**BPS Elementary Art Curriculum**

Henry and Mudge Valentine Art



Content Connections:

Math: Charting

Reading: Henry and Mudge by Cynthia Rylant

Scott Forseman Unit 4 pages 161-178

Art Standards: Standard 6: CONNECTIONS

Students make connections between the visual arts\* and other disciplines.

Reading: Comprehension, cause and Effect

Math: Charting

Materials: White Paper, Candy Hearts, pencil, glue

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_\_Line | \_x\_Pattern |
| \_x\_Shape/Form | \_\_Rhythm/movement |
| \_\_Color | \_x\_Proportion/Scale |
| \_\_Value | \_\_Balance |
| \_x\_Texture | \_\_Unity |
| \_\_Space/Perspective | \_\_Emphasis |

Grade: 1

Time: 2 sessions

Lesson

1. Session 1: After reading Henry and Mudge, ask students to draw one of the discussed vocabulary words without using a template (tuxedo, heart, umbrella, violin…) on their white drawing paper.
2. Glue candy hearts on the inside of their drawing.
3. Session 2: Have the students graph the number of hearts they used in their art.

Preparation: Read and discuss Henry and Mudge and Mrs. Hopper’s House from Scott Foresman Unit 4.

Vocabulary: tuxedo, heart, umbrella, violin

I Cans

I can use objects to create a picture.

I can graph the hearts that I used.

Teacher Background Knowledge

Google ‘dog artwork’ images and show students dog inspired art!

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Assessment*

|  |  |  |  |
| --- | --- | --- | --- |
| **Thumbs Down** | **Don’t Know** | **Thumbs Up** | **Assessment Question** |
|  |  |  | Did you use your personal best during this lesson? |
|  |  |  | Did you actively listen and follow directions? |
|  |  |  | Did you use your creativity? (is it original?) |
|  |  |  | Did you complete your project? |
|  |  |  | Did you incorporate the art media? |
|  |  |  | Does the artwork show the elements and/or principles discussed? |
|  |  |  | How many Yellow hearts did you use? |
|  |  |  |  |
|  |  |  |  |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

