

Leonardo's Horse

Date: Jan. 14-18 & 21-25

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: clay, clay tools, clay glaze,

Content Objective:

- Students are able shape forms in clay.
- Students learn about Leonardo Da Vinci.
- Students compare the clay horse from Da Vinci and Charlie Dent and Nina Akamu's present day clay horse.

Project Objective:

Students will create a clay horse.

Activities:

Introduction:

Read the first half of Leonardo's Horse by Jean Fritz. It explains the history of Leonardo Da Vinci and how he made a large clay horse for the Duke of Milan. Then explain how to create a horse.

Project:

- **First Day:** Students make their horses out of clay.
- **Second Day:** Read the last half of Leonardo's Horse by Jean Fritz where it tells how Charlie Dent and Nina Akamu recreate Leonardo's horse to give to the Milan people and fulfill Leonardo's dream of a large bronze horse. Then explain to students how to glaze their horse. Students paint their horse.

Checks for Understanding:

Students reflect on how their horse is similar to Leonardo's, and Charlie Dent's horses.