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| **ELGIN PUBLIC SCHOOLS**  **School Year 2019-2020**  **\*Plans change and are revised due to student understanding, schedule changes, weather, etc.** | | | | | |
| **Teacher-*Rita Heithoff*** | | | **Course:** **K-6 Elementary Art** | | |
| **Week of January 27th-31st** | | | **Semester-Second**  **Week of the Year-23** | | |
| **3rd Quarter-Week: 4** | | |
| ***LESSON PLANS***  **Objective of Lesson and/or Learning Goals for Kindergarten, First and Second Grades** | | | | | |
| **Kindergarten-**Tocreate a Valentine  **First Grade-**Same  **Second Grade-** Same | | | | | |
| **MATERIALS NEEDED FOR CLASS AND THEIR LOCATION** | | | | | |
| **Kindergarten-**brown grocery bags, pencil, scissors, glue, watercolor paint, brushes and felt tip pens.  **First Grade-**same  **Second Grade-**same | | | | | |
| **INSTRUCTIONAL PLAN AND/OR PROCEDURE** | | | | | |
| **Kindergarten-** Trace a heart pattern onto a brown, grocery bag and cut out. Glue to a larger paper and trace a heart around the first heart to form a ruffle. Cut out with the silly scissors. Paint the ruffle with purple and red watercolor. Let dry. Add pattern to the ruffle with the felt tip pens. May use lines and/or dots.  **First Grade-** Same  **Second Grade-**Same | | | | | |
| **ELEMENTS OF ART AND PRINCIPALS OF DESIGN EMPHASIZED** | | | | | |
| **Kindergarten-**Line, pattern, shape, value, color  **First Grade-** Same  **Second Grade-** Same | | | | | |
| **NATIONAL ART STANDARD:**  **1-UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES** | | | | | |
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| **ASSESSMENT CRITERIA** | | | | | |
| **Kindergarten**  Did the student follow directions?  Did the student trace correctly?  Did the student use the scissors correctly?  Did the student create value with the watercolor paint?  Did the student create pattern correctly?  **First Grade-**same  **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!** | | | | | |
| Still Life Drawing | | | | | |
| ***LESSON PLANS***  **Objective of Lesson and/or Learning Goals for Third, Fourth, Fifth and Sixth Grades** | | | | | |
| **THIRD GRADE-**To create a still life drawing  **FOURTH GRADE-** same  **FIFTH GRADE-** same  **SIXTH GRADE-** same | | | | | |
| **MATERIALS NEEDED FOR CLASS AND THEIR LOCATION** | | | | | |
| Watercolor paper, photos of fence posts, sketch and wash pencils, watercolor, brushes | | | | | |
| **INSTRUCTIONAL PLAN AND/OR PROCEDURE** | | | | | |
| **THIRD GRADE-**Watch teacher demo on drawing a still life. Discuss composition and how to place objects on the page. Discuss using shapes to draw objects. Discuss proportion, value and shadows.  **FOURTH GRADE-**Same  **FIFTH GRADE-** Same  **SIXTH GRADE-** Same | | | | | |
| **ELEMENTS OF ART AND PRINCILPLES OF DESIGN USED** | | | | | |
| Shape, line, value and pattern | | | | | |
| **NATIONAL ART STANDARD:**  **1- UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES AND PROCESSES** | | | | | |
|  | | | | | |
| **ASSESSMENT CRITERIA** | | | | | |
| Did the student follow project guidelines?  Did the student accurately sketch the design?  Did the student use composition and value effectively? | | | | | |
| **RESOURCES-BOOKS/MAGAZINES/WEBSITES-OPTIONAL** | | | | | |
| **May use the Internet, magazines or photos to work from and by inspired by but NOT to copy!** | | | | | |
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| **ELEMENTARY ART SCHEDULE**  2019-2020 January 27th-31st | | | | | |
|  | | | | | |
|  | **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**  **9:15-10:55** | **Fifth Grade**  Bellringer  Still Life  WFLSTiStiNSs | **Sixth Grade**  Bellringer  Still Life | **Fifth Grade**  Bellringer  Still Life | **Sixth Grade**  Bellringer  Still Life | **Alternate**  **CHOICE DAY!**  Zentangling  **5th 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** | **PLAN** | **PLAN** | **PLAN** | **PLAN** | **PLAN** |
| **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  Country Valentines | **Kindergarten**  Bellringer  Country Valentines | **Second Grade**  Bellringer  Country Valentines | **First Grade**  Bellringer  Country Valentines | **Second Grade**  Bellringer  Country Valentines |
| **Eighth Period**  2:53-3:43  **Elementary Art**  3rd or 4th Grade  **2:50-3:30** | **Third Grade**  Bellringer  Still Life P | **Fourth Grade**  Bellringer  Still Life P | **Third Grade**  Bellringer  Still Life | **Fourth Grade**  Bellringer  Still Life | **Alternate**  **CHOICE DAY!**  Zentangling  **3rd 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. | | | | | |