***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. | |
| **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.   I will use my own experiences so I can draw things about my life. | | | |
| **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? | | | |
| **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 | | | |
| **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 |
| **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 activities  When students line up to exit reflect on class behavior with out of 5 Spoons awarded for:   * Walk in * Directions * Work Time * Line Up * Exit |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Code:\_\_\_\_\_\_\_

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

Favorite Things