

Cowboy landscape

Date: September 3-7

Big Concepts: Nature and Environment

Teks: Art Grade 1:

Perception: 1.1A Identify similarities, differences, and variations among subjects, using the senses. **1.1B Identify color, texture, form, and emphasis in nature and in the human-made environment.**

Creative Expression/Performance: **1.2A Invent images that combine a variety of colors, forms and lines.** 1.2B Place forms in orderly arrangement to create designs. 1.2C Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints and constructions.

Historical/Cultural Heritage: **1.3A Identify simple ideas expressed in artworks through different media.** 1.3B Select artworks that show families and groups. 1.3C Identify the use of art in everyday life.

Response/Evaluation: **1.4A Express ideas about personal artworks.** 1.4B Identify simple ideas about original artworks, portfolios, and exhibitions by peers and others.

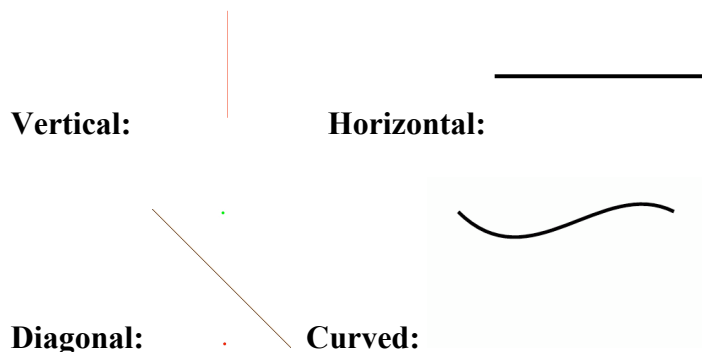
Materials: Paper, crayon, chalk

Content Objective:

- Students learn about drawing Western art.
- Students learn about landscapes and horizon line.
- Students learn to draw with chalk.
- Draw a simple body with arms, legs, head, and torso with form and clothing.
- Draw a face that includes all parts with color for hair and eyes with initial indication of placement.

Vocabulary Objective:

Line: A mark that has length and direction



Project Objective:

Students will create a cowboy landscape with crayon and chalk.

Activities:

Introduction:

Read pages 98-99 and discuss Western art, landscapes, and what a horizon line is in a painting.

Project:

- Students will create cowboy using crayon lines.
- Students will create a landscape with western themes.
 - For example, cactus, horse, farm, or farm animals.
- Students will then color in neatly using chalk.

Checks For Understanding: Students reflect on how chalk is different from crayons and discuss their landscapes pictures.