

Romare Bearden, The Block, 1971

Date: September 3-7, 10-14, & 17-21

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: Collage Paper, glue, scissors, color pencils, markers

Content Objective:

- Students review basic shapes, organic shapes, and freeform shapes.
- Students learn about cityscape and architecture.
- Students will learn about artist Romare Bearden.
- Students will learn about collage and how to manipulate it as medium.

Project Objective:

Students will create a cityscape that demonstrates where they live showing families and their community.

Activities:

Introduction:

Read Dropping in on Romare Bearden's

Discuss how it was made and how it was composed. Have the students ask what do they see and why did he use collage. Review basic shapes, organic and freeform shapes. Day 2 Read page 92 and discuss cityscape and architecture.

Project:

- Students create their own cityscape collage.
- Students choose an event that would happen in their cityscape creating a story with look in through windows.
1. Parade 2. Fourth of July 3. Summer 4. Autumn 5. Rain 6. Fantasy

Checks for understanding:

Students show and tell their cityscapes.