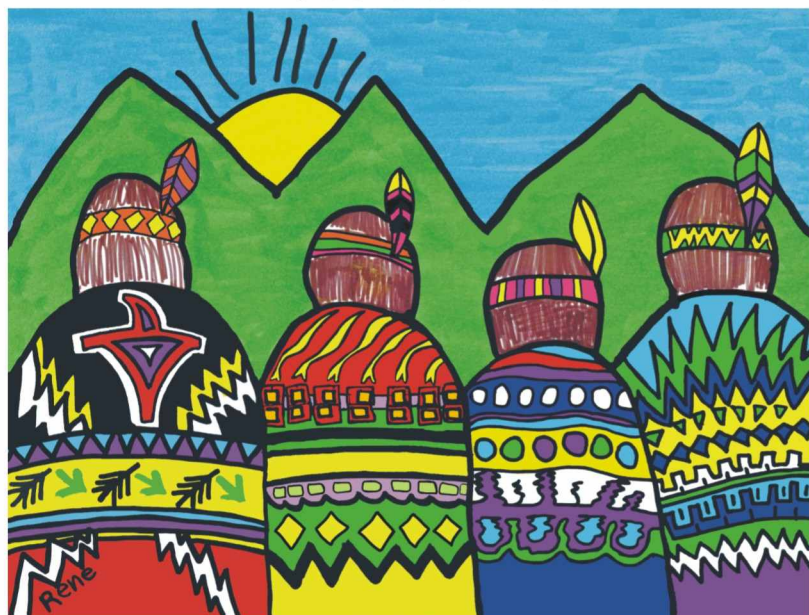




Abstract Fish



Native American Design



The Rain Forest



Original Works

Discipline Based

Art Lesson Plans

Grades 3-5



Fantasy Sandwich

THE RAIN FOREST

An Original Works art lesson plan using
[Critical Inquiry and National Standards correlation](#)

LESSON TITLE:

The Rain Forest

(National Standard II - Knowledge of Student Interest/Ability/Needs)

Grades: 3-5 • Class time: Two 45-60 minute sessions

CORRELATION:

(National Standard I - Art Links to Broader Goals)

Students will understand that primitive art is the work of self-taught artists and is characterized by innocence and simplicity.

OBJECTIVES:

(National Standard III - Content & Teaching of Art)

Students will create a marker drawing of the rain forest using overlapping to create a sense of depth.

MATERIALS:

(National Standard V - Instructional Resources)

Heavy white paper

Colored markers

Thin black markers

Student examples of project

Please consult our
Detailed Art Instructions
for complete details and
recommendations on
artwork creation.

TEACHER INPUT:

(National Standard IV - Learning Environment)

Print Henri Rousseau, Repast of the Lion and other Rousseau prints

Research material on the life of Henri Rousseau

Books, posters and other rain forest materials

Display the Rousseau print Repast of the Lion. Inquiry: Is this art?

Students should brainstorm, "What do we need to know in order to

make this decision?" Student responses might be: Who is the

artist? What is in the painting? When was it painted? How did he

know about the rain forest? Why did he paint it?

Display the questions. Add other questions. Display the other visuals.

Lead a discussion, or work in cooperative groups researching the life of

Henri Rousseau. Discover that he was a self-taught artist employing

his imagination, memory and research skills to create his exotic visions.

Point out that Rousseau created depth by overlapping foreground, middle

ground and background. Discuss color relationships. Discuss the

different kinds of animals and plants found in the rain forest linking

with science and ecology. View photos of large cats discussing the

characteristic shapes that make up the body and head.

PROCEDURE (Independent Practice)

1) **Start the artwork.** Make a pencil sketch starting with the foreground objects such as trees and large flowers. Position a large cat in a prominent manner, creating a center of interest. Proceed with middle ground, adding smaller trees, other animals and birds. Save the background for last and only major items like a sun and mountains.

2) **Refine the drawings and erase all unnecessary pencil lines.** Keep in mind, more details can be added later.

3) **Using a fine tip black marker, trace over the lines on the important objects.**

4) **Fill in the objects using bright bold colors. Start with the foreground.** Work closely with the students regarding the background. Do the large areas and light colored objects first! Avoid having the background dominate the composition. Use colors that contrast with the foreground and major objects. Advise students that by using a light cool color (blue or green) the background will appear to recede and create the illusion of depth.

NOTE: You can substitute watercolors for the background. Use crayons or oil pastels instead of markers between the black outlines. You may also use other subject matter such as "My Neighborhood", "My Family" or "My Vacation".

5) **Add finishing touches.** Once the background has been completed, go back and highlight important objects with the black marker. Students should put their name on the front in a black or contrasting color at least a $\frac{1}{2}$ " from the paper edge. Make sure student name, grade/teacher and school are printed on the back of the artwork in pencil.

EVALUATION: Is your artwork complete? Did you draw plants and animals found in the rain forest? How did you create depth in your artwork? What would you change if you could draw this again?



FANTASY SANDWICH

An Original Works art lesson plan using
[Critical Inquiry](#) and [National Standards correlation](#)

LESSON TITLE:

Fantasy Sandwich
(National Standard II - Knowledge of Student Interest/Ability/Needs)
Grades: 3-5 • Class time: One to Two 45-60 minute sessions

CORRELATION:

(National Standard I - Art Links to Broader Goals)
Compare and contrast symbolic artwork by a contemporary artist with Native American totems. Identify symbols used by Native Americans.

OBJECTIVES:

(National Standard III - Content & Teaching of Art)
Students will create a fantasy sandwich incorporating symbols that represent who they are; favorite foods, sport items, etc...

MATERIALS:

(National Standard V - Instructional Resources)
Heavy white paper
Colored markers & pencils
Permanent fine tip black marker
Ruler

Please consult our
Detailed Art Instructions
for complete details and
recommendations on
artwork creation.

TEACHER INPUT:

(National Standard IV - Learning Environment)
Print or photo of a totem pole
Print - Sherry Markovitz, *Bears Lair*, 1991
Assemblage. Mint Museum of Art, Charlotte, N.C.
Research information: Sherry Markovitz & Tlingit Native American Totem poles

Display the prints. Inquiry: Are these works alike? What do you need to know? Students will brainstorm. Who created each work? What are the images or things in each work? What do the things represent or symbolize? When were they done? Where were they done? How were they made? Why was each created?

Hand out research materials on Sherry Markovitz and Totem poles. Using a Venn diagram compare, contrast and organize information gathered. Discuss symbols used to represent ideas.

What if you create something that would represent who you are? What would you use as symbols? What do you like to do? What are your favorite foods?

Now we are going to create a Fantasy Sandwich. This sandwich is about who you are. You've heard the saying, "You are what you eat".

Procedure (Independent Practice)

- 1) **Start the artwork.** Draw practice sketches brainstorming ideas for symbols that represent you.
- 2) **Students should choose the best images from their sketches.** Using pencil, on the heavy white paper, draw the images and patterns chosen from the sketches. Trace all the lines with permanent fine tip black marker.
- 3) **Make a checkered background.** The whole paper should be covered by either the sandwich or the checkered background.
- 4) **Add colors with the markers.** Use contrasting colors, particularly between the buns and the background. Add highlights and shading with the colored pencils.
- 5) **Creatively position your name, possibly inside the bun or within one of the colored background checks.**
- 6) **Cut out and glue border pieces.** Cut out various shapes, colors and sizes of construction paper pieces. Choose colors and shapes found in the fish. Glue these around the edge to form a border.

EVALUATION: Is your artwork complete? Describe your fantasy sandwich and explain the symbols chosen.



Original Works thanks Kim Schuessler,
art teacher at New Prospect Elementary School,
Atlanta, GA for this lesson plan.

ABSTRACT FISH

An Original Works art lesson plan using
[Critical Inquiry](#) and [National Standards correlation](#)

LESSON TITLE:

Abstract Fish
(National Standard II - Knowledge of Student Interest/Ability/Needs)
Grades: 3-5 • Class time: One to Two 45-60 minute sessions

CORRELATION:

(National Standard I - Art Links to Broader Goals)
Using structures and function
Making connections between visual arts and other disciplines

OBJECTIVES:

(National Standard III - Content & Teaching of Art)
Artists draw best when they are familiar with their subject.
Students will experience a selected subject through as many senses as possible then draw it expressively emphasizing pattern.

MATERIALS:

(National Standard V - Instructional Resources)

Black construction paper
Light blue or light green paper (approx. 7" x 9")
Various colored pieces of construction paper
Oil pastels
Watercolors
Glue

Actual fish from seafood market (rubber forms are available in art supply catalogs)

Please consult our
Detailed Art Instructions
for complete details and
recommendations on
artwork creation.

TEACHER INPUT:

(National Standard IV - Learning Environment)

Print - Japanese Fish Print - Gyoitaku
Print - African stylized design of fish - [Art From Many Hands](#)
Jo Miles Schuman, Davis Publications
Research material on African Stylized Animals (1/group)
Research material on Japanese Fish Print (1/group)
Reference material - books and photos of a variety of fish

Display the Japanese and African print. Inquiry: Are these art? What do we need to know? Student response: Who produced the works? What are the images? When were they produced? How were they made? When were they made?

Using a Venn diagram compare and contrast the two works, concentrating on the design elements, principles and the realistic vs. abstract qualities. Working in cooperative groups, pass out the research materials and discuss the purpose for each work and how they were made. Focus on the perceptual and realistic qualities and the conceptual and abstract qualities. Study reference materials. Students should identify the anatomical parts such as the scales, fins and gills. Where do you see patterns?

Display an actual fish from the seafood market for the students to touch and smell. Examine closely for patterns and textures. Examine the anatomy. Proceed to ink the fish and produce a print by placing a sheet of paper over the inked fish and rubbing. If time allows, students may produce a sketch of the fish. What if we made a fish in the African abstract style? How could we emphasize pattern? Have students create samples of patterns and lines.

Procedure (Independent Practice)

- 1) Start the artwork.** Draw an outline of a fish using the light blue or green 7" x 9" paper, stressing realistic qualities of size and proportion with oil pastels. Work should fill most of the paper.
- 2) Fill the fish body with at least 9 different types of lines.**
- 3) Add pattern shapes between at least 5 of the areas.**
- 4) Fill in the areas with bright contrasting water colors.**
The more colors the better.
- 5) Cut the fish out.** Glue it onto the center of the black construction paper.
- 6) Cut out and glue border pieces.** Cut out various shapes, colors and sizes of construction paper pieces. Choose colors and shapes found in the fish. Glue these around the edge to form a border.
- 7) Add finishing touches.** Students should put their name on the front in white or another contrasting color, at least a 1/2" away from the paper edge. Make sure the student's name, grade/teacher and school are printed on the back of the artwork in pencil.

EVALUATION: Is your artwork complete? Explain the perceptual and realistic qualities of your artwork. Explain the conceptual and abstract qualities of your artwork.



Original Works thanks M.J. Holinske,
art teacher at Rawson Elementary,
So. Milwaukee, WI for this lesson plan.

NATIVE AMERICAN BLANKET DESIGNS

An Original Works art lesson plan using
[Critical Inquiry](#) and [National Standards](#) correlation

LESSON TITLE:

Native American Blanket Designs
(National Standard II - Knowledge of Student Interest/Ability/Needs)
Grades: 3 • Class time: Two 45-60 minute sessions

CORRELATION:

(National Standard I - Art Links to Broader Goals)
Students will investigate the purpose & function of Native American Arts. Students will create a documentary artwork recording the designs and customs of the Native Americans.

OBJECTIVES:

(National Standard III - Content & Teaching of Art)
Students will create a documentary artwork recording the customs and designs of Native Americans by drawing and painting four Native American Indians wearing ceremonial blankets, using watercolor painting techniques and black marker.

MATERIALS:

(National Standard V - Instructional Resources)

Heavy white paper

Watercolor paints & pencils

Black permanent markers

Pictures of Native American clothing & designs

Please consult our
Detailed Art Instructions
for complete details and
recommendations on
artwork creation.

TEACHER INPUT:

(National Standard IV - Learning Environment)
Show students Native American reproductions/prints, Navajo Blanket and/or other prints showing Native American designs, books, posters and other Native American reference materials.

Display the reproduction, Navajo Blanket. Inquiry: Is this art? Students should brainstorm: what do we need to know to make this decision? Student responses might be: Who made it? When was it made? What is it made of? How was it made? Why was it made?

Lead a discussion on the life of the Navajo, allowing students to tell what they know about Native Americans, their customs and beliefs. Investigate the purposes or functions of Native American arts. Have students examine other reproductions observing the patterns and designs. Identify repeated patterns, radial patterns and symmetrical designs. Discuss geometric shapes, overlapping, color relationships and anatomy. Research other patterns and configurations used by the Native Americans. Investigate the use of symbols to express ideas.

PROCEDURE (Independent Practice)

- 1) **Start the artwork.** Outline the backs of four figures using a black marker on the heavy white paper. Overlap them and add "bumps" for heads.
- 2) **Add Native American symbols, geometric shapes and patterns on the backs/blankets.** Make each back different.
- 3) **Add other details - background, land and feathers.**
- 4) **Use watercolor pencils to fill in the blankets.** Students need to keep colors bright and bold with good contrast. They can work by moving from blanket to blanket allowing the paint to dry. Fill in the feathers and heads.
- 5) **Use the paints to add a watercolor wash to the background sky, mountains and/or the sun.**
- 6) **Add finishing touches.** Touch up the outlines with a black marker. Make sure all artwork is complete. Students should put their name on the front in a black or contrasting color at least a $\frac{1}{2}$ " from the paper edge. Make sure student name, grade/teacher and school are printed on the back of the artwork in pencil.

EVALUATION: Is your artwork complete? Have you created patterns?

What colors and/or patterns did you emphasize? Did you utilize any symbols?



Original Works thanks Rebecca DeWall,
art teacher at Richmond School,
St. Charles, IL for this lesson plan.