

# *Los Altos School District*



## *Program Catalog*

### *2016 – 2017*

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## **Los Altos Art Docent**

### **Visual Arts Education Program**

The Los Altos Art Docent program is designed to provide a comprehensive visual arts education to the students of the Los Altos Elementary School District.

Visual arts stimulate the imagination, enhance observation skills and self-expression, encourage creative problem-solving and underscore the innate relationships between history, culture, science, math and the humanities.

We provide a combination of art appreciation and hands on lessons designed to build on each other from year to year. Discussion and application of the art elements are woven throughout the curriculum, such that by the end of sixth grade students have gained an appreciation for fine art, learned a basic art vocabulary and participated in the process of creating their own individual works of art.

Our lessons meet or exceed California State Content Standards for the Visual Arts and complement the academic curriculum.

#### **Art Appreciation Lessons**

Students visual explore a selection of art from the United States and around the world, experiencing different cultures and time periods as seen through artists' eyes. Students are encouraged to relate their own life experiences to what they see in the various works. Looking at various media and using the vocabulary of the art elements, students learn to describe, analyze and interpret the form and content of art reproductions. Emphasis is placed on individual critical visual thinking skills and the verbal expression of ideas.

#### **Hands-On Lessons**

Lessons in a variety of media, including watercolor, clay, cut paper, printmaking, and drawing are offered in sequence. Our hands-on lessons are technique based and focus on the process of creating art. Every student is successful in that he/she learns a process or technique, rather than focusing primarily on the end result. Each year new techniques, including composition and design, are added to create more sophisticated artwork. By the end of sixth grade, students will have created a diverse portfolio of their own works of art.

## The Art Elements

The art elements are “building blocks” used to create and describe visual arts. Artists combine these elements with the principles of design to compose a work of art. There are five art elements:

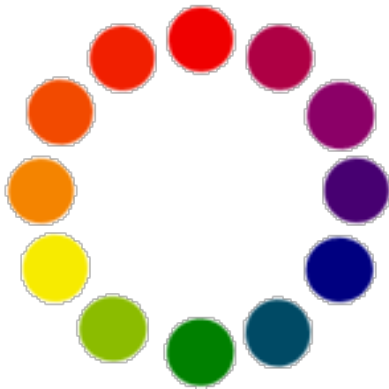
Color  
Line  
Shape  
Space  
Texture

### Color

Color is produced when light strikes an object and is reflected back to the eye. Color has three qualities:

1. Hue - the name of a color (red, yellow, blue, etc.)
2. Value - the lightness or darkness of a color
  - o Tint = hue + white
  - o Shade = hue + black
3. Intensity - the brightness or dullness of a color; the strength of a color

Colors can be related to each other in the form of a wheel.



The PRIMARY colors are:

red, yellow, blue

The SECONDARY colors are produced by mixing two primary colors and are:

orange, green, violet

The INTERMEDIATE colors are produced by mixing two adjacent (secondary + primary) colors

The NEUTRAL colors are:

black, white, gray

### *Complementary Colors*

- Complementary colors are opposite each other on the color wheel. For example, violet is the complementary color of yellow, green is the complementary color of red, and blue is the complementary color of orange.
- When mixing paint, addition of the complementary colors dulls the color.
- Complementary colors placed adjacent to each other intensify the colors.

### *Warm and Cool Colors*

- Red-violet, red, red-orange, orange, yellow-orange, yellow, and yellow-green are warm colors. They seem to come toward us or advance. Blue-violet, blue, and blue-green are cool colors. They seem to recede. Green and violet are usually considered between warm and cool. Depending on the particular value and intensity, they can be either warm or cool.

## **Line**

A line is a continuous mark made on a surface by a moving point. Lines can define a space, create an outline or pattern, imply movement or texture, mass or volume.

*Horizontal Line* gives a quiet, restful feeling

*Vertical line* gives a feeling of strength

*Diagonal line* usually denotes action

Lines can:

- Be of even or varied thickness
- Express a variety of personalities
  - quick
  - slow
  - still
  - nervous
  - calm
  - rigid
- Suggest the presence of
  - mass
  - texture
  - light/shadow
- Emphasize form
- Create mood

## **Shape**

Shape is an enclosed space, the boundaries of which are defined by other elements (line, color, value, and/or texture). Shapes are limited to two dimensions – length and width. Shapes can be geometric, amorphous (free-form), or a combination.

A shape can have personality as influenced by: the lines that create it or the overall shape itself. For example, shapes with vertical and horizontal edges appear rigid and tense. Shapes with fuzzy, indistinct edges appear soft or relaxed. Shapes with soft curves appear flowing or imply movement, and shapes that overlap with other shapes create energy, tension, or rhythm, depending on how they overlap.

## **Space**

Space refers to the areas or distances around, between, or within the different components of an artwork. Space can be two-dimensional or three-dimensional. The feeling of depth in a drawing or painting is always an illusion. Artists combine the use of light and dark value with other techniques to create space. A space can be positive - shape, line or color that defines a subject(s) or negative - the area of the piece that surrounds the subject(s). How an artist uses space or chooses NOT to use space adds a great deal to a work of art.

## **Texture**

Texture refers to the surface quality or "feel" of an object - smooth, rough, slick, soft, etc. Textures may be actual (felt with touch - tactile) or implied (suggested by the way an artist has created the work of art -visual).

## LAAD Visual Arts Curriculum Transitional Kindergarten

### BIRDS OF COLOR

**Length: 45 Minutes**

**Parent Volunteers: 2**

These happy birds are a perfect introduction to color mixing. TK'ers start by drawing basic circular shapes for bodies with black crayon. After adding details to make the birds come to life, they use only primary watercolor crayons to add color. Children are surprised when they add water to these as the colors mix and secondary colors appear right in front of their eyes.

*Academic Support: Students are guided in the creation of new colors through an experiential class in which they mix primary colors to create mixed (secondary) colors. Listening and speaking strategies for oral communication are developed in this interactive lesson.*

*Visual Arts Standards: 1.1, 1.3, 1.4, 1.5, 3.1, 3.3, 4.1*



### CLAY TEXTURE TILES

**Length: 45 Minutes**

**Parent Volunteers: 2**

Get all touchy-feely as your class explores texture, creating a unique clay texture tile. Gross and fine motor skills are utilized when students roll out their clay, cut it into a shape and then add texture with a variety of tools. Texture is further enhanced when students sponge on a special glaze.

*Academic Support: Connects to the history curriculum of how pottery/art is similar/different in the past and the present.*

*Visual Arts Standards: 1.1, 2.2, 2.3, 2.7, 3.1, 3.3*



### KANDINSKY CREATIONS

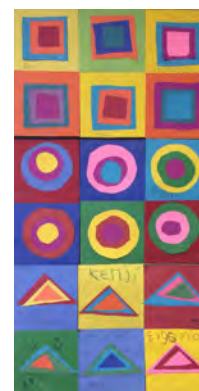
**Length: 45 Minutes**

**Parent Volunteers: 2**

In this colorful lesson, students are introduced to the work of Wassily Kandinsky and the concept of abstract art. While lessoning to music, they will cut from construction paper and glue geometric shapes of varying sizes and colors as part of a class art piece.

*Academic Support: Math – Identify and describe geometric shapes*

*Visual Arts Standards: 1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 3.3, 4.1, 4.2, 4.3*



## LAAD Visual Arts Curriculum Kindergarten

### ANIMALS

**Length: 30 Minutes**

**Parent Volunteers: 0**

A yellow cow, blue horse and a ferocious tiger are the perfect way to explore how the art elements bring images to life. For their first appreciation lesson, Kindergarteners are allowed to touch the canvas of an actual local artist's work, and they also see reproductions of works by Durer, Marc, Kyosai, Audubon, and Xu. Through interactive discussion the concepts of realism, fantasy, repetition, and perspective are introduced, and students are invited to consider how artwork can give animals attributes they may or may not really have.

*Academic Support: Science curriculum study of animals. Language Arts regarding sharing information and ideas, speaking audibly in complete, coherent sentences.*

*Visual Arts State Standards: 1.1, 1.3, 3.3, 4.2*



### CLAY PINCH POTS

**Length: 45 Minutes**

**Parent Volunteers: 2**

Students learn how the indigenous groups of Oaxaca, Mexico have long fashioned and used ceramics for utilitarian, ceremonial, and decorative purposes. Clay techniques of “pinching” and “incising” help students to form and design their own clay pots. The art elements of shape, form, and texture are utilized in making decorative pinch pots.

*Academic Support: Supports math curriculum including identifying and extending simple patterns.*

*Visual Arts State Standards: 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 4.1, 4.3, 5.4*



### OWL MASKS

**Length: 60 Minutes**

**Parent Volunteers: 2**

Students learn about owls by observing and discussing the features and behaviors of owls through reproductions by John Audubon, and David and Jean Villasenor. They learn the physical and decorative characteristics of a mask by discussing the various art elements found in a mask. Using construction paper, scissors and cray-pas (oil based crayons), students create their own owl masks using symmetry and the art elements of line, shape, color, texture and pattern repetition.

*Academic Support: Science curriculum study of characteristics of plants/animals.*

*Visual Arts State Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.6, 3.3, 4.1, 4.3*



## UNDERWATER COLOR

**Length: 60 minutes**

**Parent Volunteers: 2**

Students use watercolor techniques of wax resist and salt to create a charming underwater seascape. Patterns, shapes and textures are discussed and then used to draw and color fish, coral and plant life. A watercolor wash and salt are applied to create the appearance of bubbles.

*Academic Support: Simple shapes and patterns as well as science curriculum study of living things and their physical environment.*

*Visual Arts State Standards: 1.2, 1.3, 2.1, 2.6, 4.1, 4.2*





## LAAD Visual Arts Curriculum First Grade

### CLAY CREATURES

**Length: 60 Minutes**

**Parent Volunteers: 1**

Using animals as their subjects, students build on the clay techniques of push, modeling and incising, and add the pull out technique to create a fantasy animal sculpture.

The art elements of line, texture, form and shape help students create the specific characteristics of their animal. Everyday tools are used to incise patterns, fur, scales, hair, etc.

*Academic Support: Science curriculum study of animals.*

*Visual Arts State Content Standards: 1.3, 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 4.1, 4.2, 4.3*



### FAMILY

**Length: 40 Minutes**

**Parent Volunteers: 0**

A birthday party, New Year celebration or learning to play an instrument are all things first graders are familiar with.

This lesson asks students to examine family scenes captured by artists from around the world and contrast their own daily lives with the moments depicted. Students observe and discuss a wide range of artistic styles and discover how the artists use the art elements to tell their stories. Discussion is encouraged to find the differences in family structure and roles of family members in different time periods and cultures.

Students are encouraged to refer to their own families as they build their understanding of family life in the US, India, Mexico and around the world through art.

*Academic Support: Social Studies curriculum in reference to study of the family, differences in family structure and roles of family members, and how families meet their basic needs in different countries.*

*Visual Arts State Content Standards: 1.0, 1.2, 1.3, 3.0, 3.1, 3.2, 3.3, 4.0, 4.2, 5.3*



### FLOWERS

**Length: 60 Minutes**

**Parent Volunteers: 1**

Flowers have always been a popular subject for artists. In this charming lesson, students are shown reproductions by famous artists such as Henri Matisse, Vincent Van Gogh, Marc Chagall, and others. While observing reproductions, children discuss the importance of plants and flowers. They discover how the art elements such as shape (round, jagged) and color (warm and cool, bright and dull) are used to create movement and contrast. Students use scissors to sculpt paper flowers using free form cutting and folded paper techniques. Texture is achieved by fringing and layering. Their three dimensional flowers are then glued on a poster to create a stunning class bouquet. The art elements used in this lesson are shape, color, texture and form.

*Academic Support: Science - study of plants and the math - symmetry*

*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.7, 2.8, 4.1, 4.2, 4.3*



## **POP PRINTING**

**Length: 60 Minutes**

**Parent Volunteers: 3**

Students are introduced to a simple form of printmaking and the artist Andy Warhol. Students create a face on a Styrofoam plate and make four prints of this design, experimenting with different color combinations. They incorporate the art elements of line, texture, color, shape and space in their work.

*Visual Arts State Content Standards: 1.1, 1.3, 2.1, 2.3, 2.7, 3.2*



## **WATERCOLOR FANTASY ANIMALS**

**Length: 60 Minutes**

**Parent Volunteers: 2**

Students combine sketching and watercolor techniques to create their own fantasy animal painting. Using the art elements line, shape, texture, color and space, children first practice basic sketching techniques using crayons to draw one-minute animals. Next, students are introduced to watercolor techniques; two colors on a brush (mixing primary colors to get secondary colors), pull stroke, squiggle stroke and stipple stroke. Then, using all of the techniques, students create their own original works of art. The lesson is stimulating, fun and the results are amazing!

*Visual Arts State Content Standards: 2.1, 2.2, 2.4, 2.7, 4.1, 4.2, 4.3*



## LAAD Visual Arts Curriculum Second Grade

### BUTTERFLIES AND BLOOMS

**Length: 90 Minutes**

**Parent Volunteers: 2**

Students create their own watercolor flower garden incorporating the life cycle of a butterfly. Students paint fantasy flowers, a fuzzy caterpillar and a three dimensional butterfly. We discuss primary and secondary colors, balance (symmetry) and focal point. Students learn color mixing/two colors on a brush and watercolor techniques: wet on wet, stipple stroke, pull stroke and spiral.

*Academic Support: Science curriculum pertaining to life cycles of animals.*

*Visual Arts State Content Standards: 1.1, 1.3, 2.2, 2.5, 4.4*



### CHILDREN AT PLAY, Games & Toys of Yesterday

**Length: 60 Minutes**

**Parent Volunteers: 2**

Students love to play and are excited to explore how children from different time periods spent their free time compared with children of today. Students discuss works of art by Rockwell, Homer, Morgan and the concepts of theme, mood and expression (colors and "sounds" in a painting) and perspective are introduced. The prints reflect clothing and hair styles of children from various time periods and cultures. A connection with the past is strengthened by playing yesterday's games including: hoop & stick, marbles, jack straws and others.

*Academic Support: Supplements the second grade social studies curriculum of "Then and Now"*

*Visual Arts State Content Standards: 1.3, 3.1, 3.2, 4.4, 5.3*



### CLAY BUILDING TILES

**Length: 60+ Minutes**

**Parent Volunteers: 2**

Students explore the possibilities of clay using incising and add-on techniques; and incorporate the art elements of line, shape and texture to create a decorative building of their own. Students discuss different types of buildings; their own home, igloo, castle, log cabin, tepee, barn, capitol building, church and skyscraper. Students discuss the role of architects and builders. This lesson complements the buildings appreciation lesson.

*Academic Support: Social Studies curriculum in regard to buildings; representing urban, suburban and rural areas.*

*Visual Arts State Content Standards: 1.3, 5.4*



## **MATISSE MAGIC**

**Length: 60 Minutes**

**Parent Volunteers: 1**

Students are introduced to Henri Matisse and his cut-paper compositions. Emphasis is placed on the art elements of color and shape. Students learn the concepts of balance, overlapping, arrangement, warm and cool colors and complementary color pairs. Scissors are used to sculpt in paper and create a vibrant Matisse-like composition.

*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 2.1, 2.3, 2.5, 3.1, 4.1, 4.4, 5.1*



## **REFLECTIONS ON BUILDINGS**

**Length: 60 Minutes**

**Parent Volunteers: 0**

Stamp your passport and join the adventure as this lesson takes students around the world and to different periods in time. Students imagine what it would be like to live in a mixed use building in Venice, a Lighthouse, or the Taos Pueblo in New Mexico, and they can pretend to ride the old elevator in the Radiator Building in New York City. Buildings are used as an art form as they illustrate urban, suburban, and rural settings. As we explore these communities, students learn about complementary colors, pattern, shape, texture, and perspective. They have the chance to draw buildings in one of these settings. A spritz of water is added and a reflection is created for a stunning visual effect.

*Academic Support: Purpose and use of buildings, vocabulary of rural, urban, suburban; weather and atmospheric effects; past and present.*



*Visual Arts State Content Standards: 1.2, 1.3, 3.1, 3.2, 4.4, 5.3, 5.4*



## LAAD Visual Arts Curriculum Third Grade

### EXPLORING THE ART ELEMENTS

This series is the foundation of every student’s art education. The Art Elements—line, shape, texture, color and space—are the basic language used by all artists and are critical to creating, understanding and discussing art. In this three-part series, students use the “Language of the Art Elements” to analyze and interpret works of art and better understand how artists convey their message. These lessons include hands-on exercises to help students synthesize the concepts.

The series is most impactful when scheduled in sequence within a 4–6 week period so that the concepts remain fresh in the students’ minds.

### A DOT TAKES A WALK

**Length: 45-55 Minutes**

**Parent Volunteers: 0**

Paul Klee once described line as “a dot that went for a walk.” In lesson one, students put pencil to paper to discover line, shape and texture through short one-minute explorations. They discuss how these three elements are used by famous artists to tell a story.

*Visual Arts Standards: 1.1, 1.5, 3.1, 4.1, 5.3*



### EXPLORING COLOR

**Length: 45-55 Minutes**

**Parent Volunteers: 0**

Artists use color to create impact. In this second lesson, students experiment with short exercises to understand how color influences emotions and moods. They observe and discuss how famous artists use color in their work.

*Visual Arts State Content Standards: 1.1, 1.3, 1.4, 1.5, 3.1, 3.3, 4.1*



### SPACE TO EXPLORE ART

**Length: 45-55 Minutes**

**Parent Volunteers: 0**

After a brief review of the first two lessons, the last element, Space, is presented. The students then work in groups analyzing prints: for story and mood (and titles), then how the Art Elements are employed to express these ideas. The groups’ results are then presented in a classroom discussion.

*Visual Arts State Content Standards: 1.1, 1.3, 1.5, 4.1, 4.3*



## EXPERIMENTAL WATERCOLOR

**Length: 90 Minutes**

**Parent Volunteers: 2**

Building upon watercolor lessons from first and second grade, students experiment with new techniques to paint a beautiful watercolor landscape. Techniques include salt, masking tape and wax resist, along with a graded wash technique to create an ocean and sky that fades out to meet the horizon. Color mixing in a palette is used to create a dramatic stormy sky and ocean, a beautiful sunset, or a warm, sunny day. The concepts of color value and positive and negative space are introduced.  
*Visual Arts State Content Standards: 1.3, 1.5, 2.3, 2.4*



## PRINTMAKING

**Length: 75 Minutes**

**Parent Volunteers: 1**

Building upon the first grade Monoprinting lesson, this lesson allows students to create multiple prints from master plates they design. The docent describes different print making processes, shows examples and discusses how to create either realistic or abstract designs using pattern, space and line. Students then create their own master plates on styrofoam. Inking their plates, students are free to explore color mixing and how color can affect their line design when printed onto paper.  
*Visual Arts State Content Standards: 1.5, 2.6, 3.3*



## SEE AND DRAW

**Length: 60 Minutes**

**Parent Volunteers: 1**

Through a series of musical warm-ups; and leaf, car key and dinosaur drawings, students are introduced to continuous contour line drawing techniques. These drawing exercises teach them observation skills; each student draws what they see. Students build upon these basic drawing techniques in their 4<sup>th</sup> grade, 5<sup>th</sup> grade and 6<sup>th</sup> grade art docent lessons.  
*Visual Arts State Standards: 2.1, 2.4*



## STARRY NIGHT

**Length: 60 Minutes**

**Parent Volunteers: 1**

Using the solar system as their subject, students create their own interpretation of Vincent Van Gogh's Starry Night using tempera paint. They study composition and the use of line, shape, color, texture, space and value to achieve depth, rhythm and movement in their paintings. New techniques of sponge, splatter, pin point, roll brush and dry brush strokes are introduced along with pull and spiral strokes from previous grade lessons.  
*Academic Support: Science curriculum study of planets, moons, asteroids and exploration of the solar system*  
*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 1.5, 2.2, 2.4*



## **WILD CLAY ANIMALS**

**Length: 75 Minutes**

**Parent Volunteers: 1**

Using animals as their subjects, students continue to build upon the clay techniques of pullout, push, modeling and incising to create a realistic animal sculpture. The art elements of line, texture, form and shape help students achieve accurate characteristics, key features and proper proportion of animals.

*Academic Support: Science curriculum study of animals and their environment*

*Visual Arts State Content Standards: 1.5, 2.5*



## LAAD Visual Arts Curriculum Fourth Grade

### ART OF EARLY CALIFORNIA

**Length: 60 Minutes**

**Parent Volunteers: 0**

Missions, presidios, pueblos and ranchos- oh my! Gold mining and Old San Francisco come to life, as students take a visual tour of early California depicted in artwork. Students discuss how artists recorded the development of California from the Spanish missions to the Gold Rush.



Interactive techniques engage the students' attention and encourage critical thinking about how history is represented in art.

\*The class is offered January through June only. Students should have begun their study of California in order to make this an interactive discussion.

*Academic Support: Social Studies*

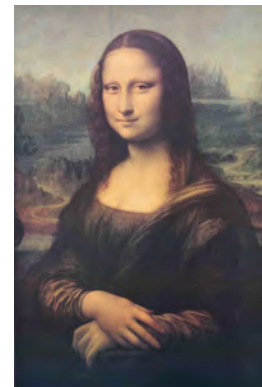
*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 3.1, 3.2, 4.1*

### ART YOU KNOW: MONA LISA TO PICASSO

**Length: 60 Minutes**

**Parent Volunteers: 0**

Mona Lisa, the Wave, and American Gothic, these images have become iconic online and in advertising. Students study these images and discover what makes the original work significant and recognizable. After observing and discussing *Sunday Afternoon on the Island of La Grande Jatte* by Georges Seurat, students will do a ten-minute exercise wherein they create their own pointillist drawings; the theory that by placing dots of different colors next to each other, the viewer's eye will do the mixing.



*Academic support: Visual response and analysis in conjunction with listening and speaking strategies.*

*Visual Arts State Content Standards: 1.1, 1.3, 1.4, 1.5, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5*

### BRUSH PAINTING

**Length: 60 Minutes**

**Parent Volunteers: 1**

Students are introduced to the Asian style of brush painting. Black was felt to be the purest color and the white areas of the painting just as important as the black. Relaxing music captures the mood as students quietly experiment loading paint on the brush and holding it to apply pressure for different effects. Students use authentic Asian brushes to practice line weights using basic brush strokes (press, run, lift, drag, and tip). The art elements of line, space, color and value, as well as, the concept of contrast are incorporated to create dramatic black, white and grey paintings on rice paper.



*Visual Arts State Content Standards: 1.2, 1.5, 2.1, 2.7, 4.3*



## **CITYSCAPE: A Lesson In Architecture**

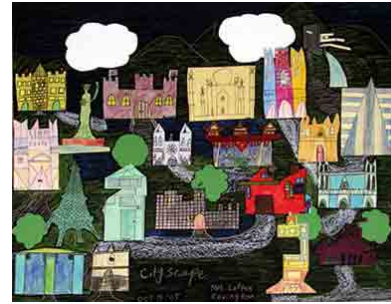
**Length: 75 Minutes**

**Parent Volunteers: 0**

Students learn about architecture as a form of art. They learn the vocabulary of architecture, the difference between form and function and what is involved in the process of building various structures (residential, commercial, industrial). Examples of well-known historical structures show the progression of architecture based on the invention of new technologies and materials providing an artistic walk through civilization. Students design and draw a building facade (learned or imagined) that becomes part of a class cityscape collage.

*Academic Support: Promote understanding of some of the practical (and aesthetic) applications of mathematics.*

*Visual Arts State Content Standards: 1.4, 1.5, 2.1, 3.1, 3.2, 3.3, 4.4*



## **CLAY BEARS AND QUAIL**

**Length: 75 Minutes**

**Parent Volunteers: 1**

Using the California State symbols of the grizzly bear and quail, students use clay techniques of pull out, push, modeling and incising to create their own sculpture.

They incorporate the art elements of line, texture, form and shape to create accurate figure proportions with the distinguishing long, coarse hair of the grizzly bear or topknot and breast feathers of a quail.

*Academic Support: Social Studies curriculum study of California*

*Visual Arts State Content Standards: 1.4, 1.5, 2.3, 4.3*



## **SEE SHELLS**

**Length: 75 Minutes**

**Parent Volunteers: 2**

Students continue to improve contour drawing skills and watercolor techniques to create an abstract painting of a seashell in the style of Georgia O'Keeffe. After observing art reproductions, each student studies a real seashell in order to observe its line, shape, texture, color and value. Students then draw their own seashell, focusing on the concepts of space, pattern and repetition to create an enlarged seashell drawing. Students first practice and then use watercolor techniques; two colors on a brush, fade out (color value and shading), wet on wet and one color wash over another to complete their artwork.

*Visual Arts State Content Standards: 1.1, 1.5, 2.1, 2.7*



## **WORLD OF FANTASY**

**Length: 60 Minutes**

**Parent Volunteers: 0**

This lesson calls on students' imaginations and heightens their powers of observation using 20th-century European and American art. The artwork depicts objects in puzzling, dream-like and extraordinary settings and features various art elements that students will identify. Students interpret the intent and meaning of the artist's work based on their own experiences.

*Academic Support: Oral Language – clearly communicating ideas via speech.*

*Visual Arts State Content Standards: 1.1, 1.3, 3.1, 4.3, 4.5*



## LAAD Visual Arts Curriculum Fifth Grade

### CLAY MASKS

**Length: 75 Minutes**

**Parent Volunteers: 1**

Following a discussion of the history and purpose of masks, viewing photographs of masks from different cultures and observing actual masks, students sculpt their own clay mask. This lesson furthers students' skills in manipulating clay. The art elements of line, texture, form and shape; and the clay techniques cut out, add on, imprinting and incising are demonstrated and applied to student's own original works of art.

*Visual Arts State Content Standards: 2.4, 2.7, 3.2*



### FAUVE LANDSCAPE

**Length: 90 Minutes**

**Parent Volunteers: 1**

Students are introduced to the Fauvist movement of the first decade of the 20<sup>th</sup> century when French artists (Matisse, Derain, and others), inspired by artists such as Van Gogh and Gauguin, experimented with color. They continued and expanded the trend away from the historical use of color to describe a landscape or portrait by using it to evoke an extra layer of mood and expression. Using landscape forms from Ansel Adams photographs, students create their own *Fauve* landscape using the rich color and texture of oil pastels. The results are dramatic and the process fun.

*Visual Arts State Content Standards: 1.2, 1.3, 2.4, 3.2, 4.1, 4.2*



### HEADS & FACES

**Length: 60 Minutes**

**Parent Volunteers: 0**

Students learn the facial structure and proportions of the human head. They expand upon continuous contour and blind contour drawing techniques from previous grades. Observational drawing skills are developed by copying and creating head portraits. Creative expression is stimulated through various directed exercises and problem-solving skills are used to simplify photographs into line drawings. Each student produces a booklet with a series of practice drawings creating Picasso-like look and feel.

*Academic Support: Reinforces mathematical proportion course of studies*

*Visual Arts State Content Standards: 2.1, 2.4, 2.5*



## MAKING A NATION

**Length: 60 Minutes**

**Volunteers: 0**

Students travel in time from early colonial days, the revolutionary period, the Civil War, westward expansion, through the 19th century. This interactive unit provides a visual context for students' perception and understanding of American culture. The students are divided into small groups to analyze and interpret artistic works within societal, cultural and historical contexts. They present their findings to the class.

*Academic Support: Social Studies curriculum study of American history and culture.*

*Visual Arts State Content Standards: 1.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3*



## MODERN AMERICAN ART

**Length: 60 Minutes**

**Volunteers: 0**

Personal expression is the hallmark of modern art. Students interpret 20th-century American art and verbally express their individual viewpoints. They hone their critical-thinking skills while supporting their observations and opinions with analysis and discussion.

*Academic Support: Social Studies curriculum study of American history and culture.*

*Visual Arts State Content Standards: 1.3, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3*



## ONE POINT LINEAR PERSPECTIVE

**Length: 90 Minutes**

**Parent Volunteers: 1**

Students learn how to create an illusion of three-dimensional space on a flat piece of paper. They draw rectilinear objects using horizontal, vertical, parallel and orthogonal lines leading to a single vanishing point on the horizon line. The concepts of size, position, detail, and 3-D modeling are first shown in reproductions and photographs and then used by students in their own drawings. Students learn how to use a T-Square to achieve an accurate drawing.

*Academic Support: Math*

*Visual Arts State Content Standards: 1.2, 2.1, 2.4, 2.6, 4.4, 5.1*



## **PHOTOGRAPHY**

**Length: 75 Minutes**

**Parent Volunteers: 1**

Camera phones have made everyone a photographer, but few students know the elements of a successful photo. Using images from a local photographer, students are introduced to leading line, depth of field, the rule of thirds and more. Students work in groups to examine iconic photos of science, still life, landscape, movement, photojournalism, and portraits. Students create their own composition using digital photography to communicate a theme.

*Visual Arts State Content Standards:*

## **WATERCOLOR TREES**

**Length: 90 Minutes**

**Parent Volunteers: 1**

Using trees as subjects, students use watercolor techniques to create deciduous and evergreen trees in a forest showing perspective with a foreground, middle ground and background. Watercolor techniques include wet on wet, stipple stroke, pull stroke, two colors on a brush, sponging and graded wash.

*Visual Arts State Content Standards: 2.4, 2.6, 2.7*





## LAAD Visual Arts Curriculum Sixth Grade

### ANCIENT ARTYFACTS

**Length: 45 Minutes**

**Parent Volunteers: 0**

Wrap up your study of Ancient Civilizations with this interactive lesson. Working in groups, students use their knowledge of the past and deductive reasoning to speculate on the origin and purpose of artifacts as well as the cultures they represent. Ancient cultures are represented including Mesopotamia, China, Egypt, Greece, India, Rome, Olmec, and Britain. Each group will present their findings to the class. An annotated, printed description of each artifact with links is provided for additional research opportunities.

\*The class is offered in the Spring when students will have had sufficient coursework in ancient civilizations to identify the works of art.

*Academic Support: Social Studies Curriculum.*

*Visual Arts Standards: 1.2, 1.3, 3.2, 4.3.*



### AUTOBIOGRAPHICAL ART

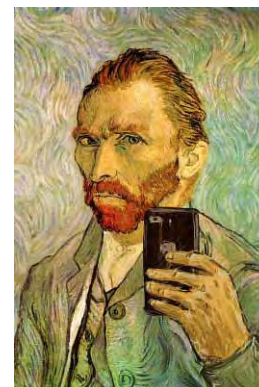
**Length: 60 Minutes**

**Parent Volunteers: 0**

Like today's selfies, self portraits are a way an artist can reveal character, personality, or values to an audience. Students discover what artists choose to expose (or conceal) about themselves at a time when their own psychological development is at a turning point. They explore a variety of styles and media with self portraits of Kahlo, Rockwell, van Gogh, Warhol, Magritte, Vigée-Le Brun and Escher.

*Academic Support: This lesson can be tied into Digital Citizenship unit and followed up with a selfie photo project or writing piece.*

*Visual Arts State Content Standards: 1.2, 1.3, 4.1, 4.3*



### CLAY HEADS

**Length: 90 Minutes**

**Parent Volunteers: 1**

Students manipulate clay into a human head with attention to proportion and detail. This unit is the culmination of all our clay lessons. It utilizes the techniques introduced in the lower grades (pull out, incising, score and slip) and introduces melding. Students learn the facial structure of the human head, the way facial features are put together and facial proportions in this 3-D media. Using clay sculpting tools, students express mood and feeling in their subject. This lesson complements the Heads and Faces unit.

*Academic Support: Reinforces mathematical proportion course of studies*

*Visual Arts State Content Standards: 2.4, 2.5*



## CREATURES OF THE TIDAL ZONE

**Length: 90 Minutes**

**Parent Volunteers: 1**

Students learn relief printmaking techniques and use various carving tools to cut designs into a printing block. They use the art elements of line, shape and space to achieve the unique patterns and textures found in creatures that inhabit coastal tidal areas. A brayer is used to add color(s), and the designs are printed on paper. Each student experiments with color to produce a variety of relief prints. A final design is printed on Thai Unryu paper.



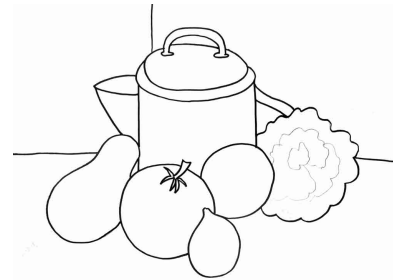
*Academic Support: Science curriculum study of ocean ecosystems*  
*Visual Arts State Content Standards 2.1, 2.4*

## DRAWING STILL LIFE

**Length: 60 Minutes**

**Parent Volunteers: 0**

Students observe reproductions of still life paintings by Henri Matisse, a master of design, pattern, and color in a two-part lesson. In this first part, using real fruits and vegetables as their model, students create a contour drawing utilizing the technique of overlapping to create depth incorporating the art elements of line, shape/form, space and texture. They learn about composition and balance; how pattern creates rhythm and moves the eye through the design and how repetition creates interest.



*Visual Arts State Content Standards: 1.1, 1.2, 2.1, 2.4*

## EGYPTIAN BIRD MASKS

**Length: 75 Minutes**

**Parent Volunteers: 0**

Using cut paper, layering and overlapping techniques, Cray pas and gold pens, students sculpt with scissors and create elaborate bird masks in the Ancient Egyptian style. The realistic characteristics of falcons, vultures, and other important birds are viewed in art reproductions and compared to the stylized characteristics, colors and patterns found in Ancient Egyptian art and jewelry. The unique usage of the art elements by the Ancient Egyptians is applied to student artwork with emphasis on color, line, symbolic shapes and the design principle of symmetry.



*Academic Support: Social Studies Curriculum subject of Ancient Egypt*  
*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 1.4, 2.4 2.5, 3.1, 5.3*

## TWO POINT LINEAR PERSPECTIVE

**Length: 90 Minutes**

**Parent Volunteers: 1**

Students learn how to create the illusion of three dimensional space on a flat piece of paper. They draw buildings from the “corner view” using horizontal, vertical, parallel and orthogonal lines leading to two separate vanishing points on the horizon line. Windows and doors are drawn in the shape of trapezoids. The concepts of size, position, overlapping, detail, saturation of color, atmospheric perspective and 3-D modeling are first shown in reproductions and photographs and then used by students in their own drawings. Students learn how to use a T-Square to achieve an accurate drawing.

*Visual Arts State Content Standards: 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5, 4.4*



## TWO POINT PERSPECTIVE FOLLOW-UP: Color, Texture, and Shading

**Length: 75 Minutes**

**Parent Volunteers: 1**

Students observe and demonstrate an understanding of perspective through the use of color, texture and shading to complete their drawings. They use watercolor pencils and sponging techniques. They learn that saturation of color demonstrates how close objects appear brighter and sharper than objects in the distance. Atmospheric perspective elements such as fog and smog make objects in the distance look pale and faded. 3D modeling, shading on one side of an object, makes it appear to have volume/look round.

*Visual Arts State Content Standards: 2.1, 2.4, 2.6, 2.7, 4.4, 5.1*



## WATERCOLOR STILL LIFE

**Length: 60 Minutes**

**Parent Volunteers: 1**

Students observe reproductions of still life paintings by Henri Matisse, a master of design, pattern, and color in a two-part lesson. Students incorporate the art elements of color, texture, and value to their still life drawings completed in part one. In this second part, they use color mixing to create complementary and contrasting colors and shading to finish their own still life paintings in the style of Henri Matisse in watercolor.

*Visual Arts State Content Standards: 2.3, 2.4, 2.5*

