OUR FAMILY

DESCRIPTION OF PROJECT:
Students create a mixed media image of their family.

PROBLEM TO SOLVE:
How does an artist show a main idea and place objects in a composition?

STUDENT UNDERSTANDING:
Selecting subjects and placing the objects in relation to each other creates a main idea.

LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

LT: Identifies and shows a **main idea** in a work of art.
AC: Describes and draws **family members and setting** for art.

LT: Identifies **location** in a composition.
AC: Describes parts that are **above, below, behind, and in-between** in a **work of art** and **own art.**

LT: Creates an **oil pastel resist** with **secondary color.**
AC Mixes **orange, green or violet** watercolor **wash** over oil pastel drawing.

EVIDENCE OF LEARNING

Art: Oil pastel resist

☐ identifies main idea in a work of art

☐ makes family members and setting for a main idea in art

☐ identifies location in work of art and own art

☐ mixes orange, green, violet

☐ washes over oil pastel drawing

Selects and draws family members and setting for art.

Mixes orange, green, or violet watercolor wash over oil.

VOCABULARY

Art:
• above, below, behind, and in-between
• resist
• space
• wash

Literacy:
• describe
• setting

Resources and **materials** listed on page 3

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
Introduces *Reading Aloud* by Fay Jones and *Scene du Jardin* by Henry Manguin or Diego Rivera's *Mother's Helper*. Prompts: What is happening in this painting? Do you think this is a family scene? Why? What is the relationship of the people in the picture? Does their location tell us More? If this picture is showing the beginning of a story, what would happen next?	Describes family scene. Infers information about family based on observations.
Leads students to find the location in space of various elements of the paintings: above, below, behind, and in-between. Asks students to pose with each other to show spatial relationships: above, below, through, under, behind, around, and in-between in pairs and groups of three.	Describes location of various painting elements. Demonstrates spatial relationships.
Reviews secondary colors by looking at the painting and associating them with secondary colors on the color wheel(s): Poster or individual.	Identifies object by secondary color: green shirt, orange flowers, etc.
Guides students to think about and draw their family. Prompts: How many members are there in your family? Where will you show them together for a main idea about your family? Are they inside? Outside? What are they doing? Are they going somewhere? Turn to a neighbor at your table and describe your family and what you will show in your picture that will tell us about them. Uses any oil pastels to draw the shapes, without coloring in the shapes.	Draws family members in personally selected location.
Demonstrates creating an oil pastel resist. Prompts: Using the primary watercolor pans in front of you, mix a secondary color in a mixing tray/lid. Does it match the secondary colors on the color wheel? Paint over the whole picture with the secondary color you mixed.	Creates an oil pastel resist.
Guides reflection on family and placement in space in own art. Prompts:Tell us about the family members in your picture. What is the setting? What are they doing? In your picture: Point to something above, below, behind and in-between.	Students describe and reflect on their pictures. Embedded Assessment: Criteria-based self-evaluation

ART LESSONS IN THE CLASSROOM

OUR FAMILY

SKILLS AND TECHNIQUES
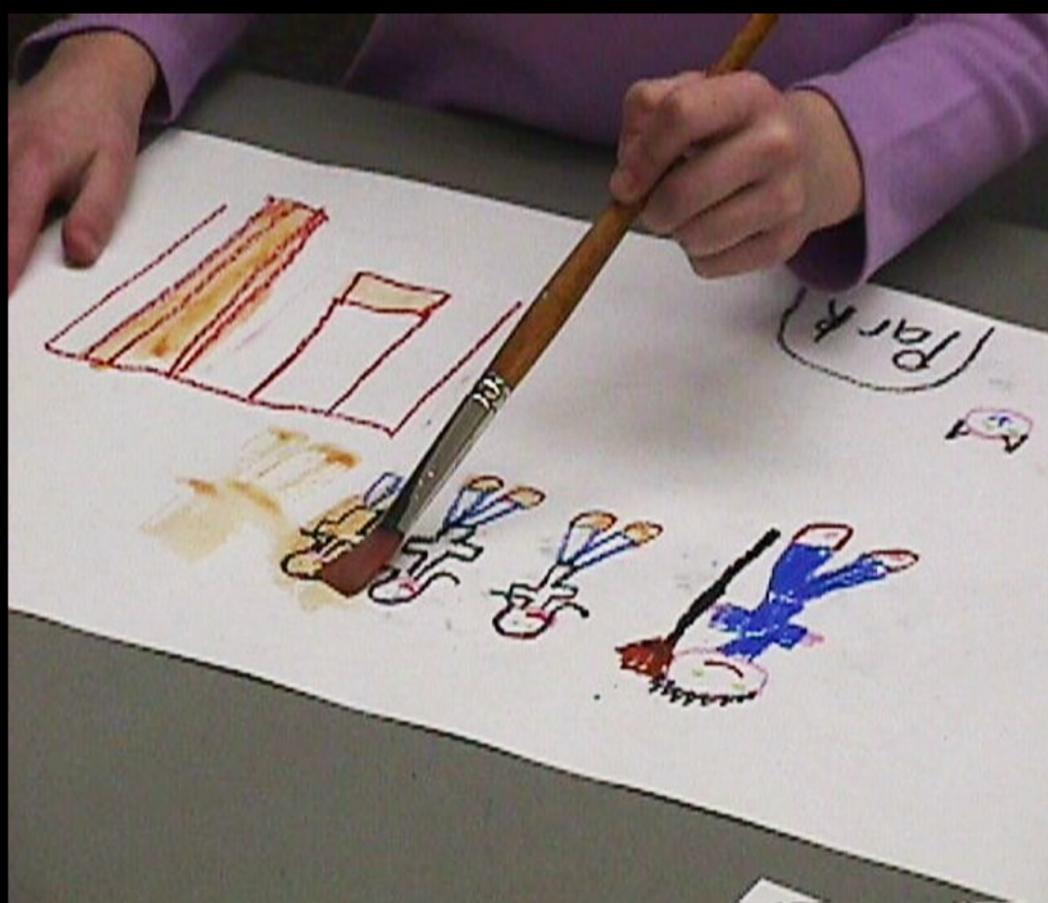
Oil pastel and watercolor wash resist technique.

ART STUDIO TIP

Developmentally, children of this age are just beginning to learn about the human figure and spatial relationships.

This lesson focuses on identifying placement of figures AFTER the art is completed.

LESSON EXPANSION

Using pictures from Faith Ringgold's story, *Tar Beach*, or painting *Dancing at the Louvre*, ask the students to identify the location of the family in the picture. Then ask the students to draw their family outside the home setting and with a main idea.

EVERYDAY CONNECTIONS

Home/Community References:
family, setting

LEARNING STANDARDS

Visual Art
1.1.6 Elements: Color
1.1.5 Elements: Space
1.2.1 Skills and techniques: Uses a variety of tools to explore ways of making lines and textures.

Common Core ELA
1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1.SL.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

MATERIALS

Resources:

Fay Jones, *Reading Aloud*, 4Culture; Henri Manguin, *Scene du Jardin*, MAC; Diego Rivera, *Mother's Helper*

Art Materials:

oil pastels, watercolor paints in primary colors, student-grade watercolor paper 11x14, 1" flat spongebrushes, water cups, color wheels

LEARNING TARGETS	ASSESSMENT CRITERIA
The student:	*The student:*
LT: Identifies and shows a **main idea** in a work of art.	**AC:** Describes and draws **family members and setting** for art.
LT: Identifies **location** in a composition.	**AC:** Describes parts that are **above, below, behind, and in-between** in a **work of art** and **own art**.
LT: Creates an **oil pastel resist** with **secondary color.**	**AC:** Mixes **orange, green or violet** watercolor **wash** over oil pastel drawing.

ASSESSMENTS CHECKLIST

Student	Main Idea		Space	Color	Skills and Techniques: Resist	Total Points: 1-5
	Identifies a main idea in a work of art	Makes family members and setting for a main idea in art	Describes parts in art above, below, behind and in-between	Mixes secondary color: orange, green, violet	Washes over oil pastel drawing	
Total						
Percentage						

Teacher Comments:

Tell Me About Your Art!

Dear First Grade Families:

Today we drew
OUR FAMILY
with a main idea about where they were and what they were doing.

Looking:	We looked at *Reading Aloud* by Fay Jones and *Scene du Jardin* by Henry Manguin or Diego Rivera's *Mother's Helper*. We looked for locations and spatial relationships of objects in a **composition**.
Talking:	We talked about our family members and where we wanted to show them (setting). After we drew our family we talked about each other's compositions and identified parts in the compositions that were **above, below, behind, and in-between.**
Making:	We drew our family in oil pastel, and then created an **oil pastel** re-sist by **mixing a secondary color**: orange, green or violet, and washed watercolor over the drawing.

Art at Home

Together:
You could identify the placement of any object in your home.

Questions to ask:
Find something that is above, below, behind and in-between.

Selecting subjects and placing the objects in relation to each other creates a main idea.