**BPS Art Curriculum**

Tuesday



Content Connections:

Reading

Children’s Literature

Caldecott Honor Book

Art Standards: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.2.1, 8.2.2, 8.3.1, 8.5.1, 8.5.2, 8.6.1, 8.6.2

Alignment Standards: ELA 5.2.1, 5.3.1, 5.3.3

Materials:

Drawing Paper

Colored Pencils, Crayons or Markers

Small plastic animals

|  |  |
| --- | --- |
| **Art Elements** | **Art Principles** |
| \_x Line | \_\_Pattern |
| \_x Shape/Form | \_x Rhythm/movement |
| \_x Color | \_x Proportion/Scale |
| \_\_Value | \_x Balance |
| \_x Texture | \_x Unity |
| \_x Space/Perspective | \_\_Emphasis |

Grade: 5th

Time:

Preparation

Find and present the book, “Tuesday” by David Wiesner.

Brainstorm unlikely things that can fly through the air.

Vocabulary

Balance, Line, Shape, Color, Illustration

I Cans/ Objectives

* I can select and draw an animal from every angle.
* I can draw the animal in a variety of sizes and from a variety of viewpoints.
* I can draw the tops of trees, houses, and buildings along the bottom 2 inches of the paper.
* I can color the drawing with colored pencils, crayons or markers to create a feeling of objects floating in the sky.

Lesson description

Students will create a dreamlike illustration of something doesn’t happen (surreal).

Teacher Background Knowledge

David Eisner, the author of, “Tuesday” won the Caldecott Medal for illustrating the book in 1992.

Lesson

1. Students select an animal to draw and examine it closely from every angle-top, bottom, front, back, and side.
2. On the paper, practice drawing the animal from a variety of view points and in a variety of sizes.
3. On the drawing paper, draw the animal in a variety of sizes and from a variety of viewpoint. Overlap some of the animals.
4. Draw the tops of trees, houses, and buildings along the bottom 2 inches of the paper.
5. Color the drawing with colored pencils or markers. To create the feeling of objects floating in the sky, completely color the background in sky colors and add stars, clouds, sun and/ or moon.
6. Encourage students to use the side of the colored pencil lead rather than the point itself when coloring large areas such as the sky.

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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|  |  |  |  |

*Teaching Art with Books Kids Love: Art Elements, Appreciation, and Design with Award-winning Books*, Frohart, Darcie Clark, Fulcrum Publishing, Golden, Colorado, 1999.