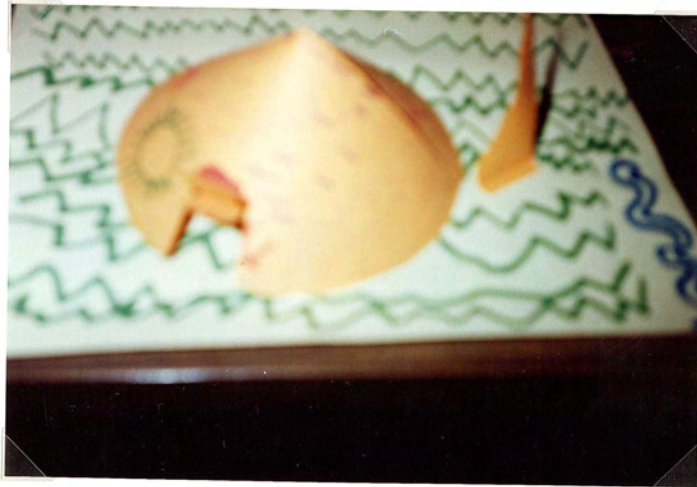




TEACHER: Mary Jo Reeve
GRADE: Lower School

TITLE OF LESSON (Main concept): Shape of Wigwams in the Indian Village

STUDENT LEARNING OUTCOMES:

Knowledge: The students learn that shapes (circles) can be cut in half and made to be another shape (semi-circle) and then rolled into yet another shape (cones).

Skill: The students learn how to fashion wigwams out of semi-circles/circles.

Attitude or Value: The students learn to (or not to) be sensitive to shapes that can make other shapes.

THE LESSON:

Motivation: Go outside to collect small sticks to add realism to the Indian Village.

Activity: What will the students do? Make a wigwams out of construction paper and decorate it with indian style drawings of sun, moon, and stars. Glue down the wigwam onto construction paper and finish the project with a realistic looking camp fire using the sticks.

Critique: How do you plan to give feedback to the students about the lesson? Talk about how a Native American would live in this Indian Village. Describe the importance of the symbols decoration the Wigwams.

Reference to Artistic Heritage: Native American Art and Culture

Relevance to ordinary experience / environment: Camping, tents

Materials: (Include reference books and pages; audio visuals; reproductions and supplies) Construction paper, markers, scissors, paper, glue, shape templates, stapler, small sticks, 8" diameter circle

Correlated Activity: Make Wampum / Indian jewelry "Salt Putty Beads" activity. Indian headband with feather.

Notes to Teacher: Show students where overlap will be on the cone shape when fastening so their symbols are not hidden after they are stapled.



TEACHER: Mary Jo Reeve

GRADE: Lower School

TITLE OF LESSON (Main concept): Shapes of Matisse

STUDENT LEARNING OUTCOMES:

Knowledge: The students learn that one way to achieve a desired effect is to design a picture using cut out shapes and arrange on paper.

Skill: The students learn how to cut paper and arrange Matisse-like shapes on paper.

Attitude or Value: The students learn to (or not to) be sensitive to design created through color and shape.

THE LESSON:

Motivation: Show examples of matisse's cut out designs. Talk about the period in Matisse's life that he used this method of Art.

Activity: What will the students do? Trace from Matisse-like templates, cut, and glue to large white paper. Install a wall mural similar to one of Matisse's designs.

Critique: How do you plan to give feedback to the students about the lesson? Ask students to critique overall design.

Reference to Artistic Heritage: Matisse, Abstract Art

Relevance to ordinary experience / environment: ink blobs

Materials: (Include reference books and pages; audio visuals; reproductions and supplies) Time-Life books - Matisse; Life Magazine article, construction, paper, markers, scissors, large white paper, glue, shape templates.

Correlated Activity: Matisse line drawings.

Notes to Teacher: Do line drawings first. Templates needed for youngest grades.

TEACHER: Mary Jo Reeve

GRADE: Lower School

TITLE OF LESSON (Main concept): Let's make music and Maraccas

STUDENT LEARNING OUTCOMES:

Knowledge: The students learn that musical instruments are works of art.

Skill: The students learn how to use papier mache over a solid form to create a musical instrument.

Attitude or Value: The students learn to (or not to) be aware of the shape of musical instruments and the sound of artist's materials that make these musical instruments.

THE LESSON:

Motivation: Listen to music and view a video of people that use maraccas in thier music making.

Activity: What will the students do? Put papier mache over a light bulb. After it hardens, break the glass that is on the inside. The broken glass makes the rattling noise when the maraccas are shaken.

Critique: How do you plan to give feedback to the students about the lesson? Discuss types of music and cultures that use maraccas in their music.

Reference to Artistic Heritage: Carribean music

Relevance to ordinary experience / environment: rattles

Materials: (Include reference books and pages; audio visuals; reproductions and supplies) papier mache, light bulbs, paint and paint brushes, yarn, and glue.

Correlated Activity: papier mache puppets

Notes to Teacher:



TEACHER: Mary Jo Reeve

GRADE: Lower School

TITLE OF LESSON (Main concept): Line, Shape, and Color = Miro

STUDENT LEARNING OUTCOMES:

Knowledge: The students learn that Elements of Art can be combined to make artwork and Miro used this style of Art in his work.

Skill: The students learn how to use markers to combine line, shape, and color into a drawing.

Attitude or Value: The students learn to (or not to) appreciate the whimsical designs of Miro created by his use of line, shape, and color.

THE LESSON:

Motivation: Identify Miro's repeated use of star shapes, linear and circular shapes, and primary colors in his whimsical artwork. Practice drawing his people shapes to be used in the students own rendition of Miro.

Activity: What will the students do? Use black marker to make line drawings of Miro-like figures. Finish by adding color and naming their piece of artwork appropriately.

Critique: How do you plan to give feedback to the students about the lesson? Hang up work and ask children to tell the story about the artwork that they have just created.

Reference to Artistic Heritage: Joan Miro

Relevance to ordinary experience / environment: Children's earliest drawings

Materials: (Include reference books and pages; audio visuals; reproductions and supplies) Pencil, paper, eraser, markers - primary colors and black.

Correlated Activity: Miro mobiles

Notes to Teacher: Make sure students understand a little about composition or else they may only draw objects separately instead of as a group of integrated objects.

