

Seashore Treasures

Date: May 2-3, 6-10, 13-15

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: pencils, colored chalk, scissors, markers, watercolor in spray bottles, glue, Sea shells, foam, Bristol paper

Content Objective:

- Students learn about contour drawing.
- Students learn about balance.
- Students learn how to create movement through line and texture.
- Students learn how to draw from observation.
- Students learn how objects in their everyday lives can be created in art.

Project Objective:

Students create a contour drawing of seashells learning to draw from observation and arrange their shells in balanced design.

Activities:

Introduction:

A contour drawing is a line drawing that describes the edges of forms or shapes. It requires close attention to details so that it becomes a careful, precise, and accurate description of the object. Contour drawing improves concentration (focus), eye-hand coordination (ability to draw what you see), and the ability to observe details and to make a relationship between one part of the drawing to another part (proportion). Artists often do contour drawing to develop and practice their skills. If children are exposed to this approach, it can help them start to break away from relying on drawing the symbols they have learned to represent their world and more closely observe their environment. Small interesting objects like shells offer the opportunity to observe a 3-dimensional object more carefully. Because each child can actually handle the shells they draw, they are more likely to look at them frequently and include details as they draw. It is good to describe the lines not in terms of the object but rather the characteristics of the line itself.

Project:

1. Assemble shells, paper, pencil, marker, and chalk and begin to draw.
2. Outline the pencil drawing with a marker.
3. Add chalk to areas in each shell drawing.
4. Cut out shell shapes.
5. Spray texture on white paper.
6. Cut the dry texture paper into a wavy shape.
7. Glue the textured shape to construction paper.
8. Add foam bits to the back of each shell.
9. Arrange shells on the textured surface and glue down.

Checks For Understanding:

Students reflect on how closely they were able to create their pictures to the real shells.