

Teacher: Reen Shannon

Subject: Art

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Hello! Attached are art lessons for Grade 4 and 5 for the remainder of the year.

Ideally, the student will complete one lesson per week while spending approx. 20-30 minutes on the lesson. There are 9 lessons here only 7 are required. You can choose the ones that appeal to you the most.

Please let me know that you have finished projects by end of the day on Thursday. These lessons will be entered in power school and will be marked as collected or incomplete/missing. To show me you've completed an activity, you can email me a picture, or just send me a quick email or voice mail saying: "I did it"!

The easiest way to send pictures is to use your smartphone. Open your photo app after taking the picture, then select the box with an arrow icon at the bottom left of the screen. This takes you to a screen where you can select MAIL, then input my address and hit the send arrow.

For videos referenced in lessons, I have included a link that you can click on or copy and insert the url into the search bar in you tube in order to find the video quickly.

There are scheduled OFFICE HOURS for art students on Thursdays at 9am . I will send out a separate email with a link for that.

Also, Shine is still going on. Teachers will be submitting names to the office and they will be drawing 10 names per week. If your name is drawn they will be sending the prize in the mail to you. Work needs to be done and turned in to be eligible for Shine.

Email or call with any questions you may have;
rshannon@richmond.k12.mi.us 586-727-2509, ext 2400. I check my email daily and will check voicemail on Thursdays.

Take Care,

Reen Shannon, Art Teacher

Photography



1.



2.

3.



1) Point of View Food Still Life

I CAN: Photograph a food still life.

- **Art Standard:** G4/5.ART.VA.I.5.1: Understand the qualities of materials, techniques, media technology, and processes.

Materials: Phone, tablet or camera, various items as subjects- see directions.

Directions:

-Use your phone or borrow a phone from a family member. You can also use a digital camera if you have one.

-Set up a still-life using food, try to use at least 5 items. It could be something you baked, food in cans or something else as long as it involves food. -Think about:

Composition: is how and where you placed the items. When we did the leaf drawing (4th grd) and the Gourd Still Life drawing (5th grd) we talked about composition. Remember to not line items up in a row and have a variety of sizes and colors for your items.

Lighting: The word "**photography**" is a combination of the Greek root words "**photo-**," meaning "**light**," and "**-graphia**," meaning "**writing**" or "**drawing**." Thus, "**photography**" literally means "**writing** or drawing **with light**." So make sure your image has good lighting. Look at your image after you take the picture. Is it too dark? Is it too light? What can you do to solve the problem? Be aware of windows. Natural day light is great but if the window is behind the still life, your items might appear to dark. Move yourself so the light is at the side or behind you when you take the pic.

Point of View: Take pictures of your still life from 3 different points of view. **Straight on** view like example 1, sit across from your still life and shoot the picture. **Birds eye** view like example 2, stand and look down at the still life then shoot the picture. **Cropped** view like example 3, get really close to the still life and then shoot the picture.

Select your 3 best images and email them to me
rshannon@richmond.k12.mi.us

Assessment: Followed the directions, Creativity



2 &3. Recreate a Famous Artwork Challenge *Possibly collaborate with a sibling?*

******This project may be assigned by the middle and high school art teachers also, so if you have a sibling taking art in another school ask them if they want to work on this project with you. I have assigned it at the elementary level also. If you are doing this by yourself you may need the help of a parent to take the picture or maybe the parent can be the person in the picture....******

This project counts as 2 assignments. It will take time to decide which famous artwork you want to recreate and then gather all the things you need to make it happen. You do not need to recreate everything for it to be successful, if you can find 3-4 items to convey the essence of the work you will be successful.

See the separate file: ***Famous Art Challenge Examples, contains examples and famous paintings to use.***

- **Art Standard:** G4/5.ART.VA.I.5.1: Understand the qualities of materials, techniques, media technology, and processes.
- **Materials:** Various items found around the house, a reference image of a famous painting, a camera

I CAN: Recreate a famous artwork.

Directions: Choose an image of a famous painting, decide how you are going to convey the essence of the image, find items to use in your photo, take the pictures. See the file titled Famous Art Challenge Examples for image references to use. You do not have to use those references, you can find others if you prefer.

Assessment: Send me image that you took along with the famous artwork. Try to find the name of the artist and the name of the artwork. Followed the directions, Creativity

Alternate assignment, you may do the following instead: Find a famous painting and draw it or do a written report on a famous artist or art work.

4. Leaves, Sticks and Rocks, Art from Nature



I CAN: Use items found in nature to make art.

Art Standard: G4/5.ART.VA.I.5.3: Elements of art and principles

Materials: Leaves, sticks, rocks, camera/phone

Directions: Gather materials from nature. This is going to be an EPHEMERAL project (something lasting only a short time). Meaning your creation will not last long, you still need to spend time making it. You do not have to glue the items down, just pick a spot to arrange your items and then take some pictures of what you made. It can look like something, like the example of the face, or it can be abstract, like the rock example. Google the artist Andy Goldsworthy for more examples. Once you have your materials, you will be using some of the Elements and Principles of Art to make your creation (lines, texture, patterns).

Assessment: Take a picture of your art and send it to me. Followed the directions, Creativity

5 & 6. Drawing : Materials: paper and pencil or pen

I CAN: practice blind contour drawing and do a modified contour drawing of a shoe.

Contour Drawing: This is a two part project and counts for 2 weeks of work. The first part is practicing blind contour drawing. The second part is doing a contour drawing of a shoe.

Part 1:

4th grade did this with the leaf project, 5th grade this may be new to you (if you had me in 3rd grade we did the leaf project then). Start by doing a blind contour drawing of your hand. The purpose of blind contour drawing is to train your eye to really see what you are drawing, therefore you will not look at your paper at all, your eyes are to remain on your hand until you are done drawing the whole thing.

Don't worry if yours doesn't look perfect! These drawings are not suppose to be perfect. On the other hand, if yours looks completely like a bunch of scribbles, that means you need to slow way down and try again.

Draw your Hand. Position your hand then make your eyes follow the edge as your other hand records what your eye sees. When your eye comes to a detail like a wrinkle or a nail, your other hand should record it right away then come back out to the edge and continue on. The other rule for blind contour drawing besides not looking at your paper, is to not lift your pencil. You should be drawing with a continuous line. See examples attached. Look at this video also https://youtu.be/FKHVqbM_xLU

Practice doing blind contour drawings of 2 other items. Pick items that have texture or details on them. Do not choose items like a cell phone or a clock face these items are sleek and lack interesting detail. Items like toys, your pet, a lamp, a flower have interesting details for your eye to follow.

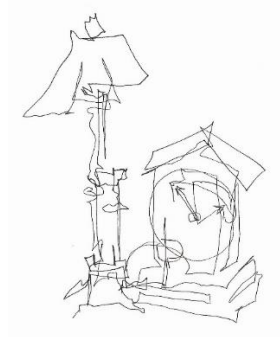
<https://youtu.be/qqicqYiqen4>

Modified Contour Drawing of a Shoe

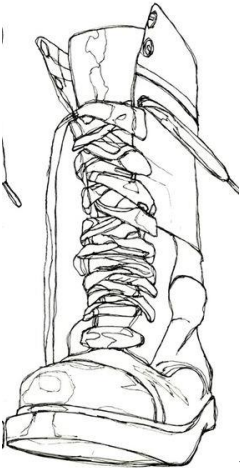
Now find a work boot or a tennis shoe that has laces. Do a modified contour drawing of the shoe. Modified means that you can lift your pencil or pen and you can look at your paper when you need to see where to put your pencil back down. However, you should still be looking at the item you are drawing 90% of the time. Try to capture all the details, the different sections, the stitches, the wrinkles, the laces, etc.



Blind contour of a hand.



Blind contour of a lamp & clock



Modified Contour of a boot

Assessment: Followed the directions, attention to detail, Creativity. Take pictures of all your drawings and email to me.



Bubble Painting

- **Art Standard:** G4/5.ART.VA.I.5.1: Understand the qualities of materials, techniques, media technology, and processes.

Directions:

Materials needed: liquid paint or food dye, bowls (1 for each color to be used), liquid dish soap, water, straws, paper. Cover your work area, wear an apron or workshirt, it gets messy.

Squeeze some dish soap into a bowl. Add paint or food dye. Add water to about the half way point. Stir. Put straw in the bowl and blow until bubbles come up above the bowl. ONLY BLOW OUT, DO NOT SUCK AIR IN WHILE THE STRAW IS IN YOUR MOUTH! Place a piece of paper on top of the bubbles and then quickly remove it. It should have made a design like the picture above shows. Repeat the process with the different colors. Let the paper dry. Make at least 2 papers.

Use one of your papers to make something else. Draw on the paper with a black marker, fold it in half and turn it into a card or add more paper and make it a book cover.....

Assessment: Followed the directions, Creativity



8. **Abstract Cardboard Face**

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I Can: use cardboard to create an abstract face.

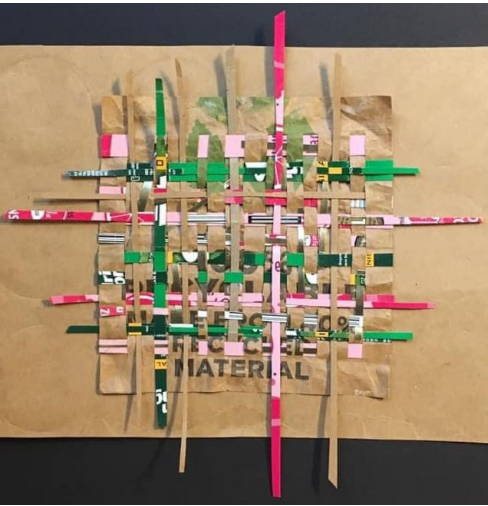
- **Art Standard:** G4/5.ART.VA.I.5.1: Understand the qualities of materials, techniques, media technology, and processes.

Materials: scrap cardboard, crayons, or markers, glue, scissors

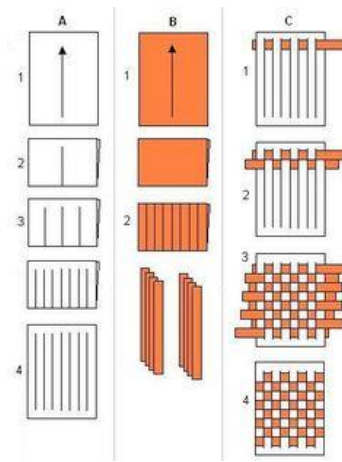
Directions: Gather up some cardboard, it could be cereal or other food boxes, shoe boxes or any other box that would normally be thrown out. Cut a shape for the head. It can be any shape you want, you can even invent a shape. Color the head shape, add some patterns. Now cut some shapes for the eyes, nose, mouth, ears and hair. Color those in then glue them to the head shape. Add accessories if you want, hat, earrings, bows....

Assessment: Take a picture and send to me. Followed the directions, Creativity

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1.



2.

9. Contrast Abstract Weaving

- **Art Standard:** G4/5.ART.VA.I.5.3: Elements of art and principles

I can: create an abstract piece of art by weaving strips together.

Directions: Examine #1 above. What do you notice? What do you think the materials are? Can you think of other materials that you could use to make this?

Do you notice that there are bright colors **contrasted** with dull colors? Some of the strips are thin, some thick, some long and some short. When artist's use opposites (contrast) like bright and dull in a work of art, it makes the work more interesting. Contrast is a Principal of Art.

Gather materials to use. The example was made with paper bags and cut up cereal boxes. You can use other materials if you want. Those items were *woven* together. Weaving is a way of combining two materials together to become one. Traditionally, weaving is done with yarn or thread but this project can be done with any material.

Example #2 above shows that you need a **warp** material (A, the paper bag) and a **weft** material (B, the cut up cereal boxes). Fold the warp material in half and cut it several times- but notice that the cut lines stop before they reach the edge. Open the warp material up so it looks like A.4. Now cut your weft material into strips B1-2. Next, take one weft and slide it through the warp, going over-under- over -under

until it is all the way across. Take another weft and do the opposite; under-over-under, and so on until the warp is full.

Assessment: Take a picture and send it to me. Followed the directions,
Creativity

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