

TEACHING ART

in the Primary Grades



Sailing through **1 2 3** Grades

LESSON PLANS
with
GOALS & OBJECTS
and **Time Frame**
with
Each Lesson

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MY ACKNOWLEDGMENT STARTS with my seventh grade Junior High School Art teacher whom kept my drawings to use as examples for her future students and fellow teachers. The discussion she had with me about my potential as an art student gave me the needed confidence. Some of my most notable workings as a youth was when my mother and a local artist took my work to the state fair where I received several ribbons and a trophy for my work. Her continued encouragement to enter a drawing in a nation-wide art contest blessed me with receiving a scholarship of art material, and painting supplies.

I have always enjoyed teaching and sharing skills acquired in the world of art with fellow teachers, friends and the young people I have taught over many years. Art is worthwhile as I see the light in the eyes of my young students shine as they discover the world around them.

My most recent experience I would like to acknowledge was when I was invited to one of my student's wedding. At the reception her mother showed me her daughter's portfolio with pictures of her art work from my high school art class that was on display during the reception.

Thank you to everyone that has shared my passion for art. This book is for you.



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PREFACE

ART ACTIVITIES FOR students is an ever-expanding horizon. While research in education and the introduction of computers have undoubtedly helped in giving how-to examples, most parents and teachers face the same problems today as we did thirty years ago.

My intent is to provide a simple structure of art activities designed to aid home school parents or teachers in developing a more effective art program.

First, the focus will be on teachers who have limited art skills or time to create their own step-by-step process in teaching art.

Second, this general method of curriculum will closely align with the public school sector and state requirements by setting up a system of insight, responses to judgments, ideas, and feelings through the visual arts. Also, it will hopefully provide an organized system to establish life-long interest in the arts.

Third, this will provide a home-school teacher or parent a reference for ideas and an indication of what can be expected of children at various ages and grade levels. This will also offer a baseline for measuring growth in the primary ages 6–9 (grades 1–3); intermediate ages 10–12 (grades 4–5); and middle school ages 13–15 (grades 6–8).



INTRODUCTION

Goals:

THERE ARE FOUR levels of accomplishment for the student.

Goal 1: To see with insight.

Goal 2: To respond to and justify judgments of works of art.

Goal 3: To have a working knowledge of the visual arts, both past and contemporary.

Goal 4: To establish a life-long interest in the varied aspects of the world of art.

Home-school teachers and parents may delay the child's art education because of the time required in research and data collection, lack of space and materials, or time needed to clean up.

Expectations:

For students to demonstrate the following:

1. 90 to 120 minutes of art or art-related activities per week.
2. The goals and objectives of each activity could be broken down for each age or grade level to an average of thirty-six weeks. Two hours per week would equal about 72 hours of art-related activities.

3. As the students get older they are able to relate better to the world around them. Art lessons can be tied into other subjects they are studying. However, ages 9–12 should have twenty-eight weeks of art out of an average of thirty-six weeks of the school year.

Primary and Intermediate art programs are often two times a week. Each period lasts between forty and fifty minutes.

The middle school art program (ages 12-14, grades 6-8) is more complex and often requires some kind of a letter grade.

Middle schoolers 6th grade often have art for one semester, 90 days at around fifty minutes per day. Seventh grade is often regarded as an exploratory class and lasts one quarter (around forty-five days.) Eighth grade art is an elective lasting for one semester with ninety days of advanced art.



OVERALL OBJECTIVES FOR THE FIRST GRADE STUDENT

THE FOLLOWING LESSONS are designed primarily for the first-grade student. Children of this age learn through actions, sensory perceptions such as touch, smell, and visual experiences. The concepts of this unit are sprinkled throughout the year.

The intent here is to see the child as a student, because he or she is gaining skills in a sequential process.

Unit Goals:

1. The students see with insight.
2. Students express ideas and feelings through visual forms. Using drawings, class modeling, and paintings, children will see and understand themselves in new and exciting ways. They will learn how to work through their relationship with others. They will become more aware of size and shape in positive and negative situations.

Assessment of Growth:

1. Record of observation (subjective, as much as possible).
2. The practice of recalling their observations.
3. Collect and share their own work with others. Keep their artwork in a portfolio, if possible, as a great way to see growth over time. By collecting and sharing, the student will increase his or her self-awareness and confidence, along with the development of good language skills.
4. They should be able to examine the process of different projects.

MY NEW WORLD

THE GENERAL STAGES in the development of tasks and skills in art at ages five to six are:

Hand/eye coordination is continuing to develop. Students are extremely active and are frequently required to participate in sedentary pursuits, so energy is often released in the form of nervous habits. For example, pencil chewing, fingernail biting, hair twirling, and general fidgeting. Art activities are good for breaking up long stretches and will help with developing their fine motor skills. It is common for some boys to lag behind others in developing their fine motor skills.

It is important not to be critical of the work. The following are some suggestions for better ways of communicating as learning and media skills develop.

Learning Tasks:

1. Perception:

They should be able to identify squares, rectangles, triangles, and circles. It is also important to distinguish the features when drawing themselves (head, body, arms, legs, feet).

2. Response:

Can describe colors and types of textures as seen in works of art. Understand the qualities of lines. For example, can distinguish between a light blue fuzzy line, bumpy line, sharp edges, etc.

3. **Communication:**
Encourage children to talk about the things they see through their art. Should be able to identify and label primary colors.
4. **Knowledge:**
Identify designated objects such as tables, doors, and different types of houses. Become familiar with several artists in the local area they live in and go to school.
5. **Aspirations:**
Each student should know how to set up and clean up his or her workspace and the workspace of others.
Can share their art with friends. Most important is for them to hang up their work in the environment where the artwork is done.
Arrange a time for “look what I did.” This will help develop self-worth, awareness, and pride. This will continue to be developed as they develop physically.

Media Skills:

1. **Cutting:** Can cut more than one thickness. Use folds to make symmetrical shapes. Cut without using a draw line.
2. **Folding:** Can fold even halves, fourths, fans; crumbling.
3. **Fastening:** Can use paste, glue, tape, and stapler.
4. **Drawing:** Expression through lines with the use of crayon, pencil, felt, ballpoint pens, and brushes; the use of their fingers and hand in finger painting.
5. **Modeling:** With the use of Plasticine, dough (clay-like material), explore pinching, squeezing and texturing techniques.
6. **Weaving:** tabby weaving with paper.
7. **Painting:** Experiences in color, shapes, and different textures of various mediums, tempera paint to start.
8. **Designing:** Design work through repetition of a single design.

This is just a general task of skills and goals that should be expected of each media. Students should become very familiar with at least one activity that includes these media skills before the year’s end.

Allow for differing physical and mental growth rates. Some of the students will have reached the reading-readiness stage, while others have not. This will greatly affect the goals you have for each of your students.

IT'S ME!

Viewpoint:

CHILDREN WILL EXPLORE themselves in their artwork. They will look carefully at themselves as they record as many details as possible. The tasks and media skills will develop their critical drawing and perception abilities.

Time Frame: Two forty-minute periods

Techniques:

1. Talk to the children about looking carefully at themselves. A mirror is very helpful. Help children see how their arms, legs, and neck are attached to their body; how long their arms and neck are.
2. You may choose to use a tagboard figure on Grade 1, Unit I, Lesson 1. Let children draw. More time may be needed for children who have never drawn figures before.
3. Talk about murals. Let the children help assemble their mural. (the instructor may have to do the cutting if children lack the skills).
4. Don't be concerned if the work does not resemble what others see.

Materials:

large drawing or writing pencil
butcher paper
scissors
tape

Amount:

1 each
length of each student
1 each, if possible
1 each, if possible

Assessment:

The student should record observations of natural and manmade objects of works of art. May need their parents help with recording observations.

Continuum:

Have children draw themselves in different surroundings or backgrounds.

Have children dress a drawing of themselves. They can use precut, random shapes of wallpaper samples.

This lesson may be integrated into social studies.

Determine students' level of achievements in the art program.

Have an adult help select their learning experience, if possible.

Monitor the use of tools as it relates to their hand/eye coordination.

