

Do Your Part for Art!



KINDERGARTEN



This guide links the *Do Your Part for Art!* unit to the Texas Essential Knowledge and Skills (TEKS) for kindergarteners. *Do Your Part for Art!* is an English language arts/interdisciplinary unit that allows students to explore and gain knowledge of three great artists and their artistic styles. *Do Your Part for Art!* has connections to many disciplines. For example, students identify, extend, and create patterns, as addressed in the mathematics TEKS. They also understand similarities and differences among people, which the social studies TEKS require. The following document includes the applicable TEKS and the details of the *Do Your Part for Art!* unit. The final section of this document presents the applicable Texas College and Career Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Description of Unit

This project generates a deeper understanding of art, and the student will gain a basic knowledge of artistic styles. Students will explore background information on three artists from the past and the styles of their art. The students will discover how the artists created their masterpieces and developed their own styles. Students will work together to create a classroom exhibition, to display their art, and view and reflect upon the artworks of their peers.

Goals

Students will meet the following goals in their explorations:

- Become familiar with three artists and their styles.
- Use art vocabulary to describe and analyze works of art.
- Create works of art in various styles and in an original style.
- Develop the essential skills of logical thinking, creative problem solving, intellectual risk taking, and communicating.
- Ask questions and explore theories.
- Generate new ideas

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Teacher Directions	Additional Teacher Preparation & Notes
<p>Elicit</p> <p>Ask students whether or not they have visited a museum before. Have students keep their hands in the air if the museum was an art museum. Ask students, “What is a museum? What makes a museum different from other kinds of spaces? How is an art museum different from other kinds of museums?” Students share their experiences with the class.</p>	<p>Consider projecting photos of art museums and listing the art museums and galleries in your students’ neighborhoods.</p>
<p>Engage</p> <p>Project or pass out printed copies of at least three famous works of art. Lead the class in a large group discussion about the photos using open-ended questions such as the following.</p> <p>“Have you seen some of these works of art before? If so, what do you know about them? What do you notice about the artwork? What does the artwork look like? What colors can you identify? What textures or shapes do you see? In what ways does the artwork look like something you see every day? What parts of the artwork look like nothing you’ve ever seen before?”</p> <p>Break students into small groups to explore the artwork further. Imagine you are a detective who studies how past artists made their works—how do you think the artwork was created? What did the artist do first, second, last? If you had to create this artwork, how might you do it?</p> <p>“How long do you think people have been creating art? What are some ways people can create art? Why do you think people create art? Ask students to choose the piece they like the best and give reasons why.”</p>	<p>Review the elements of art with students and check for understanding. Listen for how students connect the creation of a piece with how the elements of art are used.</p> <p>Ideas for famous artwork:</p> <ul style="list-style-type: none"> • <i>Mona Lisa</i>, Leonardo da Vinci • <i>The Last Supper</i>, Leonardo da Vinci • <i>The Starry Night</i>, Vincent van Gogh • <i>The Scream</i>, Edvard Munch • <i>Guernica</i>, Pablo Picasso • <i>David</i>, Michelangelo
<p>Explore</p> <p>Take a field trip to an art museum or gallery and/or create a mini art museum in centers or in a series of classroom activities.</p> <p>In the activities, students will observe works of art and photos of the artists and other objects related to each person. Students will be asked to create works of art inspired by the artists. These works of art will be displayed on the wall of the classroom, or somewhere in the school. These could be done as individual activities, with the teacher</p>	<p>Other age appropriate books about art and artists:</p> <p><i>In the Garden with Van Gogh</i> by Julie Merberg</p> <p><i>Here’s Looking at Me: How Artists See Themselves</i> by Bob Raczka</p>

<p>reading a book related to the artist before the activity, if time allows. Alternatively, students may choose one or two activities to participate in small groups or centers.</p> <p>Activity ideas:</p> <p>George Seurat – Students observe artwork by Seurat, such as <i>A Sunday Afternoon on the Island of La Grande Jatte</i> and <i>Eiffel Tower</i>. Students then create their own art piece using glue and different color hole punches on a large piece of paper.</p> <p>Hieronymus Bosch – Students observe examples of Bosch’s work such as <i>Ship of Fools</i>. Students then create their own art piece by folding a piece of paper in half and drawing the side of a vase on both sides. The half vase should cover the entire page, starting at the top corner and making curves all the way down to the bottom. They use these lines to create the profiles of two grotesque figures, using the curves as their noses, mouths and chins, trying to make them as ugly as they can. Students use the blank space in the middle of their paper to create another face.</p> <p>Recommended book: <i>Pish, Posh, Said Hieronymus Bosch</i> by Nancy Willard</p> <p>Emily Carr – Students observe examples of Carr’s work, such as <i>A Rushing Sea of Undergrowth</i>, <i>Cedar</i>, and <i>Totem Walk at Sitka</i>. Students use brown and green paint to draw trees, using Carr’s work as inspiration.</p> <p>Recommended book: <i>Beloved Land: The World of Emily Carr</i> by Emily Carr</p> <p>Marc Chagall – Students observe Marc Chagall’s painting <i>I and the Village</i>. Students draw an X on a piece of paper, connecting adjacent corners. Using as much of each triangle as possible, students should fill each with one of the following: the profile of a person, the profile of an animal, what the person is thinking or dreaming about and what the animal is dreaming or thinking about.</p> <p>Recommended books: <i>Marc Chagall: Life is a Dream</i> by Marc Chagall and <i>Dreamer from the Village: The Story of Marc Chagall</i> by Michelle Markell.</p>	<p><i>A Splash of Red: The Life and Art of Horace Pippin</i> by Jennifer Fisher Bryant, Melissa Sweet <i>No One Saw</i> by Bob Raczka</p> <p>Provide an example of each step of this process. It might also be helpful for the teacher to guide the students and model each step.</p> <p>Perhaps also provide photos of the types of trees native to the school’s area.</p>
<p>Explain</p> <p>After the center activities, students reflect in a large group on observations they made about each artist’s work. Ask questions such as the following. “What was different? What did you like? How do you think the artist’s work was created? What art materials do you think were used—pastel, brush, crayon, paint, collage? What do you</p>	<p>Explain to students that each artist has their own technique and inspirations. We can group artists into larger categories (for example, Bosch was an early</p>

<p>think inspired or influenced these artists? What were they trying to say through their artworks?"</p> <p>Students choose their favorite from the art pieces they created and present it to a small group of their peers, describing what inspired them, tools or techniques used, and why they are proud of this work.</p>	<p>surrealist) based on their techniques and the time period in which they were creating art.</p>
<p>Explore</p> <p>Gather a variety of art materials for students to experiment with. Introduce students to different types of paper, paint, size and shapes of brushes, clay, pencils, chalk, or anything students will have access to that could be used to create art. You may wish to refer back to the earlier discussion about which art materials were used to create the work displayed in centers. Do students' opinions about the materials used by the artists change after their own experimentation?</p> <p>Ask students to identify any preferences or feelings they have about the tools or materials. Students make a list of the art materials they enjoyed using the most.</p>	<p>Ask the students' art teacher to provide materials and/or assist in this activity.</p>
<p>Explain</p> <p>With the class, start a list of words used when creating and discussing art. This list can be created on the board or on chalk paper. Students can add to the list throughout the activities. The class may choose to add definitions or pictures for each word.</p>	<p>Place some starter words around the room, such as words from the elements of art or principles of design.</p>
<p>Elaborate (Phase II)</p> <p>Students create an original work of art inspired by their exploration in class. To introduce the project, read <i>The Dot</i> by Peter H Reynolds and lead students in a discussion of creativity and how creating art can be challenging. Talk with them about developing their own style of art.</p> <p>Research process</p> <ol style="list-style-type: none"> 1. Provide students with a sampling of their previously created artworks in each style. 2. Ask guiding questions to help students clarify their choices leading to their own style. 3. Distribute art supplies to students. 4. Provide students work time to create their own masterpieces. 	<p>During the research process, help facilitate students' creation of their art pieces.</p> <p>Communicate due dates and checkpoints for the task so that students can pace their work. Activities may need to be available for students who finish before the due date.</p>

<ol style="list-style-type: none"> 5. Prepare to set up an exhibition. 6. Ask the students to explain the piece they created using specific vocabulary, such as color, form, and line and answer questions about their own works of art. 7. Prompt students to clarify which elements in their work mean the most to them and why they made those choices. 8. Allow each student to respond to other students' works of art. 	
<p>Explain</p> <p>The product</p> <p>Each student creates an original work of art about their environment, using their knowledge of other artists' work and their new understanding of color, textures, form, and content to begin to create their own style. The class will set up an exhibition to display works of art.</p> <p>Communication</p> <p>Each student presents an original work to his or her classmates using appropriate vocabulary. The student should take any questions or comments at the end of the presentation. The Q&A session should be impromptu and unscripted to accurately assess student learning.</p>	<p>Invite students from other classes to view the exhibition.</p>
<p>Evaluate</p> <p>Use the TPSP Primary Rubric to assess each student's learning. Additionally, you may wish to develop self- or peer-assessments based on the rubric that students could use to evaluate their products. Use of peer-assessments should be prefaced by discussion about respecting others' opinions and work</p> <p>A completed project includes all of the following:</p> <ol style="list-style-type: none"> 1. The student's original art 2. A videotape or audiotape of the class presentation, including the Q&A session <p>In what ways did the student:</p> <ul style="list-style-type: none"> • develop sophisticated, open-ended questions about the self-selected topic; 	<p>The TPSP Primary Rubric can be downloaded at http://www.texaspsp.org/primary/primary-assessment.php</p>

<ul style="list-style-type: none"> • use a variety of sources that access advanced content and include multiple perspectives; • collect data using the tools of the discipline; • analyze and interpret the data; • capture and apply their analysis through an original product; and • communicate his or her research findings, learning, and ideas to an audience using the language of the discipline. 	
<p>Extend</p> <p>After students have completed their project, the following activities can be used to reflect on their work and extend learning.</p> <p>Students can partner with one another and create art based on a common theme or artistic inspiration.</p> <p>You can work with students to create a video slide show of student artwork.</p> <p>Students can partner with a local artist to get advice or inspiration, or create a work of art together.</p> <p>English Language Arts</p> <p>Take a trip to the library and ask students to find a book about an artist they admire. Ask students to write a summary of the book and share it with the class.</p> <p>Science/Social Studies</p> <p>Students research the work of Leonardo Da Vinci. The teacher poses the question: “Was Leonardo Da Vinci a great scientist or a talented artist?” Students can choose which side they are on, and then conduct research to prepare for a class debate. The class debates both points, presenting evidence for each side.</p> <p>Math</p> <p>During the Renaissance, several artists used simple grids and mathematically-based devices to accurately portray scenes on a flat surface, according to the principles of linear perspective. Several of Albrecht Dürer's engravings give a glimpse of these techniques. Ask students to observe his work and if they can identify the “magic square” he used to create his work.</p>	

Resources

Getting to Know the World's Greatest Artists by Mike Venezia

The Annotated Mona Lisa: A Crash Course in Art History by Carol Strickland and John Boswell

Linnea in Monet's Garden by Cristina Bjork and Lena Anderson

Pablo Picasso: Breaking All the Rules by True Kelley

Uncle Andy's: A FAABBBULOUS VISIT WITH ANDY WARHOL by James Warhola

Frida by Jonah Winter and Ana Juan

My Name is Georgia: A Portrait by Jeannette Winter

American Alliance of Museums member directory

http://aam-us.org/about-museums/find-a-museum?gclid=CjwKEAjwK6wBRCcoK_tIoT-zFASJAC7RAriuq0Ji7S-jy4GysRc2l63X-4sQQ11LiGLqWUTPyTXdhoCQvrw_wcB

Famous paintings

<http://www.gardenofpraise.com/art.htm>

Louvre's online virtual tours.

<http://www.louvre.fr/en/visites-en-ligne>

Kinder Art: Oh My Gosh, It's a Bosch

<http://www.kinderart.com/arthistory/bosch.shtml>

Kinder Art: Emily Carr's Trees

<http://www.kinderart.com/arthistory/emilycarr.shtml>

Kinder Art: Daydreaming with Chagall

<http://www.kinderart.com/arthistory/daydreamchagall.shtml>

National Gallery of Art Kids

<http://www.nga.gov/content/ngaweb/education/kids.html>

Dürer's Magic Square

<http://mathworld.wolfram.com/DuerersMagicSquare.html>

Credit to Mandy Smetana, *Region 15 Education Service Center*

Texas Essential Knowledge and Skills

The unit may address the following TEKS:

English Language Arts and Reading:

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| K.1 | Understands how English is written and printed |
| K.2 | Displays phonological awareness |
| K.5 | Understands new vocabulary and uses it correctly when reading and writing |
| K.9 | Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding |
| K.10 | Analyzes, makes inferences, and draws conclusions about expository text, and provides evidence from text to support their understanding |

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- K.11 Understands how to glean and uses information in procedural texts and documents
- K.12 Uses comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning
- K.21 Uses comprehension skills to listen attentively to others in formal and informal settings
- K.22 Speaks clearly and to the point, using the conventions of language

Mathematics:

- K.1 Uses mathematical processes to acquire and demonstrate mathematical understanding
- K.2 Applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system
- K.3 Applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems
- K.6 Applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties
- K.7 Applies mathematical process standards to directly compare measurable attributes
- K.8 Applies mathematical process standards to collect and organize data to make it useful for interpreting information

Fine Arts:

Art

- K.1 Develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities
- K.2 Communicates ideas through original artworks using a variety of media with appropriate skills
- K.3 Demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures
- K.4 Responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations

Social Studies:

- K.2 Understands how historical figures, patriots, and good citizens helped shape the community, state, and nation
- K.11 Understands similarities and differences among people
- K.15 Communicates in oral and visual forms
- K.16 Uses problem-solving and decision-making skills, working independently and with others, in a variety of settings

Texas College and Career Readiness Standards

This unit may address the following Texas College and Career Readiness Standards:

English Language Arts:

- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- IV.A.2 Interprets a speaker’s message; identify the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.2 Explores a research topic
- V.B.1 Gathers relevant sources
- V.C.1 Designs and presents an effective product

Mathematics:

- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.B.2 Uses various types of reasoning

Social Studies:

- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.B.3 Gathers, organizes, and displays the results of data and research
- V.A.1 Uses appropriate oral communication techniques depending on the context or nature of the interaction

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.E.1 Works independently
- I.E.2 Works collaboratively
- II.C.2 Explores a research topic

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| II.C.6 | Designs and presents an effective product |
| II.C.7 | Integrates source material |
| II.C.8 | Presents final product |
| II.D.1 | Identifies patterns or departures from patterns among data |