

## **Edgar Degas: Dancers & Giraffe's Can't Dance**

**Date:** March 25-29, April 1-5

**Big Concepts:** What is art?

**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:** pencil, water-color

### **Content Object:**

- Students will identify the shapes we use to make people when drawing.
- Students will be able to blend and mix primary colors into secondary colors.
- Students will be able to add tints in their art to make value.
- Get materials out and put them away with minimal assistance.
- Students will learn about Edgar Degas and his paintings of Dancers.
- Students will learn about emphasis and movement.

### **Project Objective:**

Students will create an artwork that possesses lines, shapes, and color to form a picture of movement showing either dance or sport.

### **Activities:**

#### **Introduction:**

**Review** the primary and secondary colors. Talk about tints and dominant and submissive colors. Discuss artist Edgar Degas. Show how Degas paintings focused on Movement and Dance. Talk about emphasis on subject. Read Giraffe's Can't Dance

#### **Project:**

- Students draw a giraffe showing movement through their arms and legs choosing either dance or sport.
- Students create a night sky background.
- Students then color in their painting with value mixing primary and secondary colors.

#### **Checks for Understanding:**

Students share with their neighbor telling the different shapes they used to make movement and color in their painting.