

## Teaching Tribes

**Date:** August 27-31

**Big Concepts:** Relationship and Social Bonding

**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:** 1 balls, Paper choice between color or white, crayons, texture plates

### **Content Objective:**

- Students will be able to know art classroom procedures.
- Students will learn how to clean up.
- Students will understand classroom expectations.
- Students learn how to show mutual respect in the art classroom throughout the art day.
- Create artworks based on personal observations and experiences
- Express ideas and feelings in artworks, using a variety of colors, forms, and lines

**Artists:** Vincent Van Gogh

### **Vocabulary:**

**Abstract art:** Art in which the details of real objects are simplified, distorted, or rearranged.

**Realistic art:** Art in which the details relating to objects are as they actually are.

### **TECHNIQUES:**

**gesture drawing**– quick sketches that are made with loose arm movements

**contour drawing**– drawings that show only the outlines of the shapes that make up objects. (no color or shading)

**blind contour drawing**– drawing made without looking at the paper as you draw

**continuous contour drawing**– drawings made without lifting the pencil off the paper

**tonal drawings**– show the dark and light areas of an object using tones, or shades of one color

**Project Objective:**

- Students will brainstorm on how Tribes expectations looks like, sounds like.
- Students will be able to repeat a shape several times on their paper varying the size and colors they use to form variety and rhythm.
- Students will create a picture based on the ish book and Vincent Van Gogh, “Sunflowers”. Student’s will create a Sun Flower in a vase adding an appreciation to a friend or loved one creating a card to give.
- Students will color in their picture neatly.

**Activities:**

**Introduction:**

Show students how to enter the room.

Community circle: Tell a little about me through my webpage. Read “Ish” by Peter Reynolds. Talk about how it represents Mutual Respect. Discuss Leon’s actions and what was Ramon’s reaction. Discuss Marisol’s actions and what was Ramon’s reaction. Discuss how words can make us feel good or bad.

**Project:**

- Students Go over the four expectations of Ideal Classroom using:  
Mutual Respect: (Respect yourself, others, and propriety at all times.)  
Active Listening: (Criss-cross applesauce, voices off, eyes forward.)  
No Put Downs: (Complement others.)  
Right to Pass: (To choose to share in community circle.)

Students do a drawing Sun Flower in a vase adding an appreciation to a friend or loved one creating a card to give.

Students stand up tell their name and something about themselves and their sunflower card.

**Checks for understanding:**

Student’s then give a verbal appreciation so someone at their table about their artwork.

Demonstrate how to clean up and leave the classroom.