

STANDARDS

TRANSITIONAL KINDERGARTEN	KINDERGARTEN	FIRST	SECOND
<p>PK.VA:Cr1.2 Engage in self-directed, creative artmaking.</p> <p>PK.VA:Cr2.2 Share art materials with others.</p> <p>PK.VA:Cr3 Explain the process of making art while creating.</p> <p>PK.VA:Pr5 Identify places where art may be displayed or saved.</p> <p>PK.VA:Re7.2 Distinguish between images and real objects.</p> <p>PK.VA:Cn11 Recognize that people make art.</p>	<p>K.VA:Cr1.2 Engage collaboratively in creative artmaking in response to an artistic problem.</p> <p>K.VA:Cr2.2 Identify safe and non-toxic art materials, tools, and equipment.</p> <p>K.VA:Cr3 Share about the process of making art while creating.</p> <p>K.VA:Pr5 Explain the purpose of a portfolio or collection.</p> <p>K.VA:Re7.2 Describe what an image represents.</p> <p>K.VA:Cn11 Identify a purpose of an artwork.</p>	<p>1.VA:Cr1.2 Use observation and investigation in preparation for making a work of art.</p> <p>1.VA:C.2.2 Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</p> <p>1.VA:Cr3 Use art vocabulary to describe choices while creating art.</p> <p>1.VA:Pr5 Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p>1.VA:Re7.2 Compare images that represent the same subject.</p> <p>1.VA:Cn11 Understand that people from different places and times have made art for a variety of reasons.</p>	<p>2.VA:Cr1.2 Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.</p> <p>2.VA:Cr2.2 Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.</p> <p>2.VA:Cr3 Discuss and reflect with peers about choices made in creating artwork.</p> <p>2.VA:Pr5 Distinguish between different materials or artistic techniques for preparing artwork for presentation.</p> <p>2.VA:Re7.2 Categorize images based on expressive properties.</p> <p>2.VA:Cn11 Compare and contrast cultural uses of artwork from different times and places.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> ● Visual Art vocabulary ● Difference between materials, media, and art tools ● Abstract and realistic art <p>TK: How to explain their steps in creating a work of art. Kindergarten: How to share their process for creating artwork. 1st Grade: How to use art vocabulary while describing their artistic choices. Compare and contrast realistic and abstract images with the same subject. 2nd Grade: How to categorize images based on similarities. Reflect and describe artistic choices made with peers.</p>	<ul style="list-style-type: none"> ● Create abstract artwork that represents something utilizing elements of art (line, color, shape, texture). ● Understand the safe and appropriate use of materials and tools. ● Prepare artwork for presentation and preservation. <p>TK: Create an abstract artwork based on independent choices. Kindergarten: Create artwork while collaborating ideas with peers. 1st Grade: Use observation of an artwork to prepare for creating their own work of art. 2nd Grade: Create an abstract work based on an object they have personal interest in.</p>

Formative Assessment	Teacher observation of student engagement with the tools and materials in order to create an abstract work. Student discussion and sharing of artwork and artistic process.
-----------------------------	--

Vocabulary for the Lesson	<p>Abstract: Artwork that has been altered from the realistic representation of the object. Abstraction can happen through distortion or exaggeration of shapes, space, color etc.</p> <p>Art Tools: Any instrument or equipment used to carry out a function in creation of art.</p> <p>Color: The visual sensation that is produced when light strikes an object and is reflected back to the eye.</p> <p>Line: A path created by a point moving in space. Different tools make different kinds of lines.</p> <p>Materials: Media used to make or compose art. Ranging from traditional media to “non- art” materials, and can include virtual formats.</p> <p>Medium/Media: Materials used for creating art.</p> <p>Realistic: Artwork that resembles what is seen in real life. The subject matter has been recreated to the best of the artist’s ability to represent it as they see it in real life.</p> <p>Representation: The use of signs, symbols, images, or other elements to represent or take the place of something else.</p> <p>Shape: A flat, enclosed area, created when a line closes in on itself.</p> <p>Subject: Something represented in a work of art</p>
----------------------------------	---

Texture: How the surface of something feels or looks like it might feel if touched.

Materials Needed

Drawing paper
Pencils
Coloring media (crayons, markers, colored pencils, as available)

Teaching Strategies

Teacher Tips

Project images or show color copies in order to observe, discuss and compare the images as a whole group.

TK: If possible, bring in a real object of what the subject is in the artwork to show how the image looks like the real object.

1st Grade: Make sure to select works of art from different cultures and/or time periods

PART 1: Looking at Art

TK-2nd Grade: Look, Observe, and Discuss

Share image(s) of realistic artwork of an object or fruit.

Whole Group Discussion: What is the subject in this artwork? How do we know that it is a(n).....? Have a discussion about the object being the same shape, colors and textures that we see in real life.

Share image(s) of abstract artwork that incorporate line, shape, color and texture to represent parts of the whole image.

Whole group discussion: What does the image represent? (A dog, cat, owl, fish?) What parts make up the objects in the picture?

Discuss how people create art and how they make choices about how to make it. They can create art to look realistic or they can create art to look abstract.

Kindergarten-2nd Grade: Look, Observe, and Discuss

Share abstract images that share the same subject matter.

Whole Group Discussion: Discuss what the images represent. How do the artworks resemble the actual subject? Identify what looks realistic about the subject and what might not look realistic about it. (Discuss lines, shapes and colors)

Identify reasons why an artist might want to create something that doesn't look realistic.

1st & 2nd Grade: Compare/Contrast Realistic and Abstract: Display two images with the same subject matter, one realistic and one abstract. Display images next to each other. Ask students to identify and discuss similarities and differences that they see. Discuss similarities/differences in lines, shapes, colors and texture.

Discuss that people from specific time periods, in specific places from around the world would only try to make realistic art. Discuss that people in different places from around the world and/or in time periods create abstract artwork.

An example for comparison: Henri Matisse's "Bowl of Apples on a Table" and Levi Wells Prentice's "Apples in a Tin Pail".



www.chrysler.org/our-collection/ch-modern/



www.mfa.org/collections/object/apples-in-a-tin-pail-34286

2nd Grade: Plan ahead to print colored images onto cardstock and laminate. Depending on site resources, you may have enough copies for a class set you share with other grade level teachers, or for small groups to use at the same time, or one set for rotating centers.

2nd Grade: Compare/Contrast Realistic and Abstract:

In small groups, give students a set of art cards that include both realistic and abstract works of art of 1 or 2 different subjects. Have the students categorize the artwork in respective groups. Groups can put the artworks into as many different categories as students identify. Have students explain their category choices. Ask students to repeat the process of categorizing the artworks using different categories than what they used previously.

***TK-2nd Grade**

During whole group observation and discussion of artwork, introduce the term abstract. **Abstract:** Artwork that has been altered from the realistic representation of the object. Artists abstract their work in order to be expressive. Artists can communicate their thoughts, feelings and emotions in powerful ways when they abstract their work. Abstraction can happen through distortion or exaggeration of shapes, space, color etc.

When offering multiple media (crayons, colored pencils, and markers), have the students practice making marks before

deciding to apply them to their final artwork.

The start of this artwork could be a printed line-drawing which students would section out into the important shapes. There should be a variety of examples so that students have more choices in what they could create. See “Resources” for ideas.

An abstract artwork is an artwork based on a real object, but altered somehow (i.e., color, line, shape, texture, or size is changed or exaggerated, etc.).

Charting the ways in which artists can make an object abstract will be helpful:

- *Color*
- *Lines*
- *Size*
- *Texture*

To engage student intent and voice when abstracting, discuss what students want to express or communicate through their abstraction. Perhaps their abstraction is intended to express a specific mood, emotion in the work.

PART 2: Introduction of Materials, Tools and Equipment

Introduce different drawing tools (pencils, colored pencils, crayons, markers) and demonstrate various marking options using each tool (thick, thin, heavy, light, smooth, waxy, transparent, opaque, etc.)

Students experiment with mark making on scrap paper with their choice of media

*When incorporating the grade level standards for Cr2.2, be mindful of the following for each grade level:

TK: Students share materials.

Kindergarten: Identify that the materials are safe and appropriate for drawing.

1st Grade: Safe and proper procedures for material use. Ex. caps on markers, keeping materials close, put away materials not in use. Have materials out that will be used.

2nd Grade: Clean up procedures for during and after use of materials and space.

Part 3: Create- Draw an Abstracted Object

TK: Students will draw a real object or animal (self-directed) but they are going to change it in order to abstract it. They can change the line types, shape types, color, texture, or size. They can exaggerate or distort any part of the object. They will decide what object they will draw, what material they will use and how they will make it abstract. (See “Modeling” below)

Kindergarten: Challenge students to create an abstract drawing based on a real object using different media. In small groups or as a whole class, students will collaborate on ways to abstract an artwork. Students will collaborate on possible subjects to draw and on different ways to abstract their subject. For example, they may decide to create animal drawings but abstract them with unrealistic colors and lines. Students will choose which art materials to use. (See “Modeling” below)

1st Grade: Have a couple of abstracted art images available for the class to look at. Have the students look at an artwork and observe it. Discuss the following: What subject is represented? How is the subject abstracted? Repeat with the second image.

Challenge students to create an abstract drawing based on a real object using different media. They will draw a real object, but they are going to change it in order to abstract it. They can change the line types, shape types, color, or texture or size to add an expressive element to the object. They can exaggerate or distort

any part of the object, using some of their previous observations of artwork as inspiration. (See “Modeling” below)

2nd Grade

Challenge students to create an abstract drawing, based on a real object that represents something that they are interested in, using different media. They will draw a real object, but they are going to change it in order to abstract it. They can change the line types, shape types, color, or texture or size. They can exaggerate or distort any part of the object. (See “Modeling” below)

MODELING: TK-2nd grade

Model drawing an object abstractly with the students. While modeling, talk through your drawing process for example you might say, “First, I’m going to start at the top left point of the owl’s head.” or “This object has several repeating circles.” Encourage students to make line, shape, and color choices based on how their object might feel.

The selection of objects should increase in complexity for students in increasing grade levels.

Before drawing and coloring begins, brainstorm possible abstraction choices as a whole group. Note the different colors, lines, and textures that could be used to represent the image. Encourage students to explore different media.

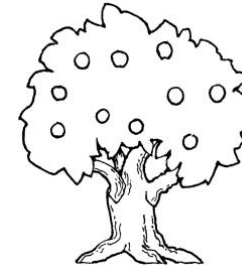
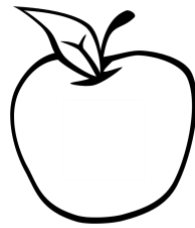
For example, if the subject matter is an owl, the whole bird could be drawn using hard-edge lines. The wings could be composed of zig-zag lines instead of where feathers might realistically be. Encourage students to use colors that would represent how the owl feels. The breast could be filled in with a checkerboard pattern using the side of a crayon to create a soft texture. The crown of the head could be staggered spiral lines using a marker or pen. The eyes could be yet another color with concentric circles using cut out paper. As students develop through grade levels, encourage the use of texture as a way to fill in spaces as a way to increase the challenge and exploration.

RESOURCES

Students will choose a simple object to draw. This could be a black line rendering or coloring book page.

Some examples of objects are: owl, bird, fire truck, car, or train, tree or flower. Such as:

Young artists love to talk about their artwork. Make sure to leave plenty of time at the end for students to share their creations with small groups or with the whole group.



PART 4: Discussion and Reflection

After students engage in artmaking, facilitate a discussion about how the abstract artwork represents the subject. Discuss how students abstracted their object and how they used different materials and tools.

Ask:

- *How do we know it is a(n) _____?*
- *What did you change or abstract?*
- *Did you change the color? How?*
- *Did you change the lines? How?*
- *Did you change the shape? How?*

Grade Level Focus:

TK: Discussing the process. How was it made?

Kindergarten: Share the process of making the work with someone.

1st Grade: Use art vocabulary to discuss choices that they made while creating the work of art.

2nd Grade: Discuss and reflect with peers about choices that they made while creating. Describe how the subject is a personal interest.

PART 5: Preserve Artwork

Facilitate a discussion about how to properly store artwork. Discuss the importance of where to put your name on your artwork. Your name should be written small and legibly so it does not interfere with the subject of the work and can be clearly read. Artwork should not be folded or wrinkled.

Artwork should be stored somewhere easily accessible and safe within the classroom.

Grade Level Focus

TK: Remind students of where to save artwork after it is complete.

Kindergarten: Why is having a portfolio important?

1st Grade: Where, when, why and how artwork should be prepared for presentation.

2nd Grade: Distinguish between different materials or techniques for preparing work for presentation.

***Student portfolios/collections of artwork will be important in lesson 4 when students will be curating a show of their own work.**

NOTES and REFLECTIONS