

Table of Contents

[Color Wheel Spider Web — Grades K-1](#)

[A Day With No Crayons — Grade Levels K-3](#)

[SEL \(Social-Emotional Learning\) Development — Grade Level 4](#)

[Calder-Inspired Piece: Glacier and Petals — Grade Level 5](#)

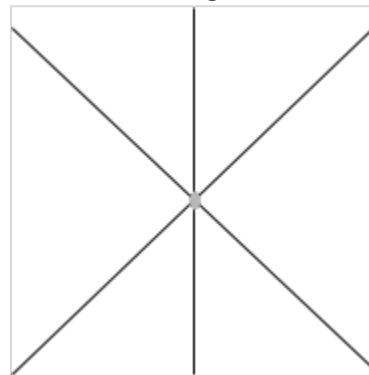
[RUBRIC Calder-Inspired Piece: Glacier and Petals — Grade Level 5](#)

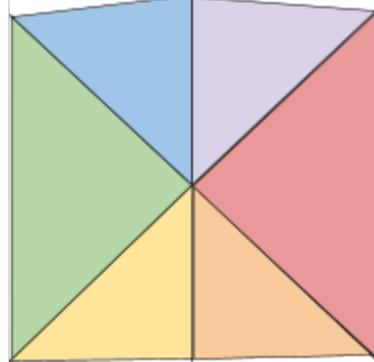
[Jen Stark Inspired Drip Painting: Temporary Mural Installation — Grade Level 6](#)

[RUBRIC Jen Stark Inspired Drip Painting: Temporary Mural Installation — Grade Level 6](#)

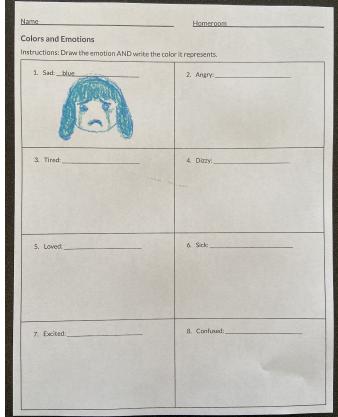
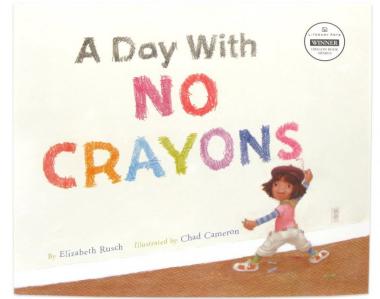
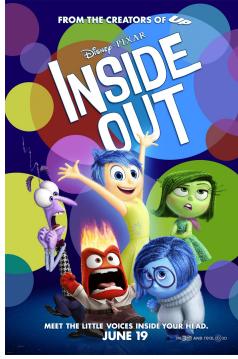
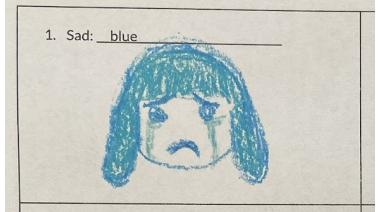
[Proportions & Mannequins — Grade Level 7-8](#)

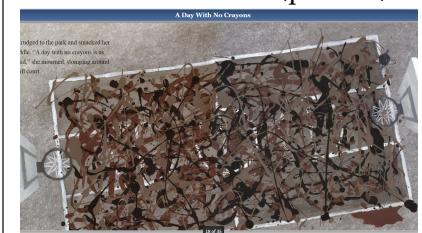
Color Wheel Spider Web — Grades K-1

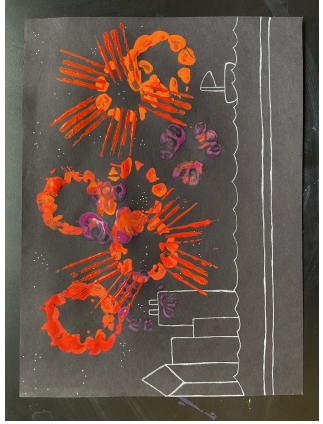
Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	<p>Introduction to Color Wheel Spider Web: Drawing our spider & web</p> <hr/> <p>Grades K-1</p>	<p>Identifying colors in the order of a rainbow.</p> <p>Allowing students to practice their fine motor skills using various handheld mediums.</p>	<p>VA:Cr1.1.K VA:Cr2.1.K VA:Cr2.2.K</p> <p>VA:Cr1.1.1 VA:Cr2.1.1 VA:Cr2.2.1</p>	<ul style="list-style-type: none"> • 9x9" white painting paper • pencils & erasers • black crayon • 5-6" square black construction paper • scissors • glue stick 	<ul style="list-style-type: none"> • Students will draw their spider web guidelines making a total of 6 triangles. Using a pencil, students will draw a line down the middle of the paper from the edge, then draw an X across the paper. Students will draw the web design  <ul style="list-style-type: none"> • If time permits, students will begin making their spider with black construction paper, glue stick, and scissors. 	<p>Final product image:</p> 

2 Introduction to Color Wheel Spider Web: Painting our web <hr/> Grades K-1	<p>Identifying colors in the order of a rainbow — red, orange, yellow, green, blue, purple.</p> <p>Allowing students to practice their fine motor skills using various handheld mediums.</p>	<p>VA:Cr1.1.K VA:Cr2.1.K VA:Cr2.2.K</p> <p>VA:Cr1.1.1 VA:Cr2.1.1 VA:Cr2.2.1</p>	<ul style="list-style-type: none"> 9x9" drawn spider web (completed in week 1) tempera paint cakes water cups flat square brushes mini spider small black construction paper (~ 1") glue stick 4-5" black yarn drying rack <p></p> <ul style="list-style-type: none"> Students will use flat square brushes and tempera paint cake sets, which are water-activated. Students must paint the colors in rainbow order; it can be in either direction. Students will attach their cut-out spider using small black construction paper, scissors (if necessary), black yarn, and glue stick. The small black construction paper is used to securely hold and glue down the yarn connecting the spider and web. <p></p>
---	--	---	---

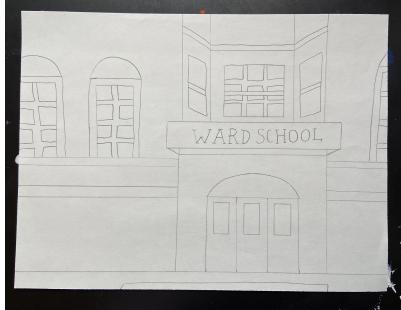
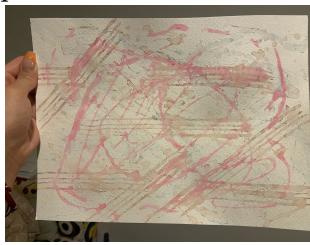
A Day With No Crayons — Grade Levels K-3

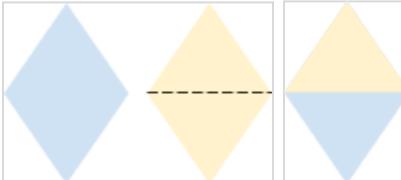
Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	Inside Out x ADWNC Grades K-1	<p>Understand and make connections that colors can be associated with emotions/feelings.</p> <p>Problem solve and think about which colors they personally associate with an emotion or feeling.</p>	VA:Cr1.2.K VA:Cr2.1.K	<ul style="list-style-type: none"> “A Day With No Crayons” by Elizabeth Rusch, page 8 and pages 16-17 pencil, eraser crayons worksheet <p> G K - Color Conn... <https://docs.google.com/document/d/1vFaUQzcSPm-Fulx8IwFbe3gAe5Hz9SKUsctFdE-nEvM/edit?usp=sharing></p> 	<ul style="list-style-type: none"> Referencing “ADWNC” pages 8, 16-17; deciphering what Liza might be feeling with these colors <ul style="list-style-type: none"> “Tickle-me-pink” (8) = happy, excited “Midnight blue” (17) = very sad Watch the trailer or short clip about <i>Inside Out</i> (2015) to further student understanding that colors can be associated with feelings. Students will complete the worksheet. Drawing activity: students will draw the listed emotion in the corresponding color of their choice. (There is no wrong answer.) 	<p>Unit inspiration and reference:</p>  <p>Lesson inspiration and multicultural example: <i>Inside Out</i> (2015):</p>  <p>Teacher example:</p> 

<p>1</p> <p>“A Day With No Crayons”: Reading Comprehension</p> <hr/> <p>Grades 1-3</p> <p>The act of making art does not require traditional art materials.</p> <p>The strengths of creativity and imagination in using found materials for art making.</p> <p>Identify various non-traditional art materials that Liza uses in “ADWNC.”</p>	<p>VA:Cr1.1.1 VA:Cr2.2.1 Va:Cr2.3.1</p> <p>VA:Cr2.1.2 VA:Cr2.2.2</p> <p>VA:Cr2.1.3V A:Cr2.2.3 VA:Cr2.3.2</p> <ul style="list-style-type: none"> “A Day With No Crayons” by Elizabeth Rusch pencil, eraser crayons colored pencils (optional) regular drawing or printing paper <p>• Read the book as a class, and ask engaging/comprehension questions:</p> <ol style="list-style-type: none"> P4-5 - What do we see on the title page? Who can raise their hand and tell me what they think this book will be about? P11 - Do you think she is going to color the wall? If yes, what do you think will happen? P15 - What do you think Liza will do now that she had her crayon bucket taken away? Let’s connect it back to the title page. P17 - When Liza was coloring, she felt “tickle-me-pink,” but now she is feeling “midnight blue.” What do these colors mean (or how does Liza actually feel)? P34 - The last few pages, we see Liza using various materials not meant for art... <i>transition into activity</i> Students will use paper, pencil, eraser, crayons, and colored pencils to draw Liza’s non-traditional art materials. 	<p>Unit inspiration and reference:</p>
<p>2</p> <p>Jackson Pollock x ADWNC: Oobleck Mark-Making</p> <hr/> <p>Grade 1</p> <p>Science and literacy in visual arts.</p> <p>Properties and texture of oobleck.</p> <p>Use of non-traditional</p>	<p>VA:Cr1.1.1 VA:Cr2.2.1 VA:Cr2.3.1 VA:Re7.2.1</p> <ul style="list-style-type: none"> 9x12” painting paper paper bowls popsicle sticks (as stirrers and brushes) oobleck (1:3 or 1:2 ratio of water:cornstarch) <ul style="list-style-type: none"> water should be premixed with washable tempera paint as dye <p>• Show <i>Autumn Rhythm No. 30</i> and connect to ADWNC.</p> <p>• Students will mix their own colored oobleck and explore the properties/texture. Oobleck should act as a solid and a liquid.</p> <p>• Using the stirring sticks, students will use it to make marks on painting paper.</p> <p>Lesson inspiration and reference “ADWNC” (p. 17-18):</p>  <p>Lesson inspiration and multicultural example:</p>	

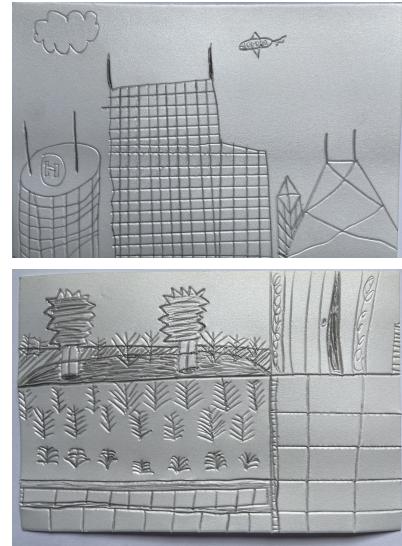
		<p>art materials.</p> <p>Elements of art: line, color, and texture.</p> <p>Mark-making.</p>		<ul style="list-style-type: none"> • spray bottle or small cup of water — FOR TEACHER USE ONLY 	<p>Students will need to share colored oobleck.</p>	<p>Jackson Pollock, <i>Autumn Rhythm (No. 30)</i>, 1950</p> 
2	<p>Fireworks Painting: Repurposed Brushes</p> <hr/> <p>Grades 2</p>	<p>Exposure and use of traditional and non-traditional materials used in an artistic and creative manner.</p> <p>Re-purpose vs recycling.</p> <p>Elements of art: line, texture, and color.</p> <p>Strengths and responsibilities of creative freedom.</p>	<p>VA:Cr2.1.2 VA:Cr2.2.2</p>	<ul style="list-style-type: none"> • 9x12" black construction paper (vertical and horizontal are okay), use white colored pencils to draw a cityscape. • Students will use forks and plastic water bottles (like a stamp) to create firework-like marks throughout their sky. Colors will be fluorescent and can glow under UV light. 	<p>On black construction paper (vertical and horizontal are okay), use white colored pencils to draw a cityscape.</p> <p>Students will use forks and plastic water bottles (like a stamp) to create firework-like marks throughout their sky. Colors will be fluorescent and can glow under UV light.</p>	<p>Teacher example:</p> 
2	Drawing My	Identify and	VA:Cr2.1.3	<ul style="list-style-type: none"> • pencil, eraser 	<ul style="list-style-type: none"> • Look at the 4 multicultural 	Multicultural & Historical

<p>Community Grades 3</p>	<p>compare subjects in different works of art. Identify what makes a community or neighborhood. Elements of art: line, form, shape, and color.</p>	<p>VA:Cr2.2.3 VA:Cr2.3.3</p>	<ul style="list-style-type: none"> • crayons or colored pencils • rulers (if necessary) • device with screen (school iPad or Chromebook) • 8.5-11" or 9-12" white drawing paper 	<p>examples, and note what they all have in common or what similarities are shown</p> <ul style="list-style-type: none"> • List what makes up a community or neighborhood • Students will draw their community with paper, crayons, and colored pencils. 	<p>examples: Faith Ringgold, <i>Tar Beach #2</i>, 1990</p>  <p>Phyllis Stephens, <i>Lover's Lane</i>, 2016</p>  <p>Linda Cantrell, <i>The Apartment</i></p>  <p>Children's generic play rug (roads/cities map)</p>  <p>Teacher example:</p>
-------------------------------	--	----------------------------------	---	--	--

						
3	Jackson Pollock x ADWNC: Scraping dried oobleck Grade 1	Science and literacy in visual arts. Properties and texture of oobleck. Use of non-traditional art materials. Elements of art: line, color, and texture. Mark-making.	VA:Cr1.1.1 VA:Cr2.2.1 VA:Cr2.3.1 VA:Re7.2.1	<ul style="list-style-type: none"> • oobleck art (made in week 2) • popsicle sticks • large paper (to catch the oobleck dust and for easy clean up) 	<ul style="list-style-type: none"> • Students will either use their hands or a popsicle stick to scrape off the dried oobleck. One will see the colored oobleck stains the paper. 	<p>Lesson inspiration and reference "ADWNC" (p. 17-18):</p>  <p>Lesson inspiration and multicultural example: Jackson Pollock, <i>Autumn Rhythm (No. 30)</i>, 1950</p>  <p>Teacher example (final product):</p> 
3	Picasso Faces:	Elements of art:	VA:Cr1.2.K	<ul style="list-style-type: none"> • pencil, eraser 	1. Face (1): Students will have 1	Multicultural/Historical

<p>Self-Portrait with Shapes (Introduction)</p> <hr/> <p>Grades K, 2</p>	<p>line, shape, and color.</p> <p>Geometric and organic shapes can still be representative of facial features.</p> <p>Cubism.</p>	<p>VA:Cr2.1.K VA:Re8.1.K</p> <p>VA:Cr2.1.2 VA:Cr2.2.2</p>	<ul style="list-style-type: none"> • safety scissors • glue stick • pencil, eraser • 2 - 9x12" construction paper, different colors (per student) • 5-6" square construction paper (various colors) • [VIDEO] Introduction to Pablo Picasso  Pablo Picasso https://youtu.be/xfS2QQ28H7A 	<p>of the 2 9x12" colored construction papers. Use a pencil and draw a large shape of their choice. Cut out with scissors.</p> <p>2. Face (2): With the first cut-out, students will trace their second face shape, and cut out.</p>  <p>3. Face (3): Choose one of the colors and cut in half in any direction. Glue the two pieces together.</p>  <p>4. Facial features (eyebrows, eyes, nose, lips, ears, and hair): Using the various-colored small construction sheets provided, students will continue to draw, cut out, and glue various shapes to represent facial features.</p> <p>exemplars: Pablo Picasso, <i>Woman with Artichoke</i>, 1941</p>  <p><i>The Weeping Woman</i>, 1937</p>  <p><i>Woman in Hat and Fur Collar</i>, 1937</p>  <p><i>Woman with Yellow Hat (Jacqueline)</i>, 1961</p>
--	---	---	---	---

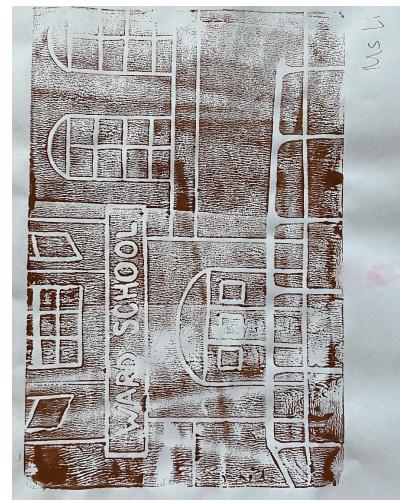
						
3	<p>Making My Community – Collagraph</p> <hr/> <p>Making My Community – Foam Sheets</p> <hr/> <p>Grades 3</p>	<p>Elements of art: shape, line and texture.</p> <p>Recycling.</p> <p>Printmaking with texture.</p>	<p>VA:Cr2.1.3 VA:Cr2.2.3 VA:Cr2.3.3</p>	<p>COLLAGRAPH</p> <ul style="list-style-type: none"> community drawing (done in week 2) ~6x9" cardboard (as canvas) various recycled, textured materials (e.g. bubble wrap, yarn, netting, cloth) scissors white glue or tacky glue (in a small condiment cup) small, round paint 	<p>COLLAGRAPH</p> <ul style="list-style-type: none"> Students will use various textured materials to glue and paste on their cardboard canvas, making recycled art and another version of their community drawing. Instead of using glue bottles, glue will be poured into a small condiment cup. Paint brushes will be used to apply glue and spread evenly to attach various textured materials onto the cardboard. 	<p>COLLAGRAPH</p> <p>Teacher exemplar:</p>  <hr/> <p>FOAM SHEET</p> <p>Student examples:</p>

				<p>brush</p> <hr/> <p>FOAM SHEET</p> <ul style="list-style-type: none"> • community drawing (done in week 2) • 6x9" foam sheets • dull no. 2 pencil • tracing paper (optional) 	<ul style="list-style-type: none"> • Essentially, students are creating a large stamp. <hr/> <p>FOAM SHEET</p> <ul style="list-style-type: none"> • 	
4	<p>Picasso Faces: Self-Portrait, adding Patterns</p> <hr/> <p>Grades K, 2</p>	<p>Elements of art: line, shape, and color.</p> <p>Geometric and organic shapes can still be representative of facial features.</p> <p>Cubism.</p>	<p>VA:Cr1.2.K VA:Cr2.1.K VA:Re8.1.K</p> <p>VA:Cr2.1.2 VA:Cr2.2.2</p>	<ul style="list-style-type: none"> • work-in-progress Picasso face (made in week 3) • colored pencils, crayons, pencils, erasers • glue stick, scissors • 1-9x12" colored construction paper student choice) 	<ol style="list-style-type: none"> 1. Students are to add final touches with the gluing process, such as adding hair or a headpiece. 2. With crayons or colored pencils, students will draw different patterns on their Picasso face. 	<p>Multicultural/Historical exemplars: Pablo Picasso, <i>Woman with Artichoke</i>, 1941 <i>The Weeping Woman</i>, 1937 <i>Woman in Hat and Fur Collar</i>, 1937 <i>Woman with Yellow Hat (Jacqueline)</i>, 1961</p> <p>Teacher exemplar (final product):</p>

						
4	<p>Making My Community – Printing Collagraph</p> <p>Making My Community – Printing Foam Sheets</p> <p>Grades 3</p>	<p>Elements of art: shape, line and texture.</p> <p>Recycling.</p> <p>Printmaking with texture.</p>	<p>VA:Cr2.1.3 VA:Cr2.2.3 VA:Cr2.3.3</p>	<p>COLLAGRAPH</p> <ul style="list-style-type: none"> collagraph (completed in week 3) brown paint (washable) large brush with round tip sponge water cup paint palette (flat) 9x12" (or larger) white paper <p>FOAM SHEET</p> <ul style="list-style-type: none"> carved foam sheet (completed in week 3) brown paint (washable) brayers paint palette (flat) 8.5x11" white paper 	<p>COLLAGRAPH</p> <ul style="list-style-type: none"> Apply a generous amount of brown paint on the collagraph by using a large, round paint brush. Then evenly spread the paint and balance it out by dabbing it with a wet sponge. Once even with paint, carefully pick up the collagraph and place face-down on top of a white paper. Firmly press down with your palm. Carefully remove the collagraph to reveal the print. Repeat until a clear print is made. <p>FOAM SHEET</p> <ul style="list-style-type: none"> Apply brown paint by rolling it out on the brayer. Carefully roll the brayer on the foam sheet to spread out the color 	<p>COLLAGRAPH</p> <p>Teacher exemplar (printed):</p>  <p>FOAM SHEET</p> <p>Teacher exemplar (printed):</p>

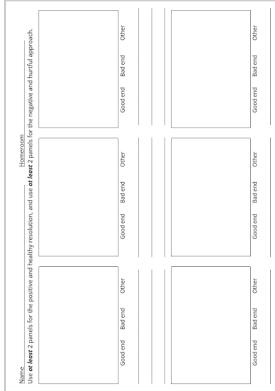
evenly. Carefully pick up the foam sheet and place face-down on top of a white paper. Gently press the foam sheet against the paper to print. Carefully remove the foam sheet to reveal print.

- Repeat until a clear print is made.

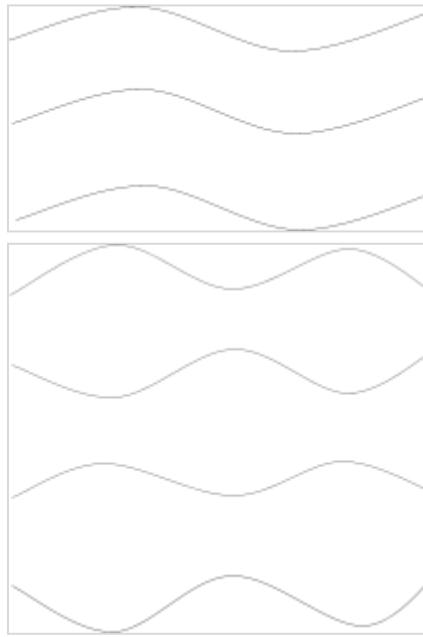
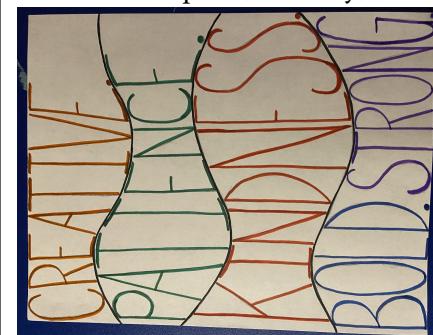
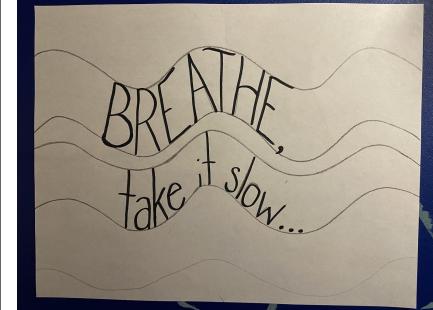


MS 1

SEL (Social-Emotional Learning) Development – Grade Level 4

Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	Cartoon Drawings + Conflict Resolution Comics Grades 4	Learn and understand what is conflict resolution Universal guidelines for success Storyboarding and/or character designing	VA:Cr1.2.4 VA:Cr2.2.4	<ul style="list-style-type: none"> • pencils, erasers • markers • colored pencils • regular drawing paper • worksheet <p>G 4 - Story B... <https://docs.google.com/document/d/1ciFaaodaABesXTuY09TUZLBaN-QIV3QZOMcLxBg-g3I/edit?usp=sharing></p> 	<ul style="list-style-type: none"> • James Ward “Universal Guidelines for Success” — Problem Solving STEPs: <ul style="list-style-type: none"> ○ S - say the problem without blame ○ T - think about solutions ○ E - explore consequences ○ P - pick the best solution • Step-by-step cartoon drawing (inspired by [VIDEO] “Why people believe they can’t draw,” (TEDx Talks, 2015). <ul style="list-style-type: none"> ○ Why people believe they ... <https://www.youtube.com/watch?v=7TXEZ4p06c> ○ Drawing steps in order: eyes, nose, mouth, ear, hair, chin/neck, shoulders, shirt. • Reviewing conflict resolution and examples of possible consequences or solutions • Students will be given a randomly-chosen conflict, and either storyboard a “good” and “bad” ending, or design their characters. 	<p>Teacher exemplar:</p>  <p>Multicultural + entertainment exemplar (inspired cartoon drawings):</p> <ul style="list-style-type: none"> • Phineas and Ferb • Diary of a Wimpy Kid • Big Nate • Peanuts • Calvin and Hobbes <p>[VIDEO] “Why people believe they can’t draw,” (TEDx Talks, 2015).</p> <p>Why people believe they can... <https://www.youtube.com/watch?v=7TXEZ4p06c></p> <p>Teacher exemplar:</p>

		<p>Name: _____</p> <p>Draw your character(s) here. Create their general appearance and age. You can draw in your own art style.</p> <p>Character #1: _____</p> <p>Character #2: _____</p>	<p>Name: _____</p> <p>Draw your character(s) here. Create their general appearance and age. You can draw in your own art style.</p> <p>Character #1: _____</p> <p>Character #2: _____</p>	<p>Name: _____</p> <p>Use of text: 2 panels for the positive and healthy resolution, and 2 panels for the negative and hurtful approach.</p> <p>Character #1: _____</p> <p>Character #2: _____</p>	<p>Name: _____</p> <p>Use of text: 2 panels for the positive and healthy resolution, and 2 panels for the negative and hurtful approach.</p> <p>Character #1: _____</p> <p>Character #2: _____</p>
<p>2</p> <p>Positive Affirmations & Reminders (Background Design)</p> <p>Grades 4</p>	<p>What are positive affirmations, and why is it important?</p>	<p>VA:Cr1.2.4 VA:Cr2.2.4</p>	<ul style="list-style-type: none"> 9x12" watercolor paper small spray bottle (filled with water) popsicle stick bleeding tissue paper (various 	<ul style="list-style-type: none"> Use a popsicle stick to hold down bleeding tissue paper on watercolor paper. Spray a couple times with water. Allow to sit for a couple seconds or longer, and use the popsicle stick to peel it off. Cover until a watercolor-like background is 	<p>Teacher exemplar:</p> 

				<p>colors) <ul style="list-style-type: none"> • drying rack </p>	<p>complete.</p> 	
3	<p>Positive Affirmations & Reminders (Text Design)</p> <hr/> <p>Grades 4</p>	<p>What are positive affirmations, and why is it important?</p> <p>Aesthetically pleasing text design</p>	<p>VA:Cr1.2.4 VA:Cr2.2.4</p>	<ul style="list-style-type: none"> • pencil, eraser • practice sheet (8.5x11" printing paper) • watercolor-design (made in week 2) • washable black marker OR sharpie 	<ol style="list-style-type: none"> 1. On a practice sheet with pencil, draw wavy lines across the paper. Below are two ways to make a banner-like text design. <ul style="list-style-type: none"> o Recommendations for paper format: long quotes = horizontal, short adjectives = vertical  	<p>Teacher exemplar (text only):</p>   <p>Teacher exemplar (final product):</p>

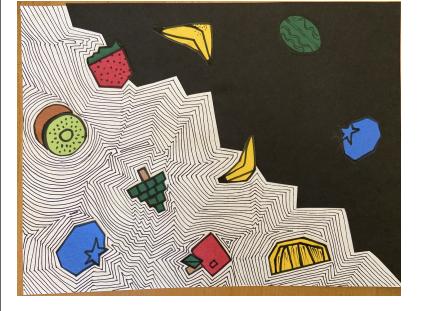
the top of the line to the bottom, following the shape of your waves. Examples shown below and under teacher examples (right column).

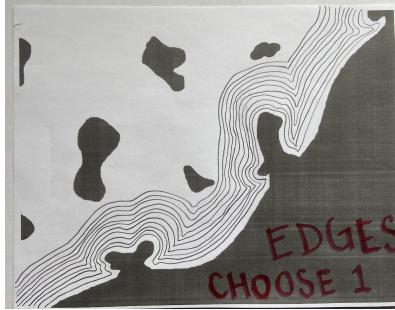
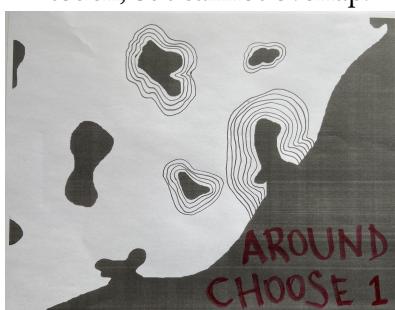


3. Once practiced, draw with pencil on final artwork, then outline text and lines (optional) with black marker.



Calder-Inspired Piece: Glacier and Petals – Grade Level 5

Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	Calder's Glacier & Petals: Introduction + Gluing Process Grades 5	Organic vs geometric shapes. Color palette. Elements of art: line, shape, color, and space.	VA:Cr2.2.5 VA:Cr3.1.5	<ul style="list-style-type: none"> • 9x12" white construction paper • 9x12" black construction paper (ripped diagonally in half — triangle shaped) • scrap paper (various colors) • scissors • glue stick 	<ul style="list-style-type: none"> • Review geometric vs organic shapes, color palette, and the art piece we are using as inspiration. <ol style="list-style-type: none"> 1. Use scissors to cut or use your hands to rip the black construction paper that is triangle-shaped. (Below is an example of it cut geometrically.)  <ol style="list-style-type: none"> 2. Using the various colored paper provided, students will begin making their subjects (in lieu of glaciers and petals). <ol style="list-style-type: none"> a. It is recommended to use scissors to cut the subjects for a geometric shape, and using hands to rip for organic shapes. 3. Glue the pieces down throughout the canvas. 	<p>Multicultural/historical example: Alexander Calder, <i>Glacier with Colored Petals</i>, 1971</p>  <p>Teacher exemplar (final product):</p>  

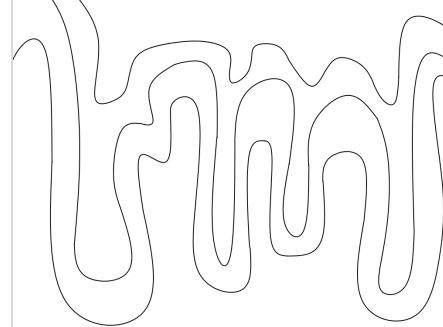
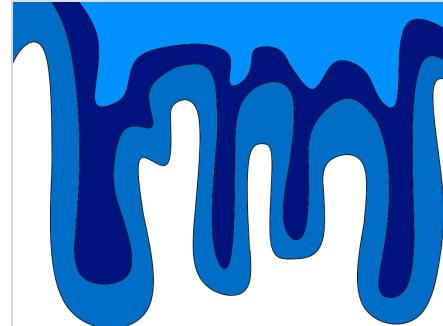
2	<p>Calder's Glacier & Petals: Lines</p> <hr/> <p>Grades 5</p>	<p>Organic vs geometric shapes.</p> <p>Color palette.</p> <p>Elements of art: line, shape, color, and space.</p>	<p>VA:Cr2.2.5 VA:Cr3.1.5</p>	<ul style="list-style-type: none"> 9x12" glued down "glacier & petals" (done in previous class) scrap paper (various colors) scissors glue stick pencil, eraser sharpie (thin and thick) practice worksheet <p> G 5 - Calder L... https://docs.google.com/document/d/1o96Btz55DzsOG-OtMEwIAI1kt3QFKoiEFTFxH45e3J0/edit?usp=sharing</p> 	<ul style="list-style-type: none"> Students will continue and finish up gluing their subject pieces. <ol style="list-style-type: none"> Line drawing method (1) — edge-to-edge: on the white side of paper, students will begin their line on one side of the paper and draw straight across without touching any of their subjects.  <ol style="list-style-type: none"> Line drawing method (2) — around: on the white side of the paper, begin drawing lines <i>surrounding</i> only the subjects' respective shapes. Lines may touch, but cannot overlap.  <ul style="list-style-type: none"> It is recommended to do a practice worksheet with pencil, before drawing lines on the final artwork with a black 	<p>Multicultural/historical example: Alexander Calder, <i>Glacier with Colored Petals</i>, 1971</p>  <p>Teacher exemplar (final product):</p>  
---	---	--	----------------------------------	---	--	---

					marker.	
3	Calder's Glacier & Petals: Final Touches + Mini Artist Statement Grades 5	Organic vs geometric shapes. Color palette. Elements of art: line, shape, color, and space.	VA:Cr2.2.5 VA:Cr3.1.5	<ul style="list-style-type: none"> 9x12" glued down "glacier & petals" with drawn lines (done in previous class) sharpie (thin and thick) glue stick mini artist statement slip <p> G 5 - [UNDE...<https://docs.google.com/document/d/1h_DozXhofMqCOLvx47Vt8kzdU0gP2IHZxpYAE01qXrA/edit?usp=sharing></p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Instead of Calder's 'Glacier and Colored Petals,' I used <u>geometric</u> [organic/geomeric] forms, which are representative of <u>ice cream</u>. My color palette is called <u>hot summer day</u>, which uses <u>bright colors</u>. I chose this color palette because <u>ice cream</u> is <u>summer</u>. For lines, I chose the <u>around</u> method.</p> <p>Instead of Calder's 'Glacier and Colored Petals,' I used <u>geometric</u> [organic/geomeric] forms, which are representative of <u>ice cream</u>. My color palette is called <u>hot summer day</u>, which uses <u>bright colors</u>. I chose this color palette because <u>ice cream</u> is <u>summer</u>. For lines, I chose the <u>around</u> method.</p> <p>Instead of Calder's 'Glacier and Colored Petals,' I used <u>geometric</u> [organic/geomeric] forms, which are representative of <u>ice cream</u>. My color palette is called <u>hot summer day</u>, which uses <u>bright colors</u>. I chose this color palette because <u>ice cream</u> is <u>summer</u>. For lines, I chose the <u>around</u> method.</p> </div>	<ul style="list-style-type: none"> Students will finish drawing their lines using a black marker with one of the two approaches: edge-to-edge or around. Students will fill out a mini artist statement to show understanding of vocabulary words, and glue to the back of their final artwork. 	<p>Multicultural/historical example: Alexander Calder, <i>Glacier with Colored Petals</i>, 1971</p>  <p>Mini artist statement example:</p>  <p>"Instead of Calder's 'Glacier and Colored Petals,' I used <u>geometric</u> forms, which are representative of <u>ice cream</u>. My color palette is called <u>hot summer day</u>, which uses <u>bright colors</u>. I chose this color palette because I thought it was cute and summer is coming. For lines, I chose the <u>around</u> method."</p>

RUBRIC Calder-Inspired Piece: Glacier and Petals – Grade Level 5

Requirements	Possible Score	Teacher's Score
CREATIVITY: Students have utilized intentional colors to represent the petals/glaciers.	+ 3	
CREATIVITY: Students provided a creative name to their intentional color palette.	+ 1	
CRAFTSMANSHIP: Students demonstrated care in craftsmanship by drawing lines as neatly and closely as possible.	+ 3	
CRAFTSMANSHIP: Students utilized intentional line and shape making by choosing geometric and/or organic patterns.	+ 1	
CRAFTSMANSHIP: Students neatly glued down their petals/glaciers, showing no signs of lifting AND glue marks.	+ 3	
UNDERSTANDING: Students demonstrate understanding of vocabulary words and can explain their final art piece.	+ 4	
Teacher notes:	TOTAL POSSIBLE POINTS: 15	GRADE: _____ / 15

Jen Stark Inspired Drip Painting: Temporary Mural Installation – Grade Level 6

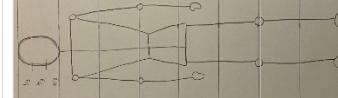
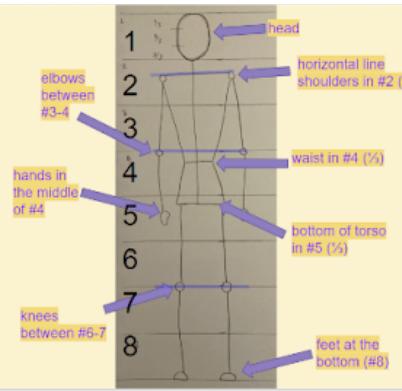
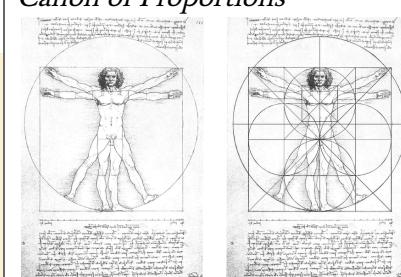
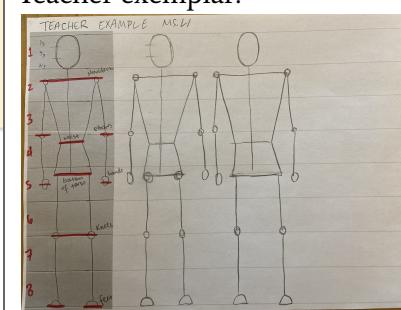
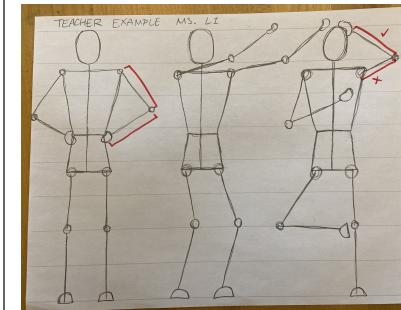
Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	<p>Jen Stark-Inspired, Temporary Mural Installation — Studio Day 1/2</p> <hr/> <p>Grades 6</p>	<p>Monochromatic color scheme.</p> <p>Value scale.</p> <p>Installation.</p> <p>Craftsmanship.</p>	<p>VA:Cr2.1.6 VA:Pr4.1.6</p>	<ul style="list-style-type: none"> • 9x12" painting paper • pencil, eraser • acrylic paint (red, orange, yellow, green, blue, purple, black, white) • small paint brushes (flat and round tip) • water cups • small paint palettes 	<ul style="list-style-type: none"> • On 9x12" painting paper, students will use a pencil to draw their variation of a drip effect. Students should have at least 3 drips. Example shown below.  <ul style="list-style-type: none"> • Students will use a monochromatic color scheme to color their drip painting. Colors do not have to be in order of a value scale. Example shown below. 	<p>Multicultural exemplar: <i>Drippy 2 (side)</i>, Jen Stark, 2013</p>  <p><i>Drippy (installation inside the Fashion Outlets of Chicago)</i>, Jen Stark, 2013</p>  <p>Teacher exemplars (final product):</p>

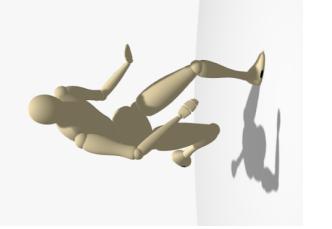
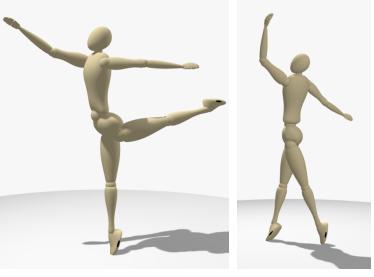
						
2	Jen Stark-Inspired, Temporary Mural Installation — Studio Day 2/2 _____ Grades 6	Monochromatic color scheme. Value scale. Installation. Craftsmanship.	VA:Cr2.1.6 VA:Pr4.1.6	<ul style="list-style-type: none"> 9x12" painting paper <ul style="list-style-type: none"> students' wip drip painting acrylic paint (red, orange, yellow, green, blue, purple, black, white) small paint brushes (flat and round tip) water cups small paint palettes scissors 	<ul style="list-style-type: none"> Students will continue to paint their drip painting in a monochromatic color scheme. Consider quality in craftsmanship. 	Teacher exemplars (final product): 
3	Jen Stark-Inspired, Temporary Mural Installation — Installation Day _____ Grades 6	Monochromatic color scheme. Value scale. Installation. Craftsmanship.	VA:Cr2.1.6 VA:Pr4.1.6	<ul style="list-style-type: none"> finished drip painting scissors self-grading rubric pencil, eraser reusable putty mounting adhesive (safe for walls and posters) 	<ul style="list-style-type: none"> Students will fill out the self-grading rubric. In small groups, students will install their own drip paintings using reusable mounting putty adhesive. 	Final class product: 

RUBRIC Jen Stark Inspired Drip Painting: Temporary Mural Installation – Grade Level 6

Name:			Homeroom:			
Craftsmanship — JEN STARK DRIP PAINTING:	Excellent	Good	Average	Needs Improvement	Student self-score	Teacher's score
Paint is applied smoothly onto the paper, showing little to no signs of brush strokes or “blobs.”	4	3	2	1		
Colors are painted neatly <u>within</u> the lines, so the viewer is able to distinguish the separate colors.	4	3	2	1		
The space of my artwork is 100% filled up.	4	3	2	1		
My drip painting follows and uses a monochromatic color scheme.	4	3	2	1		
The colors used show a clear value scale.	4	3	2	1		
Points possible: 20					your total:	grade:

Proportions & Mannequins – Grade Level 7-8

Week	Lesson Title	Key Concepts	Fine Arts Goals	Materials	Process & Objectives	Teacher Exemplars and/or Multicultural or Historical Examples
1	Mannequin Drawing: Proportions Introduction + Blind Contour Grade 7	Canon of proportions. 8-head proportions and measurements Mannequin skeletons. Contour line Blind contour drawing. “Imperfect” art.	VA:Cr2.1.7	<ul style="list-style-type: none"> • pencil, eraser • mannequins • practice worksheets <p> G 7-8 - 8 heads practice https://docs.google.com/document/d/1iZcOKZLBV4xk2fyEm0wlsg9HAaSAlI.flc3NFLm7czfE/edit?usp=sharing</p>  	<ul style="list-style-type: none"> • Analyze key guiding points in proportions by utilizing: a head as a measurement, thirds, and joints. • Students will practice drawing mannequin skeletons using correct proportions — 2 regular standing ones and 3 random poses. • If time permits, students will do 1-2 blind contour drawings of either the mannequins or a peer. Ensure students are not looking down at their paper, and only ever look at the subject while drawing. Using one's hand can act as a guiding point. 	<p>Historical / multicultural example: <i>Canon of Proportions</i></p>  <p>Teacher exemplar:</p>  
2	Mannequin	Gestural	VA:Cr2.1.7	<ul style="list-style-type: none"> • chalk pastel (medium-value 	<ul style="list-style-type: none"> • Start a regular standing 	Historical / multicultural

<p>Drawing: Gestural Drawing</p> <hr/> <p>Grade 7</p>	<p>drawing. "Imperfect" art. Contour line.</p>	<p>colors) <ul style="list-style-type: none"> • 9x12" drawing paper • eraser • pencil • mannequins (poses pre-chosen — EXAMPLES below): <p>Basketball</p>   <p>Ballet</p>   </p>	<ul style="list-style-type: none"> • mannequin as a warm-up (in pencil). • Using chalk pastel, students will draw a contour line of a mannequin in action. • Once finished drawing, erase it completely. It should leave behind visible marks or blurriness, giving the drawing a sense of movement. • Repeat until for the second pose. The next pose should be drawn right on top of the first erased one. • Repeat for the third pose. Third (and final) pose will NOT be erased. 	<p>example: <i>Mirror</i> by Suzy Lee (picture book)</p>  <p>Teacher exemplar:</p> 
---	--	--	--	---