

# *Los Altos School District*



## *Program Catalog*

*2021 – 2022*

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*[www.Losaltosartdocents.org](http://www.Losaltosartdocents.org)*

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## **Los Altos Art Docent**

### **Visual Arts Education Program**

The Los Altos Art Docent program is designed to develop visual literacy in the students of the Los Altos Elementary School District by having students:

- Respond to art
- Experiment and create art
- Make connections

Visual arts stimulate the imagination, enhance observation skills and self-expression, encourage creative problem-solving and underscore the innate relationships between history, culture, science, math and the humanities.

We provide art lessons that combine appreciation and hands-on activities designed to build on each other from year to year. Discussion and application of the art elements are woven throughout the curriculum, such that by the end of sixth grade students have gained an appreciation for fine art, learned a basic art vocabulary and participated in the process of creating their own individual works of art.

Students visually explore a selection of art from the United States and around the world, experiencing different cultures and time periods as seen through artists' eyes. Students are encouraged to relate their own life experiences to what they see in the various works. Looking at various media and using the vocabulary of the art elements, students learn to describe, analyze and interpret the form and content of art reproductions.

Lessons in a variety of media, including watercolor, clay, cut paper, printmaking, and drawing are offered in sequence. Rather than focusing primarily on the end result, these lessons are technique based and focus on the process of creating art. Each year new techniques and the principles of design are added to create more sophisticated artwork. All lessons complement the academic curriculum and meet California State Visual Arts Content Standards.

## The Art Elements

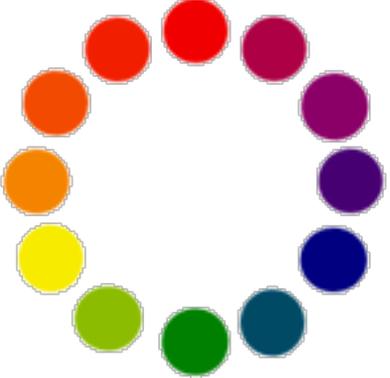
The art elements are “building blocks” used to create and describe visual arts. Artists combine these elements with the principles of design to compose a work of art. There are five art elements:

Color  
Line  
Shape  
Space  
Texture

### Color

Color is produced when light strikes an object and is reflected back to the eye. Color has three qualities:

1. Hue - the name of a color (red, yellow, blue, etc.)
2. Value - the lightness or darkness of a color
  - Tint = hue + white
  - Shade = hue + black
3. Intensity - the brightness or dullness of a color; the strength of a color

<p>Colors can be related to each other in the form of a wheel.</p> 	<p>The PRIMARY colors are: red, yellow, blue</p> <p>The SECONDARY colors are produced by mixing two primary colors and are: orange, green, violet</p> <p>The INTERMEDIATE colors are produced by mixing two adjacent (secondary + primary) colors</p> <p>The NEUTRAL colors are: black, white, gray</p>
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### *Complementary Colors*

- Complementary colors are opposite each other on the color wheel. For example, violet is the complementary color of yellow, green is the complementary color of red, and blue is the complementary color of orange.
- When mixing paint, addition of the complementary colors dulls the color.
- Complementary colors placed adjacent to each other intensify the colors.

### *Warm and Cool Colors*

- Red-violet, red, red-orange, orange, yellow-orange, yellow, and yellow-green are warm colors. They seem to come toward us or advance. Blue-violet, blue, and blue-green are cool colors. They seem to recede. Green and violet are usually considered between warm and cool. Depending on the particular value and intensity, they can be either warm or cool.

## **Line**

A line is a continuous mark made on a surface by a moving point. Lines can define a space, create an outline or pattern, imply movement or texture, mass or volume.

*Horizontal Line* gives a quiet, restful feeling

*Vertical line* gives a feeling of strength

*Diagonal line* usually denotes action

Lines can:

- Be of even or varied thickness
- Express a variety of personalities
  - quick
  - slow
  - still
  - nervous
  - calm
  - rigid
- Suggest the presence of
  - mass
  - texture
  - light/shadow
- Emphasize form
- Create mood

## **Shape**

Shape is an enclosed space, the boundaries of which are defined by other elements (line, color, value, and/or texture). Shapes are limited to two dimensions – length and width. Shapes can be geometric, amorphous (free-form), or a combination.

A shape can have personality as influenced by: the lines that create it or the overall shape itself. For example, shapes with vertical and horizontal edges appear rigid and tense. Shapes with fuzzy, indistinct edges appear soft or relaxed. Shapes with soft curves appear flowing or imply movement, and shapes that overlap with other shapes create energy, tension, or rhythm, depending on how they overlap.

## **Space**

Space refers to the areas or distances around, between, or within the different components of an artwork. Space can be two-dimensional or three-dimensional. The feeling of depth in a drawing or painting is always an illusion. Artists combine the use of light and dark value with other techniques to create space. A space can be positive - shape, line or color that defines a subject(s) or negative - the area of the piece that surrounds the subject(s). How an artist uses space or chooses NOT to use space adds a great deal to a work of art.

## **Texture**

Texture refers to the surface quality or "feel" of an object - smooth, rough, slick, soft, etc. Textures may be actual (felt with touch - tactile) or implied (suggested by the way an artist has created the work of art -visual).

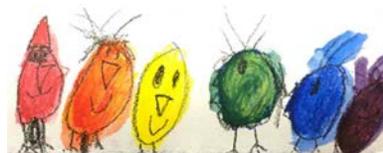
## LAAD Visual Arts Curriculum Transitional Kindergarten

### BIRDS OF COLOR

**Length: 45 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**



These happy birds are a perfect introduction to color mixing. TK'ers start by drawing basic circular shapes for bodies with black crayon. After adding details to make the birds come to life, they use only primary watercolor crayons to add color. Children are surprised when they add water to these as the colors mix and secondary colors appear right in front of their eyes.

*Academic Support: Students are guided in the creation of new colors through an experiential class in which they mix primary colors to create mixed (secondary) colors. Listening and speaking strategies for oral communication are developed in this interactive lesson.*

*Visual Arts Standards: TK.VA:Cr1.1, TK.VA:Cr1.2, TK.VA:Cr2.1, TK.VA:Cr2.2, TK.VA:Re8, TK.VA:Cn10, TK.VA:Cn11*

### CLAY TEXTURE TILES

**Length: 45 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Get all touchy-feely as your class explores texture, creating a unique clay texture tile. Gross and fine motor skills are utilized when students roll out their clay, cut it into a shape and then add texture with a variety of tools. Texture is further enhanced when students sponge on a special glaze.



*Academic Support: Connects to the history curriculum of how pottery/art is similar/different in the past and the present.*

*Visual Arts Standards: TK.VA:Cr1.1, TK.VA:Cr1.2, TK.VA:Cr2.1, .VA:Cr2.2, TK.VA:Cn10, TK.VA:Cn11*

### KANDINSKY CREATIONS

**Length: 45 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

In this colorful lesson, students are introduced to the work of Wassily Kandinsky and the concept of abstract art. While lessoning to music, they will cut from construction paper and glue geometric shapes of varying sizes and colors as part of a class art piece.

*Academic Support: Math – Identify and describe geometric shapes*

*Visual Arts Standards: TK.VA:Cr1.1, TK.VA:Cr1.2, TK.VA:Cr2.1, TK.VA:Re7.1, TK.VA:Re8, TK.VA:Cn10, TK.VA:Cn11*



## LAAD Visual Arts Curriculum Kindergarten

### CLAY PINCH POTS

**Length: 45 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students learn how the indigenous groups of Oaxaca, Mexico have long fashioned and used ceramics for utilitarian, ceremonial, and decorative purposes. Clay techniques of “pinching” and “incising” help students to form and design their own clay pots. The art elements of shape, form, and texture are utilized in making decorative pinch pots.

*Academic Support: Supports math curriculum including identifying and extending simple patterns.*

*Visual Arts State Standards: K.VA:Cr1.1, K.VA:Cr2.1, K.VA:Cr3, K.VA:Re7.1, K.VA:Re8, K.VA:Cn11*



### DRAWING ANIMALS

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Kindergarteners will experiment with line and shape to create their own scribble dogs, fat pigs and colorful lions. A yellow cow, bronze pig and a ferocious lion and tiger are the perfect way to explore how artists bring images to life. Kindergarteners identify basic shapes in famous artwork and examine how artists use line, shape and texture to create form.

*Academic Support: Science curriculum study of animals.*

*Language Arts regarding sharing information and ideas, speaking audibly in complete, coherent sentences.*

*Visual Arts State Standards: K.VA:Cr1.1, K.VA:Cr2.1, K.VA:Cr3, K.VA:Re7.2, K.VA:Re8*



## OWL MASKS

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students learn about owls by observing and discussing the features and behaviors of owls through reproductions by John Audubon, and David and Jean Villasenor. They learn the physical and decorative characteristics of a mask by discussing the various art elements found in a mask. Using construction paper, scissors and cray-pas (oil based crayons), students create their own owl masks using symmetry and the art elements of line, shape, color, texture and pattern repetition.



*Academic Support: Science curriculum study of characteristics of plants/animals.*

*Visual Arts State Standards: K.VA:Cr1.1, K.VA:Cr2.1, K.VA:Cr3, K.VA:Re7.2, K.VA:Re8, K.VA:Cn11*

## UNDERWATER COLOR

**Length: 60 minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students use watercolor techniques of wax resist and salt to create a charming underwater seascape. Patterns, shapes and textures are discussed and then used to draw and color fish, coral and plant life. A watercolor wash and salt are applied to create the appearance of bubbles.



*Academic Support: Simple shapes and patterns as well as science curriculum study of living things and their physical environment.*

*Visual Arts State Standards: K.VA:Cr1.1, K.VA:Cr2.1, K.VA:Cr2.3, K.VA:Cr3)*

*Describe what an image represents. (K.VA:Re7.2, K.VA:Re8)*

## LAAD Visual Arts Curriculum First Grade

### CLAY FISH

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Building on pinch pot techniques learned in Kindergarten, students will create a fish sculpture using pull-out and add-on techniques. Art elements of line, texture, form and shape help students create the specific characteristics of their fish. Everyday tools are used to incise patterns, scales and fins.

*Academic Support: Science curriculum study of animals.*

*Visual Arts State Content Standards: 1.VA:Cr1.1, 1.VA:Cr1.2, 1.VA:Cr2.1, 1.VA:Cr2.2, 1.VA:Cr3, 1.VA:Re7.2, 1.VA:Re8, 1.VA:Re9*



### FAMILY

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

By comparing and contrasting scenes of family and community life from different cultures, times and places around the world, first graders recognize that some aspects of people, places, and things change over time while others stay the same. First graders will learn how to use shapes to draw people. Then they will use crayons to draw family or community members engaged in a favorite activity, and they will bring these scenes to life with a watercolor wash.

*Academic Support: Social science study of a child's place in time and space.*

*Visual Arts State Content Standards: 1.VA:Cr1.1, 1.VA:Cr1.2, 1.VA:Cr2.1, 1.VA:Cr2.2, 1.VA:Cr3, 1.VA:Re7.1, 1.VA:Re7.2, 1.VA:Re8, 1.VA:Cn11*



### FLOWERS

**Length: 60 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Flowers have always been a popular subject for artists. In this charming lesson, students are shown reproductions by famous artists and discuss the importance of plants and flowers. They discover how the art elements such as shape and color are used to create movement and contrast. Students use scissors to sculpt paper flowers using free form cutting and folded paper techniques. Texture is achieved by fringing and layering. Their three dimensional flowers are then glued on a poster to create a stunning class bouquet. The art elements used in this lesson are shape, color, texture and form.

*Academic Support: Science - study of plants and the math - symmetry*

*Visual Arts State Content Standards: 1.VA:Cr1.1, 1.VA:Cr1.2, 1.VA:Cr2.1, 1.VA:Cr2.2, 1.VA:Cr2.3, 1.VA:Cr3, 1.VA:Re7.2, 1.VA:Re8, 1.VA:Cn11*



## POP PRINTING

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 3**

Students are introduced to a simple form of printmaking and the artist Andy Warhol. Students create a face on a Styrofoam plate and make four prints of this design, experimenting with different color combinations. They incorporate the art elements of line, texture, color, shape and space in their work.

*Visual Arts State Content Standards: 1.VA:Cr1.1, 1.VA:Cr1.2, 1.VA:Cr2.1, 1.VA:Cr2.2, 1.VA:Cr3, 1.VA:Re7.2, 1.VA:Re8*



## WATERCOLOR ANIMALS

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students combine sketching and watercolor techniques to create their own fantasy animal painting. Using the art elements line, shape, texture, color and space, children first practice basic sketching techniques using crayons to draw one-minute animals. Next, students are introduced to watercolor techniques; two colors on a brush (mixing primary colors to get secondary colors), pull stroke, squiggle stroke and stipple stroke. Then, using all of the techniques, students create their own original works of art. The lesson is stimulating, fun and the results are amazing!

*Visual Arts State Content Standards: 1.VA:Cr1.1, 1.VA:Cr1.2, 1.VA:Cr2.1, 1.VA:Cr2.2, 1.VA:Cr3)*



## LAAD Visual Arts Curriculum Second Grade

### BUTTERFLIES AND BLOOMS

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Colorful garden scenes are created portraying how plants in their environment are pollinated. Students paint a variety of flowers, grass and a three-dimensional butterfly. We discuss primary and secondary colors, balance (symmetry) and focal point. Students learn color mixing/two colors on a brush and watercolor techniques: wet on wet, stipple, pull and spiral strokes.

*Academic Support: Life science curriculum pertaining to pollination.*

*Visual Arts State Content Standards: 2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr2.2, 2.VA:Re7.1, 2.VA:Re9, 2.VA:Cn10*



### CHILDREN AT PLAY, Games & Toys of Yesterday

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students love to play and are excited to explore how children from different time periods spent their free time compared with children of today. Students discuss works of art by Rockwell, Homer, Morgan and the concepts of theme, mood and expression (colors and "sounds" in a painting) and perspective are introduced. The prints reflect clothing and hair styles of children from various time periods and cultures. A connection with the past is strengthened by playing yesterday's games including: hoop & stick, marbles, jack straws and others.

*Academic Support: Social studies curriculum of "Then and Now"*

*Visual Arts State Content Standards: 2.VA:Re8, 2.VA:Re9, 2.VA:Cn11*



### CLAY BUILDING TILES

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Students explore the possibilities of clay using incising and add-on techniques; and incorporate the art elements of line, shape and texture to create a decorative building of their own. Students discuss different types of buildings; their own home, igloo, castle, log cabin, tepee, barn, capitol building, church and skyscraper. Students discuss the role of architects and builders. This lesson complements the buildings appreciation lesson.

*Academic Support: Social Studies curriculum in regard to buildings; representing urban, suburban and rural areas.*

*Visual Arts State Content Standards: 2.VA:Cr1.1, 2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr2.2) Perceive and describe aesthetic characteristics of one's natural world and constructed environments. (2.VA:Re7.1, 2.VA:Cn10, 2.VA:Cn11*



## CLAY PENGUINS

**Length: 45 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 2**

Using penguins as their subjects, students continue to build upon the clay techniques of pullout, push, modeling and incising to create a realistic penguin sculpture. The art elements of line, texture, form and shape help students achieve accurate characteristics, key features and proper proportion of these animals.

*Academic Support: Possible ELA tie-in with penguin books and reports*

*Visual Arts State Content Standards: 2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr2.2*



## MATISSE MAGIC

**Length: 60 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Students are introduced to Henri Matisse and his cut-paper compositions. Emphasis is placed on the art elements of color and shape. Students learn the concepts of balance, overlapping, arrangement, warm and cool colors and complementary color pairs. Scissors are used to sculpt in paper and create a vibrant Matisse-like composition.

*Visual Arts State Content Standards: 2.VA:Cr1.1, 2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr2.2, 2.VA:Cr3, 2.VA:Re7.1, 2.VA:Re8, 2.VA:Re9*



## REFLECTIONS ON BUILDINGS

**Length: 60 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Stamp your passport and join the adventure as this lesson takes students around the world and to different periods in time. Students imagine what it would be like to live in a mixed use building in Venice, a Lighthouse, or the Taos Pueblo in New Mexico, and they can pretend to ride the old elevator in the Radiator Building in New York City. Buildings are used as an art form as they illustrate urban, suburban, and rural settings. As we explore these communities, students learn about complementary colors, pattern, shape, texture, and perspective. They have the chance to draw buildings in one of these settings. A spritz of water is added and a reflection is created for a stunning visual effect.

*Academic Support: Purpose and use of buildings, vocabulary of rural, urban, suburban; weather and atmospheric effects; past and present.*

*Visual Arts State Content Standards: 2.VA:Cr1.2, 2.VA:Cr2.1, 2.VA:Cr2.2, 2.VA:Re7.1, 2.VA:Re8, 2.VA:Re9, 2.VA:Cn10, 2.VA:Cn11*



## LAAD Visual Arts Curriculum Third Grade

### CLAY WICKIUPS

**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

This lesson introduces 3-D clay building techniques in the form of Wickiups, the homes of the Ohlone Indians.

Students also review the art elements of shape and texture. Both organic and geometric shapes are used in the creation of a freestanding clay structure. Classes may create a village of Ohlone structures or individual dioramas.

*Visual Arts State Content Standards: 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr2.3, 3.VA:Cr3, 3.VA:Pr6*



### FINDING BALANCE

**Length: 60 minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Students discuss the principle of design balance to understand how it creates tension and visual interest in art. Using Alexander Calder as an inspiration, students will then engineer their own kinetic sculptures using geometric and organic shapes. They explore how forces (air currents, gravity, and hand movements) interact with their sculptures to make them move.

*Visual Arts Standards: 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr3, 3.VA:Re8*



### MIXED MOODS

**Length: 75 minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Paul Klee's *Head of a Man* serves as inspiration for students to paint an abstract head using geometric shapes. Students are challenged to see how many tints, tones and shades they can mix using one color with black and white acrylic paints. Students discuss how the resulting colors affect the mood of their artwork.

*Visual Arts Standards: 3.VA:Cr1.1, 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr3, 3.VA:Re7.2, 3.VA:Re8, 3.VA:Re9*



## OBSERVATIONAL DRAWING

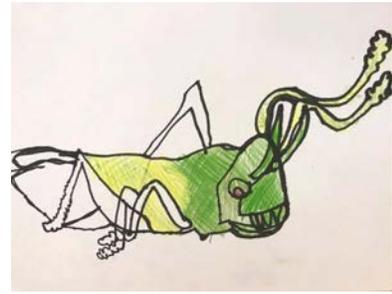
**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Paul Klee once described line as “a dot that went for a walk”. Students put pencil to paper to discover line through a series of observational drawings. They bring their observational drawings to life by using color pencils and techniques such as hatching, cross-hatching and stippling.

*Visual Arts State Standards: 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr2.3, 3.VA:Cr3, 3.VA:Re7.2, 3.VA:Re8, 3.VA:Re9, 3.VA:Cn10)*



## PIGMENT OF IMAGINATION

**Length: 75 minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Working in small groups, students use color tiles to create a color wheel exploring the basics of color theory. Watercolor crayons are then used to color/paint a vibrant artwork of pigments and imagination. Paintings by Hockney, Rivera, Picasso and Munch show how artists use complementary color pairs and warm/cool colors to tell a story.

*Visual Arts Standards: 3.VA:Cr1.1, 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr3, 3.VA:Re7.1, 3.VA:Re7.2, 3.VA:Re8, 3.VA:Re9*



## POSITIVELY NEGATIVE

**Length: 60 minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Explore positive and negative space through observation of fine art and by creating a cut paper work of art, inspired by the Japanese principle of NOTAN - the balance of light and dark and the interaction of positive/negative space.

*Visual Arts Standards: 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Re7.1, 3.VA:Re7.2, 3.VA:Re8, 3.VA:Re9*



## PRINTMAKING

**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Using the art of Van Gogh and Hiroshige as inspiration, students will use lines to create texture to design a realistic or abstract masterplate. Inking their plates, students are free to make multiple prints to explore color mixing and how color can affect their design.

*Visual Arts State Content Standards: 3.VA:Cr1.1, 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2*



## **WATERCOLOR SEASCAPES**

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Inspired by Homer, Renoir and Monet, students use creative watercolor techniques to paint a dramatic stormy scene, a beautiful sunset, or a warm, sunny day. Students use the art elements of space/perspective and color to paint a seascape.



*Visual Arts State Content Standards: 3.VA:Cr1.2, 3.VA:Cr2.1, 3.VA:Cr2.2, 3.VA:Cr2.3, 3.VA:Cr3, 3.VA:Re7.2, 3.VA:Re8, 3.VA:Re9*

## LAAD Visual Arts Curriculum Fourth Grade

### BRUSH PAINTING

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 0**

Students are introduced to the Asian style of brush painting. Black was felt to be the purest color and the white areas of the painting just as important as the black. Relaxing music captures the mood as students quietly experiment loading paint on the brush and holding it to apply pressure for different effects. Students use authentic Asian brushes to practice line weights using basic brush strokes (press, run, lift, drag, and tip). The art elements of line, space, color and value, as well as, the concept of contrast are incorporated to create dramatic black, white and grey paintings on rice paper.

*Visual Arts State Content Standards: 4.VA:Cr1.2, 4.VA:Cr2.1, 4.VA:Cr2.2, 4.VA:Re8, 4.VA:Cn10*



### CALIFORNIA CONFECTIONS

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

In this lesson students will draw and paint a cake capturing the ‘glints, gleams and glows’ of California artist Wayne Thiebaud. As an introduction to Thiebaud’s art, fourth graders will discuss a sampling of his California scenes and pastries while exploring how he used color, light and shadows. Students will draw a cake in perspective, and will use acrylic paint to experiment mixing tints and shades while frosting and decorating their cake.

*Visual Arts State Content Standards: 4.VA:Cr2.1, 4.VA:Cr2.2, 4.VA:Re7.1, 4.VA:Re7.2, 4.VA:Re8, 4.VA:Re9, 4.VA:Cn10, 4.VA:Cn11*



### CITYSCAPE: A Lesson in Architecture

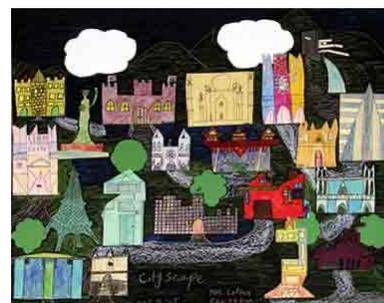
**Length: 75 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 0**

Students learn about architecture as a form of art. They learn the vocabulary of architecture, the difference between form and function and what is involved in the process of building various structures (residential, commercial, industrial). Examples of well-known historical structures show the progression of architecture based on the invention of new technologies and materials providing an artistic walk through civilization. Students design and draw a building facade (learned or imagined) that becomes part of a class cityscape collage.

*Visual Arts State Content Standards: 4.VA:Cr1.2, 4.VA:Cr2.1, 4.VA:Cr2.2, 4.VA:Cr2.3, 4.VA:Pr4, 4.VA:Re7.2, 4.VA:Re8, 4.VA:Cn10*



## CLAY BEARS AND QUAIL

**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Using the California State symbols of the grizzly bear and quail, students use clay techniques of pull out, push, modeling and incising to create their own sculpture.

They incorporate the art elements of line, texture, form and shape to create accurate figure proportions with the distinguishing long, course hair of the grizzly bear or topknot and breast feathers of a quail.

*Academic Support: Social Studies curriculum study of California*

*Visual Arts State Content Standards: 4.VA:Cr1.1, 4.VA:Cr2.1, 4.VA:Cr2.2*



## DREAMSCAPES

**Length: 75 minutes**

**Number of docents: 2**

**Parent Volunteers: 0**

Fourth graders will explore the use of juxtaposition, scale and ambiguity to create a mixed-media fantasy dreamscape collage. Students' imagination will be ignited by viewing a selection of 20th Century art that



incorporates elements of fantasy, dreamlike images and surrealism. These images will be used as inspiration for students to create their own dreamlike scenes.

*Visual Arts State Content Standards: 4.VA:Cr1.2, 4.VA:CR2.1, 4.VA:Cr2.2, 4.VA:Re7.2, 4.VA:Re8, 4.VA:Re9*

## HUMAN FORM

**Length: 75 minutes**

**Number of docents: 2**

**Parent Volunteers: 1**

The human figure has inspired artists to pick up their pencils for thousands of years. In this lesson, students will learn how to use proportion and basic anatomy to draw a standing figure and then reposition the arms and legs to create gesture and movement. Learning simple techniques and rules for drawing the human form allows the students to gain a deeper understanding of how the body moves so that they can apply this knowledge as they hone their drawing skills.



*Visual Arts State Content Standards: 4.VA:Cr2.1, 4.VA:Cr2.2, 4.VA:Cr3, 4.VA:Re7.2, 4.VA:Re8*

## **SEE SHELLS**

**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Students continue to improve contour drawing skills and watercolor techniques to create an abstract painting of a seashell in the style of Georgia O'Keeffe. After observing art reproductions, each student studies a real seashell in order to observe its line, shape, texture, color and value. Students then draw their own seashell, focusing on the concepts of space, pattern and repetition to create an enlarged seashell drawing. Students first practice and then use watercolor techniques; two colors on a brush, fade out (color value and shading), wet on wet and one color wash over another to complete their artwork.

*Visual Arts State Content Standards: 4.VA:Cr1.2, 4.VA:Cr2.1, 4.VA:Cr2.2, 4.VA:Re7.2, 4.VA:Re8*



## LAAD Visual Arts Curriculum Fifth Grade

### ART THAT SPEAKS

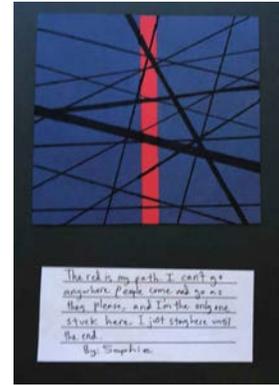
**Length: 75 minutes**

**Number of docents: 1**

**Parent Volunteers: 0**

Working with simple materials in a free format, fifth graders will create a paper collage as a form of self-expression. Personal expression is a hallmark of modern art. Students will discuss 20th-century American art and discover different techniques artists used to communicate a personal, social or political point of view. Inspired by this art, students will create their own collage that “speaks” and will write a short statement about its meaning.

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr2.3, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re7.2, 5.VA:Re8, 5.VA:Re9, 5.VA:Cn10, 5.VA:Cn11*



### CLAY MASKS

**Length: 75 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Following a discussion of the history and purpose of masks, viewing photographs of masks from different cultures and observing actual masks, students sculpt their own clay mask. This lesson furthers students’ skills in manipulating clay. The art elements of line, texture, form and shape; and the clay techniques cut out, add on, imprinting and incising are demonstrated and applied to student’s own original works of art.

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re7.2*



### FAUVE LANDSCAPE

**Length: 90 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Students are introduced to the Fauvist movement of the first decade of the 20<sup>th</sup> century when French artists (Matisse, Derain, and others), inspired by artists such as Van Gogh and Gauguin, experimented with color. They continued and expanded the trend away from the historical use of color to describe a landscape or portrait by using it to evoke an extra layer of mood and expression. Using landscape forms from Ansel Adams photographs, students create their own *Fauve* landscape using the rich color and texture of oil pastels. The results are dramatic and the process fun.

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re8, 5.VA:Re9, 5.VA:Cn10*



## HEADS & FACES

**Length: 60 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 0**

Students learn the facial structure and proportions of the human head. They expand upon continuous contour and blind contour drawing techniques from previous grades. Observational drawing skills are developed by copying and creating head portraits. Creative expression is stimulated through various directed exercises and problem-solving skills are used to simplify photographs into line drawings. Each student produces a booklet with a series of practice drawings creating Picasso-like look and feel.



*Academic Support: Reinforces mathematical proportion course of studies*

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr3, 5.VA:Re7.1*

## ONE POINT LINEAR PERSPECTIVE

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 0**

Students learn how to create an illusion of three-dimensional space on a flat piece of paper. They draw rectilinear objects using horizontal, vertical, parallel and orthogonal lines leading to a single vanishing point on the horizon line. The concepts of size, position, detail, and 3-D modeling are first shown in reproductions and photographs and then used by students in their own drawings. Students learn how to use a T-Square to achieve an accurate drawing.



*Academic Support: Math*

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re8, 5.VA:Cn10*

## PHOTOGRAPHY

**Length: 75 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 1**

Camera phones have made everyone a photographer, but few students know the elements of a successful photo.

Using images from a local photographer, students are introduced to leading line, depth of field, the rule of thirds and more. Students work in groups to examine iconic photos of science, still life, landscape, movement, photojournalism, and portraits. Students create their own composition using digital photography to communicate a theme.



*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr2.3, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re8, 5.VA:Re9, 5.VA:Cn10*

## **RADIAL PRINTMAKING**

**Length: 75 minutes**

**Number of docents: 2**

**Parent Volunteers: 1**

Students learn collagraph printmaking techniques by gluing materials to cardboard and creating a textured printing plate which will be printed in a radial pattern. They will create a background for their print using watercolor washes and will print their design in black ink. Motifs and radial designs found in Native American art will be introduced and used as the inspiration for their work.

*Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr2.3, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re7.2, 5.VA:Re8, 5.VA:Re9, 5.VA:Cn10, 5.VA:Cn11*



## **WATERCOLOR TREES**

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Using trees as subjects, students use watercolor techniques to create deciduous and evergreen trees in a forest showing perspective with a foreground, middle ground and background. Watercolor techniques include

wet on wet, stipple stroke, pull stroke, two colors on a brush, sponging and graded wash. *Visual Arts State Content Standards: 5.VA:Cr1.1, 5.VA:Cr1.2, 5.VA:Cr2.1, 5.VA:Cr2.2, 5.VA:Cr3, 5.VA:Re7.1, 5.VA:Re8, 5.VA:Re9, 5.VA:Cn10*



## LAAD Visual Arts Curriculum Sixth Grade

### CLAY HEADS

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Students manipulate clay into a human head with attention to proportion and detail. This unit is the culmination of all our clay lessons. It utilizes the techniques introduced in the lower grades (pull out, incising, score and slip) and introduces melding. Students learn the facial structure of the human head, the way facial features are put together and facial proportions in this 3-D media. Using clay sculpting tools, students express mood and feeling in their subject. This lesson complements the Heads and Faces unit.

*Academic Support: Reinforces mathematical proportion course of studies*  
*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*



### DRAWING STILL LIFE

**Length: 60 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 0**

Students observe reproductions of still life paintings by Henri Matisse, a master of design, pattern, and color in a two-part lesson. In this first part, using real fruits and vegetables as their model, students create a contour drawing utilizing the technique of overlapping to create depth incorporating the art elements of line, shape/form, space and texture. They learn about composition and balance; how pattern creates rhythm and moves the eye through the design and how repetition creates interest.

*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*



### EGYPTIAN BIRD MASKS

**Length: 75 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 0**

Using cut paper, layering and overlapping techniques, Cray pas and gold pens, students sculpt with scissors and create elaborate bird masks in the Ancient Egyptian style. The realistic characteristics of falcons, vultures, and other important birds are viewed in art reproductions and compared to the stylized characteristics, colors and patterns found in Ancient Egyptian art and jewelry. The unique usage of the art elements by the Ancient Egyptians is applied to student artwork with emphasis on color, line, symbolic shapes and the design principle of symmetry.

*Academic Support: Social Studies Curriculum subject of Ancient Egypt*

*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3, 6.VA:Re7.1, 6.VA:Cn11*



## TIDAL ZONE PRINTS

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Students learn relief printmaking techniques and use various carving tools to cut designs into a printing block. They use the art elements of line, shape and space to achieve the unique patterns and textures found in creatures that inhabit coastal tidal areas. A brayer is used to add color(s), and the designs are printed on paper. Each student experiments with color to produce a variety of relief prints. A final design is printed on Thai Unryu paper.



*Academic Support: Science curriculum study of ocean ecosystems*

*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*

## TWO POINT LINEAR PERSPECTIVE

**Length: 90 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 0**

Students learn how to create the illusion of three dimensional space on a flat piece of paper. They draw buildings from the “corner view” using horizontal, vertical, parallel and orthogonal lines leading to two separate vanishing points on the horizon line. Windows and doors are drawn in the shape of trapezoids. The concepts of size, position, overlapping, detail, saturation of color, atmospheric perspective and 3-D modeling are first shown in reproductions and photographs and then used by students in their own drawings. Students learn how to use a T-Square to achieve an accurate drawing.



*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*

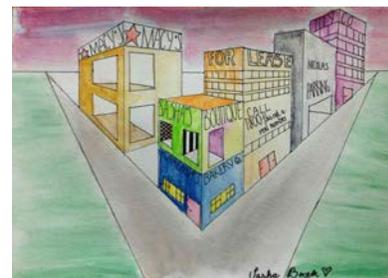
## TWO POINT PERSPECTIVE FOLLOW-UP: Color, Texture, and Shading

**Length: 75 Minutes**

**Number of Docents: 1**

**Parent Volunteers: 0**

Students observe and demonstrate an understanding of perspective through the use of color, texture and shading to complete their drawings. They use watercolor pencils and sponging techniques. They learn that saturation of color demonstrates how close objects appear brighter and sharper than objects in the distance. Atmospheric perspective elements such as fog and smog make objects in the distance look pale and faded. 3D modeling, shading on one side of an object, makes it appear to have volume/look round.



*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*

## **WATERCOLOR STILL LIFE**

**Length: 60 Minutes**

**Number of Docents: 2**

**Parent Volunteers: 1**

Students observe reproductions of still life paintings by Henri Matisse, a master of design, pattern, and color in a two-part lesson. Students incorporate the art elements of color, texture, and value to their still life drawings

completed in part one. In this second part, they use color mixing to create complementary and contrasting colors and shading to finish their own still life paintings in the style of Henri Matisse in watercolor.

*Visual Arts State Content Standards: 6.VA:Cr1.2, 6.VA:Cr2.1, 6.VA:Cr3*



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