

Fall Leaves



Topic

All around us in nature we are surrounded by aspects of art. It is autumn and we will be focusing on learning about warm and cool colors in nature. We will also examine the basic shape of tree. Then we will explore how this relates to art.

1. Examine nature to see the correlation between warm and cool colors.
2. Look at trees and determine what types of lines make up a tree.

NYS Standards/Performance Indicators:

Standard 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time

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Students:

experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences (a)

- develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events (b)
- understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas (c)
- reveal through their own art work understanding of how art mediums and techniques influence their creative decisions (d)
- identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works (e).

This is evident, for example, when students:

- Paint a picture in tempera or watercolor in which they depict an experience that they recall
- Make a ceramic vessel which they decorate with symbols
- Make a drawing in which they depict three-dimensional space by using overlapping, placement on the picture plane and objects diminishing in size
- Select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way
- Work with others to plan and produce a group art work, such as a mural, an illustrated book, a stage design.
- Draw objects from observation and use their imagination to turn those drawings into objects or creatures
 - Use the primary colors of pigment (cyan, magenta, yellow) to paint a picture from nature.

Goals

At the end of this lesson student will know the difference between **warm** and **cool** colors. Students will also be able to identify between THICK, THIN, LONG or SHORT LINES.

Learning Outcomes

Students will learn about warm and cool colors. They will learn how to discern between thick/thin, long/short lines.

Materials

Materials need...

- Crayons (Black, Brown, Red, Yellow, and Orange)
- Leaf Texture Plate
- White Paper 12"x9"

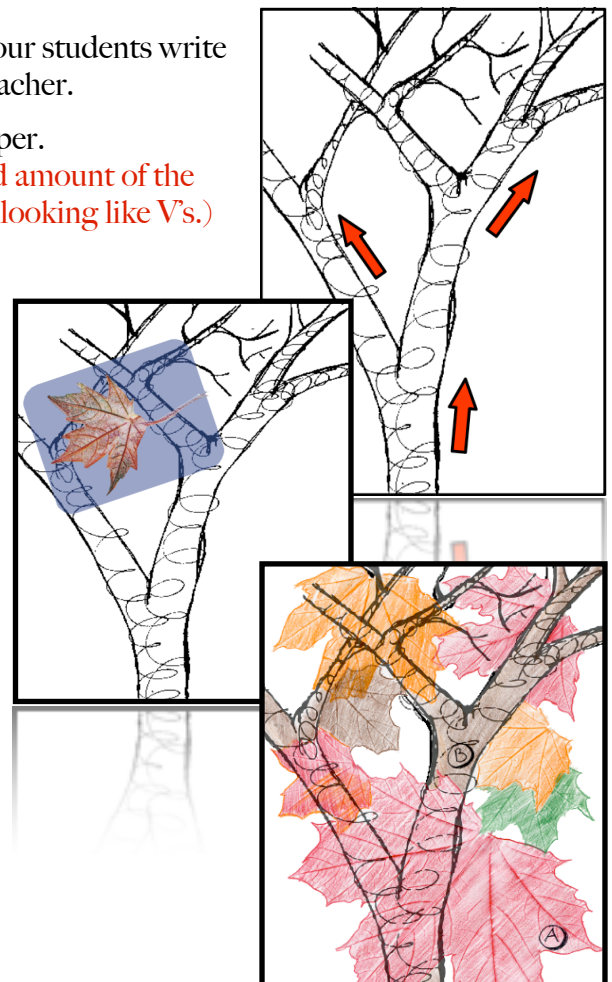
Principles and Elements of Design

Students will learn about...

1. Lines
2. Color
3. Shape
4. Texture

Procedures

1. On the back of their paper. With black crayon have your students write their name followed by K a dash then 1st initials of teacher.
2. With a Black crayon draw your tree trunk on your paper.
(TIP: You will want your tree trunk to take up a good amount of the page. Remember branches will over lap one another, looking like V's.)
3. Take leaf texture and place it underneath your paper. Then use warm colors and rub your crayon on top of texture plate. Making an impression on the paper. (TIP: Have you students pinch the sides of the crayons in order to get a good rubbing.)
4. Repeat step two until you fill your page with the desired amount of leaves.
5. Once you have made all your leaves take a brown crayon and color in any parts of the exposed tree limbs.



Vocabulary

In this lesson on Fall Leaves I have broken the vocabulary down into three type of word catigories.

- **Tier I** words are very common and used anywhere.
- **Tier II** words are used by mature language users, and can be use in multiple contexts.
- **Tier III** words are specific to the particular discipline of study.

Tier I

Long

Definition: Measuring a great distance from end to end.

Context: A long corridor

Short

Definition: measuring a small distance from end to end.

Context: short, dark hair.

Think

Definition: With opposite sides or surfaces that are a great or relatively great distance apart:

Context: Thick slices of bread.

Thin

Definition: Having opposite surfaces or sides close together; of little thickness or depth.

Context: Thin slices of bread.

Tier II

Warm colors

Definition: Warm colors are often said to be hues from red through yellow, browns and tans.

Context: Warm colors are said to advance or appear more active in a painting.

Cool colors

Definition: Are often said to be the hues from blue green through blue violet, most grays included

Context: Cool colors tend to recede into the background.

Autumn

Definition: The third season of the year, when crops and fruits are gathered and leaves fall, in the northern hemisphere from September to November and in the southern hemisphere from March to May.

Context: The countryside is ablaze with color in autumn.

Students Name: _____

Date: __/__/____

Assignment: _____

Grading Scale: 1 2 3 4 5

Craftsmanship:

Neatness within age ability

Did they follow instructions?

Pursuit:

Development over time

Evidence of following directions

Physical attempt

Design:

Creativity

Originality

Elements and principles

A+ 5 = Peak Performance

C 2 = Basic competency

A 4 = Mastered Assignment

D 1 = Novice or Apprentice

B 3 = Proficient

Reflection

Looking at this lesson I feel that it is a good lesson to introduce kindergarden to warm.cool colors and basic line variation. This lesson give the students a chance to explore and experiment with color and texture as well. The only down side to this lesson is the class period is short. So students wont be able to explore and play with warm and cool colors as long as I would like them to.