



**VISUAL ARTS STANDARDS OF LEARNING:
*INSTRUCTIONAL STRATEGIES
AND CORRELATIONS***

GRADE ONE

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Virginia Department of Education
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Richmond, Virginia 23218-2120
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The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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Acknowledgments

The writing team that created *Visual Arts Standards of Learning: Instructional Strategies and Correlations* gratefully acknowledges and sincerely thanks Prince William County Public Schools for providing leadership and expertise in the development of this document. The team also thanks the Virginia Museum of Fine Arts, the Virginia Historical Society, and the Science Museum of Virginia for their collaborative efforts to provide resources and information to assist educators in carrying out these instructional strategies for the benefit of K–8 students in Virginia.

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Introduction

These teacher-authored visual arts instructional strategies for kindergarten through grade eight are based on the 2006 *Visual Arts Standards of Learning for Virginia Public Schools* and are correlated with the 2001 *History and Social Science Standards of Learning*, the 2001 *Mathematics Standards of Learning*, the 2002 *English Standards of Learning*, and the 2003 *Science Standards of Learning*. The visual arts educators who developed these instructional strategies were selected based on their expertise in the field of visual arts education, their school divisions' recommendations, and their representation of various geographical areas of the state. Other classroom teachers, curriculum specialists, administrators, college faculty, and museum personnel assisted the project writing team.

The development of these visual arts strategies and correlations with the core academic Standards of Learning is an important step in providing challenging educational programs in Virginia's public schools. Knowledge and skills that students acquire through visual arts instruction include the ability to think critically, solve problems creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, and use imagination. The content delineated by the *Visual Arts Standards of Learning* should not be taught in isolation, but should be delivered in and through the general instructional program designed for and delivered to students at the elementary and middle school levels.

This Standards of Learning resource document is available on the Virginia Department of Education's Web site at www.doe.virginia.gov/instruction/fine_arts/visual_arts/strategies_correlations/ for teachers to use in developing lesson plans supporting the Standards of Learning and the grades 3–8 Virginia Assessment program. The standards listed in the *Visual Arts Standards of Learning* reflect minimum visual arts requirements and set reasonable targets and expectations for what teachers should teach and students should learn. The standards reflect clear, concise, measurable, and rigorous expectations for young people; nonetheless, teachers are encouraged to go beyond the standards to enrich the curriculum to meet the needs of all their students.

A major objective of Virginia's educational agenda is to give citizens a program of public education that is among the best in the nation. These strategies continue the process for achieving that objective.

Correlations with Core Academic Standards of Learning

Each K–8 visual arts Standard of Learning, together with its instructional strategies, is correlated with an English, mathematics, science, or history and social science Standard of Learning, except in a few cases in which a reasonable correlation is not feasible. The correlated academic standard is found under the heading "Related Academic Standard of Learning" accompanying each visual arts standard. This correlation is not exclusive and does not indicate that the visual arts standards cannot be correlated with additional academic standards. It is hoped that visual arts teachers and core academic teachers will construct additional correlations for strategies to enhance and provide the delivery of high-quality K–8 instruction.

Strands

All standards presented in the *Visual Arts Standards of Learning* are organized under the following four strands:

Visual Communication and Production

Students will develop and communicate ideas by creating works of art. They will develop fluency in visual, oral, and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students also will demonstrate safe and ethical practices in the use of art materials, tools, techniques, and processes.

Cultural Context and Art History

Students will develop understanding of the visual arts in relation to history and cultures by investigating works of art from different times and places. Through the study of works of art and the people who produced them, students will learn to understand the role the visual arts play in communicating historical and cultural beliefs and ideas.

Judgment and Criticism

Students will examine works of art and make informed judgments about the works of art based on established visual arts criteria. Through the understanding of visual arts principles and processes, they will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in the production of their works of art.

Aesthetics

Students will reflect on and analyze their personal responses to the expressive and communicative qualities of works of art. They will understand that their background, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creator and viewer of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Goals

The content of the *Visual Arts Standards of Learning* is intended to support the following goals for students. These goals for the four strands remain a constant throughout the strategies for all grade levels:

Visual Communication and Production

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination; and
- use materials, methods, information, and technology in a safe and ethical manner.

Cultural Context and Art History

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Judgment and Criticism

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others; and
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Aesthetics

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Vocabulary

Listed under each visual arts standard are important vocabulary terms that relate to the standard. Students will use these terms in oral, written, and visual communication. These terms are not exclusive, and teachers are encouraged to introduce additional visual arts and core academic vocabulary as needed.

Activities and Materials

The suggested activities and materials are representative of visual arts instruction that can be provided in K–8 core academic classrooms. As teachers deliver meaningful and creative instruction within visual arts and academic classroom environments, they are encouraged to expand this list to meet the needs of individual students.

Instructional Strategies

The instructional strategies in this document consist of grade-level-appropriate activities designed for delivery within classroom instruction. The strategies were developed to assist general K–8 teachers as well as visual arts teachers in providing instruction that supports the various Standards of Learning and the grades 3–8 Virginia Assessment Program. Teachers should review the strategies from the visual arts and core academic perspectives

for usefulness in their classrooms as they seek to reinforce student achievement of the stated Standards of Learning.

Assessment

Student assessment affects learning. It is integrated with curriculum and instruction so that teaching, learning, and assessment constitute a continuous process. By documenting and evaluating student work, teachers obtain accurate and useful information for understanding learning progress and guiding future instruction. Assessment also provides students with opportunities for self-reflection and self-evaluation. Student assessment employs practices and methods that are consistent not only with learning goals, curriculum, and instruction, but also with current knowledge about how students learn in a music education environment. Visual arts educators assess and document student learning by various methods, including structured and informal observations, interviews, projects and tasks, exhibitions, portfolio development, journals, and multiple-choice and short-answer tests.

Because of time constraints, specific assessments for these standards and strategies have not yet been developed. It is hoped that assessment resource materials may be developed in the future to help teachers determine whether students have achieved each standard. Until then, visual arts teachers are encouraged to develop their own assessment instruments and to share them with other visual arts educators.

Resources

Strategies contained in this document are supported and supplemented by various activities, projects, resources, and information found on the Web sites of the following state museums:

- Virginia Museum of Fine Arts, Richmond, www.vmfa.state.va.us
- Virginia Historical Society, Richmond, www.vahistorical.org
- Science Museum of Virginia, Richmond, www.smv.org

Safety

Safety must be given the highest priority in implementing the instructional program for visual arts. In implementing these strategies, teachers must make sure that students know and follow safety guidelines and demonstrate appropriate classroom safety techniques as they use materials, equipment, and tools safely while working individually and in groups.

Wise selection of materials, equipment, tools, and other resources appropriate to the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using them in an instructional activity, teachers must be knowledgeable about the properties, use, storage, and proper disposal of all art materials that may be judged as hazardous. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in prekindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be reviewed to avoid potential safety problems:

1. Avoid certain art supplies for students in prekindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.
2. High-risk students are at greater than usual risk from toxic materials, and they must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that it is completely safe. Art materials must contain one of the three ASTM-D 4236 labels listed above for assurance that they are safe products. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials. Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Standards of Learning Correlation Chart

Visual Arts Standards of Learning 2006	English Standards of Learning 2010	History and Social Science Standards of Learning 2008	Mathematics Standards of Learning 2009	Science Standards of Learning 2010
1.1	1.12			
1.2				1.8
1.3.1				1.1
1.3.2				1.4
1.3.3				1.5
1.3.4			1.12	
1.3.5			1.17	
1.4	1.1			
1.5		1.2		
1.6		1.1		
1.7			1.15	
1.8			1.12	
1.9				1.7
1.10			1.3	
1.11		1.12		
1.12		1.12		
1.13	1.2			
1.14		1.1		
1.15	1.3			
1.16				1.1
1.17	1.1			
1.18	1.1			
1.19	1.1			
1.20	1.7			

Visual Arts Standard 1.1

The student will recognize and discuss various solutions to a single art problem.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 1.12

The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.
- c) Use the alphabetic code to write unknown words phonetically.

Vocabulary

art problem, solution

Activities and Materials

- Cutting, drawing, folding, gluing, pasting, participating in class discussion
- Construction paper, crayons, drawing paper, drawing pencils, glue or paste, scissors, yarn

Instructional Strategies

Visual Arts Standard 1.1

- Lead a class discussion to brainstorm various media that could be used to produce a particular work of art depicting, for example, a person, animal, or plant. Provide art materials, and direct students to create a work of art that depicts people, animals, or plants.
- Select and show works of art that have a particular theme. Conduct a class discussion to identify the theme and the solutions used by each artist to portray the theme.
- Select and display a variety of landscape works of art. Prompt students to discuss the landscapes and compare them, pointing out ways they are similar and ways they are different. Help students realize why these similarities and differences exist.
- Select and show two-dimensional and three-dimensional works of art that have the same theme. Conduct a class discussion with students to identify the various solutions used by the artists to complete the artworks.
- Conduct a class discussion about various art solutions to creating animals with different types of skin coverings (e.g., hide, fur, spines). Provide art materials, and direct students to select an animal and create a work of art that depicts that animal and its skin covering. Select several of the students' works of art, and conduct a class discussion to determine the various solutions used to depict the animals' skin coverings.
- Provide art materials, and direct students to draw and cut out four paper shapes—a circle, a square, a rectangle, and a triangle. Provide a large piece of construction paper for each student. Direct students to arrange and then glue the four cutout shapes to form an animal, plant, or person. Allow students to use other art materials to enhance their works of art. Show several student works of art, and conduct a brief class discussion about how the shapes were used to produce the works of art.

English Standard 1.12

- Select and display upper-case letters of the alphabet. Discuss with students how the letters are similar and different. Provide art materials, and direct students to select and draw one uppercase letter. Direct students to cut out the letter and use art materials to embellish the letter to depict their hobbies or favorite activities.

- Select and display uppercase letters of the alphabet. Discuss with students how the letters are similar and different. Show pictures of animals, and direct the class to select the uppercase letter that matches the first letter of the name of each animal. Provide art materials, and direct students to select one of the shown animals and draw the first uppercase letter of the name of that animal. Next, direct students to rotate the drawn letter to find the most appropriate angle for encompassing that letter within the body of the animal. Lastly, direct students to use the provided art materials to create a representation of the animal that incorporates the drawn letter.
- Show examples of names printed, cut out, and glued on paper in an arrangement that depicts an animal or plant. Provide art materials, and have each student print his/her first name 10 times on a piece of colored construction paper. Students should print some names large, some small, and some at an intermediate size. Next, have student cut out their 10 names as whole units, not individual letters, and arrange the cutouts on a different colored sheet of construction paper to form an animal or plant. Direct students to glue the cutouts to the sheet and then to use drawing materials and found materials to add details to their animal or plant.

Visual Arts Standard 1.2

The student will use the senses of sight, touch, and hearing as inspirations for works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 1.8

The student will investigate and understand that natural resources are limited. Key concepts include

- a) identification of natural resources;
- b) factors that affect air and water quality; and
- c) recycling, reusing, and reducing consumption of natural resources.

Vocabulary

hearing, sight, touch

Activities and Materials

- Making a collage, drawing, cutting, gluing or pasting, participating in class discussion
- Construction paper, crayons, drawing paper, drawing pencils, glue or paste, scissors

Instructional Strategies

Visual Arts Standard 1.2

- Discuss with students how artists use their senses of sight, touch, and hearing to create works of art. Show selected works of art that depict fruits and/or vegetables. Provide and pass around some real fruits and vegetables for students to examine visually, touch, and smell in order to discover ways they are similar and different. Conduct a class discussion about how each artist depicted the fruits and/or vegetables in each artwork. Have students describe how the depictions may or may not differ from the real fruits and vegetables. Provide art materials, and direct students to select one of the real fruits or vegetables to depict in a personal work of art.
- Play several contrasting musical selections. Conduct a class discussion about how the musical selections are similar and different. Have students discuss the images, experiences, or memories the selections invoked as they listened to them. Provide art materials, and direct students to create line drawings while listening to each of the selections again.
- Provide a variety of textured objects. Instruct students to pass the objects around and describe them by using only terms that describe texture. Provide art materials, and direct students to create a work of art depicting one of the objects.
- Display various landscape works of art. Direct students to describe the plants, animals, and other objects depicted in them. Direct students to describe the sounds they would hear were they located in the environment depicted in the landscapes. Provide art materials, and direct students to use the displayed landscapes as inspiration for creating their own depiction of one of them.
- Conduct a class discussion about how sight, touch, and hearing are used by artists to inspire them to create works of art. Provide art materials, and take the class outside to create a work of art based on what they see, hear, and/or touch in the environment.

Science Standard 1.8

- Display various historical landscape photographs of the local environment in the past. Have students identify the plants, animals, and other natural objects in the photographs. Conduct a class discussion about how

viewing historical photographs can enable a viewer to gather clues about the environment of the past and make comparisons to the present. Direct students to discuss the differences between the landscape shown in the historical photographs and the local landscape as it appears today. Provide art materials, and direct students to select a historical photograph and create a work of art showing what that landscape may look like today.

- Show a variety of plants for students to smell, touch, and visually examine. Conduct a class discussion of ways climate changes and human activities could affect the future growth of plants such as these. Provide art materials, and direct students to select a plant and create a drawing showing the impact on the plant if there were a great drought or an unusually rainy season, or if humans were to clear the land for a housing development. Exhibit students' works of art, and conduct a class discussion about how natural resources like plants might be impacted in the future.
- Conduct a class discussion to define the use of natural resources in the classroom to create works of art. Ask students how art materials and natural resources could be conserved in the classroom, at home, and in their future activities. Direct students to use their senses of sight, touch, and hearing as inspirations for works of art by observing nature outside of the classroom (weather permitting). Conduct a brief excursion outdoors around the school for students to acquire ideas for a personal work of art through their senses of sight, touch, and hearing.
- Exhibit works of art created from found materials. Conduct a class discussion about how discarded materials can become valuable art materials for creation of three-dimensional works of art. Provide found materials, and direct students to use their senses of sight, touch, and hearing as inspirations to create a three-dimensional work of art with the found materials.

Visual Arts Standard 1.3.1

The student will identify and use primary colors—red, blue, and yellow.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 1.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Vocabulary

blue, experiment, green, observation, orange, primary color, prism, purple, red, violet, yellow

Activities and Materials

- Making a collage, coloring, cutting, observing a mixing demonstration, participating in class discussion
- Construction paper, crayons, drawing paper, glue or paste, scissors, tempera paint, watercolors

Instructional Strategies

Visual Arts Standard 1.3.1

- Construct a three-section bulletin board showing the three primary colors; label each color section with its name. Conduct a class discussion of the primary colors and why they are called the “primary colors.” Next, have students locate and cut out magazine pictures, each of which is dominated by a primary color. Have students sort the class collection of pictures into three primary color groups. Lastly, affix the groups of cutout pictures on the bulletin board in the appropriate color section.
- Show the three primary colors, and discuss with students why they are called the “primary colors.” Ask students to identify examples of the colors found within the classroom. Demonstrate mixing two primary colors to make a new color by using tempera paint, watercolors, crayons, colored chalk, and/or food coloring. Provide art materials, and direct students to mix two primary colors together to make green, orange, or violet.
- Play a color game with the students. Tell all students wearing red to stand up, clap, turn around, etc. Repeat, calling out each of the primary colors. Let students take turns calling out one of the primary colors and setting the rules for the appropriate action to be taken when the color is called.
- Show landscape works of art. Provide art materials, and direct students to create a work of art by using only the primary colors.

- Conduct a class discussion about primary colors. Demonstrate mixing two primary colors together to create a new color by dipping white paper towels into two of three food coloring solutions made from the primary colors. Provide crayons, and let students experiment with mixing two primary crayons on paper to create green, orange, or violet.

Science Standard 1.1

- Provide red, yellow, and blue strips of cellophane and an overhead projector. Direct two students to place two colored cellophane strips on the overhead projector, one on top of the other, to produce a third color. Have the class identify the new color produced. Then, have the two students switch the order of the cellophane strips, putting the top on the bottom. As students observe the color produced this time, conduct a class discussion about each of the two outcomes. Have two additional students repeat the activity with a different pair of cellophane strips, and finally, repeat again with the third pair of cellophane strips.
- Provide crayons and white paper, and direct students to the materials to demonstrate combining the primary colors. Have students color a small area with one primary color and then color the same area with another primary color, applying the second color on top of the first. Have students identify and label the resulting color. Direct students to repeat this process for the other two primary color combinations.
- Provide paper and art materials (e.g., crayons, tempera paint, water color), and direct students to make a learning log based on the following demonstration. Using red, yellow, and blue food coloring and clear plastic cups filled with water, mix a little red food coloring and a little yellow food coloring in one cup. Instruct students to observe the resulting color and document the results in their learning logs, using the provided art materials. Repeat the process with yellow and blue food coloring. Finally, demonstrate combining blue and red food coloring.
- Provide artificial light or sunlight, a prism, and a white sheet of paper. Hold the prism to the light, and direct students to observe and describe the outcome. Have them notice the order of the colors and the positions of the primary colors in the lineup.

Visual Arts Standard 1.3.2

The student will identify and use lines and line variations—zigzag, dotted, wavy, and spiral.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standards of Learning

Science Standard 1.4

The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include

- a) plants need nutrients, air, water, light, and a place to grow;
- b) basic parts of plants; and
- c) plants can be classified based on a variety of characteristics.

Vocabulary

dotted, spiral, wavy, zigzag

Activities and Materials

- Drawing, cutting, pasting, participating in class discussion
- Construction paper, crayons, drawing paper, drawing pencils, glue or paste, scissors

Instructional Strategies

Visual Arts Standard 1.3.2

- Show and discuss examples of zigzag, dotted, wavy, and spiral lines. Instruct students to find and identify examples of these kinds of lines in the classroom (e.g., contours of chairs, torn paper edges, lines on walls). Provide art materials, and direct students to draw examples of these kinds of lines.
- Display works of art that contain various lines and line variations. Discuss with students how lines and line variations are used in works of art. Provide art materials, and direct students to create a line drawing, using zigzag, dotted, wavy, and spiral lines.
- Conduct a class discussion about lines and line variations. Divide the class into groups, and assign each group a line variation. Instruct each group to physically form the assigned line variation. Next, instruct the groups to join together as a class to form a line of their choice. Repeat as time permits.
- Play a musical selection. Conduct a class discussion about how pattern and rhythm in the selection can be represented with lines and line variations. Demonstrate this for the class. Then, play a second musical selection, and challenge students to identify the pattern and/or rhythm of the music. Provide art materials, and direct students to draw a design that expresses the pattern and/or rhythm of this music.

Science Standard 1.4

- Display several varieties of vegetable plants (either actual plants or color photographs) that include at least one vegetable. Direct students to observe each plant. Conduct a class discussion about how vegetable plants have various parts and how they demonstrate a variety of lines and line variations. Guide students in identifying the lines within the plants and in a discussion about the similarities and differences among the observed lines. Discuss with students the different parts of a vegetable plant. Provide drawing materials, and direct students to select one vegetable plant and draw various lines to depict the parts of the plant.
- Display several varieties of flowering plants (either actual plants or color photographs) that include at least one flower. Direct students to observe each plant. Conduct a class discussion about how flowering plants have parts and how they demonstrate a variety of lines. Guide students in identifying the lines within the plants and

in a discussion about the similarities and differences among the observed lines. Discuss with students the different parts of a flowering plant. Provide drawing materials, and direct students to select one flowering plant and draw various lines to depict the parts of the plant.

- Display several varieties of evergreen and deciduous trees (either actual small trees or color photographs). Direct students to observe each tree. Conduct a class discussion about how evergreen and deciduous trees have various parts and how they demonstrate a variety of lines. Guide students in identifying the lines within the trees and in a discussion about the similarities and differences among the observed lines. Discuss with students the different parts of an evergreen or deciduous tree. Provide drawing materials, and direct students to select one evergreen or deciduous tree and draw various lines to depict the parts of the tree.

Visual Arts Standard 1.3.3

The student will identify and use textures—visual and tactile.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 1.5

The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include

- a) basic needs include adequate air, food, water, shelter, and space (habitat);
- b) animals, including humans, have many different physical characteristics; and
- c) animals can be classified according to a variety of characteristics.

Vocabulary

tactile texture, visual texture

Activities and Materials

- Observing and feeling textures, drawing, sculpting, participating in class discussion
- Clay, scratchboard, drawing materials

Instructional Strategies

Visual Arts Standard 1.3.3

- Create a bulletin board with examples of correlated visual and tactile textures. Discuss and describe the differences and similarities between these two types of textures. Encourage students to bring in their own examples of visual and tactile textures to add to the bulletin board.
- Place objects with contrasting textures in brown paper bags—one bag per table or group. Have students in each group take turns feeling the object inside each bag without looking at it. Have students describe the texture they feel and determine as a group what the object is. Once the group has identified the object by its tactile texture, allow students to look in the bag to check their identification. Rotate bags among groups until all groups have examined all the textures.
- Display objects with contrasting textures. Demonstrate how the textures of these objects can be drawn by using a combination of dots and/or lines. Provide art materials, and have students practice drawing the textures of the objects on display.
- Discuss the similarities and differences between the visual textures of drawn objects and the tactile textures of actual objects on display.

Science Standard 1.5

- Display photographs of various types of animals along with drawings of these same animals. Have students describe how the visual textures of drawn animals resemble the textures of the photographed animals. Guide students to see the contrasting lines in the drawings. Provide the students with other photographs of animals, and have students practice drawing the visual textures of these animals. Lead students in a discussion of how they used lines to depict the visual textures seen in the photographs.
- Demonstrate how contrasting textures of different types of animals can be sculpted in clay. Provide art materials for students to sculpt an animal of their choice, focusing on the surface qualities (texture) of the animal.

- Discuss contrasting textures of different groups of animals. Provide art materials for students to draw the textures of two animal groups.

Visual Arts Standard 1.3.4

The student will identify and use shapes—geometric and organic.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 1.12

The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.

Vocabulary

geometric, organic, overlapping, tangram

Activities and Materials

- Drawing, cutting, pasting, making observations, participating in class discussion
- Magazines, construction paper, drawing paper, drawing pencils, glue or paste, scissors

Instructional Strategies

Visual Arts Standard 1.3.4

- Lead a class discussion to determine the similarities and differences between geometric and organic shapes. Provide magazines, and direct students to work in groups to create a poster of pictures showing objects that are examples of geometric and organic shapes. Have students share their posters with the class and describe the types of shapes depicted by the objects in the pictures.
- Lead the class on a walk through the school grounds, and discuss the various organic shapes observed in nature. Back inside, have students create a class list of words describing the organic shapes they saw. Provide art materials, and have students visually record (draw) these shapes.
- Provide art materials for students to create a drawing of overlapping geometric and organic shapes. Discuss the new shapes that are created in the overlapping areas. Help students determine whether these shapes are geometric or organic.

Mathematics Standard 1.12

- Provide sets of contrasting geometric shapes. Lead the class in a discussion to classify these shapes as curved (oval, circle) or angled (triangle, square, rectangle). Have students compare and contrast the shapes.
- Provide examples of objects created with geometric shapes, using Chinese tangrams. Lead the students in examining how each of these objects is created with specific geometric shapes. Provide students with art materials and tangram patterns to create their own tangrams. Direct students to cut out the shapes and assemble them by pasting them on a heavy sheet of paper.

Visual Arts Standard 1.3.5

The student will identify and use patterns—alternating and repeating.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 1.17

The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

Vocabulary

alternating, pattern, optical illusion, repeating, rhythmic, symbol, warp, weaving, weft

Activities and Materials

- Weaving, printmaking, drawing, participating in class discussion
- Construction paper and/or fadeless paper, Styrofoam sheets, printing ink, brayers, stencil paper, drawing paper, drawing pencils, markers, glue or paste, scissors, brushes

Instructional Strategies

Visual Arts Standard 1.3.5

- Provide examples of a wide variety of patterns. Lead a class discussion to identify how shapes/forms repeat in each example.
- Display examples of Adinkra symbols and cloths. Describe and discuss the importance and meaning of these symbols and how the cloths were created by stamping specific symbols on the cloths to communicate messages. Provide art materials, and direct students to create their own Adinkra cloths by making and printing stamps, using an alternating pattern. Encourage students to share their stamps to facilitate more diverse patterns. Select several of the completed cloths, and direct their creators to describe the meaning of the symbols.
- Display examples of American Indian weavings with alternating patterns along with similar paper weaving examples. Lead a class discussion to examine how repeating patterns were created by alternating the designs and fibers in the examples provided. Demonstrate how to create a paper weaving similar to an American Indian fiber weaving, emphasizing the terms *alternating* and *repeating*. Provide art materials, and direct students to create their own paper weaving. (American Indian symbols could also be stamped in an alternating pattern onto the paper weaving once it is completed to further illustrate the concept of alternating and repeating).

Mathematics Standard 1.17

- Display examples of rhythmic patterns (e.g., wavy, organic). Lead the class in a discussion of the meaning of *rhythmic* and how the examples show rhythmic patterns. Provide art materials for students to create rhythmic patterns, using a variety of organic shapes and colors.
- Display examples of optical illusions created by repeated undulating or wavy lines. Lead a class discussion of how using repeated wavy lines creates the illusion of the paper moving in and out of the picture plane/surface. Provide art materials, and direct students to create their own optical illusion.
- Display examples of contrasting types of alternating patterns. Lead a class discussion to analyze the types of alternations observed in each pattern. Guide the students in practicing the creation of alternating patterns by beginning a pattern on the board and having students complete the alternation. Provide art materials, and direct students to create an alternating pattern, using printmaking techniques.

Visual Arts Standard 1.4

The student will create works of art inspired by stories, poems, and themes.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

English Standard 1.1

The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Vocabulary

illustration, pattern, rhythm, theme

Activities and Materials

- Drawing, painting, making a crayon resist, participating in class discussion
- Crayons, drawing paper, drawing and/or colored pencils, paint, brushes

Instructional Strategies

Visual Arts Standard 1.4

- Provide a variety of books with illustrated stories and/or poems. Lead a class discussion to examine how the pictures reflect the same themes as the words.
- Discuss ways humans communicate with both words and pictures. Direct the students to make a list of words from a specific page in an illustrated book and then draw next to these words objects shown in the illustrations that communicate the same idea.
- Lead a class discussion of the meaning of a theme, and develop a list of the students' five favorite themes or subjects. Provide art materials, and direct students to create a drawing that illustrates one of these themes. Select several completed drawings, and direct the artists to describe how the themes are shown in them.
- Provide examples of Gothic stained glass windows with pictures, and briefly describe how stained glass windows were created to tell stories during a time (the Middle Ages) when most people could not read. Provide art materials, and direct students to create a "stained glass window" with a picture that tells a story. Select several completed projects, and direct the artists to describe the story portrayed in their windows.

English Standard 1.1

- Provide examples of triptychs, and lead a discussion of the stories portrayed in the illustrations. Demonstrate how to create a triptych from a sheet of paper folded in thirds, and explain how the sections can be used to illustrate the beginning, middle, and end of a story. Provide art materials, and direct students to create a triptych (three-part illustration) portraying a story of their choice. Select completed triptychs, and direct the artists to describe the beginning, the middle, and end of their illustrated story.
- Provide examples of artworks from the Harlem Renaissance that illustrate various aspects of music (dance, choral, instrumental). Conduct a discussion of the influence of jazz on paintings by African-American artists during the Harlem Renaissance in New York City. Lead a discussion of how these works of art reflect specific

aspects of music. Provide art materials, and direct students to create a painting that reflects their favorite aspect of music (dance, choral, instrumental).

- Lead a discussion of the similarities among music, poetry, and painting as seen through the concept of rhythm through repetition of pattern. Provide examples of paintings by the Russian artist, Vassily Kandinsky, and lead an examination and discussion of the rhythmic aspects of the paintings through his use of repeated patterns of contrasting lines, shapes, and colors. Point out that Kandinsky was fascinated by music and that these repeated patterns are like repeated patterns in music. Provide art materials, and direct students to create their own Kandinsky-like painting, using repeated patterns of contrasting shapes and colors.

Visual Arts Standard 1.5

The student will create art from real and imaginary sources of inspiration.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Science Standard 1.2

The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Vocabulary

illustration, imaginary, real

Activities and Materials

- Drawing, participating in class discussion
- Drawing materials, drawing paper

Instructional Strategies

Visual Arts Standard 1.5

- Provide examples of works of art that reflect both real and imaginary sources of inspiration. Lead a discussion of the similarities and differences between the real and imaginary subject matter. Provide art materials, and direct the students to create a composition with a real background and real objects in unusual combinations creating an imaginary scene.
- Lead a class discussion of the illustrations in the book *Pish, Posh, Said Hieronymus Bosch*, comparing and contrasting the real and imaginary aspects, as well as explaining how the illustrations reflect the original works of art by the Renaissance artist, Bosch. Provide art materials, and direct the students to create their own Bosch-like creatures by combining real parts of specific animals in unusual combinations.
- Lead a discussion of the world of science fiction or fantasy movies, comparing and contrasting the real and imaginary subjects found in these kinds of movies. Create a list of the students' favorite movies with imaginary characters. Provide art materials, and direct students to design, draw, and name their own imaginary character for an upcoming movie. Select completed works, and direct the artists to describe their characters, the decision-making processes used to design their characters, and the rolls the characters will play in this movie.

History and Social Science Standard 1.2

- Lead a discussion of stories pertaining to George Washington, Ben Franklin, Abraham Lincoln, and/or George Washington Carver. Provide art materials, and direct students to create a list of words pertaining to a specific story, sketch images that illustrate these words, and use these images to create an illustration that portrays the story.
- Display photographs of the houses where these four American leaders grew up. Lead a discussion about and create a list of art vocabulary that describes the architectural elements of these homes. Provide art materials, and direct the students to make an architectural drawing of one of these houses.

Visual Arts Standard 1.6

The student will use personal experiences and simulated situations as subject matter in works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

History and Social Sciences Standard 1.1

The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Vocabulary

past, personal experience, present, simulated situation

Activities and Materials

- Drawing, sculpting, participating in class discussion
- Drawing materials, drawing paper, sculpting materials, sculpting tools

Instructional Strategies

Visual Arts Standard 1.6

- Lead a class discussion about the students' favorite activities (e.g., taking a vacation, playing a sport, engaging in a playtime activity, watching TV). Provide art materials, and direct students to illustrate themselves doing their favorite activity. Select several completed drawings, and direct the artists to explain the activities in the drawings and describe the personal experiences portrayed in them.
- Display pictures from around the world. Lead a discussion of the question: "If you could visit one of these places, which one would it be, and why?" Provide art materials, and direct the students to draw the place they would like to visit and to put themselves in the drawing to simulate their visit.

History and Social Sciences Standard 1.1

- Create and display a timeline of architectural examples of homes people have lived in over time. Lead a class discussion of the architectural elements (materials, styles) of these buildings and how these homes are similar to and different from the homes the students live in. Direct students to imagine they are time travelers and have landed back in time in a specific place. Provide two- or three-dimensional art materials, and direct students to create an example of a home they would have lived in during that time.
- Create and display a timeline of clothing humans have worn over time. Lead a class discussion of the clothes (materials, styles) and how these clothes are similar to and different from the clothing the students wear. Provide art materials, and direct students to create a self-portrait with clothing from a different time period.

Visual Arts Standard 1.7

The student will demonstrate the ability to recognize size relationships in works of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 1.15

The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than, and equal to*.

Vocabulary

additive method, background, foreground, size relationship, subtractive method

Activities and Materials

- Drawing, painting, sculpting, participating in class discussion
- Drawing and/or painting materials and tools, drawing and/or painting papers, clay, clay or ceramic carving tools

Instructional Strategies

Visual Arts Standard 1.7

- Display portraits of families. Lead the class in a discussion of the size relationships of the people in these portraits. Help students compare their body's size with those of their family members. Provide art materials, and direct the students to create their own family portrait.
- Display landscapes with trees. Lead the class in a discussion of the size relationships of the trees in the front of the landscape to the trees in the background. Provide art materials, and direct students to create a landscape that demonstrates these contrasting size and placement relationships.

Mathematics Standard 1.15

- Display examples of still life paintings. Lead the class in a discussion of how the artists used the subject matter to achieve balance in the composition. Discuss how the artist used more or less of the various objects to achieve this balance.
- Demonstrate the positive and negative methods of sculpting with clay. Direct the students to interpret how the positive method increases the size of the clay (more than the original), whereas the negative method decreases the size of the clay (less than the original). Provide art materials for a ceramic project, and direct the students to utilize both the positive and negative methods of working in clay. Fire the sculpted pieces. Select completed works of art, and discuss how the clay is smaller than it was before it was fired due to the fact that clay shrinks (smaller than) in the firing process and while it is drying.

Visual Arts Standard 1.8

The student will develop eye-hand coordination by drawing and constructing.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 1.12

The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.

Vocabulary

blind contour drawing, contour drawing, craftsmanship, direct observation, eye-hand coordination

Activities and Materials

- Drawing, painting, sculpting, participating in class discussion
- Drawing paper, drawing pencils, paint, rulers, brushes, scissors, glue or paste, construction paper in various colors

Instructional Strategies

Visual Arts Standard 1.8

- Display examples of contour drawings. Demonstrate the process of creating a contour drawing from direct observation, emphasizing the necessary eye-hand coordination. Provide art materials and simple objects, and direct the students to draw the objects slowly, using the contour drawing method. Next, direct the students to draw the person sitting across from them, using the blind contour drawing method—i.e., not looking at the paper while drawing. Select completed drawings, and lead a class discussion comparing and contrasting the results of contour drawing and blind contour drawing and explaining how eye-hand coordination affected the results in each method.
- Display paintings by Piet Mondrian. Lead a class discussion of the craftsmanship and precision necessary for painting within the carefully executed lines and shapes. Provide art materials, and direct the students to create a similar design by drawing the shapes with rulers and painting in the shapes as carefully as they can. Select completed works of art, and lead a class critique of the various results, soliciting students' input on how they believe they could make improvements.
- Display examples of paper sculptures. Lead a class discussion of the technical process for constructing a paper sculpture, and demonstrate the process. Provide art materials, and direct students to construct a paper sculpture, utilizing contrasting techniques addressing eye-hand coordination necessary for cutting and assembling. Select completed sculptures, and lead a class critique of the various results.

Mathematics Standard 1.12

- Display paintings by Piet Mondrian. Lead a class discussion of the type of figures found in the works according to the number of sides, corners and square corners seen. Provide art materials, and direct students to draw similar shapes (triangle, square, rectangle) using eye-hand coordination, cut them out, sort them, and arrange them on a background sheet in a design that resembles the work of Mondrian. Lead a class discussion of the completed works.
- Provide art materials, and have students draw and cut out examples of plane geometric figures (triangle, square, rectangle, and circle), using hand-eye coordination. Lead a discussion on the number of sides, corners, and square corners contained in each figure. Direct students to list objects that contain these shapes (e.g.,

people, furniture, flowers, scarecrows, snowmen). Direct students to construct a three-dimensional object from the geometric shapes that they created. Display the completed objects, and discuss ways they incorporate the geometric shapes.

Visual Arts Standard 1.9

The student will observe and depict plants, animals, and people in a landscape work of art.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Science Standard 1.7

The student will investigate and understand weather and seasonal changes. Key concepts include

- a) changes in temperature, light, and precipitation affect plants and animals, including humans;
- b) there are relationships between daily and seasonal changes; and
- c) changes in temperature, light, and precipitation can be observed and recorded over time.

Vocabulary

landscape

Activities and Materials

- Drawing, painting, making a resist, cutting, pasting, participating in class discussion
- Construction paper, crayons, drawing paper, drawing pencils, glue or paste, scissors, paint, brushes

Instructional Strategies

Visual Arts Standard 1.9

- Display works of art that depict plants, animals, and people in landscapes. Lead a class discussion of the subject matter in the works, and identify the specific types of subject matter seen.
- Display four sheets of paper titled with the following four categories: “Plants,” “Animals,” “People,” and “Landscapes.” Lead the class in creating a list of varying types of subject matter under each category. Also, discuss the types of plants, animals, and people that might be found in a specific type of landscape. Provide art materials, and direct students to create a landscape with plants, animals, and people that unify with the composition.
- Display works of art by Henri Rousseau, such as *Tropical Forest with Monkeys*, *The Sleeping Gypsy*, and *Woman Walking in an Exotic Forest*. Lead a class discussion to determine the specific type of landscape (rain forest) most commonly found in the paintings by Rousseau, as well as the types of plants, animals, and people observed in his works. Provide art materials, and direct the students to create their own Rousseau-like composition.

Science Standard 1.7

- Select and show works of art depicting animals, including examples of mammals, birds, fish, and reptiles/amphibians. Conduct a class discussion about the wide variety of textures of the animals’ body coverings so students can identify the various solutions used by artists to depict these textures.
- Select and display examples of a deciduous tree in the spring, summer, autumn, and winter. Lead a class discussion of the similarities and differences in the tree from one season to the next (its color, form, and texture). Guide students in sketching the basic structure of a tree. Provide art materials, and direct the students to transform their basic tree structure into a picture of the tree in the season of their choice.
- Select and show examples of people in a variety of costumes from various cultures. Direct the class to describe the colors, forms, and patterns observed in each garment. Direct students to rank the displayed clothing from the warmest to the coolest and to match the garments to the four seasons.

Visual Arts Standard 1.10

The student will use motor skills to weave, tear, and otherwise manipulate art materials.

Strand

Visual Communication and Production

Goals

The student will

- select and use art media, subject matter, and symbols for expression and communication;
- demonstrate understanding of and apply the elements of art and the principles of design and the ways they are used in the visual arts;
- solve visual arts problems with originality, flexibility, fluency, and imagination;
- use materials, methods, information, and technology in a safe and ethical manner.

Related Academic Standard of Learning

Mathematics Standard 1.3

The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths and write the fractions.

Vocabulary

background, collage, foreground, one-fourth, one-half, radial design, symmetrical design, warp, weaving, weft

Activities and Materials

- Weaving, collage making, drawing
- Yarn, unused Styrofoam meat trays, construction/fadeless paper, magazines, scissors, glue or paste

Instructional Strategies

Visual Arts Standard 1.10

- Show examples of simple weavings, and discuss with students how weavings are created and the types of materials and equipment that may be used (e.g., loom, yarn, found objects). Demonstrate how a simple weaving can be created by cutting notches approximately one-half inch apart along the four sides of an unused Styrofoam meat tray (*not* a used one), and then using yarn to weave over and under. Provide various colored yarns and unused meat trays. Direct students to cut notches along each side of the tray. Next, direct students to select a piece of yarn and create the warp by stringing the yarn from one side of the tray to the opposite side, looping it around the back of the tray, and bringing it up in the next notch to continue. When the warp is complete, direct students to weave pieces of yarn over and under into the warp to complete a weaving.
- Select and display examples of collaged works of art. Demonstrate how to create a collaged composition with torn and/or cut pieces of paper. Provide magazines, and direct students to create a collage by using torn pieces of colored paper to fill in the background and then cutting out images and gluing them in the foreground to complete the composition.

Mathematics Standard 1.6

- Provide groups of four students with four sheets of paper in four contrasting colors. Direct each student to fold one sheet in half to create two halves. Explain that each of the two parts of the sheet is called “one-half” of the whole sheet. Then, have students again fold each of the folded sheets in half, open the sheet up, and identify each of the four parts of the sheet as “one-fourth” of the whole sheet. Next, have students cut along the folds. Each student will now have four pieces of paper, and each group will collectively have 16 pieces of paper—four pieces of each color. Direct each group to fold a sheet of white drawing paper in half and use the 16 pieces of colored paper to arrange and paste a design on one half of the sheet. Finally, have each group duplicate this design symmetrically on the other half of the sheet.
- Demonstrate how to fold a square sheet of drawing paper into fourths to form a creased axis for a radial design. Provide square sheets of drawing paper and small pieces of colored paper as created in the previous activity. Direct students to use colored pieces to build a design along one of the creased axis lines and then repeat the design on the other crease. Next, have students create a second design in the negative space of one

section and then repeat this second design in each of the three remaining negative spaces. They have now created a radial pattern using two different designs.

Visual Arts Standard 1.11

The student will describe and discuss similarities and differences between various careers in the visual arts.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard 1.12

The student will recognize that communities in Virginia

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Vocabulary

artist, career, ethnic, visual arts career

Activities and Materials

Observing, participating in class discussion

Instructional Strategies

Visual Arts Standard 1.11

- Display posters of artists at work in various careers in the visual arts, and also display a list of the various careers depicted. As you point to and read each career aloud and students repeat it aloud, direct the students to match the name to the picture of that artist at work. In conclusion, have students compare and contrast the various identified careers.
- Select and show works of art created by artists working in various careers. Lead the class in a discussion to match each work of art to a specific career.

History and Social Science Standard 1.12

- Select and display photographs of Virginia artists with different ethnic origins. Direct students to identify the ethnic origin of each artist and then determine what these Virginians have in common.

Visual Arts Standard 1.12

The student will recognize and describe how art is an integral part of one’s own culture.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard 1.12

The student will recognize that communities in Virginia

- a) have local governments;
- b) benefit from people who volunteer in their communities;
- c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Vocabulary

culture, custom, origin, tradition

Activities and Materials

- Participating in class discussion, drawing
- Drawing paper, drawing materials

Instructional Strategies

Visual Arts Standard 1.12

- Select and display works of art that reflect different cultures. Discuss with the class how artists create works of art that reflect their culture and heritage. Direct the students to examine each work of art and determine what cultural aspect(s) is reflected in it.
- Discuss with the class how art is an integral part of one’s own culture. Share with the class your own heritage, and describe how artwork you create may reflect your own culture. Provide art materials, and direct students to create a drawing that reflects their family’s cultural background. Select completed drawings, and direct the student artists to identify the culture of their family and describe how their artwork reflects that culture.

History and Social Science Standard 1.12

- Describe to the class your family’s cultural background. Ask students to describe their families’ cultural backgrounds and traditions and remind them that the community is enriched by this cultural variety. Tell them that an artist often incorporates aspects of his/her background and traditions into works of art. Provide art materials, and direct students to create a work that reflects part of their culture.
- Display works of art from various cultures, and lead a class discussion concerning the cultural aspects of the displayed works. Ask students whether they have any art in their homes that depicts their culture, and if not, where they might go to view such art (e.g., museums, public buildings, libraries, art galleries). Explain that art is important in all cultures and that along with customs and traditions, it enhances our communities. Guide each student in selecting a work of art that incorporates his/her cultural background. Provide art materials, and direct each student to create a work of art based on the selected work of art, adding his/her own ideas to it.

Visual Arts Standard 1.13

The student will identify and describe works of art that communicate feelings, ideas, and information.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

English Standard 1.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.
- d) Use vocabulary from other content areas.

Vocabulary

describe, communicate, identify

Activities and Materials

- Drawing, cutting, pasting, participating in class discussion
- Construction paper, crayons, drawing paper, drawing pencils, glue or paste, scissors

Instructional Strategies

Visual Arts Standard 1.13

- Select and display works of art that reflect contrasting emotions. Lead the class in a discussion to identify and describe the emotion in each work to determine the feelings the artist communicated.
- Select and display works of art that reflect contrasting ideas. Lead the class in a discussion to determine the specific idea communicated by the artist in each work.
- Select and display works of art that communicate specific information (e.g., about a historical event, athletic activity, seasonal change, environmental issue). Direct students to discuss in small groups the information communicated by the artist in each work. Direct groups to share with the class their conclusions.

English Standard 1.2

- Display works of art that reflect a variety of subject matter. Lead the class in a discussion to identify the subject matter in each work and create a list of nouns that identify the objects in the compositions related to the subject matter.
- Display works of art in contrasting styles. Have selected students describe the style of each work to the class, using descriptive vocabulary to explain what it communicates—i.e., feelings, ideas, and/or information.
- Display various works of art that communicate feelings, ideas, and/or information. Lead a discussion to identify the things that the works communicate and to generate a list of words to describe the artworks. List the words on the board under appropriate headings. Display some different works of art, and direct students to use the vocabulary words to describe the works in complete sentences.

Visual Arts Standard 1.14

The student will identify American cultural symbols and events depicted in art.

Strand

Cultural Context and Art History

Goal

The student will develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.

Related Academic Standard of Learning

History and Social Science Standard 1.1

The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.

Vocabulary

cultural symbol, future, past, present, timeline

Activities and Materials

Participating in class discussion, matching, arranging

Instructional Strategies

Visual Arts Standard 1.14

- Select and display works of art that depict American cultural symbols (e.g., American flag, Statue of Liberty, bald eagle). Lead the class in a discussion to identify the symbols in each work and describe how they symbolize American culture.
- Select and display works of art that reflect specific American events, and display a list of the events depicted. As you point to and read each event aloud and students repeat it aloud, direct students to match the event to the work of art.

History and Social Science Standard 1.1

- Display a pictorial timeline of art history with examples of works of art that represent the various time periods. Direct students to compare and contrast works of art created in the past to works of art created today.
- Provide sets of postcard-size reproductions of works of art from many different periods of art history. Direct small groups of students to arrange the artworks in order of the time of their creation, from past to present.

Visual Arts Standard 1.15

The student will discuss why viewers may have different responses to works of art.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 1.3

The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.
- e) Give simple two-step oral directions.

Vocabulary

interpret, judge, media, style, three-dimensional, two-dimensional

Activities and Materials

Participating in class discussion

Instructional Strategies

Visual Arts Standard 1.15

- Display contrasting examples of abstract works of art. Lead the class in a discussion of the possible meanings to be found in each composition, and guide the discussion to consider why students are having difficulty interpreting any of the works the same way. Emphasize that there is no “correct” response to a work of art, but that many different responses are possible.
- Select and display works of art from various cultures. Direct students to describe what each work communicates and discuss why it is difficult to agree on one interpretation of the work.

English Standard 1.3

- Lead the class in a discussion of how to describe a work of art, using specific art vocabulary. Display a work of art, and direct the students to describe this work of art, using provided art vocabulary. Provide small groups of students with sets of prints reflecting contrasting styles of art. Direct groups to take turns describing the works of art, using the same art vocabulary.
- Select and display two- and three-dimensional works of art created with various media, along with a list of the media used to produce each work. Provide small groups of students with sets of prints showing works of art created with the same media displayed. Direct students to name the media depicted in each print and to identify the artwork as either two- or three-dimensional.

Visual Arts Standard 1.16

The student will view works of art and describe similarities and differences between them.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

Science Standard 1.1

The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observations;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Vocabulary

acrylic paint, landscape, portrait, still life, style media, subject matter, tempera paint, watercolor

Activities and Materials

Participating in class discussion

Instructional Strategies

Visual Arts Standard 1.16

- Select and display a two-dimensional and a three-dimensional work of art. Direct the students to describe the similarities and differences between them.
- Select and display two paintings created with different types of paint. Direct the students to describe the similarities and differences between the two types of paint and between the two paintings. Ask students why the artists may have chosen to use these types of paint for these particular paintings.
- Select and display two works of art created in contrasting styles of art production but having the same subject matter. Direct the students to describe the similarities and differences between them.

Science Standard 1.1

- Display examples of clay in various states: clay, leatherhard, greenware, bisqueware, and glazeware. Direct students to describe the contrasting physical properties of the various states of clay by observing and touching the examples.
- Provide small groups of students with small sets of art prints. Direct groups to sort the prints according to style. Then, have them sort according to media, subject matter, dimension, and time period of creation (past or present).

- Select and display works of art reflecting various subject matter and/or events and containing representations of the same familiar objects in nature (e.g., a river, garden flowers, the seashore, a mountain). Direct students to compare and contrast the attributes or properties of each familiar object depicted.

Visual Arts Standard 1.17

The student will describe and discuss the visual qualities and content of works of art, using an art vocabulary.

Strand

Judgment and Criticism

Goals

The student will

- interpret, reflect upon, and evaluate the characteristics, purposes, and merits of his/her work and the work of others;
- identify, analyze, and apply criteria for making visual aesthetic judgments of his/her work and the work of others.

Related Academic Standard of Learning

English Standard 1.1

The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Vocabulary

communicate, content, describe, illustrator, visual qualities

Activities and Materials

Participating in class discussion, making a presentation

Instructional Strategies

Visual Arts Standard 1.17

- Select and display works of art grouped according to the following types of subject matter: landscape, still life, and portrait. Lead a class discussion of how to identify and classify works of art by subject matter. Provide student groups with sets of art prints, and have the groups sort them by these three types of subject matter.
- Select and display works of art created with different types of media, and have the class help create descriptors of these media. Lead a class discussion of how to identify and classify works of art by media. Provide student groups with sets of art prints, and have the groups sort them by these types of media. Select a student from each group to identify the media shown in the prints and describe the visual characteristics of these media.
- Select and display three works of art that reflect three distinct styles of art production, along with descriptors of these styles. Describe each of these styles to the class, and provide visual clues to identifying these styles—i.e., characteristics to look for. Select and display a number of other works of art in these three styles, and have several students arrange the display by grouping the works by style. Direct the students to explain their decision making based on the criteria they were provided.

English Standard 1.1

- Select and display a variety of children’s books illustrated by well-known illustrators. Describe the work of an illustrator (an artist who makes works of art to portray a story), and lead a class discussion of how illustrators use pictures to communicate the story just as authors use words to communicate the story. Provide each small group of students with one of the selected books, and direct the groups to examine the similarities and differences between how words and pictures were used to communicate the story in the book. Have several students from each group use art vocabulary to comment on the visual qualities and content of the pictures, explaining to the class how the illustrator communicated the story with pictures. Ask: Did she or he show

everything in the story? If not, what things were illustrated? (setting, characters, major events, end). Do the illustrations help you understand the story? Do they make you like the story more? Why? If the illustrations were not there, would you like the story just as well?

- Select and display a variety of picture books. Discuss with the class how the very first language of humans consisted of pictures, showing them some examples of pictographs. Provide small groups of students with the picture books, and direct each group to discuss the visual qualities and content of the pictures. Then, have each group create a story to go along with the illustrations. Have several students from each group share the story they have created to accompany the illustrations.
- Display works of art that depict everyday scenes and/or events. Lead a class discussion to analyze the everyday scene/event and the visual clues the artist used in each composition. Conclude the discussion by having students judge the success of the artist in communicating the everyday scene/event through the subject matter and style used in each work.

Visual Arts Standard 1.18

The student will discuss the reasons why works of art have value.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 1.1

The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Vocabulary

art auction, value

Activities and Materials

- Participating in class discussion, playing a money game, participating in an art auction, viewing videos
- Stick-on labels, packs of fake money, envelopes

Instructional Strategies

Visual Arts Standard 1.18

- Create sets of prints comprised of a wide variety of works of art. Provide each small group of students with a set of these prints and a sheet of removable stick-on labels printed with the symbols “\$,” “\$\$\$,” and “♥.” Direct the groups to determine which works of art they think would be the cheapest to buy and to label these “\$,” which works of art would be the most expensive to purchase and to label these “\$\$\$,” and which works of art they would most like to buy and to label these “♥.” Select several students from each group to share their decisions and explain the reasons behind their selections. Were the ones labeled the most expensive also the most desirable? Why, or why not?
- Select art prints, and create a simulated art gallery to be used for a simulated art auction. Lead a class discussion of why works of art have widely varying values. Explain how a silent art auction works and how buyers participate in it. Provide students with packs of fake money. Allow students to bid silently on one or two of the works of art on display in the gallery by putting the amount of money they are willing to pay for each work into an envelope, writing their name on the outside of the envelope, and placing it under the work they want to buy. After bidding is finished, select several students to share the amounts of money they bid on the works of art and explain why they were willing to spend these amounts. Ask, “Was the value of each work of art determined by the highest amount someone was willing to pay for it?” If so, why?

English Standard 1.1

- Show an age-appropriate video about the life of an artist, and/or display examples of his work. Lead a class discussion to determine why the works of this artist have value (e.g., subject matter, technique, colors, expression). Direct each student to explain one of the reasons, using complete sentences.
- Read an illustrated story to the class without showing the illustrations. Then, read the story again while showing the illustrations as you read. Lead a discussion concerning the amount of enjoyment and the information gained when the illustrations were added to the story. Have selected students describe to the class the value of the illustrations—how they make the experience of the reader or listener much better.

- Have students view a large work of art that is found in the school. (Alternatively, show a picture of such a work of art in the setting of a public building found in your community.) Discuss with the class the reasons why this work of art has value to people, not only in the present, but also in the future. Discuss its meaning, the feelings it evokes, and the reasons for its existence. Then, show students another public work of art in your community or elsewhere, and have groups of three or four students gather and discuss together why this work has value. Have each group present their conclusions, expressing their ideas in logical order and using complete sentences.

Visual Arts Standard 1.19

The student will express a point of view regarding what art is and what purpose art serves.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 1.1

The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

Vocabulary

point of view

Activities and Materials

- Participating in class discussion, viewing videos
- Drawing paper, drawing pencils

Instructional Strategies

Visual Arts Standard 1.19

- Display examples of works of art along with some everyday objects. Lead a class discussion of which ones are works of art and which are not. Direct students to explain their decisions—i.e., to express their point of view regarding what art is and is not. Ask, “Can an everyday, useful object ever be a work of art?”
- Select and display two works of art that communicate two contrasting ideas about the same subject matter. Direct students to identify the subject and the two contrasting ideas expressed by the artists. Ask students what purpose these artworks serve. Ask, “Are these works simply meant to be beautiful? Can you tell what the two artists think about this subject? Do they make you think like they do about the subject? Why, or why not? What might be the purpose of these works of art?”

English Standard 1.1

- Display examples of works of art and some everyday objects. Divide the top of a large table in half with a strip of colored tape. On one half of the table, put a sign saying “Art,” while on the other half, put a sign saying “Not Art.” Direct students to put each work or object on one side of the table or the other and to explain their reasons for placing the objects in complete sentences. If a student says an object (e.g., a hand-painted plate or pot, a beautiful handmade glass) is both art and not art, create a sign saying “Art and Not Art,” and place it and the object on the tape between the two halves. Explain to students that an object can sometimes be something functional as well as a work of art. Finally, have students use these objects and their placement in these categories to express in complete sentences their point of view regarding what art is and what purposes it can serve. Guide discussion so that the class can express the nature of art and the purposes of art.

Visual Arts Standard 1.20

The student will describe and discuss ideas and emotions communicated in works of art.

Strand

Aesthetics

Goal

The student will develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.

Related Academic Standard of Learning

English Standard 1.7

The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.
- f) Reread and self-correct.

Vocabulary

communicate, genre painting, visual clues

Activities and Materials

Participating in class discussion

Instructional Strategies

Visual Arts Standard 1.20

- Select and display a variety of portraits that reflect contrasting emotions. Lead a class discussion of how the elements of art were used to emphasize the emotions portrayed in each portrait.
- Select and display several genre paintings. Explain to the students the meaning of *genre painting* (painting of an everyday scene). Direct the students to select a specific painting and describe to classmates sitting at their table the ideas and emotions communicated in it. Lead the class in a discussion to create a list of everyday scenes that could be depicted in a genre painting to communicate life in the 21st century.

English Standard 1.7

- Direct students to select from their portfolio a work of art they have created and give it a title that sheds light on the meaning of their composition—i.e., the ideas and/or emotions it is intended to communicate. Select several students to display their works of art, and direct the class to look for visual clues to determine possible titles given by the artists. Reveal the actual titles at the end.
- Select and display works of art that contain strong ideas and/or emotions. Lead a class discussion of each work to discover visual clues to determine the possible title given by the artist. Reveal the actual title after each discussion. Ask the students whether the titles helped them understand the meaning of the compositions—i.e., the ideas and/or emotions they communicate. Discuss with students the advantages of creating titles for their own works of art.