with metallic colors while Mardi Gras masks are often purple and gold?</p>
<p><b>Clay Pinch Pot</b></p> <p>Carefully look at examples of ceramicist Roddy Reed's pinch pots and compare to the Zuni tribe's pots.</p> <p>Students create pinch pots that function as flowerpots. They use watercolor paint and markers to add creative designs to them. Seeds are planted in the pots.</p>	<p><b>E2</b> <b>E3</b> <b>E4</b> <b>E5</b> <b>P1</b> <b>P2</b></p>	<p><b>T1</b></p> <p>Learn to form a pot from a ball of clay by using thumb and fingers to pinch the walls of the pot.</p> <p>Decorate with watercolors and markers and coat with polymer. After planting seeds, draw pot from direct observation and add imagined flowers.</p>	<p><b>M1-2</b> <b>Natural clay, watercolors, markers</b></p> <p>Compare different characteristics of natural clay with polymer clay. Compare painting on clay vs. paper.</p>	<p><b>AC3-5</b></p> <p>View Roddy Reed and Zuni pinch pots. Discuss size, shape, decoration and functionality of each pot.</p> <p>Discuss Roddy Reed's work as a ceramicist who makes a living creating art.</p> <p>Discuss how pinch pots can be used for storage.</p> <p>Survey different techniques of creating with clay.</p>

*A note about projects for this grade level:* This rubric is meant to offer a detailed sample of work produced for this course. For photos of student projects from our curriculum, please visit the RHCS D Art Department website at rhcsd.org

<b>Art History &amp; Cross-Cultural References &amp; Context</b>	<b>Suggested Resources</b>	<b>Assessment</b>	<b>Outcomes</b>
<p><b>AH1-5</b>  <i>Self Portrait</i>, Jacob Lawrence, 1976 (Face only with black line.)  <i>Self Portrait</i>, Jacob Lawrence, 1977 (Head and shoulders in color.)  <i>The Studio</i>, Jacob Lawrence, 1996 (Entire body.)</p>	<p>YouTube:  <i>Children of the World Music Video</i>, 3/6/2007.  <i>Jacob Lawrence, the Glory of Expression</i>, 3/17/2009  <i>Just like Me</i>, Harriet Rohmer, Children’s Book Press, San Francisco, California, 1997</p>	<p>Teacher observation of student participation during project and discussions (formative).                      Student fills out self-assessment form to review achievements and what they thought of the project (formative).                      Teacher checklist of the lesson goals utilized (summative).</p>	<p><b>Competent:</b> Self-portrait created using blot printing and drawing from direct observation.  <b>Proficient:</b> Includes details of carefully observed facial features. Accessories such as jewelry and buttons also included.  <b>Distinguished:</b> Work shows extra attention to detail and craftsmanship. Composition is thoughtful.</p>
<p><b>AH1-2, 4-5</b>  <i>The Diner</i>, George Segal, Plaster Gauze, 1964-1966                      Examples of masks from around the world from the teacher’s collection.                      Teacher made-posters of masks from around the world.</p>	<p><i>Masks: Traditions Around the World</i>, Danielle Sensier and Amanda Earl, Holder Wayland Publishers, 2001                      YouTube:  <i>Venetian Masks for Masquerade Ball Parties</i>, September 16, 2008  <i>George Segal Diner</i>, 12/03/2010.</p>	<p>Teacher observation of student participation and responses during class discussions (formative).                      At line-up time students are shown a visual of one mask at a time. They decide if it is Venetian or not. As they answer correctly they get to line-up (formative).</p>	<p><b>Competent:</b> Create a masquerade mask from plaster wrap after studying Venetian Masks.  <b>Proficient:</b> Mask form created with enough layers to make it sturdy. Decorations include planned compositional elements.  <b>Distinguished:</b> Mask surface is smooth and uniform and displays good craftsmanship. Decorations are more complex and detailed.</p>
<p><b>AH1-5</b>  <i>10,482 Spat Series</i>, 1994 by Roddy Reed  <i>Food Bowl</i>, 1912, Zuni Native American Indian Tribe from the Southwest.                      Theses visuals in addition to other Roddy Reed and Zuni pots are viewed and discussed.</p>	<p>Visuals and research from books:  <i>Handbuilt Ceramics</i>, Kathy Triplett, Lark Books, N.C., 2000  <i>500 Bowls</i>, Lark Books, N.C., 2003</p>	<p>Teacher observation of student participation during project and discussions (formative).                      Students are shown examples of both Roddy Reed and Zuni pots and identify which are which (formative).                      Teacher checklist of the lesson goals utilized (summative).</p>	<p><b>Competent:</b> Complete clay pot using the pinch method. Pot is personalized with watercolor and marker.  <b>Proficient:</b> Pot is symmetrical and visually appealing.  <b>Distinguished:</b> Pot has a clean lip and its walls are even. Pot decoration is designed and applied to complement its form.</p>

*A note about projects for this grade level:* This rubric is meant to offer a detailed sample of work produced for this course. For photos of student projects for our curriculum, please visit the RHCS Art Department website at rhcsd.org