**BPS Elementary Art Curriculum**

Peter’s Chair



Content Connections:

Reading: Peter’s Chair Scott Foresman Unit 4 pages 1330-148

Art Standards:

Alignment Standards:

Reading: Character, setting, plot

Materials: paint or colors, various decoration s to glue on chair

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

Grade: 1

Time: 2 sessions

Lesson

1. After reading and discussing Peter’s Chair, ask students to design a chair for someone in their family.
2. Day 1: Use the template to paint, color, or glue various items.
3. Day 2: After your chair is dry, cut along the bold lines and fold along the dotted lines.
4. Ask students to write about whom their chair was designed for and why they designed it the way they did.

\*Folding and gluing the chairs will be difficult and may require a parent volunteer.

Preparation: Read and Discuss the story Peter’s Chair by Ezra Jack Keets.

Vocabulary: chair, picture, down, room, house, thought, could, remember, stood, away, won’t, design, unique

I Cans

I can design my own unique chair.

I can listen to directions by cutting and folding on the correct lines.

Teacher Background Knowledge

Talk about what it means to design (plan and create) something and what the word unique (only one like it) means. Discuss that it makes art special when you make it unique to not copy your neighbor although it is alright to get inspiration from others.

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

*Assessment*

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| **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? |
|  |  |  | What does it mean to be unique? |
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