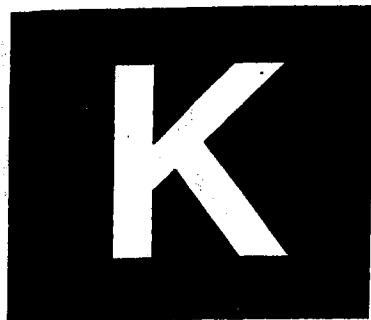


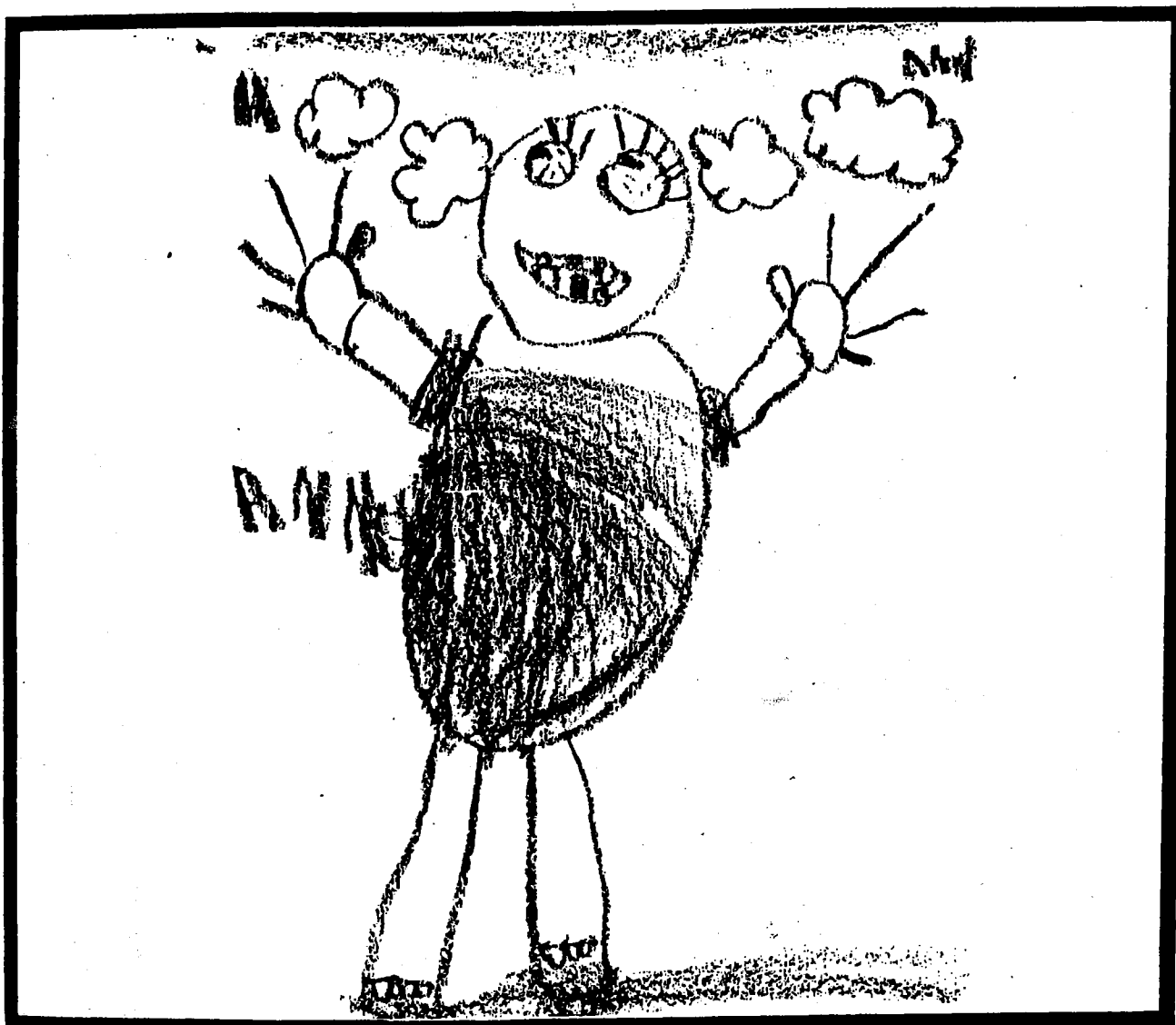


the
umbrella
group



ART awareness

A Preplanned Enrichment Program to Encourage an Understanding of the Arts



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5. Have artists visit the classroom to demonstrate their art.
6. Coordinate presentations. Leave something in the classroom which you can review during your next presentation (prints, comics, wallpaper, textiles, commercial ads). Include questions which students can ponder to go with the print or art you have left. (Refer to the handbook for specific ideas.)

art projects . . .

1. A student's attitude toward his or her art is learned. Provide encouragement and praise. There is no "right" way to express a subject in art. One child's work may show great visual concentration, another fanciful silliness or frustration. All approaches are valid.
2. Art is a discipline as well as spontaneous and imaginative. There is skill demanded in scissor work, pasting, brushing paint on evenly. One demonstration may not be enough.
3. Work should be carefully framed on colored paper squares or whatever is available, or filed in a child's art folio. A student picks up quickly when a subject is merely a time filler and soon accords it that degree of respect.
4. Have students sign their work. Show them by example in prints that the signature is not meant to become a dominant-size picture element. It should not be a different color. It should be placed so that it is not on the edge of the work (a mat will cover it).
5. Have children title their work on paper strips attached to a mat or picture back. Examples are helpful.
6. Preplan projects. Keep the physical aspects under control so that children can give their attention to the creative process.
7. Vary skill demands. Some projects should involve having subjects before them that students must draw with great attention from image to paper, image to paper. Other projects should exercise the "inner eye" of imagination. In between these lie abstraction and distortion.
8. Always encourage students to fill the entire surface so their art statement is important and readable.
9. As students mature help them to be selective. Encourage and help them to select their best work. Have them criticize their lesser work and understand their areas of strength. Even a great artist does not frame or display all of his works. Many are thrown away or used as a source of future study.

visual aids . . .

1. Visual aids are included in this program as graphic support for the art concepts presented. These visual aids have been carefully designed and tested to complement presentations. Children learn most effectively when ideas are developed in more than one manner. These visual aids appeal to the sense of sight. They also reinforce concepts which students hear during presentations.
2. Children are attracted to color. Some visual aids will be more effective if they are colored. (This will be indicated on the visual aid.) Use permanent marking pens or glue origami paper onto shapes where color is suggested. Origami paper is good because it does not fade as construction paper does. If colors are not specified, be creative.
3. If you have an artist working in your program, have him/her copy the visual aids that have been designed for this program onto large tagboard. Laminate them. In the long run this will be worth the extra effort.
4. You will need to create some visual aids on your own. This is necessary when a visual aid is especially complicated and cannot be duplicated. You will always be given instructions on how the visual aids should be made. Use large heavy paper or tagboard. Laminate the visual aids you make if possible so they can be used for many years.
5. A small number of visual aids will have to be made for one lecture only. These can often be drawn on the blackboard. Directions will be given.
6. Creating and coloring visual aids is a good activity to do at the beginning of the year in a workshop. Everyone can pitch in. Completed visual aids may be matted and titled on larger colored paper.

1 Artists

Materials Needed:

Print

#033 Paul Klee

Sinbad the Sailor

#028 Winslow Homer

Breezing Up

Visual Aids:

V 411 Paint Swatches (or paint & tagboard)

For Optional Reinforcement Activity:

glass jars with red paint, yellow paint, blue paint, white paint, black paint

white paper for painting for each student

small paper cups for mixing paint

paint brushes

water for washing brush

Vocabulary:

art

artists

remembering

different

copy

Hello. My name is _____. This year we are going to talk about *art* and *artists*. Can anyone tell me what an artist is? Do any of you know an artist? What does he/she do?

Artists practice looking very closely at the things all around them. They know they are better able to paint if they observe well. They practice remembering what they have seen. Then, they try to put down what they have *remembered* in a way *different* than anyone else. What does different mean? A person who does something in a way no one else does does it differently. What is *copying*? Have you ever called someone a copycat? What does that mean? That means he does it exactly like you do, doesn't it? Artists do not want to be copycats.

Here are 2 pictures by 2 famous artists. They have painted pictures of similar things but in different ways.

1. #033 Paul Klee *Sinbad the Sailor* The first picture we will see is called *Sinbad the Sailor* by the famous artist, Paul Klee. Why do you think it is called *Sinbad the Sailor*? What is this picture about? What is a sailor? Does it look real? Why or why not? Sometimes artists paint pictures of their dreams. (Elicit any responses here that the children will give about the picture.)
2. #028 Winslow Homer *Breezing Up* This second picture is called *Breezing Up* by the American artist, Winslow Homer. Why is it called *Breezing Up*? What is this picture about? Does this picture look more real than the first picture? Why or why not? (Elicit as much response from the children as possible — remind them that all people see art differently.) How are these two pictures alike? How are they different?

Do you like color? Artists know many things about using colors.

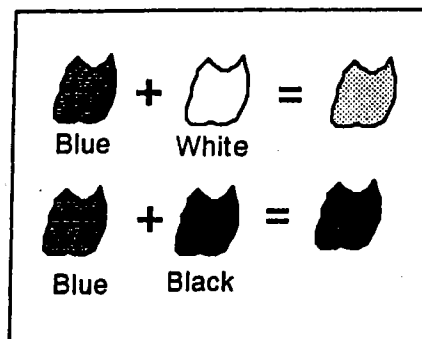
Blue is the most important color in both of these pictures. Blue is called a *pure (primary) color* because it cannot be made by mixing other colors together. There are 2 other pure colors. Can anyone tell me what they are? (red, yellow) All other colors are made from these three, plus black and white.

There are many blues in both of these pictures. Colors can be changed. Blue can be changed by adding white, black or other colors. I am going to show you some ways you can change the color blue.

Demonstrate Paint Mixing or Explain V411 Paint Swatch

(Have a large piece of paper or mat board, a big paint brush, water for washing brush, jars of blue paint, white paint and black paint, and paper cups for mixing paints.)

What will happen to this blue paint if I add some white to it? Let's try it. It gets lighter, doesn't it? (Add white to blue and put a large swatch of light blue on your paper.) What is going to happen if I add black? (Add the black to the blue.) The blue is darker, isn't it?



V411

Let's look at the pictures again.

Where has the artist made the blues change colors in these pictures? What has he added here to make this color? Here? (Point to different areas on both pictures.)

Artist can create a picture using only 1 color plus black and white. (Put your hand over the boat in the foreground of the Homer picture and the children will see a picture all in blues.)

Today we saw how 2 artists could draw pictures of similar things in different ways. We also saw how artists can change colors.

Optional Reinforcement Activity: - Making New Colors

Materials needed:

- glass jars with red paint, blue paint, yellow paint, white paint, and black paint
- white paper for painting for each student
- small paper cups for mixing paint
- paint brushes and water for washing brush

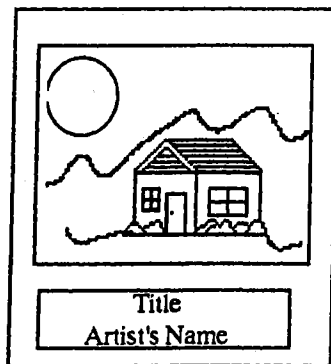
Today, all of you are going to be artists. First, we are going to mix some paints. I am going to work with you and we are going to change the color red as many different ways as we can. (Divide paints among several groups.)

I am going to give each of you a piece of paper. I want you to use these colors we have mixed and make a picture using these colors we have mixed. Make your picture about the first day of school.

TIME

Let's look at your pictures. Your pictures are all different. That is because you all remember different things about your first day at school. What different things did you remember? Discuss and compare the pictures. Your pictures are all very interesting.

I want all of you to give your picture a name. This is called a *title* in art. Put the name of your picture on your title and your own name also. I will help you.



Today we saw how artists change a color by adding black and white. We also saw ways two artists could paint similar things in different ways. Next time we will talk about the way an artist can paint a picture that tells a story.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Artists remember what they see around them. They create art that is different than anyone else's.
2. What artists can do with colors.

Classroom Exercises:

1. Have each student create a picture using colors from the same family. Have them fill their page with their picture to make it important. (Encourage students to remember some event carefully. Have ready crayons, pastels, or colored pencils of the same color family. To get variety the children can be encouraged to color lightly on top of other colors.)
2. Have children mix paint using only 1 color plus black and white. Then have them paint a picture using the colors they mix.

Vocabulary:

1. *Art:* Experts cannot agree on exactly how to define art. Art is always changing as new techniques and materials are discovered. Art is distinguished from craft by originality. Art is created by man.
2. *Artist:* A person with a special skill in creating pictures, sculpture, or architecture.
3. *Remember:* The ability to keep something in your mind without forgetting.
4. *Different:* Not alike.
5. *Copy:* To imitate or reproduce something.
6. *Pure/Primary Color:* A color that cannot be made from other colors

2 Story Art

Materials Needed:

Prints

#026 Edward Hicks

The Peaceable Kingdom

For Optional Reinforcement Activity

paper and crayons (or paint) for each student

Vocabulary

folk artist

title

Hello. My name is _____. Artists paint pictures of many things. Can anyone remember what the pictures we saw last time were about? (boats) You all remember so well.

Today, we are going to see a picture by a famous American artist named Edward Hicks (1790-1849). He lived in America 150 years ago. (Relate the time frame to something they are studying, if possible.) How do you think America was different then? Edward Hicks believed that all people should live together peacefully with one another. Mr. Hicks liked to paint pictures, but he never went to any special art schools; he learned on his own. He was called a *folk artist*.

I want all of you to tell me what you think of when you think of Thanksgiving. (Get the student's reactions.) If you were going to paint a picture about Thanksgiving, what would you put in it? All of your ideas are so good. All of you think of Thanksgiving differently. Artists see things with different eyes, too, and that is why they each paint their pictures differently than anyone else.

#026 Edward Hicks *Peaceable Kingdom* Now, let's look at this picture. This picture is by Edward Hicks. The *title* of the picture is *Peaceable Kingdom*. The title is the name the artist gives the picture. What does the word peace mean? When people are not at war, they are at peace. What story do you think Edward Hicks was trying to tell in this picture? Sometimes the title helps you understand the picture.

(FOR LECTURER: Picture is interpretation of Bible: Isa. XI, 6 "... the lion and lamb shall lie down together ... and a little child shall lead them." William Penn is working out a peace contract with the Indians in the background. Hicks was a Quaker).

What is the child doing in the front of the picture? (Get the student's reactions.) Look at all the animals in the picture. Do animals usually sit together quietly like this? (no) They usually fight, don't they? What are the men doing in the back of the picture? (Get children's ideas. Get their interpretation of the picture. If you want to give them details, you can, but only after they have expressed their ideas. It is not important that they know the details.) The Indians and the settlers are signing a peace treaty in this picture. Can anyone show me where? (Point out the background.) What do you see in the picture that shows the Indians and the settlers are not enemies? (They are signing a peace treaty and they have no weapons.) Why is this called *Peaceable Kingdom*?

I want all of you to notice that in this picture the artist made the things that are supposed to be far away small and the things that are supposed to be near larger. Why do you think he did this? People who are far away look smaller, don't they? Notice how the artist fills the picture so that all parts of it are interesting. Do you like this picture? Why or why not?

Optional Reinforcement Activity:- Thanksgiving Picture

Materials needed:

paper and crayons (size of paper determined by time for project)

What do you think of when you think of Thanksgiving? (Get a great deal of response.) I am going to give each of you some paper. I want all of you to take your crayons and draw a picture about Thanksgiving. You can create a picture that tells a story if you want to. You do the kind of picture about Thanksgiving that you like best. You can draw about what you remember about Thanksgiving or you can draw about what you feel about Thanksgiving.

Fill your entire paper with your picture. This makes your art work more important.

TIME

Let's talk about your pictures. What have each of you told about Thanksgiving? (Get as much response as possible.) You have all thought of different things. That is good. Artists see things differently; that is why each one's art is different than

anyone else's. That makes every picture special. I want you to give your picture a title. What is a title? (a name) Remember how much a title can tell you about a picture.

Look around you this month at the art you see. See if you see any pictures that tell a story. Next time we will talk about printing.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Art often tells a story.
2. Some artists show near and far by changing the size of objects.

Classroom Exercises:

1. Read a story and have the students draw a picture of the story.
2. Discuss pictures around the room. Ask the question, do they tell a story, or is their purpose something else? (ie. information - close-up of an animal?).
3. Encourage students to look carefully. Have students look at the trees outside and discuss what they see. Encourage original ideas. Have them draw a tree outside after this discussion. Compare their pictures.

Vocabulary:

1. *Folk art* Artworks produced by an artist who has not received any professional training or been influenced by other's work.
2. *Title:* A name given to something.

3 Gadget Printing

Materials Needed:

For Optional Reinforcement Activity

- newspaper or oil cloth to cover table
- paper towels to make paint pads
- plastic plates
- paper—large sheets for wrapping paper or small heavier paper for cards
- paint which is mixed ahead to save time (red, blue, yellow)
- paint pads made of folded paper towel; put in plastic bowls with a little water to keep damp
- gadgets (forks, clothes pin, blocks, etc.)

Vocabulary

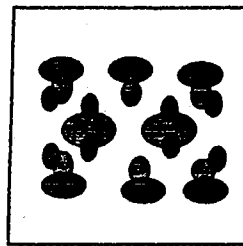
print

Hello. My name is _____. Today we are going to talk about printing.

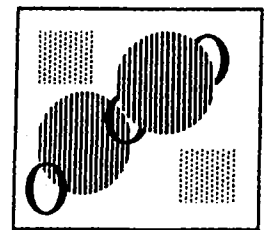
Who can tell me what a print is? If I put my finger in paint, like this, and press it on paper, I have a *print* of my finger. (Directions follow.) A print is a copy made by covering something with paint and pressing it on paper. (Do this. Have paper and paint ready and make a finger print for them.)

Demonstration

Cover the table you are working on with newspaper or oil-cloth. Have several pieces of paper on the table in front of you upon which to make prints. (9X 12 size is large enough—you do not want this to take too much time.) To make a paint pad, fold a wet cloth or a paper towel to fit in a shallow dish and sprinkle powdered paint or brush tempera paint onto this. You will need a paint pad for each color you want to print with. A little water can be added if your paint pad dries.



FINGER PRINTS



GADGET PRINT

Today, I am going to use my fingers and some of these objects and make a picture of prints. I am going to use red and green because they remind me of the holidays. I am going to repeat my shapes to make a more interesting picture. (Do it for the class. Show several simple examples of designs. Make them of finger prints of various colors and designs made from gadgets. You can also make designs from combinations of fingerprints and gadgets.)

This is print art. Prints can be made in many ways. Many artists today make print art. An artist will make prints when he wants more than one copy of a picture. Sometimes prints are made on a machine. It is special when they are made by hand.

Optional Reinforcement Activity: Wrapping paper or cards

Materials needed:

- newspaper or oil cloth to cover table
- paper towels to make paint pads
- plastic plates
- paper — large sheets for wrapping paper or small heavier paper for cards
- paint which is mixed ahead to save time (red, blue, yellow)
- paint pads made of folded paper towel - - put pads in plastic bowls with a little water to keep them damp
- gadgets (forks, clothes pins, blocks, etc.)

Have mixed paints, paint pads and paper ready. Paper can be card-size or wrapping paper size.

What shapes remind you of the holidays? (Encourage ideas.)

I would like you to make some print art. Here is some paper. Use any of the colors you want. Remember to be creative so that you create art different than anyone else's. Since the holidays are coming up, print a picture for wrapping paper or for your holiday cards. Do whatever kind of art you like best. Use your fingers if you want or use the gadgets you think would make the most interesting picture. If you need help, raise your hand.

TIME

Today we have talked about printing. Next time we will talk more about art, and learn what a center of interest is.

FOLLOW UP to be given to teacher:

Art Understanding:

What is a print?

Classroom Exercises:

1. Do potato prints.
2. Do relief prints.
3. Bring a print (original) into the classroom and talk about how it was printed.

Vocabulary:

1. *Print* :

In art, an impression made by covering a surface with paint or ink and pressing it on something else, such as paper.

4 Center of Interest

Materials Needed:

Prints

#048 Pierre Renoir

Girl and Watering Can

For Optional Reinforcement Activity

pre-cut shapes (hearts) cut out of paper (3-5 per student)
or hearts cut out of contact paper (to save time)

paper

glue

crayons, paint or colored chalk

Vocabulary

center of interest

repeat

shape

frame

Hello. My name is _____. Today we are going to discuss three new art words. They are *center of interest*, *repeat*, and *shape*.

Pretend you are going to a party and you are told that the "center of interest" is going to be a real horse. What would that mean? That would mean that everyone was going to pay a lot of attention to this horse and it would be the most important thing at the party. Sometimes in a painting an artist will make some object or person the center of interest. That object or person will be the most important thing in the picture. The center of interest does not have to be in the center of the picture, though it can be. It just has to be the most important thing in the picture. (Write *center of interest* on the board even if the students cannot read.) Point out the center of interest in the room or on a wall.

Another art word we are going to talk about is *repeat*. If I said, "please repeat that word," what would I mean? I would want you to say it over again, wouldn't I? In art, artists often repeat things. (On the board draw a triangle. Now, repeat the triangle several times as you write and say, "repeat.")

Today we are going to talk about a picture painted by a Frenchman named Pierre Auguste Renoir. He came from a very poor family and when he was only 13 he earned money by painting flowers on dishes. When machines began to paint dishes, he decorated fans and blinds for windows. He eventually became a painter and especially liked painting mothers and children, especially his three sons. In his old age he was so crippled his nurse had to put his paintbrush in his hands, but he painted as well as when he was young.

#048 Pierre Renoir *Girl with Watering Can* Today, we are going to see a picture of his called *Girl and Watering Can*. Let's talk about the title of the picture. What does it tell you about the picture? Often the name of a picture, (which is called the title), helps you understand the picture better. (Elicit response.) Do you water the garden in these kinds of clothes? This picture was painted about 100 years ago; that is when your great-grandparents were children. Children dressed differently then.

The first thing you notice when you look at this picture is the girl. She is the most important thing in the picture. What is she called? (the center of interest) Let's talk about the center of interest. What can you tell me about this girl from looking at her? Does she look rowdy? (Get them to talk about the girl.)

What else besides the center of interest do you see in this picture? Where is the girl? (In a garden. Remind the children of the title.) Artists want us to look at everything in their pictures, not just the center of interest. So, they have tricks they use to help our eyes move around the picture. One trick is to repeat a color, or a line, or a shape over and over again in a picture. Can anyone tell me what repeat means? Repeating lines and shapes and colors makes our eyes move around the picture. As you look at this picture what colors do you see repeated? (dark greens, reds, white, etc.) It is hard to look at the girl's red ribbon without seeing the red flowers. Try to look at her ribbon; where do your eyes go? Our eyes bring the colors together. What is a shape? When lines come together they make a shape. What shapes do you see that are similar to the flowers in the girl's hand? (buttons on her dress, design of her dress, other flowers) Do you see any other similar shapes? (Have the children come up and point out repetition of line, color, shape.)

Optional Reinforcement Activity: - Using Shapes

Materials needed:

pre-cut shapes cut out of colored paper or colored contact paper to save time. (3-5 per student. These shapes may vary in size and color. In February, use hearts ♥. If you have time, have students cut out their own shapes) paper and crayons, colored chalk or paint. (Determine the medium you use based on the time for your project.)

Give each student 3-5 pre-cut shapes or give them cut out shapes.

Take your shapes and move them around your page. I want you to draw a picture and put the shapes you have into your picture. Your picture can be about something you can see or something that is make-believe. Raise your hand if you need help.

TIME

Let's look at your pictures. What are some ways you used your shapes? Your pictures look so original. That is good. People see the world in different ways and that is why their art looks different.

Now, give your picture a name. This is called a title. It will include the name of your picture and the name of the artist, your name. Today we will also *frame* our pictures. What is a frame? A frame is a border around your picture to make it look better. We will put your picture on a large piece of colored paper with your title. I will help you.

You have learned many new words today. I want all of you to try to remember them: center of interest, repeat, shape, frame. Next time we will talk about a type of art called sculpture.

FOLLOW UP to be given to the teacher:

Art Understanding:

1. Definition of center of interest, repeat and shape
2. Study of a picture
center of interest
name of a picture - title
how an artist helps our eyes to see the whole picture - repeat

Classroom Exercises:

1. Have students draw a picture with a center of interest using repetition.
2. Have students give their picture a name — title — putting their name and the title of the picture on a little card with the picture.
3. Have students draw a design using the idea of repetition. They could design a plate pattern.
4. Discuss shapes - funny shapes, scary shapes, happy shapes, spring shapes.

Vocabulary:

1. *Center of interest* Part of a painting or artwork where our eyes first move, not necessarily in the center.
2. *Repeat* Do the same thing again.
3. *Shape* What is formed when a line meets itself.
4. *Frame* Border around a picture to make it look better.

5 Sculpture

Materials needed:

Prints

#100 Paul Klee

The Goldfish

Sculpture

SK Jan Blakley

Speckled Fish

gold fish bowl and live gold fish

Other

ball of clay

For Optional Reinforcement Activity

8 1/2" X 5 1/2" paper - 1 sheet per student

8 1/2" X 11" colored construction paper - 1 per student

pencils, scissors and crayons

Vocabulary:

sculpture

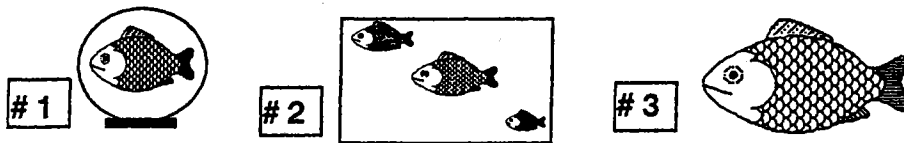
sculptor

modeling

Suggested preparation

In preparation for the art presentation students should talk about fish and see pictures of different types of fish. They might cut pictures of fish out of magazines. They could write a poem or short story about fish.

Hello. My name is _____. Today we are going to see art about fish. We have talked about how artists remember what they see in different ways. I have three things to show you.



Display : #1 Goldfish in Bowl; #2 "The Goldfish" print ; #3 "Speckled Fish " sculpture. Display each object with a number.

1. Goldfish in bowl Look at the goldfish (#1). You are different than anyone else in the world. That is why you are so special. Look at this fish. You will see it in a way that no one else in the whole world sees it. If you remember what you see and create art about what you see, you will create something no one else could have created. If it is copying, it is not art.
2. #100 Paul Klee *The Goldfish* Look at Paul Klee's picture, *The Goldfish* #2. This is a picture of a fish by an artist named Paul Klee. If you look at the back of this picture, what do you see? Nothing. The back of a picture is not very interesting, is it?
3. SK Jan Blakley *Speckled Fish* Look at #3, *Speckled Fish* by Jan Blakley. This is not a picture of a fish. Does anyone know what this kind of art is called. Some artists create art that is interesting on all sides. Their art is called *sculpture*. When we look at a picture we are only interested in looking at one side. A sculpture is art that is interesting on all sides. This is a sculpture of a fish. (Turn it around.) Does anyone know what we call a person who creates sculpture? The person who creates sculpture is called a *sculptor*. (Be sure they know the difference between sculpture and sculptor.)

Now, let's talk more about these fish. (#1, #2, #3)

1. Which of these fish is not art? The fish in the fishbowl is not art, is it? Why? Art is created by men and women, isn't it? An artist could look at a fish, though, and decide to do an artwork about the real fish in the fishbowl. What do you think of this fish? What color is it? Is it pretty? (Discuss the fish)
2. Which is a picture of a fish? (#2) This is a picture of a famous painting called *The Goldfish* by an artist named Paul Klee. Do these fish look real to you? (there is no right answer to this question) Why do you think Klee painted the fish in all these colors? (When he thought of fish, he must have thought of them like this.) Do you think he liked fish? Do you like this picture? What do most fish look like on the outside? They have slimy scales, don't they? Look at the way Paul Klee put all the curved lines on the fish. Why did he do that? (scales, gills, etc.— Get their ideas.) They are probably the skin on the fish. What are all the curved lines in the water? Those are probably little waves, aren't they?

3. Who can tell me which of these fish is a sculpture? (#3) Remember, sculpture is art you can see from all sides. This sculpture was created by a California artist named Jan Blakley. What is an artist called who creates sculpture? (sculptor) (Pick up the fish and turn it around) One thing about sculpture is, it is very FRAGILE. It must be handled very carefully so that it does not break. Sculpture is fun to touch but you must be VERY CAREFUL. You can enjoy all sides of sculpture.

How many of you have made a snowball or a mud-ball? This fish was made in the same way you make a snowball. It was made of clay, not snow. (Show them a ball of clay.) Ms. Blakley took a ball of clay and used her hands to push the clay into the shape she wanted. (Show them.) Look at the way she made the sculpture look like a fish. This is called *modeling*. How do you think she made these little spots on the fish? She took a sharp object like a nail and scratched the clay. How do you think she made the fish colored? (You do not have to go into detail here.) She used a special paint to paint on the color. Is this a happy or sad fish? Do you like it? Let's look at it from all sides. (Show one side at a time and talk about how the fish looks different from different sides.)

In what ways are the picture and the sculpture the same? In what ways are they different? Compare the colors used by the artists and the color of the real fish. (Discuss how the two artists thought about fish. Did they think fish were fun or evil or dangerous, etc.?)

Now, let's review. What is this kind of art called? (#1) It is not art, is it? Why? Art is made by man, isn't it? What is this called? (#3) sculpture. (Be sure they say sculpt-t-ure, not sculptor) What is the artist called who creates sculpture? (sculptor) How is sculpture different from a picture? You can see it from all sides, can't you. What is this? (#2) It is a picture.

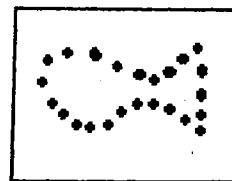
Optional Reinforcement Activity: One Fold Fish

Materials needed:

- sheet of 8-1/2" x 5-1/2" paper—1 per student
- 8-1/2 " X 11" colored construction paper folded in half—1 per student
- scissors, pencils, and crayons

Demonstrate:

Give each student a piece of 8-1/2" X 5-1/2" paper. Talk about the shape of the fish. It is like an oval with a tail. Using the entire space, have students cut out the shape of a fish. Have them cut a fish shape from this paper, making the fish as large as they can. Take this shape and trace it on the folded construction paper making sure that part of the fish is on the fold. They must leave part of the fold in their cutting. Now, they can see they have a fish sculpture. Have students color fish if they have time so it is interesting on both sides. Have them look at the fish in the bowl and try to make lines and decorations on their fish with crayon.



TIME

Discuss and compare the fish if you have time. Talk about the colorful and interesting decoration. Have the teacher display them, if possible.

Look around you at the art you see. Look carefully at the pictures you see and at the sculpture. Next time we will talk about ways artists create pictures from their imagination.

FOLLOW UP to be given to teachers

Art Understanding

1. Artists see the world in different ways and create different types of art.
2. Pictures and paintings can only be seen from one side, the front.
3. Sculpture is art you can see from all sides.

Classroom Exercises:

1. Talk about fish. Have students write a fish story.
2. Have students cut pictures of fish out of magazines and display them in some way.
3. Write fish ideas on the board under headings such as "Color of Fish," "Types of Fish," etc.
4. Using techniques discussed in the **ART awareness handbook**, have students make a clay sculpture .
5. Have students make a 3-dimensional fish of paper. (See the **ART awareness handbook**.)
6. Begin with a discussion and pictures of an aquarium. Better yet, visit an aquarium. Then have students create a 3 dimensional mural of an aquarium. (See the **ART awareness handbook**.)

Vocabulary:

1. *Sculpture:* Art which takes up three-dimensions: length, height, depth.
2. *Sculptor:* An artist whose artwork is sculpture.
3. *Modeling:* In sculpture, the act of shaping and manipulating of clay, wax or other plastic substance.

6 Memory Art

Materials Needed:

Prints

#011 Marc Chagall

I and My Village

For Optional Reinforcement Activity:

colored paper and scissors

white paper, glue or paste

crayons

Vocabulary

memory

Hello. My name is _____. Today we are going to see art by the famous artist named Marc Chagall.

I want to talk to all of you about memories. Can anyone tell me what a *memory* is? Do any of you daydream? What about? Sometimes you daydream about things that are part true and part unreal, don't you? We all do.

When Marc Chagall was a little boy he lived in a country far away from here called the Soviet Union. (Show them on a map, if possible.) Do any of you know anything about the Soviet Union? Marc Chagall loved the town in which he lived and had many experiences he enjoyed. When he was about 18, someone offered to send him to France to study how to be an artist. Since his family was very poor (he was one of twelve children), he decided to go, but he was sad to have to leave the country he loved so much. He never forgot the Soviet Union where he grew up. Many of the pictures he painted are of the memories and dreams he had about this place where he lived when he was just a little boy. Let me tell you a little about the Soviet Union when Marc Chagall lived there. The Soviet Union is very very cold in the winter and there is a lot of snow. Marc Chagall did not live in a city. He lived in the country where people were farmers.

#011 Marc Chagall *I and My Village* This picture is called *I and My Village*. What do you think Marc Chagall is remembering in this picture? What is this? (girl and cow) What kind of farming do you think the people did in the place where he grew up? (harvested wheat - man with a sickle, farming... Get as much response from the students as possible.) It was very cold in the winter. What do you see in the picture that shows that Marc Chagall remembered the cold? (snow, houses with smoke) How is the picture different than others you see? There are many things that are upside down. Why do you think the artist put things upside down and sideways? Because he was remembering? Maybe, it was like a dream. Dreams don't always make sense, do they? (Point to the green head) What has been added to green to make this color? Do you see any other places where the artist has added white to a color you know? Where has the artist added black to a color you know? (Have students point these out.) What pure colors do you see? (point out red, blue, yellow) How do you feel about this picture?

Optional Reinforcement Activity - Birthday Party Memories

Materials needed:

colored paper and scissors

large sheet of white paper, glue and crayons

It would be fun to create a picture about your memories, wouldn't it? What kinds of things do you remember about your last birthday party? (Get response, but be in control...this could go on for hours.) Here is some colored paper. With your scissors cut out large shapes you remember from your birthday. (What shapes do you remember?) When you have finished cutting, arrange your shapes on the white paper. Glue them on your paper. Decorate them with crayon if you want. Be sure to fill the entire page. You may put things upside down or sideways if you want. When you are finished, give your picture a name. What is the name of a picture called? (a title)

TIME

Discuss the pictures and the creative original ways students put down their memories. Be especially complimentary to the students who were creative and original. Help everyone frame their pictures. Next time we will talk about portraits.

FOLLOW UP to be given to teacher

Art Understanding:

1. What is a memory?
2. Artists paint memories.
3. Marc Chagall paints pictures about memories.

Classroom Exercises:

1. Explain what a collage is. (A collage is bits of pieces of paper, fabric, cut up magazines, etc. that are pasted on a piece of paper to create an artwork.) Think of a theme. Have the students cut out pictures from magazines related to this theme. (ie. summer vacation, etc.) Have them create a collage. Have their collages fill an entire page. Have them think about their arrangement before pasting.
2. Talk about *I and My Village* and discuss how it looks like a collage.
3. Create a class memory from a field trip, etc. Ask each student to create an artwork about your trip out of class. (This will discourage copying.) Discuss how everyone remembered different things about the field trip.

Vocabulary:

1. *Memory*: What a person remembers.

7 Portraits

Materials Needed

Prints

#165 Diego Rivera

OR

#055 Gilbert Stuart

Delfina Flores

Mother's Helper

George Washington

For Optional Reinforcement Activity:

paper for each student

crayons for each student

Vocabulary

portrait

sit

Hello. My name is _____. Today, we are going to talk about *portraits*. What is a portrait? A portrait tells us something about a person. Portraits can be made in many ways. One way to make a portrait is to paint a picture of someone. Have any of you ever had your portrait painted? When? How many of you have seen a painted portrait? Many artists used to paint portraits. Why are portraits important? They help us remember our family and friends.

Another kind of portrait is one that is taken with a camera. How many of you have had your picture taken with a camera? I bet all of you have. How many of you have taken a portrait of someone else with a camera? When do you usually take portraits? (special occasions)

Often when an artist paints a portrait, the person he paints has to *sit* for the painter many times until the picture is finished. Why? (Explain that you do not have to be sitting down at a sitting.) Do you think the person being painted has to sit the same way every time? This is called sitting for a portrait.

Do photographers also have you sit down to take your portrait? Which do you think is faster to create, a painted portrait or one that is taken with a camera? (camera) Why? Artists do not paint portraits as much as they used to for this reason.

When we look at a portrait, it is important to look closely to see all the clues the artist has given us to tell us about the person he/she is painting or photographing. A portrait is supposed to tell us something about a person. What can an artist do when he paints or photographs someone to help us know about them? (Get student responses; clothing, smile or frown, objects put around the person.)

One good way to learn about art is to compare different ways artists paint similar things. We will compare two portraits.

1. #165 Diego Rivera *Delfina Flores* OR *Mother's Helper* This picture is a painting called *Delfina Flores*. OR *Mother's Helper*. It is by the Mexican American artist, Diego Rivera. He liked to paint pictures of women and children. What is this kind of art called that tells us something about a person? It is portrait, isn't it? Look at the colors in this painting. What pure colors do you see? (blue, red, yellow) What is your favorite color? Has Diego Rivera used your favorite color in this painting? Sometimes an artist uses colors he likes to paint pictures of people he likes. Do you think the artist liked this little girl (and her mother)? Why?

INFORMATION ABOUT DELFINA FLORES

In a portrait, some artists give us hints to tell us about the person. What can you tell about this little girl by looking at this picture? Where do you think she lives? She might live in Mexico. Diego Rivera was a Mexican artist. What makes you think that she has on clothes she doesn't wear when she goes out to play? (Her necklace, red ribbons in her hair, her hair neatly combed.) Why do you think she has no shoes on her feet? Do you think she could be too poor? What do you think Delfina is looking at? Do you think she is looking at the artist who is painting her portrait? What is it called when you pose for an artist so he can paint your portrait? It is called a sitting, isn't it? Do you think she looks happy or sad? Why? Diego Rivera wants us to think about the feelings of the people he paints. What do you think Delfina is thinking? Delfina takes up almost the entire picture, doesn't she? Do you think it is because the artist wants us to know how important she is even though she is just a poor little girl? What has the artist repeated in this portrait to help our eye move around the picture? Look at the blue skirt. What do you see next? (wall) Look at the red necklace. What do you see next? (ribbon and belt) Look at the white blouse. What do you see next? (white stripe on wall) Where are there lines like the lines on Delfina's blouse? (tiles of the floor)

INFORMATION ABOUT MOTHER'S HELPER

In a portrait, some artists give us hints to tell us about the person. What can you tell about this little girl and the woman by looking at this picture? Who is this woman? (Remind them of the title) Where do you think they live? Why? (clothes, skin color) They might live in Mexico. Diego Rivera was a Mexican artist. What do you think the mother is doing?

Do you think she might sell flowers? Do the girl and her mother look happy or sad? Diego Rivera wants us to think about the feelings of the people he paints. What has the artist repeated in this portrait to help our eye move around the picture? Look at the yellow flowers. What do you see next? (skirt, flowers on the ground) Look at the red necklace. How are the mother's blouse and the girl's skirt similar? Do you like this picture?

2. #055 Gilbert Stuart *George Washington* Compare the portrait of *Delfina or Mother's Helper* with this one by Gilbert Stuart. Does anyone know who this person is? He is very famous? This is George Washington. Who was George Washington? He was our first President, wasn't he? How is this portrait different from the one you saw? You can not see all of George Washinton, can you? You only see his head. Portraits are often painted of famous people like George Washington. Have you ever seen a portrait of George Washington before? Where? (on a coin) Do you like this portrait as well as the one of Delfina? Why or why not? (Encourage the students.)

Optional Reinforcement Activity: Portrait

Materials needed

paper and crayons

Have the principal, teacher, janitor, mother or other person important in the children's lives come in and sit. Ask the students what things you should put around this person to help tell what they do and what they are like. (ie. pencil and paper for teacher, etc.) Have each child do a portrait. Remind them to fill the entire paper. Have them title their portrait and frame it. Hang them together and discuss and compliment them on how different and original they are. Point out different things each of them put in his/her portrait. It is important for them to realize that their art should be the kind of art they like best.

Look at the pictures in your house and wherever you are. See how many of them are portraits. Look carefully at portraits and see how much you can discover about the person in the portrait by the way the artist painted him/her. Next time we will talk about all the artwords we have learned this year.

FOLLOW UP to be given to teachers:

Art Understanding:

1. Talk about portraits and have the students draw a portrait of someone they know. Talk about the way the things they put on and with the subject can tell about him/her.

Classroom Exercises:

1. You may choose to have one student sit for a portrait where the whole class can see him/her. Encourage the students to observe carefully and fill their page. They may choose a variety of art materials to work from so their art is original (i.e. crayon, pencil, paint, pastel, collage). Hang the gallery of portraits. Show the children how differently each artist has seen his subject.
2. Have each student bring a photograph to class of someone in his/her family. Talk about finding a photograph which tells something about the person. (a brother with a good sense of humor doing something crazy, a baby sister crying, etc.)
3. Have each student bring to class a bag of objects that tell about him/her. Have each student *sit* and take his/her portrait with a camera, or let the students *create* portraits of one another. Here you can show students the difference between a quick snap shot and a portrait which you think about before it is taken. (The scene should be set for each photograph and you will want a tripod for use in some cases.)
4. Choose several students to *sit* for a portrait. Divide the class into groups; have students in a group create portraits of the same person. (camera or paint or crayon) Compare the portraits of the different students after they are finished and discuss how different artists show different things in their portraits.

Vocabulary:

1. *Portrait* A likeness of a person.
2. *Sit* This word is used to mean to pose for a portrait or other kind of art.

8 Understanding ART

Materials Needed:

#100 Paul Klee	<i>The Goldfish</i>
#026 Edward Hicks	<i>Peaceable Kingdom</i>
#165 Diego Rivera	<i>Delfina Flores</i> OR <i>Mother's Helper</i>
#011 Marc Chagall non art piece	<i>I and My Village</i>
#SK Jan Blakely	Oreo cookie
#028 Winslow Homer	<i>Speckled Fish</i>
	<i>Breezing Up</i>

DON'T SKIP THIS LAST REVIEW TALK!

(If you get in a time bind, you would be better to skip an art lecture than the review)

This will review everything you have learned and give you and your students a real feeling of accomplishment.

Preparation:

This is to be a "pretend" art museum. If possible, set up the class ahead of time so the children come in and see the art set up. Display the art in a becoming manner with titles on all pictures (artist and title) and stand-up titles for sculpture. Also display and title 1 or 2 non-art items (i.e., rock, beautiful sea shell, hat, etc.).

My name is _____. Today, we are going to pretend this is an art museum. Who can tell me what an art museum is? Why do we have art museums? (preserve art, display art for public to see and learn about, support present artists with shows and acquisition)

I have set out some pieces for you to look at today. Some are art, some are not art. After you have carefully looked at each of the things I have set in the room, I am going to play a game with you. I will give you 3 clues about a piece and you will tell me what piece I am talking about.

You may now all pretend this is a museum. Quietly walk around the room and look at each piece. Remember, a museum is like a library; you must be quiet.

TIME FOR TOUR

Let students quietly walk around the room and look carefully at the numbers, titles and artwork you have displayed. After everyone has seated himself after the tour, tell them you are going to play a game. You are going to give them 3 art clues and you want them to tell you what artwork you are thinking of.

Now, refer to clues for each of the pieces you have displayed. Add any clues or pieces of art you wish to those suggested.

Look carefully. Sometimes students will see clues in several pieces. Do not ever tell them they are wrong. If a student is almost correct and 1 or 2 clues are related to the art he chooses, do not say, "you're wrong." Instead, encourage him/her by saying something like, "two of the clues are related to the picture you chose but _____ does not fit. Can anyone help out?"

Now, refer to the clues for each of the pieces you have displayed. Add any clues or pieces of art you wish to those suggested.

