



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

GRADE TWO

*Commonwealth of Virginia
Department of Education
Richmond, Virginia*

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Virginia Department of Education
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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
2.1			2.15	
2.2				2.1
2.3	2.8			
2.4.1	2.3			
2.4.2			2.16	
2.4.3			2.16	
2.4.4			2.20	
2.5		2.2		
2.6	2.1			
2.7				2.1
2.8	2.3			
2.9		2.1		
2.10			2.16	
2.11				2.3
2.12	2.12			
2.13		2.1		
2.14		2.1		
2.15		2.2		
2.16	2.2			
2.17	2.2			
2.18	2.2			
2.19	2.12			
2.20		2.12		
2.21	2.3			
2.22		2.12		

Visual Arts Standard 2.1

The student will investigate solutions to a single visual arts 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

Mathematics Standard 2.15

The student will

- a) draw a line of symmetry in a figure; and
- b) identify and create figures with at least one line of symmetry.

Vocabulary

imaginary, rubbing, state seal, symmetry

Activities and Materials

- Drawing, creating a rubbing, modeling
- Precut shapes, glue, paper, drawing pencils, crayons, scissors, blocks, boxes

Instructional Strategies

Visual Arts Standard 2.1

- Display and discuss a variety of state seals. Distribute art supplies, and direct students to create a personal seal, using precut shapes and personal drawings.
- Display and discuss examples of bumper stickers. Distribute art supplies, and direct students to design a bumper sticker for their school.
- Show examples of bells, and discuss the shapes used to create them. Demonstrate making a bell, using shapes. Distribute art materials, and direct students to create a bell.
- Discuss what makes an animal imaginary rather than real. Distribute art materials. Read a description of an imaginary animal, and direct students to create a likeness of it.
- Display a variety of symmetrical designs, and discuss how they were created. Direct students to create a radial design from shapes they cut out. Have students then create a rubbing of the completed design.

Mathematics Standard 2.15

- Display several symmetrical designs, and discuss what makes them symmetrical. Direct students to create a symmetrical design on a graph, using precut shapes.
- Display examples of symmetrical masks, and discuss what makes them symmetrical. Have students create a symmetrical mask, using precut shapes and found objects (e.g., feathers, beads).
- Display pictures of buildings that exhibit symmetry. Direct students to work in groups to create a model of a symmetrical building, using three-dimensional objects (e.g., blocks, boxes).

Visual Arts Standard 2.2

The student will incorporate unanticipated results of art-making into 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 2.1

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

- a) observations and predictions are made and questions are formed;
- b) observations are differentiated from personal interpretation;
- c) observations are repeated to ensure accuracy;
- d) two or more characteristics or properties are used to classify items;
- e) length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;
- f) time is measured using the proper tools;
- g) conditions that influence a change are identified and inferences are made;
- h) data are collected and recorded, and bar graphs are constructed using numbered axes;
- i) data are analyzed, and unexpected or unusual quantitative data are recognized;
- j) conclusions are drawn;
- k) observations and data are communicated;
- l) simple physical models are designed and constructed to clarify explanations and show relationships; and
- m) current applications are used to reinforce science concepts.

Vocabulary

abstract form, imagination, incorporate, observation, unanticipated, unintentional

Activities and Materials

- Drawing, painting, making observations, making charts
- Tempera paint, brushes, crayons, markers, drawing paper, India ink, straws, watercolor paper, construction paper, tissue paper, cardboard scraps, copy paper, newsprint, watercolor paint

Instructional Strategies

Visual Arts Standard 2.2

- Conduct a class discussion on ways a “mistake” (unanticipated or unintentional results) can be incorporated into a work of art. Show students examples of your own paintings, drawings, and wet clay pieces that contain unintentional results, pointing out how you incorporated these “mistakes” into your works of art. Provide papers that contain a drawn shape with a “mistake” in it, and direct students to create a work of art that incorporates the shape as it is. Tell students that if they make a mistake, they should simply continue and make the unintentional results part of the artwork.
- Provide materials, and direct students to draw a variety of lines on a piece of paper. Collect the papers, shuffle them, and redistribute them to the class. Direct students to create a finished drawing from the lines on the paper. Students may elect to add color to the final drawing.
- Demonstrate how to use ink and a straw to create an abstract form on paper. Direct students to use their imaginations and describe what they can see in the abstract form you created. Provide materials, and direct

students to create their own abstract form with ink. Then, have them add color to it by hand to create a more intentional work of art.

- Distribute painting materials, and direct students to paint a blob on their paper, using a paintbrush, an eyedropper, or their fingers. Tell students to look at the blob, turning the paper in different directions, until they can imagine the beginnings of a picture. Have students complete the picture, using paint, markers, or crayons.

Science Standard 2.1

- Divide the class into groups, and direct each group to mix equal amounts of two primary colors of tempera paint. Tell the groups to record the color result of their mixing. Direct the groups to mix unequal amounts of the same two primary colors and record the results. Have each group share their findings with the class and point out some ways these two different colors might be used in a work of art.
- Provide watercolor paints and a variety of paper surfaces for painting (e.g., drawing paper, watercolor paper, construction paper, tissue paper, cardboard scraps, copy paper, newsprint). Direct students to paint the various surfaces with the same color and to record the unanticipated results. Have students share their observations with the rest of the class. Create a chart listing the results recorded by the students. Discuss how these results might be incorporated into a work of art.

Visual Arts Standard 2.3

The student will use literary sources to generate ideas 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

English Standard 2.8

The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.
- b) Relate previous experiences to the main idea.
- c) Ask and answer questions about what is read.
- d) Locate information to answer questions.
- e) Describe characters, setting, and important events in fiction and poetry.
- f) Identify the problem and solution.
- g) Identify the main idea.
- h) Summarize stories and events with beginning, middle, and end in the correct sequence.
- i) Draw conclusions based on the text.
- j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Vocabulary

character, collage, event, illustration, pictograph, portrait, collage

Activities and Materials

- Reading, participating in discussions, making lists, drawing, collage making
- Literary sources, magazines, brown paper bags, drawing materials, markers, crayons, construction paper, paints, scissors, glue

Instructional Strategies

Visual Arts Standard 2.3

- Select and read a poem to the class. Conduct a class discussion on types of art media that could be used to illustrate the poem. Provide art materials (e.g., markers, crayons, construction paper, paints), and direct students to create a work of art inspired by the poem.
- Read an account of a historical event to the class. Divide the class into groups, and assign each group a character from the story. Distribute drawing materials, and direct students to work together to draw a scene from the story that focuses on the assigned character.
- Read a short biography of an artistic or other historical figure to the class. Guide the class in a discussion about the person portrayed in the biography, and list students' responses on the board. Direct students to use art materials and the listed details to create a work of art depicting the person.
- Display examples of American Indian pictographs, explaining to students that Indians recorded their stories by using pictographs. Discuss symbols used by Indians to create the pictographs. Tear paper bags to form pieces with rough, irregular edges, and direct students to create their own pictographs on the paper-bag pieces, using crayons, markers, or other art materials. Direct students to make a collage of the completed pictographs.
- Read an illustrated book to the class, and together examine the artwork to determine whether the artist successfully portrayed the events of the story. Conduct a class discussion to determine how the artist could

have depicted the story differently. Provide materials, and direct each student to create an alternative illustration for the book.

- Generate ideas for a collage by reading aloud several different fairy tales. Direct each student to choose one of the stories and use pictures from magazines, wallpaper scraps, construction paper, and other materials to create a collage that represents the chosen story.

English Standard 2.8

- Read three poems to the class. Hold a class discussion on the images inspired by the poems. Direct students to identify the poem that has the most vivid images and to explain their choice. Provide art materials, and direct students to create a work of art depicting the chosen poem.
- Select a book with illustrations that portray the story vividly. Show several illustrations to the class. Divide the class into small groups, and assign a different illustration to each group. Direct groups to predict the story based on their illustration and to prepare to explain their prediction to the class. Hold a class discussion in which the groups share their predictions and explanations based on the illustrations. List predictions on the board, and guide students to create a summary prediction of the story that incorporates all the illustrations. Then, have the students read the story and compare and contrast the prediction with the actual story.
- Provide a book for the class that includes artistically designed titles and headings, as well as illustrations. Compare and contrast the publisher's use of titles and headings to help the reader understand the author's intentions with the illustrator's use of the elements of art (color, line, shape, texture, form, space, value) to convey the meaning of the story.

Visual Arts Standard 2.4.1

The student will identify and use secondary colors—orange, violet, and green.

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 2.3

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

Vocabulary

color wheel, green, orange, primary, secondary, violet

Activities and Materials

- Color mixing, drawing, painting, collage making
- Color wheel, paint, brushes, construction paper, magazines, scissors, glue, drawing paper

Instructional Strategies

Visual Arts Standard 2.4.1

- Display a color wheel, and review the primary colors. Demonstrate how two primary colors mix to create a secondary color. Provide primary color paints, and direct students to mix them to create the secondary colors. Direct students to draw geometric shapes (e.g., circles, squares, triangles) and fill them in with secondary colors.
- Display art prints that use predominantly secondary colors, and direct students to list the orange, violet, or green objects found in the artworks. Direct students to look around the room and name objects that include secondary colors. Provide construction paper, magazines, and art materials, and direct students to create a collage featuring the secondary colors.
- Display examples of Egyptian wall paintings, and discuss with students the secondary colors used in the wall paintings. Ask students to name the two primary colors one needs to mix to create each secondary color. Provide paint, brushes, and drawing paper, and have the students create their own wall painting, using only secondary colors.

English Standard 2.3

- Provide primary color paints and brushes. Select a student to explain to the class the process of creating one secondary color by mixing two primary colors together. Have two other students explain how to create the remaining secondary colors. Display a color wheel, and explain to students how the primary and secondary colors are arranged on it. Provide art materials, and direct students to create a color wheel, using the primary and secondary colors.
- Play an “I Spy” game. Call on a student to say a sentence such as, “I spy an object that is the color created by mixing red and yellow,” and then to name an orange object somewhere in sight. Have the other students decide whether the sentence and the named object correspond. Repeat the activity as time permits.

- Display a color wheel and describe the arrangement of primary and secondary colors. Provide pie wedges of primary colored and secondary colored construction paper. Display a blank color wheel on the board, and have three students select the primary colored wedges and place them in the correct position on the wheel. Have three additional students place the secondary colored wedges in the correct positions on the wheel. As each student places a secondary color in position, have him/her justify the choice of position to the class.

Visual Arts Standard 2.4.2

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 2.16

The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).

Vocabulary

circle, collage, cube, geometric, organic, pyramid, rectangle, rectangular solid, shape, sphere, square, triangle

Activities and Materials

- Participating in discussions, collage making, drawing
- Drawing pencils, construction paper, assorted papers, magazines, scissors, glue, tape

Instructional Strategies

Visual Arts Standard 2.4.2

- Display and discuss examples of geometric shapes (e.g., square, circle, triangle, rectangle) and organic shapes. Direct students to locate shapes in the classroom, identifying the shapes and in which objects they are found. List the shapes and objects on the board. Provide crayons or markers, and instruct each student to draw a picture incorporating some of the objects listed on the board. Then, have students identify the shapes in the drawn objects.
- Provide a variety of shapes, and direct students to sort them as either geometric or organic. Provide drawing paper, magazines, scissors, and glue, and direct students to cut out geometric and organic shapes from magazine pictures. Then, have students use their cutouts to design and create collages.
- Display a work of art, and direct students to identify the geometric and organic shapes in the work. Distribute construction paper and a variety of other papers (e.g., wallpaper, metallic paper, wrapping paper), scissors, and glue, and direct students to create collages made up of geometric and organic shapes that they draw and cut out.
- Demonstrate ways to use shapes to draw objects. For example, a house is comprised mostly of squares and rectangles. A sailboat is drawn using mostly rectangles and triangles. Provide paper and drawing pencils, and direct each student to create a work of art, using geometric shapes. Allow students to add color to the completed drawings.

Mathematics Standard 2.16

- Provide a selection of two-dimensional geometric shapes (e.g., circle, square, rectangle, triangle), and direct students to match the shapes with three-dimensional objects in the classroom and to name the three-dimensional forms in the objects (e.g., sphere, cube, rectangular solid, pyramid). Provide glue, tape, and found objects composed of these three-dimensional forms, and direct students to create a sculpture.
- Provide art prints, and direct students to find two-dimensional shapes and three-dimensional forms in the works of art. List these on the board. Provide drawing materials, and direct students to draw a picture using two-dimensional shapes to create three-dimensional forms.

Visual Arts Standard 2.4.3

The student will identify and use three-dimensional forms—cube, cylinder, sphere, pyramid, and cone.

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 2.16

The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).

Vocabulary

cone, cube, cylinder, mobile, pyramid, sphere, sculpture

Activities and Materials

- Drawing, sculpting, mobile making
- Solid forms (cube, cylinder, sphere, pyramid, and cone), found objects, hangers, yarn, construction paper, natural objects, art prints, three-dimensional manipulatives, glue, tape, drawing pencils

Instructional Strategies

Visual Arts Standard 2.4.3

- Display examples of a cube, cylinder, sphere, pyramid, and cone. Define *form*, and distinguish it from *shape*. Place one form on a table, and tell students to identify it. Repeat with the other forms. Provide drawing materials, and direct students to draw a design that incorporates all five forms.
- Display a variety of sculptures. Have students find the cubes, cylinders, spheres, pyramids, and cones in the sculptures. Provide a variety of forms (e.g., boxes, Styrofoam balls, paper towel holders), glue, and tape. Direct students to create a sculpture, using the forms and materials provided.
- Display a mobile, and explain to the students that a mobile is a hanging sculpture that relies on balance for success and that artists often use forms to create mobiles. Demonstrate how to make a mobile using a hanger, yarn, and three-dimensional found objects. Distribute materials, and direct students to create a mobile.

Mathematics Standard 2.16

- Provide a variety of three-dimensional manipulatives and pictures of sculptures for the students to investigate. Direct students to match the manipulatives with the forms they see in the sculptures.
- Display a variety of pictures of sculptures and a variety of natural objects (e.g., seashells, eggs, pinecones, Indian corn). Have students generate a list of forms seen in the sculptures and in the natural objects. Create a Venn diagram, and direct students to use it to compare and contrast the listed forms. Arrange a still life, using some of the natural objects. Provide drawing materials, and direct students to draw the composed still life.

Visual Arts Standard 2.4.4

The student will identify and use patterns—complex, 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 2.20

The student will identify, create, and extend a wide variety of patterns.

Vocabulary

alternating, complex, mural, pattern, radial, repeating, weaving

Activities and Materials

- Creating a mural, drawing, weaving
- Colored paper, clay, fabric, glue, scissors, stamps, stencils, ink, crayons, drawing pencils, drawing paper, paint, brushes, kraft paper

Instructional Strategies

Visual Arts Standard 2.4.4

- Display examples of complex, alternating, and repeating patterns, and discuss their similarities and differences. Distribute materials, and direct students to create a mural that includes the different patterns.
- Display paper weavings, and discuss the various types of patterns they show. Demonstrate making a paper weaving. Distribute materials, and direct students to create a paper weaving of one of the patterns.
- Display examples of radial designs, and discuss the different types of patterns they show. Demonstrate making a radial design, using a variety of materials (e.g., stamps, precut shapes, stencils).
- Display works of art depicting patterns (e.g., Matisse's *Purple Robe and Anemones*). Distribute materials, and direct students to create a picture that includes patterns.
- Discuss different types of patterns. Distribute several different colors of paper, and have students stand and create a pattern as you name the type—complex, alternating, and repeating.

Mathematics Standard 2.20

- Display works of art depicting various types of patterns—complex, alternating, and repeating. Lead students in a discussion of patterns, using art and math vocabulary, and ways to create and extend a pattern. Provide art materials, and direct students to create a pattern that incorporates numbers in an extended, repeated pattern.
- Lead a class discussion to identify examples of complex, alternating, and repeating patterns in works of art as well as to identify and extend mathematical patterns, using concrete objects. Provide some concrete objects, and direct students to use them to extend an alternating pattern. This activity can be done individually, in groups, or as a class on the board.

Visual Arts Standard 2.5

The student will use environmental themes and historical events as inspiration 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

History and Social Science Standard 2.2

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

Vocabulary

ceramics, communicate, environment, historical, landscape, mural, pottery, theme

Activities and Materials

- Drawing, pasting, cutting, participating in discussions, creating a mural, making ceramics
- Paint, brushes, drawing pencils, crayons, markers, clay, magazines, drawing paper, glue, kraft paper

Instructional Strategies

Visual Arts Standard 2.5

- Display two works of art that depict the same historical event. Have students discuss the differences in the way the two artists depicted the event. Ask students how they would have shown this event in a work of art. Generate a list of three or four historical events. Provide appropriate art materials, and direct students to create a work of art depicting an event of their choosing. Display the completed works of art, and hold a class discussion of the various ways the same historical event was depicted.
- Display pictures of Pueblo Indian pottery, and discuss why many of the symbols represent prayers for rain. Direct students to generate a chart of symbols that could be used to decorate pottery they will create. Provide clay, and demonstrate how to create a pinch pot by rolling the clay into a ball, pressing thumbs into the center, and gently pulling the clay back, leaving an indentation in the center. Direct students to decorate the pot with some of the symbols from the chart.
- Display art reproductions that show extreme weather conditions. Lead a discussion of ways the artists used these conditions to create drama in works of art. Provide magazines, and direct each student to find a picture showing extreme weather. Tell them to glue the picture to a piece of drawing paper and add to the picture with markers, crayons, or colored pencils.
- Display and discuss a variety of landscape prints depicting different environments, such as deserts, mountains, plains, valleys, and plateaus. Direct students to sort and categorize the prints according to the environment depicted. Provide materials, and instruct students to create a work of art depicting one of the environments.

History and Social Science Standard 2.2

- Generate lists of characteristics of the environments specific to the Powhatan of the Eastern Woodland, the Sioux of the Plains, and the Pueblo people of the Southwest. Provide art materials, and direct students to create a mural of the three American Indian environments.
- Discuss the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest. Provide paper and drawing materials, and direct students to choose one of the three Indian cultures and create a picture of all the things they have learned about that particular culture.

Visual Arts Standard 2.6

The student will create a work of art from observation.

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 2.1

The student will demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
- b) Create and participate in oral dramatic activities.
- c) Use correct verb tenses in oral communication.
- d) Use increasingly complex sentence structures in oral communication.
- e) Begin to self-correct errors in language use.

Vocabulary

observation, portrait, self-portrait, still life

Activities and Materials

- Drawing, coloring, composing an oral story
- Mirrors, drawing paper, drawing pencils, crayons, paint, brushes, kraft paper

Instructional Strategies

Visual Arts Standard 2.6

- Display still life works of art, and discuss their content and how the artists depicted the chosen objects. Set up a still life on each table, distribute materials, and instruct students to draw what they see.
- Display examples of self-portraits, and discuss how they might have been created. Distribute art materials and supplies, including mirrors, and direct students to create self-portraits.
- Discuss what the students see when they are outside the school. Take the students outside, distribute materials, and instruct them to draw what they see.
- Display and discuss portraits that show the entire figure. Have students choose partners (or assign them), and direct one partner to trace around the other on a sheet of kraft paper. Instruct partners to work together to fill in the details.
- Discuss the kinds of stuffed animals students have at home. Ask volunteers to bring stuffed animals to the next art class. At the next class, distribute supplies, and direct students to draw one of the animals on display.

English Standard 2.1

- Display paintings of different types of weather. Direct students to choose one painting and create an oral story about it to share with the class. Tell students that the stories must include how the artist turned his or her observations of the weather into the work of art—how he or she captured the feel of the weather and conveyed it to the person looking at the painting.
- Display several still life works of art. Direct students to choose one picture and create an oral story to tell the class about how the artist depicted the chosen objects. Remind students to be careful to use correct verb tenses when telling the story.

Visual Arts Standard 2.7

The student will depict objects in proportion within a 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 2.1

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

- a) observations and predictions are made and questions are formed;
- b) observations are differentiated from personal interpretation;
- c) observations are repeated to ensure accuracy;
- d) two or more characteristics or properties are used to classify items;
- e) length, volume, mass, and temperature are measured in metric units and standard English units using the proper tools;
- f) time is measured using the proper tools;
- g) conditions that influence a change are identified and inferences are made;
- h) data are collected and recorded, and bar graphs are constructed using numbered axes;
- i) data are analyzed, and unexpected or unusual quantitative data are recognized;
- j) conclusions are drawn;
- k) observations and data are communicated;
- l) simple physical models are designed and constructed to clarify explanations and show relationships; and
- m) current applications are used to reinforce science concepts.

Vocabulary

background, depth, foreground, illusion, landscape, perspective, placement, proportion, size

Activities and Materials

- Drawing, painting
- Drawing paper, drawing pencils, colored pencils, paint, brushes, crayons, markers

Instructional Strategies

Visual Arts Standard 2.7

- Display works of art in which the concept of proportion is clearly illustrated. Define *proportion* as the size relationship of objects to each other. Discuss the demonstration of proportion in the size and placement of object in the works of art on display: objects near the bottom of the picture (in the foreground) are generally drawn larger than objects near the top of the picture (in the background). Provide drawing paper and crayons, and direct students to draw a picture in which they place large objects near the bottom of the paper and small objects at the top to show proportion.
- Display a landscape painting, and point out the areas where the artist used proportion to create the illusion of depth or perspective, e.g., trees of equal height painted larger in the foreground and smaller in the background. Explain that the appearance or *illusion* of depth is achieved by using placement and size differences. Provide art materials, and have students create a landscape, using size differences and placement to show proportion and depth.
- Display examples of works of art in which “errors” in proportion have been created deliberately by the artist (e.g., works by Salvador Dalí, Marc Chagall). Direct students to point out the errors and speculate why the

artists may have made them. Have students discuss ways they could create similar errors in their works of art. Provide art materials, and direct them to create a work of art with deliberate errors in proportion.

- Display examples of contemporary cartoon figures, and have students find areas in each figure where the artist made deliberate errors in proportion, e.g., head too large for body, eyes too large for head, feet too large for legs. Ask students why the artist may have done this. Provide art materials, and direct students to create a cartoon character that contains errors in proportion. Have them identify and explain the errors they made.

Science Standard 2.1

- Place a variety of objects on a table in front of the class with some objects at the front of the table, some in the middle, and some at the back. Ask students to identify which objects are closer and which are farther away. Ask them how they can tell, and discuss the terms *depth* and *perspective*. Rearrange the objects, and repeat the process. Ask students whether moving the objects made any difference in the actual sizes of the objects. Provide art materials, and direct students to draw a still life depicting the various objects on the table in proper proportion to one another.
- Conduct a proportion experiment, as follows. Place a row of student observers against the front wall of the room, and have two students of equal height stand at different distances from them—one against the opposite wall of the room, and the other about 10 feet from the observers. Have the observers cover one eye and observe and compare the two placed students. Ask the observers which student looks taller. Repeat the experiment, allowing all students to be observers. You may want to expand the experiment to include another student of the same height standing midway between standing students 1 and 2. After all students are seated again, discuss why the closer student looked taller and the one farther away looked shorter. Provide art materials, and have students draw the two (or three) standing students, using size differences and placement to show proportion and depth.

Visual Arts Standard 2.8

The student will collaborate with others to create a 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

English Standard 2.3

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

Vocabulary

collaborate, collaboration, collage, contributor, mural, persuade

Activities and Materials

- Participating in discussions, presenting ideas orally, creating a mural, creating a collage
- Kraft paper, scissors, glue, construction paper, drawing pencils, crayons, markers

Instructional Strategies

Visual Arts Standard 2.8

- Display reproductions of works of art created through collaboration (e.g., Henri Matisse's cut paper collages). Discuss the reasons an artist might want to collaborate with others to create a work of art (e.g., Matisse no longer had full use of his hands). Direct students to generate a list of ways they could collaborate to create a work of art. Group students into teams of three, and provide colored construction paper, scissors, glue, and drawing pencils to each team. Allow one team member to draw shapes, another to cut them out, and the third to arrange and glue them down, thus creating a collaborative work of art.
- Display an example of a mural. Ask students what they would need to decide as a group before beginning work on a mural (e.g., subject matter, materials, general design, individual jobs). List these on the board. Divide the students into groups, and provide each group with materials to create a mural. The theme can be seasonal or related to another subject area. Have groups collaborate to create their mural.
- Show students a board game that has an artistic illustration on its surface. Direct the students to list the steps that had to be taken to design and create the displayed board. Tell students that the class will collaborate in groups to create a board game with an artistic board. Ask students to decide what groups are needed, what their assignments will be, and what materials they will need. Divide the class into groups, provide appropriate materials to each group, and allow the groups to collaborate to create a class board game that has an artistically illustrated board.

English Standard 2.3

- Provide students with a list of topics related to something they have read in class, and allow them to choose one of the topics on which to base a group art project. Direct students to generate a list of materials they will need for the project. Conduct a class discussion to generate a list of responsibilities for various small groups to undertake. Have several students summarize the information gathered, explaining how the groups will

work individually and will collaborate with each other. Divide the class into small groups, assign responsibilities, provide appropriate materials, and direct students to create the chosen art project. Have student groups present oral critiques and summaries of the collaborative art project.

- Discuss with the class what it means to collaborate on a project. Direct the students to list the different responsibilities involved in creating a work of art collaboratively. Divide the class into groups. Direct each group to think of a work of art the class could create collaboratively and to make a plan for creating it. Then, have each group inform the class about their art project and try to persuade the class to choose to create it. After all groups have made their pitch, have students vote to choose one of the projects. Assign an area of responsibility to each group, provide appropriate materials, and direct groups to collaborate to create the chosen project.

Visual Arts Standard 2.9

The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource 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

History and Social Science Standard 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Vocabulary

hieroglyphics, illustrations, image, imagination, materials, nature, resource

Activities and Materials

- Participating in discussions, doing research, drawing, painting, using a computer
- Drawing paper, colored pencils, markers, paint, brushes, drawing pencils, resource materials for research

Instructional Strategies

Visual Arts Standard 2.9

- Display examples of Egyptian hieroglyphics to show how the Egyptians used nature as a source of inspiration. Generate a list of natural objects seen in the hieroglyphs, and create a chart depicting them. Direct students to create their own symbols, using nature as inspiration. Provide colored pencils and drawing paper, and direct students to use their symbols to create a work of art.
- Share a variety of illustrated fairy tales with the class. Discuss how the authors and the artists used their imaginations to create the written and visual images. Direct students to generate ideas for a class fairy tale, and write the ideas on the board as they are developed. Provide colored pencils or markers, and direct students to create their own drawings to illustrate the fairy tale. Display the finished drawings in the order of the story.
- Provide students with a list of subjects (e.g., nature, people), and take students to the library to locate resource materials about these subjects or to the computer lab to find information on the Internet about them. Have students share their sources of information. Have students explain how they could use these resource materials and sources of information to formulate ideas for works of art.
- Display various works of art depicting people of different cultures. Ask students what differences and similarities they see in the works of art. Ask students what they can learn about the cultures of the people in the pictures by the way the artists have depicted them. Provide materials, and direct students to create a picture including people and telling something about the culture of those people.

History and Social Science Standard 2.1

- Display pictures of Chinese, Egyptian, and Western architecture, and compare and contrast their styles. Discuss the influences of the Chinese and Egyptians on Western architecture. Provide drawing materials, and direct students to draw a house incorporating Egyptian and/or Chinese influences. Display the finished drawings, and have students explain their choices of influences.
- Display Chinese and/or Egyptian written characters, and discuss their use as a language as well as their resemblance to works of art. Ask students how Chinese and/or Egyptian written characters may have influenced our own written characters. Provide drawing materials, and direct students to create new, artistic characters to use to write their own names.

- Provide examples of ancient Chinese, Egyptian, and present-day calendars. Compare and contrast them. Provide drawing materials, and direct students to create a contemporary calendar that incorporates some ideas from the Chinese and Egyptian calendars.

Visual Arts Standard 2.10

The student will create a three-dimensional work of art, using a variety of 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 2.16

The student will identify, describe, compare, and contrast plane and solid geometric figures (circle/sphere, square/cube, and rectangle/rectangular prism).

Vocabulary

cone, cube, cylinder, form, media, sculpture, size, texture, three-dimensional, volume

Activities and Materials

- Sculpting, participating in discussions
- Paper, clay, scissors, glue, tape, found objects, construction paper

Instructional Strategies

Visual Arts Standard 2.10

- Display a variety of three-dimensional works of art. On the board, list the general characteristics of sculpture (i.e., texture, size, volume, form), and discuss each of these as seen in the displayed artworks. List the forms seen in the sculptures (e.g., cube, cylinder, sphere, pyramid, cone), and point out examples of each of these in the displayed sculptures. Discuss the variety of media (e.g., clay, wood, stone, paper, cardboard, Styrofoam) that can be used to create a sculpture.
- Demonstrate how to create a pinch pot by rolling clay into a ball, pressing thumbs into the center, and gently pulling the sides out and up. Add texture to the pot by gently pressing textured objects into the sides. Provide materials, and direct students to create a pinch pot and add texture to it.
- Provide a variety of art prints showing three-dimensional works of art. On the board, list the forms seen in the sculptures (e.g., cube, cylinder, sphere, pyramid, cone). Demonstrate how to put forms together to create a sculpture, using found objects, glue, and tape. Provide a variety of found objects, glue, and tape, and direct students to create a three-dimensional work of art.
- Demonstrate different ways paper can be manipulated (e.g., folded, cut, rolled, curled, wrinkled, fringed), and glue the examples to a chart. Show how to combine these to create a sculpture. Provide paper, scissors, and glue, and direct students to create a three-dimensional animal or insect by manipulating paper in different ways.

Mathematics Standard 2.16

- Display a variety of sculptures or pictures of sculptures. Discuss the forms seen in the sculptures (e.g., cube, rectangular solid [prism], square pyramid, sphere, cylinder, and cone). Have students group the sculptures according to their predominant geometric form.
- Manipulate a piece of paper by folding, rolling, curling, and wrinkling to show three-dimensional forms. Distribute pieces of construction paper, glue, and tape, and have students create an imaginary creature, using a cylinder as the body and one or more of the following forms: cube, rectangular solid (prism), square pyramid, and cone.

Visual Arts Standard 2.11

The student will create a work of art by manipulating clay.

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 2.3

The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include

- a) identification of distinguishing characteristics of solids, liquids, and gases;
- b) measurement of the mass and volume of solids and liquids; and
- c) changes in phases of matter with the addition or removal of energy.

Vocabulary

bisque, ceramics, clay, fire, greenware, pinch, plastic, pound, press, pull, roll, sphere, squeeze, twist

Activities and Materials

- Sculpting
- Clay, paint, brushes, newspaper, masking tape, fettling knives, paper towels, plastic containers, rulers or slats, pan, water, source of heat, balloon, glass bottle

Instructional Strategies

Visual Arts Standard 2.11

- Display various objects made from clay. Show examples of and discuss the three stages clay goes through during the ceramic process: moist (plastic), dry (greenware), and fired (bisque). Provide clay, and direct students to pinch, pull, squeeze, twist, pound, and roll it to create a small three-dimensional object, such as an animal, using the techniques demonstrated.
- Display several ceramic pieces, and direct students to locate geometric forms in them. Demonstrate how to make a sphere by using a flat piece of clay and a ball of newspaper. Direct students to pat out a flat sheet of clay or roll it flat between two rulers or slats. Next, have students use crushed newspaper and masking tape to create a ball. Then, have them place the ball in the center of the clay and fold the clay around it, pinching and pressing the clay into a sphere. Caution students not to press the clay too thin. Have students create a hole in the sphere so that when fired, the newspaper will have oxygen to burn and gases will be released. Explain to the students that if there were no hole, the sphere would explode when heated. Students may roll the sphere gently on a textured surface to create textural interest. Color may be added after firing.
- Provide clay, rulers or slats, rolling pins, and small plastic containers such as margarine containers. Display a small bowl created by draping a sheet of clay over an upside-down margarine container. Demonstrate how to roll out the clay, using rulers or slats. Have students place a damp paper towel over an upside-down container. Instruct students to roll out the clay and drape it over a container, gently patting it flat on the bottom with the ruler and forming it slightly around the container. Have students trim off extra clay with a fettling knife. Tell students to put their initials on the bottom of the pinch pot. Before firing, gently remove the plastic container from the clay, and remove the now dry paper towel. The resulting bowls can be painted after firing.

Science Standard 2.3

- Display an object made from soft clay, and ask students what clay is (a type of soil) and whether it is a solid, a liquid, or a gas. Explain that the clay in the displayed object is a form of matter in the solid state. Remind students that because clay is matter, it has mass and volume, and review the meanings of these two terms as

presented in Grade Two Science. Form the clay into various different shapes, and ask students whether the mass or the volume of the clay changes when its shape changes? Provide a small amount of clay to each student, and direct them to create a small work of art.

- Demonstrate how expansion of gas (air) can make a clay piece explode if air bubbles in the clay have no outlet. Boil water in a pan. Stretch a balloon over the mouth of a glass bottle, and carefully place the bottle in the boiling water, using tongs. Students will observe that as the air in the bottle heats up, the balloon will begin to expand and eventually explode if heating continues. Explain that this is what can happen to clay if air bubbles are left in the clay or the piece to be fired is too thick.

Visual Arts Standard 2.12

The student will recognize the careers related to the media they have studied.

Strand

Cultural Context and Art History

Goals

The student will

- understand the relationship of the visual arts to history, culture, and other fields of knowledge;
- develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.

Related Academic Standard of Learning

English Standard 2.12

The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

Vocabulary

genre, landscape, print, sculpture

Activities and Materials

Participating in discussions, writing

Instructional Strategies

Visual Arts Standard 2.12

- Display photographs of sculptures by, for example, Degas, Rodin, Remington, and American Indians. Discuss who might have created these sculptures and how they might have created them. Generate a list of people and organizations that might hire sculptors, and discuss how sculptors can make a career from making art.
- Display reproductions of original prints by, for example, Hokusai, Dürer, and Warhol, and discuss uses of such works of art (e.g., to enliven advertisements, to decorate interior spaces, to illustrate books). Discuss reasons artists might choose the print medium. Discuss the careers of such artists.
- Display examples of landscapes, portraits, and genre paintings, and discuss why each artist might have chosen the painting's subject matter. Compare and contrast the careers of artists who paint landscapes, portraits, and genre paintings.

English Standard 2.12

- Discuss different types of art careers (e.g., portrait painter, cartoonist, advertising artist). Direct students to choose one and write a job-application cover letter describing what they do.
- Display examples of genre painting by, for example, P. Bruegel the Elder, Hopper, and Rockwell. Direct students to choose a painting and write a story describing what is happening in it.

Visual Arts Standard 2.13

The student will compare the art, artifacts, and architecture of other cultures with that of their own culture.

Strand

Cultural Context and Art History

Goal

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

Related Academic Standard of Learning

History and Social Science Standard 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Vocabulary

architecture, artifact, compare, contrast, culture, differences, similarities

Activities and Materials

- Participating in discussions, papermaking, drawing, constructing
- Drawing paper, drawing pencils, paint, brushes, found objects, construction paper, markers, toilet tissue, container, water, strainer, scissors, glue

Instructional Strategies

Visual Arts Standard 2.13

- Display pictures of architecture from ancient China and Egypt and from the West. Create a chart listing the similarities and differences among the three. Provide students with pencil and paper, and direct them to design a building that incorporates some of the ideas listed. Display the results, and have students explain their choices.
- Provide photographs of ancient Chinese and Egyptian memorials, as well as some memorials in the United States. Generate a class discussion about the forms memorials took in all three cultures. Ask students why the memorials might have been created and what feelings they think the memorials should evoke. Provide art materials, and direct students to design a memorial representing freedom. Have students share their designs and the reasons for their choices.
- Display prints of works of art from ancient China and Egypt and from the West. Compare and contrast the three with emphasis on the ways people and nature are depicted. Provide students with drawing pencils, drawing paper, paint, and brushes. Direct students to create a work of art in ancient Chinese or Egyptian style, choosing either people or nature as subject matter.
- Display an example of Egyptian papyrus. Explain that ancient Egyptians made paper from the papyrus plant by placing strips of papyrus horizontally and then vertically and pressing the excess water out. After drying, the papyrus was ready for use. Tell students that paper can be made in different ways. Demonstrate one method by putting torn toilet tissue in a container of water to show how the fibers break down when wet. Pour the resulting fiber-and-water mixture through a strainer to remove most of the water, and press the strained fibers into a plastic lid to remove more water. Allow this to dry, and show that it is now a piece of paper that can be drawn on. Allow students to create their own piece of paper, if you wish.

History and Social Science Standard 2.1

- Display photographs of the Washington Monument and an Egyptian obelisk. Direct students to list similarities and differences between them. Provide construction paper, scissors, glue, and markers. Direct students to create a model of a monument based on the two displayed, and have them create their own symbols as decoration. Have students share their models with the class and explain the symbols they used.
- Provide examples of Egyptian hieroglyphics, and explore the contributions of ancient Egyptians to the art of papermaking and to the creation of written language. Display a chart showing Egyptian hieroglyphs and their meanings. Ask whether there are any important sounds in our language that are missing from hieroglyphics.

Direct students to generate ideas for their own hieroglyphs for the missing sounds. Provide drawing paper, drawing pencils, markers or colored pencils, and have the students write their names in hieroglyphics.

Visual Arts Standard 2.14

The student will identify symbols from various cultures.

Strand

Cultural Context and Art History

Goal

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

Related Academic Standard of Learning

History and Social Science Standard 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Vocabulary

culture, symbol, theme

Activities and Materials

- Participating in discussions, drawing, designing textiles
- Drawing paper, drawing pencils, markers, crayons, oak tag, muslin, newsprint, dye, newspapers

Instructional Strategies

Visual Arts Standard 2.14

- Display examples of symbols from other cultures (e.g., ancient China, ancient Egypt), and discuss their uses. Explain that these symbols usually have common themes, such as nature or animals. Help students make a list of symbols that other cultures use to represent common themes, generating a chart of symbols for students to use. Provide art materials, and direct students to create a patterned wallpaper design incorporating symbols from the chart.
- Display prints of symbolic works of art (e.g., works symbolizing nature, animals, geography, weather, death, life, water, rain). Generate a chart of these symbols to be used in a textile work of art. Direct students to work out their textile designs on newsprint in pencil and then to go over the lines with a black marker. Prepare muslin, white crayons, and dye. Demonstrate placing the newsprint under the muslin and taping both of them to the tabletop so they will not slide. Direct students to trace with the white crayon on the muslin over the black lines showing through, pressing heavily. Tell them to remove the tape and discard the newsprint. Dye each piece of muslin, and lay it flat on newspaper to dry.
- Display symbols used by ancient Egyptian and Native American cultures. Discuss what the symbols mean or might mean, and list commonalities. Direct students to design a symbol based on what they have learned and to create a collage using that symbol. Direct students to make a pattern out of oak tag to trace on a variety of papers. Provide scissors, glue, and a variety of papers, and instruct students to create a collage. Display the collages, and have students discuss what their symbol means and how they designed it.

History and Social Science Standard 2.1

- Display examples of pictographs of Native Americans, hieroglyphics of the ancient Egyptians, and brush paintings of the ancient Chinese. Have students examine them and point out the similarities and differences. Provide paper and markers or crayons, and have the students create a pattern, using common symbols.
- Display pictures of ancient Egyptian, ancient Chinese, and Western architecture. Discuss how different cultures reflect their customs and traditions through the use of symbols in their works of art and architecture. Ask students what symbols they see in the architecture. Have students brainstorm to locate symbols that are found in our architecture today and explain why such symbols are important to us. Provide drawing pencils and drawing paper, and have the students draw a building, using ancient Chinese and/or ancient Egyptian architectural symbols.

Visual Arts Standard 2.15

The student will identify art from other cultures, including ancient Egyptian, ancient Chinese, and American Indian.

Strand

Cultural Context and Art History

Goal

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

Related Academic Standard of Learning

History and Social Science Standard 2.2

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

Vocabulary

American Indian, ancient Chinese, ancient Egyptian, culture

Activities and Materials

- Participating in discussions, drawing, making a totem pole, making pictographs, making charts
- Drawing paper, construction paper, drawing pencils, scissors, glue, crayons, markers

Instructional Strategies

Visual Arts Standard 2.15

- Show examples of sculpture by ancient Egyptians, ancient Chinese, and American Indians (e.g., Egyptian statues, Chinese statues, Indian totem poles). Discuss the similarities and differences in the sculptures. Ask students why they think specific pieces were created. Guide students in generating a list of ideas to be incorporated into making a totem pole. Provide construction paper, scissors, glue, and markers, and direct students to create a three-dimensional totem pole of their own design.
- Display examples of ancient Egyptian, ancient Chinese, and American Indian architecture, and discuss similarities and differences. Create a chart of different kinds of lines (e.g., straight/curved, thick/thin, long/short, vertical/horizontal, diagonal, zigzag, dotted, wavy, spiral). Provide drawing paper and drawing pencils, and direct students to design a building incorporating different lines and ideas from the architecture studied.
- Display prints of Egyptian wall paintings, Chinese brush paintings, and American Indian pictographs. Instruct students to locate and list common symbols and designs. Ask students to identify symbols we use today, and list them on the board. Provide long strips of paper, drawing pencils, and crayons or markers, and direct students to create their own pictograph or wall painting incorporating symbols from all cultures studied.
- Display prints of Egyptian, Chinese, and American Indian art depicting people. Direct students to sort the prints according to culture, and have them explain their reasoning. Provide drawing paper, drawing pencils, and crayons or markers, and direct students to create a work of art depicting people that reflects our culture.

History and Social Science Standard 2.2

- Display examples of the art of the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest. Conduct a class discussion of the similarities and differences in the art of these three Indian nations. Ask students whether climate and availability of materials influenced the types of art produced and what other influences there might have been. Provide drawing paper and drawing pencils, and allow students to create a work of art that combines ideas from all three nations.
- Display pictures of the homes of the Powhatan of the Eastern Woodlands, the Sioux of the Plains, and the Pueblo people of the Southwest. Discuss the similarities and differences in the homes of these three Indian nations. Ask students whether climate and availability of materials influenced the types of homes built and what other influences there might have been. Provide drawing paper and markers, colored pencils, or crayons, and have the students design a home that fits their climate and the available materials.

Visual Arts Standard 2.16

The student will express opinions with supporting statements regarding 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 2.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

Vocabulary

analyze, describe, evaluate, express, interpret, opinion, supporting statement

Activities and Materials

- Participating in discussions and games, making charts and lists
- Preprinted stickers

Instructional Strategies

Visual Arts Standard 2.16

- Create a chart containing words and phrases that relate to describing, analyzing, interpreting, or evaluating art. Model ways that students can express their opinions about a work of art with supporting statements. Explain that a supporting statement gives reasons for opinions that are based on acquired knowledge. Have students practice responding to specific questions about works of art using words from the generated list.
- Display several art reproductions at the front of the room. Provide students with cards printed with the symbols “♥,” “\$,” or “–” to place beneath the work of art that they like the most (♥), that they think would cost the most (\$), or they would like the least (–). Direct several students at a time to place their stickers beneath the appropriate reproductions. Add up the stickers, and write the results on the board. Discuss the results, and have students give supporting statements for their choices.
- List the elements of art on the board. Divide the class into pairs, and assign a reproduction to each pair of students. Allow time for them to study the works of art. Have each pair discuss the elements of art that are found in their work of art, explaining whether they feel that the artist used the elements of art successfully and giving supporting statements for their opinions.

English Standard 2.2

- Provide art prints that relate to a unit of study. Direct each student to choose one print. After students have had time to study their chosen prints, have several students talk to the class about their prints, using art terms reflecting their knowledge of art vocabulary.
- Provide an art print showing an event, and have students discuss what they see in the picture. Ask students what might have happened before the event depicted, and have them predict what might happen after the event, using appropriate art vocabulary. Write these ideas on the board to create a possible story to accompany the picture.

- Show one student three art prints, but take care that the rest of the class cannot see them. Have the student describe one of the prints to the class, using appropriate art vocabulary. Display the three prints, and have the class choose the one that was described. This may be repeated as many times as there are prints and class time.

Visual Arts Standard 2.17

The student will categorize works of art by subject matter, including portrait, landscape, and still life.

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 2.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

Vocabulary

categorize, category, landscape, portrait, still life, subject matter

Activities and Materials

- Participation in discussions, categorizing, drawing
- Drawing paper, drawing pencils

Instructional Strategies

Visual Arts Standard 2.17

- Display a variety of art prints with each labeled prominently with a number. Discuss the subject matter found in each of the three categories: portrait, landscape, and still life. Then, have students use the numbers to categorize each print, describing what is seen in the print and explaining its placement in the category, using appropriate art vocabulary.
- Display a variety of art prints, and have students describe what they see in the prints. Create three columns on the board labeled “Portrait,” “Landscape,” and “Still life.” Have one student at a time come up and place a print under the appropriate heading, explaining the reasons for choosing that category and using appropriate art vocabulary.
- Display works of art such as textiles, ceramics, sculptures, portraits, landscapes, and still lifes. Explain that art has many categories. Give a few examples, and ask students to think of more categories. List them on the board.

English Standard 2.2

- Choose a selection of portraits from different time periods. Have students discuss what the clothing and background can tell us about the person portrayed, reminding students to use appropriate art vocabulary. Provide drawing materials, and direct students to create self-portraits, including elements in the background that tell about themselves.
- Generate a list of art adjectives (e.g., *colorful, linear, textural, patterned*). Have students label art prints with these descriptive words and explain why they chose the words, using appropriate art vocabulary.
- Display a variety of portrait, landscape, and still life art prints. Write these categories and nouns on the board: *portrait – person, landscape – place, still life – object*. Have students explain how each category relates to the noun with which it is paired.

Visual Arts Standard 2.18

The student will distinguish between natural objects and objects made by man in the environment.

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 2.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.
- d) Identify and use synonyms and antonyms.
- e) Use vocabulary from other content areas.

Vocabulary

environment, man-made, natural, still life

Activities and Materials

- Participating in discussions, categorizing, drawing, painting, collage making
- Man-made objects, natural objects, drawing paper, drawing pencils, paint, brushes, glue, tape, magazines, scissors, crayons

Instructional Strategies

Visual Arts Standard 2.18

- Display examples or pictures of natural and man-made objects. Discuss the differences between natural and man-made objects in the environment (e.g., birds nest vs. bird house, beaver dam vs. Hoover Dam). Provide a variety of pictures, and direct students to categorize the objects as man-made or natural.
- Display a landscape, and direct students to name the man-made and natural objects depicted in the painting. As students identify them, list them on the board. Provide painting materials, and direct students to create a landscape incorporating natural and man-made objects.
- Discuss the concept that all art is man-made. Explain to the students that natural objects may be incorporated into a work of art but the resulting work of art is man-made. For example, an artist creating a collage might use sand, seashells, and/or feathers in the work of art. All of these are natural objects, but the final work of art is man-made. Direct students to list natural objects that they might want to include in a work of art. Provide a variety of natural objects and appropriate art materials, and direct students to create a collage.
- Provide a variety of man-made and natural objects, and direct students to create a still life using objects from both categories. Provide drawing paper and drawing pencils, and direct students to draw the still life they created. Color can be added, if desired.

English Standard 2.2

- Provide a variety of natural and man-made objects. Ask a student to give step-by-step directions for choosing objects and setting up a still life. Write the steps on the board. Ask another student to follow those directions with directions for drawing the still life and then adding color to the drawing. Add these steps to those already on the board. Provide art materials, and direct students to create a still life drawing, following these directions.
- Provide a variety of natural and man-made objects. Put two columns on the board: “Natural Objects” and “Man-Made Objects.” Direct students to identify and list the objects under the appropriate category. Provide

magazines, scissors, drawing paper, glue, and crayons, and direct students to cut out a picture of a man-made or natural object, glue the picture to the drawing paper, and complete a work of art around the picture.

Visual Arts Standard 2.19

The student will interpret ideas and feelings expressed in personal and others' 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 2.12

The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

Vocabulary

emotion, realism, surrealism

Activities and Materials

- Participating in discussions, making lists
- Paint, brushes, crayons, drawing paper, drawing pencils

Instructional Strategies

Visual Arts Standard 2.19

- Display several examples of surrealism (e.g., paintings of Salvador Dalí or René Magritte). Have students suggest reasons why the artist might have chosen that manner of expression, commenting on the ideas and feelings expressed by the artist. Define *realism* and *surrealism*, and discuss with students ideas and feelings an artist can express with each style.
- Discuss with students things that make them feel happy, sad, scared, amused, confused, upset, angry, etc. Point out that these are feelings or emotions that we all have from time to time. Direct students to create a work of art that depicts one of these feelings or emotions. Display the pictures, and have the class discuss how the pictures make them feel. Determine whether the artists successfully conveyed the chosen emotion.
- Generate a list of words that describe different kinds of feelings (e.g., angry, sad, excited, calm). Direct students to choose a color for each feeling (e.g., angry = red, sad = gray, excited = yellow, calm = blue). Display works of art that use basically one color, and ask students how each work makes them feel. Ask whether the predominant color has something to do with the feelings they have.

English Standard 2.12

- Direct students to write an explanation of how they expressed a feeling through a work of art in art class.
- Display a work of art, and instruct students to write a letter to a friend, describing how the work of art makes them feel and explaining why.

Visual Arts Standard 2.20

The student will discuss local public art and its value to the community.

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

History and Social Science Standard 2.12

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

Vocabulary

community, culture, intrinsic value, monetary value, public art

Activities and Materials

Participating in discussions

Instructional Strategies

Visual Arts Standard 2.20

- Display a photograph of a public work of art in the local community, and ask students whether it is something they have seen before. Have students discuss the purpose of public art, and ask them to name some types of places public art can be located. Discuss the different types of value people place on art (e.g., monetary, intrinsic, decorative).
- Display pictures of public monuments in the United States. Ask students what they think the monuments mean, and discuss their responses. Ask students how they would feel if public monumental art disappeared.
- Display pictures of public works of art from other cultures, past and present. Have students compare and contrast one or two examples of public art from other cultures with public art in their local community. List the differences and similarities, and discuss the importance of public works of art to people in the past and in the present.
- Display examples of public works of art, and have students discuss the different media they see in them. List the types of media that artists use for public works of art. Ask students why they think these types of media are often chosen.

History and Social Science Standard 2.12

- Display examples of public works of art created for different ethnic communities, and discuss similarities and differences. Ask students what customs or traditions of the community might have influenced the works of art.
- Display an example of the murals of Diego Rivera. Have students describe what they see in the mural. Discuss how artists use important events in their communities as inspiration for works of art. Have students explain how they would depict a special occurrence in their community in a work of art.

Visual Arts Standard 2.21

The student will describe the meanings conveyed and feelings evoked by 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 2.3

The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.
- f) Give three- and four-step directions.

Vocabulary

convey, evoke, feeling, meaning

Activities and Materials

Participating in discussions, summarizing

Instructional Strategies

Visual Arts Standard 2.21

- Provide several works of art that evoke different feelings. Generate with students a list of words that describe these feelings. Have students discuss their feelings when viewing one of the artworks and explain what the artist did to evoke these feelings.
- Display a work of art dominated by a strong use of one color. Discuss how the artist used color to evoke feelings or convey meaning in the work. Have students discuss what effect the use of a different color would have had—how it would have altered the viewer’s feelings and interpretation of the meaning.
- Provide sets of postcard-size reproductions of works of art that evoke a variety of feelings. Direct students to sort the artworks according to feelings (e.g., happy, sad, lonely) and to explain their choices.
- Display several works of art. Provide each student with a set of symbols representing feelings (e.g., smiley face = happiness, teary face = sadness). Direct students to place a symbol in front of each print to identify the feeling it evokes. Add up the symbols, and discuss the different reactions the students had to each work of art.

English Standard 2.3

- Provide several works of art, and have students select one and use appropriate art vocabulary to explain orally why the work of art evokes certain feelings in them.
- Provide several works of art, and have students select one and use appropriate art vocabulary to explain orally the meaning conveyed by the artist and how he/she achieved it.
- Divide the class into small groups. Assign a leader in each group to facilitate a discussion about the feelings evoked when the group views a selected work of art. Direct each group to generate a list of words that describe their feelings and to summarize their discussion for the class, using appropriate art vocabulary.

Visual Arts Standard 2.22

The student will discuss the ways that the art of a culture reflects its people's attitudes and beliefs.

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

History and Social Science Standard 2.12

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

Vocabulary

attitude, belief, culture, custom, origin, tradition

Activities and Materials

- Participating in discussions, doing research, drawing, painting
- Drawing paper, drawing pencils, crayons, paint, brushes

Instructional Strategies

Visual Arts Standard 2.22

- Provide art prints from Eastern and Western cultures. Discuss ways the artworks reflect the attitudes and beliefs of the cultures. Direct students to list common themes, and discuss the similarities and differences.
- Provide art prints from different cultures, including our own, that depict attitudes toward a specific subject (e.g., animals, children, nature). Have students discuss the way each artist depicted the subject and how this depiction reflects the culture of the artist. Guide students to see the similarities and differences in the ways artists in our culture generally depict the same subject. Ask students why they think there are differences.
- Provide a variety of prints showing art created by American artists (e.g., a piece of Native American pottery, an Amish quilt, a Romare Bearden collage). Have students discuss the ways the artworks reflect the varied cultural backgrounds of the people of the United States.

History and Social Science Standard 2.12

- Distribute a variety of art prints depicting customs or traditions of American life (e.g., works by Romare Bearden, Norman Rockwell). Direct students to identify the work of art that most closely represents a custom or tradition in their family and to discuss the origin of the custom or tradition.
- Create a chart showing customs or traditions celebrated by the families of the students (e.g., holidays, annual trips, family dinners). Provide art materials, and direct students to create a work of art depicting a custom or tradition of their family.
- Direct students to research different ethnic groups' artistic contributions to American culture. Allow them to use resources from the library and the help of the librarian. Have students discuss the information gathered.