

TEACHER FACT SHEET - PROGRAM SUMMARY

Thrive in School is a comprehensive art program that has been selected by your school to help your students meet and exceed the Washington State learning standards. Our instructors will encourage your students' artistic development in a supportive and non-judgmental manner with an approach to teaching the arts that is straightforward and easy to understand. This program will enable your students to confidently create high quality artwork by learning simple concepts that allow them to recognize the lines in any object they wish to represent.

LESSON DURATION:

50 minutes – 1 hour

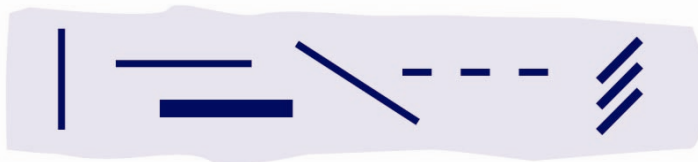
GRADE LEVELS:

1st – 8th grade

UNIT SUMMARY

Students are first taught how to recognize the three basic lines in what they draw. **The Three Lines for Drawing** are straight, curved and organic/wiggly. All objects can be broken down into these three basic lines.

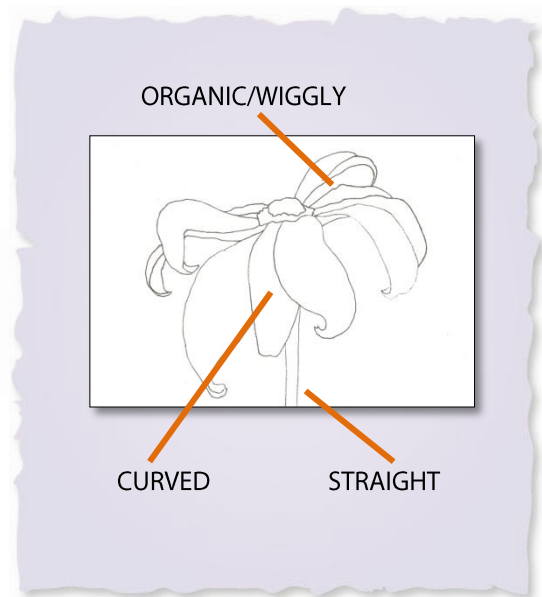
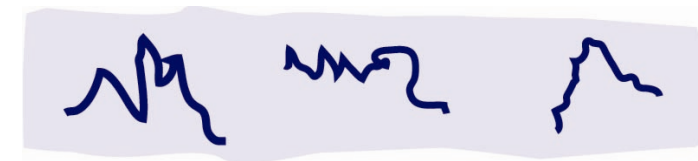
STRAIGHT



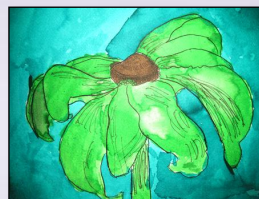
CURVED



ORGANIC/WIGGLY



Students are then introduced to different drawing and painting techniques to enable them to make their own choices about their artwork. Using a range of techniques, textural effects and colors, all students create an artwork that is unique!



3RD GRADE EXAMPLES

ELEMENTS OF ART

LINE - A mark on a paper. It can be straight, curved or organic. Lines are used together to create an outline of an object. Organic lines are spontaneous wiggly lines often used to create the outline of an organic shape such as the edge of a leaf.

SHAPE - The area enclosed by an outline. Some geometric shapes are a circle, square, and triangle, but these are man-made shapes and are only a small subset of the infinite number of shapes existing in nature. For example, the outline of an apple creates a shape.

SPACE - How parts of a composition are related on a page. Space could describe the distance between objects or their relative positions to one another.

FORM - The 3-Dimensional appearance of an object on a page. In drawing and painting, objects are often made to look 3-dimensional through the use of shading.

TEXTURE- The visual or tactile quality of a surface. Generally speaking, when we talk about texture in drawings and paintings, we are not talking about a physical texture that can be felt with your fingers as in a collage. Instead, we are talking about visual texture or the implied tactile quality created with color and line such as a dotted area in a seascape to imply the texture of sand.

VALUE - The range of light to dark. The value of a particular color is the degree of lightness or darkness in that color. The closer a color is to white, the lighter "value" it has. The closer a color is to black, the darker "value" it has. For example, pink is of lighter value than red.

COLOR - Red, yellow, blue, black, white and all of their combinations. Technically, black is the absence of color and white is the existence of the whole light spectrum, but often in the vocabulary of drawing and painting, we refer to white and black as neutral colors. "Hue" is often used as a synonym for color.

ESSENTIAL ACADEMIC LEARNING REQUIREMENTS – BENCHMARKS GRADE 1-5

The student understands and applies arts knowledge and skills

- 1.1. Understand arts concepts and vocabulary.
- 1.2. Develop arts skills and techniques.
- 1.3. Understand and apply arts styles from various artists, cultures, and times.
- 1.4. Apply audience skills in a variety of arts settings and performances.

The student demonstrates thinking skills using artistic processes.

- 2.1 Apply a creative process in the arts: conceptualize the context or purpose, gather information from diverse sources, develop ideas and techniques, organize arts elements, forms, and/or principles into a creative work, reflect for the purpose of elaboration and self evaluation, refine work based on feedback, present work to others.
- 2.2. Apply a performance process in the arts: identify audience and purpose, select artistic work (repertoire) to perform, analyze structure and background of work, interpret by developing a personal interpretation of the work, rehearse, adjust, and refine through evaluation and problem solving, present work for others, reflect and evaluate.
- 2.3. Apply a responding process to an arts presentation: engage actively and purposefully, describe what is seen and/or heard, analyze how the elements are arranged and organized, interpret based on descriptive properties, evaluate using supportive evidence and criteria.

The student communicates through the arts.

- 3.1. Use the arts to express and present ideas and feelings.
- 3.2. Use the arts to communicate for a specific purpose.
- 3.3. Develop personal aesthetic criteria to communicate artistic choices.

The student makes connections within and across the arts to other disciplines, life, cultures, and work.

- 4.1. Demonstrate and analyze the connection among the arts disciplines.
- 4.2. Demonstrate and analyze the connection between the arts and other content areas.
- 4.3. Understand how the arts impact lifelong choices.
- 4.4. Understand that the arts shape and reflect culture and history.
- 4.5. Demonstrate knowledge of arts careers and the role of the arts skills in the world of work.