**BPS Elementary Art Curriculum**

The Dot

Art Standards: Standard 3 SUBJECT MATTER, THEMES, SYMBOLS, AND IDEAS\* IN VISUAL ART

Students know a range of subject matter, themes, symbols, and ideas\*.

Standard 5: MERITS OF WORKS OF VISUAL ART

Students understand the characteristics and merit of one’s own work of art and the works of art of others.

Reading Standards: Phonics, spelling, high frequency words, comprehension, vocabulary, fluency

Materials: Bingo Dobbers, paint, cups, cotton balls, anything to help create circles, watercolors



Content Connections:

Reading

Scott Foresman Reading Unit 4

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

Grade: 1

Time: 1 session

Preparation

Read and discuss the story The Dot by Peter H Reynolds.

Vocabulary: circular, watercolors, color words, sign

I Cans

I can make artwork by creating dots.

I can sign my name on my artwork.

I can use different ways to create dots.

Teacher Background Knowledge

Peter Reynolds wrote The Dot as a way to encourage students to be brave about expressing ourselves.

An Artist Signature

**1. Artistic tradition**

For centuries (millennia, even) artists have signed their art. The artist’s signature has become a key ingredient in the art-making process—it signifies that the artwork is finished, and that the artist is satisfied. The right signature can even turn non-art into art. (Duchamp’s, for instance.) So when artists first start painting, most often they sign their work simply because *that’s what artists do*.

**2. To claim their work**

Another reason to sign your artwork is to claim ownership of it, and to prove that YOU, not anyone else, created it.Art forgers not only need to re-create the work of art they’re forging, but to perfectly replicate the signature of the artist. That’s because (out of the millions of paintings that have been created) signatures are often the most unique elements on the canvas.

**3. To increase their artwork’s value**

Any art appraiser will tell you that a clear signature on a famous artist’s painting will almost always increase that painting’s monetary worth. Oddly enough, the same thing holds true with prints and even posters created by today’s artists. The signature alone imparts value, so it’s often financially smart to sign everything.

Lesson

1. Discuss the story The Dot. Talk about how artwork can be created by simply trying to make a dot on your paper and seeing where it takes you. Remind students that it is alright if their artwork does not look like their neighbors. All of Vashti’s paintings looked different from one another.
2. Lay out a variety of supplies and allow students to create their own dotwork. Encourage them to come up with new ways to create dots on their paper.
3. Ask students why they think it is important to sign their artwork.

Extensions

1. Do the Think and Share activities on page 66
2. Read A Great Artist and His Dots by Karen Stockwell (pages 68-69).

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? (color, shape) |
|  |  |  | Did you sign your artwork? |
|  |  |  |  |
|  |  |  |  |