**BPS Elementary Art Curriculum**

Parts of Speech



Art Standards: 3.1.2 Explore different medium techniques to create artwork

Alignment Standards: L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Content Connections:

Social Studies-the study of landforms

Writing-review of parts of speech

Art-exploring different medium techniques

Materials: variety of colors of construction paper, glue, oil pastels, and writing template (one for each student)

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

Grade: Third Grade

Time:60-90 minutes

Preparation-4 large piece of chart paper (red, black, blue, and yellow)-have them labeled as such: black (adjectives), red (nouns), blue (verbs), and yellow (adverbs)-hang them on the wall before the lesson.

Have an example of a collage ready with a chosen landform and details along with the writing template

Vocabulary: mediums, technique, nouns, adjectives, verbs, adverbs

I Cans

I can know the different techniques to create visual art.

I can know and use parts of speech correctly: noun, verb, adjective, and adverb.

Lesson description: This lesson links art with writing. It focuses on the study of landforms, creating a collage, and parts of speech.

Teacher Background Knowledge

Understanding and showing the difference between parts of speech and what a collage is.

Lesson

\*Have the students gather at the large labeled chart paper. List types of landforms under the “noun” paper. List colorful adjectives on the black paper that would describe these landforms. Next, brainstorm verbs that would fit these landforms, and then think of adverbs.

\*Students then use large chart paper to complete their writing template.

\*Students create a collage out of construction paper and can only tear the pieces of paper to look like their landform. They tear out animals, plants, bodies of water, etc. to add to their picture. The oil pastels are used for the finer details such as waves in the water, hair on an animal thorns on a cactus.

\*Teacher and/or student types up their non-rhyming poem (this is what they wrote on the writing template) and puts with their collage to put on display.

 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?  |
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|  |  |  |  |

**Title**

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**Adjective Adjective Noun**

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**Verb Adverb**

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**Adjective Noun Adjective Noun**

\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_

**Adverb Noun Verb**