|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ELGIN PUBLIC SCHOOLS**  **School Year 2018-2019**  **\*Plans change and are revised due to student understanding, schedule changes, weather, etc.** | | | | | |
| **Teacher-*Rita Heithoff*** | | | **Course:** **K-6 Elementary Art** | | |
| **Week of April 15th-19th** | | | **Semester-Second**  **Week of the Year-34** | | |
| **4th Quarter-Week: 5** | | |
| ***LESSON PLANS***  **Objective of Lesson and/or Learning Goals for Kindergarten, First and Second Grades** | | | | | |
| **Kindergarten-**To create a spring tree with flowers  **First Grade-**same  **Second Grade-** Same as First Grade | | | | | |
| **MATERIALS NEEDED FOR CLASS AND THEIR LOCATION** | | | | | |
| **Kindergarten-**paper and crayons  **First Grade-**same  **Second Grade-**paper and colored pencils | | | | | |
| **INSTRUCTIONAL PLAN AND/OR PROCEDURE** | | | | | |
| **Kindergarten-**Watch demo on drawing tree with branches and then add flowers. Tear green paper across and glue onto blue paper to form ground and sky. Draw pinwheels for the tree trunk, roots and branches on the collage with a brown marker. Dot pink flowers on with pink paint and a cotton swab on the branches to create spring blossoms. Let dry, add black dots for the center of the flower with a felt tip pen.  **First Grade-** Same as Kindergarten  **Second Grade-**Same as First Grade except use colored pencils. | | | | | |
| **ELEMENTS OF ART AND PRINCIPALS OF DESIGN EMPHASIZED** | | | | | |
| **Kindergarten-**Pattern, shape, value and color  **First Grade-** same  **Second Grade-**same | | | | | |
| **NATIONAL ART STANDARD:**  **1-UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES** | | | | | |
|  | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| **Kindergarten**  Did the student follow project directions?  Did the student add pattern?  Did the student use value?  **First Grade-**Same as Kindergarten  **Second Grade-**Same | | | | | |
| **RESOURCES/BOOKS/MAGAZINES/WEBSITES-OPTIONAL** | | | | | |
| **May use the Internet, magazines or photos to work from and be inspired by but NOT to copy!** | | | | | |
|  | | | | | |
| ***LESSON PLANS***  **Objective of Lesson and/or Learning Goals for Third, Fourth, Fifth and Sixth Grades** | | | | | |
| **THIRD GRADE-** To create a  **FOURTH GRADE-** same  **FIFTH GRADE-** To create a paper mache sculpture ( fish or primitive mask)  **SIXTH GRADE-** To create a paper mache sculpture ( fish or primitive mask) | | | | | |
| **MATERIALS NEEDED FOR CLASS AND THEIR LOCATION** | | | | | |
| Watercolor paper, paint, brushes, water cup | | | | | |
| **INSTRUCTIONAL PLAN AND/OR PROCEDURE** | | | | | |
| **THIRD GRADE-**.  **FOURTH GRADE-** same as 3rd grade  **FIFTH GRADE-** Cut design out of cardboard. For the fish, pad the body with newspaper and give it a more rounded shape. Tape in place with masking tape. Curl the tail and fins. Paper mache over it. Let dry. For the mask add facial features with cardboard. Build up different heights on the features. Glue in place. Paper mache over the face with brown, paper towels and let dry  **SIXTH GRADE-**Same as 5th grade | | | | | |
| **ELEMENTS OF ART AND PRINCILPLES OF DESIGN USED** | | | | | |
| Color, line, shape, pattern and form | | | | | |
|  | | | | | |
| **NATIONAL ART STANDARD:**  **1- UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES** | | | | | |
|  | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| Did the student follow project directions?  Did the student have good craftsmanship?  Did the student create an interesting shape for their sculpture?  Is the sculpture 3-D?  Did the students add interesting features to the sculpture?  Did the student add pattern and texture? | | | | | |
| **RESOURCES-BOOKS/MAGAZINES/WEBSITES-OPTIONAL** | | | | | |
| **May use the Internet, magazines or photos to work from and by inspired by but NOT to copy!** | | | | | |
|  | | | | | |
|  | | | | | |
| **ELEMENTARY ART SCHEDULE**  2018-2019 April 15th-19th | | | | | |
|  | | | | | |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **First Period**  **8:15-9:05** | **Junior High Art** | **Junior High Art** | **Junior High Art** | **Junior High Art** | **Junior High Art** |
| **Second Period**  **9:08-9:58**  **Elementary Art**  **5th or 6th Grade**  **9:15-9:55** | **Fifth Grade**  Bellringer  Paper mache sculpture | **Sixth Grade**  Bellringer  Paper mache sculpture | **Fifth Grade**  Bellringer  Paper mache sculpture | **Sixth Grade**  Bellringer  Paper mache sculpture | **Alternate**  **CHOICE DAY!**  Zentangling  **6th Grade** |
| **Third Period**  **10:01-10:51** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** |
| **Fourth Period**  **10:54-11:44** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** |
| **Fifth Period**  **11:47-12:37** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** | **High School**  **Art** |
| **LUNCH**  **12:37-1:07** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| **Sixth Period**  **1:07-1:57** | **High School**  **Yearbook** | **High School**  **Yearbook** | **High School**  **Yearbook** | **High School**  **Yearbook** | **High School**  **Yearbook** |
| **Seventh Period**  **2:00-2:50**  **Elementary Art**  K, 1st or 2nd  **2:00-2:45** | **First Grade**  Bellringer  Spring trees | **Kindergarten**  Bellringer  Spring trees | **Second Grade**  Bellringer  Spring trees | **First Grade**  Bellringer  Spring trees | **Second Grade**  Bellringer  Spring trees |
| **Eighth Period**  2:53-3:43  **Elementary Art**  3rd or 4th Grade  **2:50-3:30** | **Third Grade**  Bellringer  Building zentangle | **Fourth Grade**  Bellringer  Building zentangle | **Third Grade**  Bellringer  Building zentangle | **Fourth Grade**  Bellringer  Building zentangle | **Alternate**  **CHOICE DAY!**  Zentangling  **4th Grade** |
| **CHOICE DAY FRIDAY! 3rd-6th Grades-**Students will work on a drawing of their choosing. They may use crayons, colored pencils or pencil. They must use the drawing rules they incorporate into their regular assignments. The drawings are to be completed on 9”x12” paper. They may work these on Choice Day Fridays or when they have finished their current project and are waiting to begin the next project. The student must complete a sketch before beginning the project. They may look at the books on the front bookcase for ideas to work from but not to copy!  **BELLRINGERS-First 5 Minutes of Class 2nd-6th Grades**  **ZENTANGLING**-Art movement started by Marla Thomas and Rick Roberts in which a structured, continuous doodle that contains no letters, numbers, figures or pictures is created. Students may use lines and dots to create patterns (a design that repeats) Examples and books are on the book case. Students zentangle the first five minutes of class. They may reference their patterns for projects such as clay and printmaking.  **SPEED SKETCHING**- Speed sketches are quick sketches that have the student switching angles or objects every minute for five minutes. Students will pose their art manikin and have one minute to sketch it. Time will be called and their will have 30 seconds to change the pose. They will have another minute to draw it again. Repeat the process a third time. | | | | | |