

Visual Arts Sample Lessons: Grade 1

Sample Project	E's & P's	Skills Art-making Techniques	Media Use	Art Critical Thinking & Writing Analysis & Communication
<p>Hand Mirror Self-Portrait</p> <p>Students create colorful hand mirror shapes in which the “reflections” are self-portrait pencil drawings done from direct observations in black and white.</p>	<p>E1ab E4d P1abc P2ab</p>	<p>T1</p> <p>A self-portrait focusing on line and shape is created. Students discover how a pencil drawing without color has its own beauty. Students cut out the mirror shapes and draw patterns on them using markers.</p>	<p>M1-3</p> <p>Pencil is used to create the self-portrait. Marker may be added to accent and to decorate the artwork.</p>	<p>AC1-3, 5</p> <p>Students view examples of simple line self-portraits by different artists such as Henri Matisse and Jacob Lawrence. Students compare their drawings to those made last year.</p>
<p>Plaster gauze finger puppets</p> <p>Students create finger puppets over their fingers using plaster-coated gauze. Subjects include animals, people, aliens, rockets, etc. Puppets are painted with tempera and decorated with feathers, yarn and eyes.</p>	<p>E3bc E4bc E5abc P2b</p>	<p>T1</p> <p>Students are introduced to the use of armatures to create sculptures. They compare how they built Venetian Masks over forms last year with the process of creating puppet forms over their fingers.</p>	<p>M1-2, 4 Plaster Gauze, Tempera</p> <p>The gauze is layered over the finger. Balls and other forms may be used as molds. Smoothing the plaster is a focus.</p>	<p>AC1, 4</p> <p>Students view puppets from around the world (Indonesian Shadow Puppets, Inuit finger puppet masks, Japanese rod puppets, etc). Compare how the different puppets were created. Critical thinking: guess the uses of the puppets based on their physical properties.</p>
<p>Coil Clay Pots</p> <p>Create a clay pot using the coil technique. Compare pinch pots and coil pots created by various cultures. Paint fired pots with watercolor. Use permanent markers to create patterns on the coils. Draw pots from direct observation and add representations of the plants they will contain (students will imagine how their planted seeds will look when grown).</p>	<p>E3bc E4c E5bc P1abc P2ab P3abc</p>	<p>T1</p> <p>Rolling clay coils that are even in width and not too dry is imperative to creating coil containers. Drawing patterns on the coils with permanent markers is more difficult than drawing on flat paper. Students create texture contrast between the smooth outer coils and the bumpy finger marks inside their pots.</p>	<p>M1-3 Natural clay, watercolors, Sharpie markers</p> <p>Learn about the firing process and how the clay shrinks, becomes lighter in color and dries. See how permanent markers are brighter than regular markers.</p>	<p>AC1, 3</p> <p>Introduce the coil method of hand building clay. Compare examples of coil pots with smoothed coils with those that have visible coils. Compare this year’s coil pots with last year’s pinch pots. How are they visually different? Which technique was more difficult? Show students examples of my large coil pots.</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 D Art Department website at rhcsd.org

Art History & Cross-Cultural References & Context	Suggested Resources	Assessment	Outcomes
<p>AHI-3, AH6-7</p> <p><i>Self Portrait</i>, Henri Matisse, 1948.</p> <p><i>Self Portrait</i>, Jacob Lawrence, 1971</p>	<p>Book:</p> <p><i>Just Like Me</i>, Harriet Rohmer, Children’s’ Book Press, San Francisco, California, 1997</p> <p>YouTube:</p> <p><i>Drawing Self-Portrait</i>, Zixi Wang, 6/05/2006</p>	<p>Teacher observation of student participation and responses during class (formative).</p> <p>Students are shown self-portraits by different artists. They are asked if each image was drawn from direct observation or looks like a creative representation (formative).</p> <p>Students complete handouts to evaluate how they thought they did on the project and what they thought of the lesson (formative).</p>	<p>Competent: Create pencil self-portrait drawing from direct observation in the form of a hand mirror. Include decorative patterns that reflect students’ interests using marker.</p> <p>Proficient: Pencil drawing shows careful attention to detail (eyelashes, pupils and ears, etc). Mirror shape is cut neatly and patterns are interesting.</p> <p>Distinguished: Craftsmanship is excellent. Details are well planned and executed.</p>
<p>AHI-7</p> <p><i>Three Figures and Four Benches</i>, George Segal, Plaster and Gauze, 1979</p> <p>Teacher-created posters of puppets from around the world.</p> <p>Examples of puppets from teacher’s collection.</p>	<p>Book:</p> <p><i>The Art of Puppetry</i>, Bill Baird, Macmillan Co., NY, NY, 1965.</p> <p>YouTube:</p> <p><i>Sculpture George Segal</i>, 4/16/2009</p>	<p>Teacher observation of student participation and responses during class discussions (formative).</p> <p>Show students different puppets from around the world and have them identify their country of origin and/or puppet type (formative).</p>	<p>Competent: Finger puppet completed using plaster gauze and painted with tempera.</p> <p>Proficient: Puppet is sturdy and painted neatly. One extra feature is added.</p> <p>Distinguished: Additional features (tails, horns, beaks, etc.) enhance the puppet’s form. Paint is applied thickly for full coverage. Craftsmanship and detail are evident.</p>
<p>AHI-3, AH5-7</p> <p><i>Fluted Vessel</i>, 26” x 19”, Richard Zare Smith. 1988 (Coils exposed on the outside walls)</p> <p><i>Chimu Polychrome vase</i>, 8.5” x 6”, Pre Columbian pottery from Peru, 1100AD-1450AD. (Coils smoothed out.)</p> <p>Compare various contemporary coil pots with earlier historical.</p>	<p>Visuals and resources from these books:</p> <p><i>Handbuilt Ceramics</i>, Kathy Triplett, Lark Books, N.C., 2000</p> <p><i>500 Bowls</i>, Lark Books, N.C., 2003</p> <p>Examples of teacher-created coil pots.</p>	<p>Teacher observation of student participation and responses during class (formative).</p> <p>Students are shown examples of pots and asked to state if it is a pinch pot or coil pot (formative).</p> <p>Detailed teacher checklist of project goals is used to evaluate student performance (summative).</p>	<p>Competent: Completion of clay coil pot. Pot is painted with watercolor and decorated with patterns.</p> <p>Proficient: Pot coils are visible on the outside wall. Paint and marker are applied with care and thought.</p> <p>Distinguished: Pot coils are uniform in width. There is a clean lip. Excellent craftsmanship and creative application of paint and marker.</p>

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