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

***PYP LESSONS- 3RD, 4TH, 5TH GRADES Weeks 1-3***

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| **Common Core Standards**   * ART.VA.II.3.2 Create a composition using the elements of art and principles of design to communicate ideas . * ART.VA.II.3.3 Examine how artists turn ideas into visual solutions . * ART.VA.II.3.5 Create artwork that aesthetically and creatively conveys an idea . * ART.VA.III.3.5 Discuss how personal experiences influence the creation of art. * ART .VA .IV .3 .2 Describe the materials and art forms used by particular cultures . | | **Learning Targets**   * I will look at a variety of art and discuss my responses to the art so I can see how people view things differently. * I will listen to a story about an artist so that I can understand how experiences influence our responses. * I will use my own experiences so I can draw things about my life. * 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 create a foam printing plate so I can create multiple prints. | |
| **Methods/Strategies/Best Practices**   * **Anticipatory Set:** Token Response with Emoji’s and books read   + 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.   + 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 Favorite Memories Worksheet (4th-5th) or Objects (3rd Grade)   + Week 2: Students take their drawings of symbols or memories and finish them after reading to a story.     - Once finished sketching, students begin creating their foam printing plates by cutting a traced square out of a plate     - Students must add a pattern in background to their drawings.     - With pen students press hard into the foam to create an indented drawing of their symbol/objects     - Students create at least two marker prints by coloring directly onto foam plate completely and transferring to a dampened by sponge white square paper.     - Clean up 5 minutes prior to class   + Week 3: Finish Printing and Mount     - Demonstrate printing ink use     - Students should have 2 good marker prints and 2 good printing ink prints     - Cut Boarders of prints so they become “Stamps” of their memory     - (3rd Grade) Mount the 4 stamps onto 12”x12” colored paper equally spaced       * In center of mounting paper, students write what the image is of such as “I like to paint.”     - (4th-5th Grades) Mount 3 stamps onto strips of 9”x 24” paper equally spaced       * Students will write (in sentences) below first print “Who” they were with; below the 2nd print students write what they did in the memory; below the 3rd print students write how they felt during the memory     - Students write name on the back of paper and place on drying rack   Free Time: Practice Draw 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. Students create prints just the same of their life.   + 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**:   * Book is read by YouTube video for visual learners and kinesthetic (Book is available for them) * Materials passed out to tables during book reading * Silent Time for focus in ending of class during week 1 * Students draw based on their own ability and experiences—natural differentiation * For those who have attention deficit to directions may get a new plate if mistake is made because of the length of instruction in Week 2 | | | |
| **Formative Assessments**   * Ask students after emoji’s about easy/med/hard time * Sit down and talk about memories or objects drawn individually with students | **Tier 1 Interventions**   * Assigned seats * Printing Ink stations * Sit in a chair during instruction | | **Materials**   * Laminated emoji cards * Worksheet * 30 Pencils * 350 foam plates * BIC Pens * Washable Markers * Block Printing Ink * 12”x12” Paper (3rd Grade) * 9”x24” (4th and 5th Grades) |
| **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 |