Come with Me

(Kelly Boswell and

Linda Hoyt)

**BPS Elementary Art Curriculum**

Lines



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

Content Connections:

3.L.3a Use strong descriptive Language and action verbs.

3.W.2c. I can use illustrations, pictures, or other media to help my reader understand the writing.

3.W.4. I can use brainstorming, graphic organizers, and writing with a group for a specific reason.

3.W.5 With the help of adults, and classmates, I can edit and revise my writing to make it better.

Art Standards: 4.1.5

Alignment Standards:

Materials: Water colors, water color paper, brushes, Writer’s notebook, google docs

Grade: 3rd

Time: One week

Lesson

Introduce/review the five senses and talk about how in writing Sensory Details are very important to add detail to poetry or stories.

-Students will do some observation outside taking note of what they see, hear, feel, smell and taste. (this may take several sessions to allow students enough time to really observe their surroundings and use powerful describing words.)

-Introduce poem out line:

Come with me to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

See the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Hear the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Smell the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Taste the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Feel the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Come with me to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

-Class should create a poem together first before students create a poem on their own. Here is an example:

Come with me to the football field.

See the trees shaking in the wind.

See the puffy clouds in the clear blue sky.

Hear the wind blowing all around you.

Hear the church bells ringing loudly.

Feel the smooth, wet grass.

Feel the cold hard bleachers.

Smell the fresh cut grass.

Taste the fresh air. It makes your mouth dry.

Come with me to the field.

-Sketch a drawing of what they see outside, and give a short lesson on how to use water color.

-Have students paint their drawings.

Preparation:

Gather materials

Vocabulary: Sensory details

 water color

I Cans : See above

Lesson description: Students will use observation, note taking, poetry and art to describe a location in nature and create a water color painting.

Teacher Background Knowledge

 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?  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Source:

Doris McKay and Rebecca Hafner