***Siebert Elementary and Central Park Elementary***

***PYP LESSONS Kindergarten, 1st,2nd GRADES Weeks 1-3***

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| **Kindergarten Standards*** ART.VA.I.K.4 Prepare, complete, and sign finished artwork.
* ARE.VA.II.K.2 Use a variety of lines, colors, and basic geometric shapes and patterns to creatively express feelings and personal experiences.
* ART.VA.III.K.1 Explore and discuss why artists create.
* ART.VA.IV.K.2 Identify and talk about artwork found around the world.
* ART.VA.V.K.2 Identify and speak about artists as people who generate new ideas and create art .
 | **1st Grade Standards*** ART.VA.II.1.3 Explore and discuss how artists construct ideas in artworks.
* ART.VA.III.1.3 Demonstrate respect for the value of other opinions in discussion .
* ART.VA.III.1.4 Describe the artwork of classmates using art terminology.
 | **2nd Grade Standards*** ART.VA.II.2.5 Compare and contrast how artists convey ideas through the creation of artwork.
* ART.VA.III.2.3 Share personal experiences and preferences in response to works of art.
* ART.VA.III.2.5 Reflect on how art expresses ideas, feelings, and opinions.
* ART.VA.V.2.1 Describe how art is used in everyday life.
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| **Learning Targets*** I will listen to a story about an artist so that I can understand how life experiences influence our art.
* I will use my own experiences so I can draw things about my life.
* I will paint a colorful background of colors that I like.
* I will cut out a heart that I traced on paper.

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| **Methods/Strategies/Best Practices** * **Anticipatory Set:** Token Response with Emoji’s and books read (Kindergarten remains at carpet)
	+ Week 1: Edward Hopper Paints His World
	+ Week 2: Uncle Andy’s
* **Lesson:** Leading into several art projects, students explore how their life and experiences influence the way they look and make artwork.They create artworks about their life.
	+ Week 1: Students get baggie of 6 different emoji cards and place on card on one artwork on the tables based on their own opinion (5-8min)
		- Discuss choices students made (find an artwork that has majority vote) (
		- Ask “How does our personal experiences effect the way we looked at the art?”
		- Read Edward Hopper (Teacher passes out materials to desks)
		- How did Edward Hopper’s life influences his own artwork? What did he do?
		- Introduce Likes Worksheet
	+ Week 2: Paint their background and make a heart
		- Students choose favorite colors to paint their background like sunrays
		- Once finished, students use two hands to place on drying rack with teacher’s name
		- Students clean area and trace heart onto 6”x6” white square paper
		- Students use thin markers to write their name in center and create patterns in the background within the heart using a variety of lines
		- Place hearts in table folders at end of class during clean up
	+ Week 3: Finish Heart and write I
		- Students finish their hearts if needed and cut them out.
		- Students glue their heart in the center of their painted backgrounds
		- Around the hearts students use a black marker to write I all around the heart using their “Likes” worksheet as a reference
		- Clean up and put on dry rack with teacher name labeled
	+ Free Time: Sketchbooks on carpet
* **Closure/Summary:**
	+ Before every class students read a book or are asked reflective questions of their experiences with art thus far. Artist books are read about how their life and personality influenced what they created.
	+ Projects are displayed in the school
	+ After these three weeks students explore how artists pick a medium for their artwork and the teacher questions of the PYP below:
		- In what ways do experiences inspire your art?
		- How have experiences changed you as an artist?
		- How do artists show their voice?
		- How does an artist decide which material to use?
		- How does someone's personal experiences influence their artwork?
		- How do the materials we choose affect how people see our artwork?
		- Why do humans create art?
		- Why do humans share their art?
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| **Accommodations**:* Emoji activity remains at carpet for classes with IEP’s or the E.I. Class on Thursday’s
* Book is read by YouTube video for visual learners and kinesthetic (Book is available for them)
* Materials passed out to tables during book reading
* Students who cannot write or spell, handouts of popular words properly spelled are on desks
* Students may draw or write in worksheet boxes—encouraged to practice writing/spelling
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| **Formative Assessments*** Ask students after emoji’s about easy/med/hard time
* Sit down and talk about memories or objects drawn individually with students
* Collect worksheets into table folders to review
 | **Tier 1 Interventions*** Assigned seats
* Reduce amount of artworks for emoji activity
* Sit in a chair during instruction
 | **Materials*** Laminated emoji cards
* Worksheet
* 30 Pencils
* 12”x12” White Paper
* 6”x6” white paper
* Heart stencils
* Thin Washable markers
* Tempera Paints and Brushes
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| **Depth of Knowledge Questions (Week 1-3)*** How does your personal experiences influence the way you look at artwork?
* Why do humans create art?
* Why do humans share their art?
* In what ways do experiences inspire your art?
* How do you know what to draw?
 | **Homework*** Worksheet if needed or not gotten to within the 45 minute class time
 | **Reflections**Occur after book readings, token response, and art activitiesWhen students line up to exit reflect on class behavior with out of 5 Spoons awarded for:* Walk in
* Directions
* Work Time
* Line Up
* Exit
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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Code:\_\_\_\_\_\_\_

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| --- | --- |
| Family | Foods |
| Places to Visit | Animals |
| Movie & Books | Sports & Games |
| Favorite Color: |

Favorite Things