



Dear Parents,

As I begin my 26<sup>th</sup> year of teaching Art at St. Monica School, I feel blessed and look forward to sharing my love for teaching Art to your children! I will guide them in learning how to “see” and appreciate God’s many gifts, using those as inspiration for creating.

Art history and multicultural art are essential in art class. The students will gain knowledge and awareness of the contributions from artists, also people and their cultures.

Please contact me with any questions or concerns.

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Thank You,

Sue Miller

## ART ACTIVITIES

September, '09

### GR.1

\*Intro to art classroom; what students “see” in the art room, how and why we use them.

Wow, they had great observations!

\*Review of Art Room Rules

(Class 2 &3)

Primary Lines –artist; Wassily Kindinsky

"A Line is a Dot that Went for a Walk"

dotted wavy straight spiral  
fat/thin zig zag curvy vertical horizontal  
diagonal parallel perpendicular angles

\*Lesson: Create a composite picture or  
create a story using different types of lines

\* Painting; lines with black tempera on white paper.

\* We discussed primary colors. They listened to the Greg Percy song about the primary colors - "Red & Yellow Blues" (Volume I) and the Disney YouTube, while they added the colors to their paintings.

Lesson: Sail boat Painting – Watercolors

Oceans - Seascapes - Warm/Cool Colors

\*artist referenced; "Regatta at Cowes", Raoul Dufy,

### Gr.2 & 3

\*Review art room rules and expectations.

\* Lesson: "A Unique Drawing Experience"

### Objectives

Students (and teacher) will see how with just one set of directions, everyone in the classroom will come up with very unique works of abstract art.

\*Vocabulary:

draw, shapes, images, design, listen, understand, unique, identify, imagine, arrange, line, straight, curve, circle, square, triangle, color, similar, different, aware, hand, eye, sound, new

\*Observation and use of Elements and Principles of Art

>Form, Line, Shape, Color, Texture, Space, Value

>Emphasis, Balance, Harmony, Variety, Movement, Rhythm, Proportion, Unity

Lesson: artist Kandinsky reference, \*Painting line directions

\*Working with brushstrokes to paint lines to music using the primary colors.

### Gr.4

\*Art Room Rules review

Lesson: "Exploring the paintbrush"; developing a brushstroke vocabulary. \*Paint with a variety of lines.

\*Create abstract painting

*Concept:*

Kandinsky used lines as well as shape and color in his art work.

\*Aesthetics: personal, thoughtful artistic choices will be made

**Lesson:** Discipline of drawing, students will draw and compare blind contour and contour drawings

**Objectives: Student will:**

- Use nature as source of ideas
- Experience blind and semi blind contour drawing - compare
- Develop observational drawing skills
- Discover oil pastel (or crayon) resist
- Experiment with wet 'n wet watercolor
- See how artists use contour lines

**Vocabulary:**

Organic shape

contour line - blind contour

semi-blind contour

wet in wet

resist

warm / cool colors

### Gr.5

**\*Art Room Rules review**

**Lesson: Name "Mandalas"**

*\*"Mandala" is from the Sanskrit for circle. A Mandala is a complex circular design, intended to draw the eye inward to its center.*

**\*internet display of Mandalas in countries**

**\*use of repeated elements of line, shape and color (warm and cool)**

**\*name in calligraphy**

**Matisse - collage - symbolism - Identity**

**Lesson: "Namely Me"- Matisse inspired name collage**

**Lesson: artist; Georgia O'Keeffe reference**

**\* Watercolor O'Keeffe style; \*tint and shade with watercolors**

**\* Objectives: Students will**

- become aware of the work of Georgia O'Keeffe - critique various works
- closely observe nature - focus on subtle color changes

- focus down on flower or other object of nature - find beauty in nature
- effectively use elements and principles of design

### Gr.6

\*Art Room Rules review

Lesson: Elements of Line, Shape, Color

\*Cut-out lettering for "Name", creating new and different shapes.

\*Background shapes, lines, colors, cut out

\*Artist referenced; Matisse

Lesson: Complete (5<sup>th</sup> grade) "Close up of flower shapes"; drawing and water color painting; tints and shades of analogous colors. Background; complimentary color.

\*artist referenced; Georgia O'Keeffe

Lessons:

"Art about Sports" – artist: Frank Stella - Recycling

Sports Cardboard Relief Sculpture

\*express all these ideas with shapes, colors, and art materials, such as paper and cardboard

### GR.7

\*Art Room Rules review

\* Elements of Art, line, space, color, shape

Lesson: Cardboard Relief Printing

\*Corrugated cardboard layers

\*prints are "collage" printed

\*printmaking artist reference; Charles F. Quest (1904-1993)

## **Lesson: Digital Photography**

\*Photography can be used to "communicate ideas and emotions."

\*Photography is promoting "individual vision, creative thinking, and maximum experimentation" by students.

**\*Fall Images**

## **Impressionist Artwork**

Students will explore the impact of photography on impressionism by taking photographs around the school to turn into impressionist works of art. Students will illustrate their understanding of impressionist-era work through

## **Gr.8**

**\*Review of Art Room Rules**

**\*Lesson: SMS, Dinner Dance Auction booklet cover designs**

**\*Lettering, composition, theme**

**Lesson: Plaster Masks,**

**\*Masks of Africa – observe websites**

### **Objectives:**

- 1. Compare and contrast various forms of artistic expression associated with specific groups of people, geographic regions, or time periods.**
- 2. Investigate processes and beliefs used by various cultures and institutions, past and present, to create works of art -- Describe how artists use materials, tools, images, and ideas to create works of art.**
- 3. Control plaster material as applied to student faces or mold.**

### **Evaluation:**

Students share what cultures or ideas inspired their masks. Students share what items were used to decorate their mask. Students share what they hope to communicate through the design of their mask.

6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade Art

## SKETCH BOOK / Folder



### Visual Push-Ups

Every day, people everywhere engage in some form of physical exercise. We know that physical activities develop certain muscles in our bodies and lead to a more healthy life.

Let's think of the mind as two muscles. One muscle is used when we do things involving words like reading a book, writing a letter, or listening to someone talk. The other muscle is used for "visual" things like recognizing a face, reading a map, or remembering a place we've been. This other muscle also controls our daydreaming and our imagination.

Like athletes, artists develop their "visual muscles" by continuous practice and use. They practice by either looking at things closely and drawing them or imagining something and recording it into a sketchbook.

Most artist keep sketchbooks in which they experiment with ideas and collect drawings of their environment. Sketchbooks are like visual diaries for artists. Artists often use them for planning and developing their work. The most famous artist sketchbooks are those of Leonardo da Vinci. His sketchbooks are filled with drawings, diagrams and written notes of things he saw and ideas he came up with.

### Expectation:

- In the 8<sup>th</sup> Grade Art Classes, students will be responsible to have either a sketchbook or a folder that holds 8  $\frac{1}{2}$ " x 11" plain white paper to draw on (I can provide paper). Do not use lined paper.

- By the end of the 9-week quarter, students must create **14 sketches**.
- Each week, students will be required to complete 2 drawings, a sketchbook assignment and a free choice assignment.
- Sketches must be *well developed*. Try to fill the paper space. For example: If one little object is drawn in the center of the paper without much detail, shading or texture, it will not earn full credit.
- Use pencil, colored pencil, or pen. **No markers or pastels** (chalk).
- Draw on the FRONT side of the paper only.
- Draw a **1" border** on the front bottom of the paper. In this border, write in pencil your name, the date, title and any journal entries or art related questions you have.
- Evaluation / Grade sheets have the assignments listed on them for both the student and teacher to assess. Turn in the Grade Sheet each week with the assigned sketches.

### **Sketchbook Ideas:**

Here some "push-ups" you can do in your sketchbook / folder to exercise your "visual muscle". You can use them or better yet, come up with your own ideas!!!!

1. Fill up a page with drawings of bugs, seashells, or something you collect.
2. Examine an object for one minute. Put the object away. Then draw the object from memory. When finished, look at the object again to see how much you remembered.
3. Find a magazine photograph of something you enjoy or find interesting. Draw a picture of this photo but turn it upside down and then draw.
4. Draw yourself by looking in a mirror.
5. Draw your pet from life or a zoo or farm animal from a picture.

6. Draw the inside of your bedroom or a room in your house.
7. Draw the front of the house you would like to live in when you are older.
8. Sit under a tree and draw it from your point of view.
9. Draw an image that expresses a warm feeling or emotion.
10. Draw an image that expresses a cool feeling or emotion.
11. Draw as many cartoon faces as you can that express different feelings. Label.
12. Design the package for the most delicious snack ever. Create name of treat.
13. Draw the inside of your closet.
14. Draw the contents of your refrigerator.
15. Draw one popcorn kernel on half your paper and then several kernels on the other half.
16. Put Mona Lisa in a contemporary setting.
17. Draw an insect under a magnifying glass.
18. Draw a family insect portrait.
19. Make a drawing of a machine that oozes.
20. Draw a woman wearing a big hat.
21. Make a careful drawing that illustrates the word "messy".
22. Draw a monument for a bagel.
23. Draw a detailed drawing of a nut and bolt.
24. Draw your foot or shoe from two different angles.
25. Design a poster that promotes a JRG school event. Ex. play, dance, sports event...

### Art Classroom Rules



1. Be prepared to begin class when the bell rings by listening and not talking, "stop, look, listen".
2. No talking during class instructions and demonstrations, except to ask questions.
3. Remain in your assigned seat after clean-up until the bell rings.

4. Follow school rules.
5. Ask permission/sign out to go to the lavatory or to get a drink.

## PROCEDURES

1. Bring a pencil and eraser to every class.
2. Sharpen your pencil at any time, except during instructions.
3. Place your name on ALL projects and tests.
4. Return all tools and project materials in clean condition to the place where you obtained them.

### Rules Reminders

Gr.4-8 1. Name on board, warning. 2.RIB 3.Call home

Gr.1-3 1. Name on board; warning. 2. Art Report homework, or assistance in the art room at recess

### Rewards

"Jar of beads! Fill the jar 1/2 way for reward class. Good behavior rewarded☺!