



materials for the arts

3 Days of Art

Teacher: Nazma Rahman

Grade Level: 3rd and 4th (Special education)

Day 1: Paper Bear Collage

Aim: Can we create a paper bear collage?

Objectives: The students will work on tactile skills and use their creativity and imagination to produce fun artistic projects over the span of three days with one day set aside for each project. The students will also work on their listening skills, so that they can take details from the story and create their own artwork.

Materials: *Goldilocks and the Three Bears* story, construction paper, large sheets of white paper, school glue, and crayons.

Procedure:

1. The teacher will read the story of *Goldilocks and the Three Bears* and ask questions about the characters and the setting of the story.
2. Teacher will instruct the students to create a scene based on the story by tearing pieces of colored paper and gluing them to a white background. Students should create three bears. Details such as clothing and setting maybe added using crayons.
3. Students will learn that when a work of art is created from glued pieces of paper or objects, it is called a “collage.”

Assessment: Did the students listen closely and were they able to recall details from the story to represent in their artwork? Did they follow directions and keep their creations in the proper proportions?

Additional activities: Leftover paper scraps, scrap book pages, old magazine pages, and the like maybe used to create an image of another animal in a supplemental activity. The students can also use the project as a jumping off point for a discussion about re-using. Finally, visiting a museum to learn more about collages.



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Day 2: Fruit and Veggie Printmaking

Aim: Can we create prints using fruits and vegetables?

Materials:

- ✓ Paint or ink
- ✓ Sponges and an old cookie tray or Styrofoam tray
- ✓ Paintbrushes, water, and water containers
- ✓ Paper
- ✓ A covered work area
- ✓ Fruits and veggies of all kinds

Procedure:

1. Students will dip fruits and vegetables into paint or printing ink and stamp them onto paper in random or ordered patterns. Students may instead wish to apply paint or ink directly to the vegetables with a paintbrush. No Knives are needed except when cutting the fruit or vegetable in half.
2. When the printing is complete, students can choose sections of the finished print and draw the patterns they see.

Day 3: Finger-painting the Seasons

Objectives: The students will gain a better understanding of the seasons and the qualities that make each unique.

Resources/materials: Finger paints (blue, red, green, orange), black markers, construction paper (white, green, blue, yellow).

Vocabulary: Season Year

Procedure:

1. The students will be asked questions like, “what is your favorite season? What s it like during that season? And what sorts of celebrations/holidays occur during that season?”
2. Students will then do a series of four prints using finger paints- blue for winter, red for spring, green for summer, and orange for fall. The name of the seasons will be written on the board for the students to follow.

Assessment: Did the students follow directions? Where they able to make the correct associations?



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Common Core Standards:

ELA:

- ✓ RLI.1
- ✓ RLI.2
- ✓ RLI.3
- ✓ RLI.6
- ✓ RLI.7
- RLI.9
- ✓ SLI.1
- ✓ SLI.2
- ✓ SLI.3
- ✓ SLI.5
- ✓ LI.1
- ✓ LI.4
- ✓ LI.5
- ✓ LI.6

Blueprint for the Arts:

2nd Grade Visual Arts Benchmarks Art Making:

- Through an exploration of art materials and techniques, students exercise imagination, construct meanings, and depict their experiences; work in two-dimensional and three dimensional art forms; use basic art tools; and gain knowledge of media and compositional elements.

Developing Art Literacy:

- Students hone observation skills and discuss works of art; develop visual arts vocabulary to describe art making, the tools and techniques used to produce art, and the elements and principles of design; read and write about art to reinforce literacy skills; interpret artwork by providing evidence to support assertions; reflect on the process of making art.

Making Connections Through Visual Arts:

- Students recognize the societal, cultural, and historical significance of art; connect the visual arts to other disciplines; apply the skills and knowledge learned in visual arts to interpreting the world.

Resources:

Literary:

- Goldilocks and the Three Bears

Internet:

- <http://www.youtube.com/watch?v=63w9aPO-W>
- Brainpopjr.com
- Schooltube.com
- <http://www.efanyc.org/intro-to-printmaking>

Exploring Careers and Lifelong Learning: Students gain an awareness of careers in the visual arts; recognize personal, social, and professional goals; develop a career plan; learn to work independently and in teams; gain an appreciation of art as a source of enjoyment and lifelong learning.