

Honduras Bark Painting

Date: March 18-22 & 25-29 & April 1-5

Big Concepts: What is Art?

Teks: Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. 3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. 3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

Historical/Cultural Heritage: 3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: 3.4A Identify general intent and expressive qualities in personal artworks. 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.

Materials: construction paper crayons, brown paper, liquid water color

Content Objective:

- Students learn about Honduras bark painting.
- Students compare how Honduras animal pictures are more abstract to realistic art.

Vocabulary Objective:

- Students will learn about Batik.
- Students are able to create designs and patterns.

Project Objective:

Students will create a Honduras bark painting with them and their family in the picture.

Activities:

Introduction:

Discuss Honduras rainforest how they painted bark with animals and people that are around where they live. Compare how their art is more abstract than American realist artist.

Project:

- Students draw them in their family focusing on telling a story about them.
- Students add animals around them and their family.
- Students paint it with liquid watercolors.

Checks for Understanding:

Students show their artwork and discuss the shapes and patterns they have created. Discuss how batik changed their picture.