

Picture This-Elements of Art in First Grade

Grade Level or Special Area: Art (First Grade)

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Length of Unit: Eight Lessons

I. ABSTRACT

This unit is designed to help teachers introduce the elements of art, still life, and self-portrait. It will also assist the teacher in introducing the various first grade artists and portraits. This will allow the students to gain an understanding of appropriate media and techniques, through various activities and discussions. The students will be able to apply them to artwork of their own. This unit will easily be transferable to other areas of the *Core Knowledge* curriculum. A teacher may use it as a whole unit or pull it apart through the year.

II. OVERVIEW

A. Concept Objectives

1. Understands appropriate media and techniques and applies them to art and artwork.

B. Content from *Core Knowledge Sequence*

1. Color- Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that blue + yellow= green Blue + red= purple Red + yellow = orange. Mixing equal parts of red, yellow, and blue produce black. Observe the use of color in Claude Monet, *Tulips in Holland*, James A McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistlers Mother*) and Diego Rivera, *Piñata*.
2. Line- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
Observe how different lines are used in Jacob Lawrence, *Parade*, Henri Matisse, *The Swan*, Georgia O’Keefe, one of her *Shell* paintings
3. Shape- Recognize basic geometric shapes- square, rectangle, triangle, circle, oval- in nature, man made objects, and artworks, including Jacob Lawrence, *Parade* and Grant Wood, *Stone city*
4. Texture- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in *American Indian Masks*, Edger Degas, *Little fourteen-year-old Dancer* (also known as *Dressed Ballet Dancer*), Albrecht Durer, and *Young Hare*.
5. Kinds of picture: Portraits and Still Life- Recognize as a portrait or self-portrait: Leonardo da Vinci, *Mona Lisa*, Francisco Goya, *Don Manuel Osorio Manrique de Zuniga*, Vincent van Gogh, *Self-portrait* [1889]
Recognize as a still life: Vincent van Gogh, *Irises*, Paul Cézanne, studies with fruit, such as *Apples and oranges*

C. Skill Objectives

1. Students identify primary colors and combine them to make secondary colors.
2. Students will learn to use color to affect the dimension of a picture.
3. Students will identify shapes within artwork and will use shapes to create pictures.
4. Students will make variety of lines straight, zigzag, curved, wavy, spiral, thin, and thick and will use different mediums and lines to create a picture.
5. The students will identify different types of texture in prints and artwork and will create a mask with textured materials.

6. The students will recognize the portrait of *Little Fourteen-Year-old Dancer* by Edgar Degas and will create a print of a dancer with textured tutu.
7. The students will create a sculpture of a dancer.
8. Students will recognize the *Mona Lisa* and will depict the feeling a portrait gives them.
9. Students will create a portrait of someone else.
10. Students will learn to use different elements of art to create a self-portrait.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, E.D., Jr., *What Your First Grader Needs To Know*. New York: Doubleday, 1991. 0-385-48119-5
 2. Kohl, F., MaryAnn., & Slogan, Kim., *Discovering Great Artists*. Bellingham: Bright Ideas, 1997. 0-935607-09-9
 3. Krull, Kathleen. *Lives of the Artistists*. New York: Harcourt Brace, 1995. 0-15-200103-4
- B. For Students
 1. General concept of colors from kindergarten

IV. RESOURCES

- A. *Art Prints* for first grade available at Art Print Resources 209 Riverdale Ave. Yonkers, NY 10705

V. LESSONS

Lesson One: Color my World

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to the art and artwork.
 2. Lesson Content
 - a. Primary and secondary colors
 - b. Warm and cool colors
 - c. Shades of color
 - d. *Tulips in Holland* by Claude Monet
 - e. *Whistlers Mother* by James Mc Neill
 3. Skill Objective(s)
 - a. Students will learn to use color to affect the dimension of a picture.
- B. *Materials*
 1. Chart paper
 2. Print of *Tulips in Holland* by Claude Monet
 3. Print of *Whistlers Mother* by James McNiell
 4. Print of Piñata by Diego Revere
 5. Clear Tub
 6. Food colors (red, yellow, and blue)
 7. Primary and secondary colors worksheet appendix A
 8. Colors
 9. Temper paint (yellow, orange, red, blue, green, and purple)
 10. A primary color of temper paint and black and white
 11. White construction paper

12. Video *Baby Van Gogh*
- C. *Key Vocabulary*
1. Color- any shade or tint
 2. Primary color-The basic colors of red, blue and yellow
 3. Secondary color- any two primary colors mixed together to make anew color
 4. Elements-The basic forms of art line, color, texture, shape, space, and light.
 5. Shade- The use of light or color to enhance or detract from an object or color
 6. Dimension- To give a portrait a 3-D effect where an object stands out from the rest of the picture.
- D. *Procedures/Activities*
1. Tell the student we will be starting a unit on the elements of art. Ask the students what they know about the elements of art. Create KWL chart on chart paper by recording responses
 2. Form a circle around a clear tub/jar filled with water.
 3. Place of few drops of blue food coloring in water. Have students predict what will happen if you place a few drops of yellow in it as well.
 4. Observe what happens and discuss primary secondary colors.
 5. Then combine red and blue, red and yellow, and blue and red.
 6. Discuss mixing two primary colors together to make a secondary color.
 7. Use primary colors of finger paints to make secondary colors. Give each child a dot of red, blue, and yellow. Let them experiment by mixing the colors together and seeing what happens.
 8. Students complete primary secondary worksheet from appendix A
 9. Tell the students “Now we have talked about primary secondary colors we will be learning about warm and cool colors
 10. Get a map out and discuss hot and cool climates and the colors that come to their mind when they think of hot and cool Watch “*Baby Van Gogh*”.
 11. Ask them what colors they think of when it’s hot. Such as red, yellow and orange explain these are warm colors.
 12. Do the same for cool colors like blue, green and purple.
 13. Have the student paint a picture with cool colors for example blues green and purples.
 14. Then give them red, yellow and orange and have them paint a picture using warm colors.
 15. Tell the students that they are ready to learn about shades of colors.
 16. Give them a basic color of paint and add white a little at a time to make it lighter and lighter. (You will need to mix the paint for them from lighter to darker shades.) Have them put it side by side going from light to dark.
 17. Then show the class the print *Tulips in Holland* by Monet Discuss how the shades of colors add dimension. Do the same for *Whistlers Mother* by Mc Neill and *Piñata* by Revere.
 18. Give each student a piece of white construction paper.
 19. Have the students recreate a picture of Monet’s *Tulips in Holland* where the shades of colors creates dimension.
- E. *Assessment/Evaluation*
1. Teacher will collect worksheets to see if they completed them correctly.
 2. Teacher will observe students as they do their artwork.
 3. Teacher will ask questions during discussions.
 4. Teacher will collect final picture to see if different shades of color were used to create dimension.

Lesson Two: Shape up with art

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to art and artwork.
2. Lesson content
 - a. Shape
 - b. Print *Stone City Iowa* by Grant Wood
 - c. Print *Parade* by Jacob Lawrence
3. Skill Objective(s)
 - a. Students will identify shapes within pictures and will use shapes to create pictures

B. *Materials*

1. Chart with shapes
2. Magazines
3. Print *Stone City Iowa* by Grant Wood
4. Print *Parade* by Grant Wood
5. Scissors
6. Glue
7. Geometric shapes put on card stock
8. Paper
9. Pencils
10. Colors

C. *Key Vocabulary*

1. Shape- Any form that is connected
2. Circle- A mark that connects at 180 degree angle
3. Square- four even line that have four 90 degree angles
4. Triangle- a line that connects in three points
5. Rectangle- Two shorter parallel lines and two longer parallel lines that connect in a 90-degree angle.
6. Oval- an elongated circle

D. *Procedure/Activity*

1. Tell the students we will be studying “shapes” in artwork.
2. Post chart with shapes in front of room.
3. Discuss and identify the shapes.
4. Show the class the prints of *Parade* and *Stone City* by Grant Wood and discuss the shapes within the pictures
5. Play “I Spy” with the prints “ I spy a square building in the print” see if the class can guess it and have some one come point to it.
6. Next give each student a piece of paper. Tell them you will be drawing a picture with shapes
7. Do a step by step drawing on the board of a clown or an animal
8. First draw a large circle for the head.
9. Then draw two circles for eyes.
10. Draw a circle for the nose.
11. Draw an oval for the mouth.
12. Draw a triangle for the hat.
13. Draw a circle for the ball on top of the hat.

14. Then have the students add details.

Center Extensions

1. Use geoboards to make shape pictures.
2. Use geometric shapes to create an image and copy it to paper.
3. Have students use precut geometric shapes to create a picture.
4. Have students cut pictures out of magazines that are different shapes and label them.

E. *Assessment/Evaluation*

1. Teacher will collect paper to see if they completed work
2. Teacher will monitor centers, observe if students understand the concept of shape
3. Teacher will observe students to see if they took part in discussions

Lesson Three: Every which way with Line

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to art and artwork.
2. Lesson Content
 - a. Line
 - b. *The Swan* by Henri Matisse
 - c. *Shell No. 1* by O Keeffe
3. Skill Objective(s)
 - a. Student will make a variety of lines straight, zigzag, curved, wavy, spiral, thin, and thick and will use different mediums and lines to create a picture.

B. *Materials*

1. Colored pencils
2. Paper plates
3. Colors
5. Fat markers
6. Pens
7. Water colors

C. *Key Vocabulary*

1. Line- a mark that does not connect.
2. Thick- A fat or wide mark
3. Thin- a skinny or narrow mark
4. Straight- a flat line with no curves in it
5. curved- a mark that is sloped
6. Zigzag- a mark that comes to several sharp points
7. Wavy- a mark that goes up and down but does not have sharp points

D. *Procedure/Activities*

1. Tell your students that you are going to talk about “line” today in art. Ask students what is a line? Tell them it is mark that does not connect.
2. Have the students put a dot on their paper and move it anywhere
3. Discuss that they now have made a line. Have them describe their lines.
4. Demonstrate how to make a zigzag line, spiral, wavy, curved and straight line. Have them make one of each on their paper.
5. Show them the print of *The Swan* by Matisse and the print of *Shell No. 1* by O Keeffe and discuss the use of line. Have them create a spiral line and make a shell use watercolors to fill it in.

6. Now give the students a piece of white paper plate. Instruct them to fold it in fourths. (Teacher demonstrates in front of class)
 7. Tell the students that in each triangle they have to draw a different type of line.
 8. Then have them use different mediums to color them in such as markers, colored pencils, chalk, crayons, pens, and paint.
- E. *Assessment/evaluation*
1. The teacher will collect pictures to see if they used various lines.
 2. The teacher will observe students during discussions to see if they participated

Lesson Four: Texture in art prints and objects

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to art and artwork.
2. Lesson Content
 - a. Texture qualities such as bumpy, smooth, scratchy, rough slippery, etc.
 - b. Print of *Young Hare* by Albrecht Durer
 - c. Print have or a *Native American Indian Mask*
3. Skill objective(s)
 - a. The students will identify different types of texture in prints and artwork and will create a mask with textured material.

B. *Materials*

1. Print of *Young Hare* by Durer
2. A box with hole in the lid or a bag
3. Objects with different textures
4. Glue
5. Yarn or rope
6. Scissors
7. Paper plate or poster board

C. *Key Vocabulary*

1. Texture- a form that can be physically felt such as bumpy slippery etc.
2. Mask- an item that we place over our face

D. *Procedure/Activities*

1. Tell the student that you will be studying “texture” today and its effect on art.
2. Ask the students if they know what texture is then discuss the definition
2. Then put objects in the box with different textures such as a marble, cotton ball, leaf etc.
3. Have the students put their hand in the box and describe the texture
4. Then tell them every thing has texture and often artist show this in their work.
5. Show them the print of *Young Hare* by Durer Discuss how he used short white brush strokes to show the texture of the rabbits hair.
6. Then show them art also is seen in three-dimensional objects such as mask. Show them a print of an Indian mask. Describe the texture
7. Have the students make their own mask. Put a paper plate or poster board around their face and trace it and their eyes have them cut it out. Show them how to braid either yarn or rope and glue it to the mask as shown in the Indian mask. You may also use other items with texture to create different types of masks.

E. *Assessment /Evaluation*

1. Observe students to see if they can name different textures
2. Collect mask and see if they completed it correctly

Lesson Five: Dance with Texture and Sculpture

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to art and artwork.
 2. Lesson Content
 - a. Texture
 - b. Print of *Little Fourteen-Year-old Dancer* by Edger Degas
 3. Skill Objective(s)
 - a. The students will recognize the portrait of *Little fourteen Year Old Dancer* by Edger Degas and will create a print of a dancer with textured tutu.
 - b. The students will create a sculpture of a dancer.
- B. *Materials*
1. Print of *Little fourteen-year-old dancer* by Degas
 2. Book “*Degas and the Little Dancer*” by Laurence Anholt
 3. White construction paper
 4. Colors
 5. Tulle
 6. Ribbon
 7. Glue
 8. Clay
- C. *Key Vocabulary*
1. Tulle- a textured material used on tutu
 2. Dancer- Someone who moves to music
 3. Sculpture- a three dimensional object
 4. Impressionists- a type of artwork that was done
- D. *Procedure/Activities*
1. Introduce by showing the students the print of *Little Fourteen-year-old Dancer* by Degas. Explain that Degas liked to paint dancers but in this print it actually a sculpture. Discuss what a sculpture is.
 2. Review forms of texture and explain how Degas used texture in his sculpture.
 3. Then read the book “*Degas and the little Dancer*” by Laurence Anholt
 4. Then you may show other prints by Degas and discuss that he is an impressionist painter
 5. Put the students’ desk in a circle with a figurine of a dancer in the middle have them recreate the dancer. Have them put a piece of tulle around the dancer
 6. Then give them a piece of clay and have them sculpt a dancer and place tulle on the dancer.
- E. *Assessment/Evaluation*
1. The teacher will collect the work and see if they followed directions
 2. The teacher will observe the students during discussion for participation.

Lesson Six: Still Life is everywhere

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understands appropriate media and techniques and applies them to art and artwork.
 2. Lesson Content
 - a. Still life
 - b. Print of *Iris* by Vincent Van Gough

- c. Print of *Apples and Oranges* by Paul Cézanne
 - 3. Skill objective(s)
 - a. Students will recognize still life and self-portrait and will create a still life.
- B. *Materials*
 - 1. Print of *Irises* by Van Gogh
 - 2. Print of *Apples and Oranges* by Cézanne
 - 3. Paint
 - 4. Vase with flowers
 - 5. White construction paper
- C. *Key Vocabulary*
 - 1. Still Life- an object that does not move.
- D. *Procedures/Activities*
 - 1. The teacher will tell the students they will be studying “still life”.
 - 2. Ask the students if they know what still life is. Then discuss that still life is any object that does not move.
 - 3. Then show the students the prints of *Irises* and *Apples and Oranges*
 - 4. Discuss the prints. Talk about the use of elements that the artists used. Such as Line, color, texture, and shape. Discuss how these elements effect the way they See the picture.
 - 5. Tell them now that they will make still life painting.
 - 6. Put the desk in a circle in the center of the circle put a vase of flowers. Have the Paint a still life of the vase and flowers. You may also wish to do a still life of Fruit in the same manner.
 - 7. You may use a variety of objects and a variety of mediums such as marker, colored pencils, etc. if you wish.
- E. *Assessment/Evaluation*
 - 1. The teacher will collect their still life print to see if it had the various elements of art are in it.

Lesson Seven: A Portrait of Someone

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understands appropriate medias and techniques and applies them to art and artwork.
 - 2. Lesson Content
 - a. Portraits
 - b. Francisco Goya, “*Don Manuel Osorio Manrique de Zuniga*”
 - c. Leonardo da Vinci “*Mona Lisa*”
 - 3. Skill Objective(s)
 - a. Students will recognize the “*Mona Lisa*” and will depict the feeling a portrait gives them.
 - b. Students will create a portrait of someone else.
- B. *Materials*
 - 1. Book “*Camille and the Sunflowers*” by Laurence Anholt
 - 2. Print of “*Don Manuel Osorio Manrique de Zuniga*” by Fransico Goya
 - 3. Print of “*Mona Lisa*” by Leonardo Da Vinci
 - 4. White construction paper
 - 5. Colored pencils and or colors
 - 7. Book “*Picasso and the girl with a Ponytail*”
- C. *Key Vocabulary*
 - 1. Portrait-A picture that and artist creates of someone else.

- D. *Procedures/Activities*
1. Tell the student we will be looking at some “portraits” today. Discuss that portrait is a picture you create of someone else.
 2. Show the students the portrait of the “Mona Lisa” and “don Manuel Osorio Manrique de Zuniga” and discuss how the artist used the elements of art in his portraits such as line shape etc. Then discuss how the portrait makes us feel
 3. Be sure to talk about the expression on the Mona Lisa” face. Is she happy? What might she be thinking? Where and whom is she looking at?
 4. Next read the book “Camille and the Sunflowers” discuss the portraits that Van Gogh created of others and the elements of art he used. Demonstrate how he used the elements to create the nose mouth etc.
 5. You may practice making faces on paper
 6. Next pair up the students with a partner and have them create a picture of the person.
 7. Follow up with reading “Picasso and the Girl with a Ponytail” and discuss how Picasso differs in his portraits then Van Yoghs.
 8. Have the students make a portrait of someone and cut it apart and glue it to paper much the same way Picasso may have.
- E. *Assessment/Evaluation*
1. Teacher will collect their portraits.
 2. Teacher will observe students as they do their artwork.
 3. Teacher will ask questions during discussions.

Lesson Eight: Go with Van Gogh a self-portrait

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand appropriate media and techniques and apply them to art and artwork.
 2. Lesson Content
 - a. Self- portrait
 - b. Print of *self- portrait* [1889] by Vincent van Gogh
 - c. Print of “triple self -Portrait” by Norman Rockwell
 3. Skill Objective(s)
 - a. Students will learn to use the elements of art to create a self-portrait.
- B. *Materials*
1. White Construction paper
 2. Book “*The Starry Night*” by Neill Waldman
 3. Print of Vincent Van Goghs [1889} *self portrait*
 4. Print of Norman Rockwell “*Triple self-portrait*”
 5. A mirror for each student
- C. *Key Vocabulary*
1. Self-portrait – a picture an artist creates of themselves
- D. *Procedures/Activities*
1. Tell the student we will be learning about “self-portraits”.
 2. Discuss with the students what a self portrait is make sure that they understand it is different from a portrait.
 3. Tell them that Vincent Van Gogh not only mad portraits of others but he also mad self-portraits of himself. Read to them the book “*The Starry Night*” and discuss the self –portrait Van Gogh made of himself. This is the time you will show the class the Print o f “*Van Gogh Self Portrait*” [1889] You may also wish to show some of Van Goghs other self portraits at this time.

4. Then you may show the “*triple self-portrait*” that Rockwell made of himself and discuss the self portraits
 5. Then tell the student they will be creating a self-portrait of themselves;
 6. Give each child a mirror and a piece of white Construction paper
 7. Have them look in the mirror much like Rockwell did and create a self-portrait of themselves.
- E. *Assessment/Evaluation*
1. Teacher will collect their self-portrait.
 2. Teacher will observe students as they do their artwork.
 3. Teacher will ask questions during discussions.

VI. CULMINATING ACTIVITY

- A. The students will listen to the story *Katie and the Sunflower* by James Mayhew
- B. They will go on a field trip to an art show, Museum, and/or virtual field trip to a museum.
- C. They will create a final work of art where they put themselves in the picture.
- D. The class then will have their own art show at school with all their great works

VII. HANDOUTS/WORKSHEETS

- A. Appendix A

VIII. BIBLIOGRAPHY

- A. Anholt, L. *Camille and the Sunflowers; A story about Vincent Van Gogh*. New York: Barrons, 1994.0-8120-6409-7
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- M. The Baby Einstein Company, llc. *Baby Van Gogh*. Lone Tree: Co. www.babyeinstein.com 2001

Primary and Secondary Colors

$$\begin{array}{|c|} \hline \text{Red} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Yellow} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Orange} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{Blue} \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Purple} \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline \text{Yellow} \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Blue} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Green} \\ \hline \end{array}$$