**Title of Project:** Leaf Prints for Kinder

**Medium:** tempera

**Big Idea:** Beautiful Nature

**Essential Question:** Can art be created from things around us?

**Materials:**
- colored construction paper 9X12"
- brayer
- tempera paint
- foil (to hold paint)
- leaves students bring (bring at least 5 in Ziploc w/name)

**Related Historic Artwork:**
Georgia O'Keeffe leaves PowerPoint
- *Crab Clay*
  - 1939

**TeKS:**
1. a. b. (info from environment; use element of color and shape; use principle of balance)
2. a. b. c. (create art using shape; arrange objects intuitively; use variety of materials)
3. a. b. c. d. (identify subjects in art; share personal ideas; art in life; art in other disciplines)
4. a. b. c. (express ideas; express ideas in other artwork; compile work in portfolio)

**Discussion:**
Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book [https://www.youtube.com/watch?v=A5y-ZQv1JaY](https://www.youtube.com/watch?v=A5y-ZQv1JaY)

Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from Ppt). Showing responsibility. Relate nature to creating artwork. Artwork with science.

**Objectives:**
The student will be able to (TSWBAT):
1. identify that nature can be a part of making artwork
2. use various tools for creating artwork
3. understand and use art vocabulary & concepts

**Studio Procedures:**
Students will bring at least 5 leaves from home; in a Ziploc bag with their name.
Go through the book and talk about the concepts of responsibility to care for nature and others.
Look at art samples from Georgia O’Keeffe.
Consider various art terms and concepts.
Using the Rule of Thirds guide papers, students will put 2 tablespoons of tempera paint in the portion of the guide where the paper goes and then use the brayer to roll out tempera paint until it is evenly distributed across the paper guideline.
Students will lay leaves onto the paint using the Rule of Thirds. Must be an odd number of leaves.
Students will place their 9X12” colored construction paper on top of the rolled paint and leaves – matching the broken grid lines.
Students will use the clean brayer to roll over the paper until the entire surface is rolled.
Students will lift off their papers and hang to dry.
Students will throw away leaves.
Students will clean off Rule of Thirds grid.

**Relates To Other Content Areas:**
Science: trees and leaves and their function in the eco-system

**Vocabulary:**
- **Rule of Thirds:** a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts by two equally spaced horizontal lines and two equally spaced vertical lines. Compositional elements should be placed along these lines.
- **Shape:** areas of enclosed space that are two-dimensional. Shapes are flat, and can only have height and width. The two different categories of shapes are geometric and organic.
- **Brayer:** a hand-tool used in printmaking to break spread ink or paint.
- **Tempera Paint:** painting medium in which pigment is mixed with water-soluble glutinous materials — also called poster paint.
§117.102. Art
Kindergarten, Adopted 2013.
(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
   (A) gather information from subjects in the environment using the senses; and
   (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including repetition/pattern and balance, in the environment.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, & developing disciplined effort & progressive problem-solving skills. The student is expected to:
   (A) create artworks using a variety of lines, shapes, colors, textures, and forms;
   (B) arrange components intuitively to create artworks; and
   (C) use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
   (A) identify simple subjects expressed in artworks;
   (B) share ideas about personal experiences such as family and friends and develop awareness and sensitivity to differing experiences and opinions through artwork;
   (C) identify the uses of art in everyday life; and
   (D) relate visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
   (A) express ideas about personal artworks or portfolios;
   (B) express ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
   (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.
**TITLE of Project:** Leaf Prints for First Grade

**MEDIUM:** tempera

**BIG IDEA:** Beautiful Nature

**ESSENTIAL QUESTION:** Can art be created from things around us?

**MATERIALS:** colored construction paper 9X12”-2 complementary colors; brayer; tempera paint; foil (to hold paint); leaves students bring (bring at least 5 in Ziploc w/name)

**RELATED HISTORIC ARTWORK:** Georgia O’Keeffe
leaves PowerPoint

"Crab Clay"
1939

**TEKS:** 1.a.b. (info from environment; use element of color and shape; use principle of balance)
2.a.b.c. (create art using elements; orderly arrangement of objects; use variety of materials)
3.a.b.c.d. (identify ideas in artworks; understand global art; art in everyday life; art in other disciplines)
4.a.b.c. (explain personal artwork; identify ideas in collections; compile work in portfolio)

**SAMPLE OF ARTWORK:**

Sample Artwork by Linda Fleetwood

**DISCUSSION:** Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book https://www.youtube.com/watch?v=A5y-ZQv1JaY
Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from PPT). Showing responsibility. Relate nature to creating artwork. Artwork with science.

**OBJECTIVES:** The student Will Be Able To (TSWBAT):
1. identify that nature can be part of making artwork
2. use various tools for creating artwork
3. understand and use art vocabulary & concepts

**STUDIO PROCEDURES:** Students will bring at least 5 leaves from home; in a Ziploc bag with their name. Go through the book and talk about the concepts of responsibility to care for nature and others. Look at art samples from Georgia O’Keeffe. Consider various art terms and concepts. Using the Rule of Thirds guide papers, students will put 2 tablespoons of tempera paint in the portion of the guide where the paper goes and then use the brayer to roll out tempera paint until it is evenly distributed across the paper guideline. Students will lay an odd number of leaves onto the paint using the Rule of Thirds. Students will place their 9X12” colored construction paper on top of the rolled paint and leaves in grid. Students will use the clean brayer to roll over the paper until the entire surface is rolled. Students will lift off their papers and hang to dry. Students will take another sheet of construction paper – the complementary color from the one used. Students will roll paint onto the brayer, re-ink the leaves, then place the leaves on the clean paper in an opposite placement from the one they used. Students will place a scrap of paper over the leaves/paper and roll over with a brayer. Students will remove leaves and place paper to dry. Students will clean off Rule of Thirds grid.

**RELATES TO OTHER CONTENT AREAS:**
Science: trees and leaves in the eco-system

**VOCABULARY:**

**Rule of Thirds:** a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts. Compositional elements are placed along these lines.

**Shape:** areas of enclosed space that are two-dimensional.

**Color:** hue produced when light is reflected back to the eye

**Complementary Color:** color directly opposite in the color spectrum

**Brayer:** a hand-tool used in printmaking to break spread ink or paint.

**Tempera Paint:** painting medium in which pigment is mixed with water-soluble glutinous materials – also called poster paint.

**Negative Space:** the space that surrounds an object

**Positive Space:** the focal point or object itself.
§117.102. Art

Art, Grade 1  *(all elementary art TEKS have the same introduction, so it is not repeated for the other grade levels)*

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning, understanding, and applying the elements of art and principles of design. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
   
   (A) identify similarities, differences, and variations among subjects in the environment using the senses; and

   (B) identify the elements of art, including line, shape, color, texture, and form, and the principles of design, including emphasis, repetition/pattern, and balance, in nature and human-made environments.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

   (A) invent images that combine a variety of lines, shapes, colors, textures, and forms;

   (B) place components in orderly arrangements to create designs; and

   (C) increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

   (A) identify simple ideas expressed in artworks through different media;

   (B) demonstrate an understanding that art is created globally by all people throughout time;

   (C) discuss the use of art in everyday life; and

   (D) relate visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

   (A) explain ideas about personal artworks;

   (B) identify ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and

   (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self-evaluations or exhibitions.
**TITLE of Project:** Leaf Prints for Second Grade

**MEDIUM:** water soluble oil pastels, markers

**BIG IDEA:** Beautiful Nature

**ESSENTIAL QUESTION:** Can art be created from things around us?

**MATERIALS:** white or buff construction paper 9X12”; plastic wrap; Portfolio oil pastels; water in spray bottle; brayer; leaves students bring (bring at least 5 in Ziploc w/name)

**RELATED HISTORIC ARTWORK:** Georgia O’Keeffe leaves PowerPoint

**Crab Clay**
1939

**TEKS:**
1.a.b. (info from environment; use element of line, color, shape; use principle of balance)
2.a.b.c. (create art using elements; create compositions; use variety of materials)
3.a.b.c.d. (interpret artworks; understand global art; art in everyday life; art in other disciplines)
4.a.b.c. (support preferences in artwork; compare ideas in collections; compile work in portfolio)

**OBJECTIVES:** The student Will Be Able To (TSWBAT):
1. identify that nature can be a part of artmaking
2. use various tools for creating artwork
3. understand and use art vocabulary & concepts

**STUDIO PROCEDURES:** Students will bring at least 5 leaves from home; in a Ziploc bag with their name. Go through the book and talk about the concepts of responsibility to care for nature and others. Look at art samples from Georgia O’Keeffe. Consider various art terms and concepts. Students will lay plastic wrap onto the Rule of Thirds guide papers and spray surface with water. Students will put use a color scheme of 3 colors of Portfolio oil pastels to mark the entire surface of the wet plastic wrap to fill the grid/paper space. Students will lay an odd number of leaves onto the paint using the Rule of Thirds. Students will place their 9X12” white/buff construction paper on the oil pastels/leaves in grid. Students will use the clean brayer to roll over the paper until the entire surface is rolled. Throw away leaves and clean Rule of Thirds mat. Students will lift off their papers and hang to dry. After dry, students will use 3 colors of markers to outline their leaves. Markers should have 3 progressive values.

**RELATES TO OTHER CONTENT AREAS:**
Science: trees and leaves and their function in the eco-system

**VOCABULARY:**
- **Rule of Thirds:** a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts. Compositional elements are placed along these lines.
- **Line:** a point moving in space
- **Shape:** areas of enclosed space that are two-dimensional.
- **Color:** hue produced when light is reflected back to the eye
- **Complementary Color:** color directly opposite in the color spectrum
- **Analogous Color:** groups of colors next to each other on the color wheel
- **Color Scheme:** combination of analogous or triadic colors used together in a pleasing manner
- **Brayer:** a hand-tool used in printmaking to break spread ink or paint.
- **Oil Pastels:** stick of color consisting of pigment mixed with a non-drying oil and wax binder.
- **Negative Space:** the space that surrounds an object
- **Positive Space:** the focal point or object itself.

**SAMPLE OF ARTWORK:**
Sample Artwork by Linda Fleetwood

**DISCUSSION:** Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book [https://www.youtube.com/watch?v=A5y-ZQv1JaY](https://www.youtube.com/watch?v=A5y-ZQv1JaY)
Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from PPT). Showing responsibility. Relate nature to creating artwork. Artwork with science.
§117.102. Art
Art, Grade 2
(a) Introduction.
(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
(b) Knowledge and skills.
(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
   (A) compare and contrast variations in objects and subjects from the environment using the senses; and
   (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance.
(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, & developing disciplined effort & progressive problem-solving skills. The student is expected to:
   (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space;
   (B) create compositions using the elements of art and principles of design; and
   (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials.
(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
   (A) interpret stories, content, and meanings in a variety of artworks;
   (B) examine historical and contemporary artworks created by men and women, making connections to various cultures;
   (C) analyze how art affects everyday life and is connected to jobs in art and design; and
   (D) relate visual art concepts to other disciplines.
(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
   (A) support reasons for preferences in personal artworks;
   (B) compare and contrast ideas found in collections such as real or virtual art museums, galleries, portfolios, or exhibitions using original artworks created by artists or peers; and
   (C) compile collections of artwork such as physical artwork, electronic images, sketchbooks, or portfolios for the purposes of self evaluations or exhibitions.
**TITLE of Project:** Leaf Drawing for Third Grade

**MEDIUM:** marker, crayon

**BIG IDEA:** Beautiful Nature

**ESSENTIAL QUESTION:** Can art be created from things around us?

**MATERIALS:** white/buff construction paper 9X12”; scrap colored construction paper; scissors; markers; crayons; leaves students bring (bring at least 5 in Ziploc w/name)

**RELATED HISTORIC ARTWORK:** Georgia O’Keeffe leaves PowerPoint

*Crab Clay*  
1939

**TEKS:**  
1. a.b.c. (life experiences art sources; elements & principles of art, elements as building blocks)  
2. a.b.c. (create art using ideas from life exper; create compositions; produce art with variety of materials)  
3. a.b.c.d. (identify main ideas; connect art in cultures; art career opportunities; art in other disciplines)  
4. a.b.c. (evaluation artwork; artist statements about collections; compile work in portfolio)

**SAMPLE OF ARTWORK:**  
Sample Artwork by Linda Fleetwood

**DISCUSSION:** Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book [https://www.youtube.com/watch?v=A5y-ZOv1JaY](https://www.youtube.com/watch?v=A5y-ZOv1JaY)  
Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from PPT). Showing responsibility. Relate nature to creating artwork. Artwork with science.

**OBJECTIVES:** The student Will Be Able To (TSWBAT):  
1. identify that nature can be a part of artmaking  
2. use various tools for creating artwork  
3. understand and use art vocabulary & concepts

**STUDIO PROCEDURES:** Students will bring at least 5 leaves from home; in a Ziploc bag with their name. Go through the book and talk about the concepts of responsibility to care for nature and others. Look at art samples from Georgia O’Keeffe. Consider various art terms and concepts. Students will place white or buff construction paper vertically on the table. Students will lay their arm and hand down onto the paper where the arm becomes the trunk of a tree and the fingers the branches. They will trace around their arm and hand with a brown marker (or a pencil and then go over pencil with brown marker). Students will look at their arm/hand and put stippling in the areas that are darker. Students will trace 3 leaves to go on the ends of the branch/fingers and outline in black Sharpie marker. Students will use a blue crayon as the complement to orange to shade the darker areas of one leaf. Then purple as the complement to yellow for leaf 2. Green as the complement to red for leaf 3. Students will trace a 4th leaf onto scrap construction paper and cut out and glue at the end of finger/branch 4. Students will glue the fifth leaf at the end of the last finger/branch, possibly cutting a bit to shape to finger

**RELATES TO OTHER CONTENT AREAS:**  
Science: trees and leaves and their function in the eco-system

**VOCABULARY:**  
**Rule of Thirds:** a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts. Compositional elements are placed along these lines.  
**Line:** a point moving in space  
**Shape:** areas of enclosed space that are two-dimensional.  
**Color:** hue produced when light is reflected back to the eye  
**Complementary Color:** color directly opposite in the color spectrum. Can be used to create shadows.  
**Crayon:** stick of colored wax used for drawing.  
**Stippling:** mark with numerous small dots used to show 3D modeling.  
**Vertical:** at right angles to horizontal plane; tall rather than wide
§117.102. Art
Art, Grade 3
(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

(2) Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

(3) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

   (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
   (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
   (C) discuss the elements of art as building blocks & the principles of design as organizers of works of art.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, & developing disciplined effort & progressive problem solving skills. The student is expected to:

   (A) integrate ideas drawn from life experiences to create original works of art;
   (B) create compositions using the elements of art and principles of design; and
   (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

   (A) identify simple main ideas expressed in artworks from various times and places;
   (B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
   (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
   (D) investigate the connections of visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

   (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
   (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
   (C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.
**TITLE of Project:** Leaf Drawing for Fourth Grade

**MEDIUM:** colored pencil, pencil, oil pastels, marker

**BIG IDEA:** Beautiful Nature

**ESSENTIAL QUESTION:** Can art be created from things around us?

**MATERIALS:** white tag board or watercolor paper 9X12”; colored pencils; Portfolio oil pastels, graphite pencils, black Sharpie marker; leaves students bring (bring at least 5 in Ziploc w/name)

**RELATED HISTORIC ARTWORK:** Georgia O’Keeffe leaves PowerPoint

*Crab Clay* 1939

**TEKS:**
1. a.b.c. (life experiences art sources; elements & principles of art, elements as building blocks)
2. a.b.c. (create art using ideas from life exper; create compositions; produce art with variety of materials)
3. a.b.c.d. (art reflecting life; connect art in cultures; art career opportunities; art in other disciplines)
4. a.b.c. (evaluation artwork; respond to historical art; compile work in portfolio)

**SAMPLE OF ARTWORK:** Sample Artwork by Linda Fleetwood

**DISCUSSION:** Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book [https://www.youtube.com/watch?v=A5y-ZQv1JaY](https://www.youtube.com/watch?v=A5y-ZQv1JaY)

Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from PPT). Showing responsibility. Relate nature to creating artwork. Artwork with science.

**OBJECTIVES:** The student Will Be Able To (TSWBAT):
1. identify that nature can be a part of artmaking
2. use various tools for creating artwork
3. understand and use art vocabulary & concepts

**STUDIO PROCEDURES:** Students will bring at least 5 leaves from home; in a Ziploc bag with their name. Go through the book and talk about the concepts of responsibility to care for nature and others. Look at art samples from Georgia O’Keeffe. Consider various art terms and concepts. Students will place white tag board or watercolor paper onto the Rule of Thirds grid using paper guide. Students will lay arrange at least 5 leaves onto the paper using the Rule of Thirds for placement. They will then remove the leaves, study them, and draw them in the space they composed using good observation skills. They will not draw small. Students will reserve one leaf to glue down. Students will shade one leaf with colored pencils using the complement to shade darker areas and considering a contrast in value. Students will shade leaf 2 with oil pastels using the complement to shade darker areas. They will then use water and watercolor brush to blend the pastels. Students will shade leaf 3 with a graphite pencil. Students will outline leaf 4 with a black Sharpie. Students will glue the fifth leaf onto the paper. Students must consider pleasing composition (using understanding of negative and positive space) when placing leaves and some should overlap each other.

**RELATES TO OTHER CONTENT AREAS:** Science: trees and leaves in the eco-system

**VOCABULARY:**

*Rule of Thirds:* a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts. Compositional elements are placed along these lines.

*Line:* a point moving in space

*Shape:* 2D areas of enclosed space.

*Value:* lightness or darkness of tones

*Contrast:* light vs dark, rough vs smooth, etc.

*Composition:* arrangement of visual elements

*Color:* hue produced when light is reflected back to the eye

*Complementary Color:* color directly opposite in the color spectrum. Can be used to create shadows.

*Colored Pencil:* stick of color used for drawing.

*Oil Pastels:* stick of color consisting of pigment mixed with a non-drying oil and wax binder.

*Negative Space:* the space that surrounds an object

*Positive Space:* the focal point or object itself.
§117.102. Art

Art, Grade 4

(a) Introduction.

(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, & innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, & collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, & everyday life. Students develop aesthetic & cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture & develop the whole child.

(2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

(3) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:

(A) explore and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

(B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and

(C) discuss the elements of art as building blocks & the principles of design as organizers of works of art.

(2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, & developing disciplined effort & progressive problem-solving skills. The student is expected to:

(A) integrate ideas drawn from life experiences to create original works of art;

(B) create compositions using the elements of art and principles of design; and

(C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

(3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:

(A) compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions;

(B) compare purpose and content in artworks created by historical and contemporary men and women, making connections to various cultures;

(C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and

(D) investigate connections of visual art concepts to other disciplines.

(4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

(A) evaluate the elements of art, principles of design, intent, or expressive qualities in artworks of self, peers, and historical and contemporary artists;

(B) use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and

(C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.
**TITLE of Project:** Leaf Drawing for Fifth Grade

**MEDIUM:** marker, colored pencil

**BIG IDEA:** Beautiful Nature

**ESSENTIAL QUESTION:** Can art be created from things around us?

**MATERIALS:** corrugated cardboard 9X12”; scraps colored construction paper; scissors; colored pencils; black Sharpie marker; leaves students bring (bring at least 5 in Ziploc w/name)

**RELATED HISTORIC ARTWORK:** Georgia O’Keeffe leaves PowerPoint

*Crab Clay* 1939

**TEKS:** 1.a.b.c. (life experiences art sources; elements & principles of art, elements as building blocks)
2.a.b.c. (communicate ideas from life experiences to make art; create compositions; produce art with variety of materials)
3.a.b.c.d. (compare effectiveness of art to communicate; art in cultures; art career opportunities; art in other disciplines)
4.a.b.c. (evaluate artwork; respond to historical art; compile work in portfolio)

**SAMPLE OF ARTWORK:**

Sample Artwork by Linda Fleetwood

**DISCUSSION:** Read the book *The Giving Tree* by Shel Silverstein or show YouTube reading of the book [https://www.youtube.com/watch?v=A5y-ZQv1JaY](https://www.youtube.com/watch?v=A5y-ZQv1JaY)

Discuss the aspect of loving nature and being unselfish with nature. Unselfish with others (quote from PPT). Showing responsibility. Relate nature to creating artwork. Artwork with science.

**OBJECTIVES:** The student Will Be Able To (TSWBAT):
1. identify that nature can be a part of artmaking
2. use various tools for creating artwork
3. understand and use art vocabulary & concepts

**STUDIO PROCEDURES:** Students will bring at least 5 leaves from home; in a Ziploc bag with their name. Go through the book and talk about the concepts of responsibility to care for nature and others.

Look at art samples from Georgia O’Keeffe. Consider various art terms and concepts.

Students will draw a long stem leading to a leaf onto a piece of vertical corrugated cardboard.

Students will use open scissors to follow the drawn lines and carefully cut through the first layer of the corrugated cardboard for the stem and leaf.

Students will peel away the first layer of the cut cardboard to form an incised leaf/stem shape.

Students will look at 2 of their leaves and draw them onto the cut out stem – using good composition.

Students will use Sharpie marker and stippling to shade one of the drawn leaves.

Students will use colored pencil to shade the second drawn leaf. Use complementary color for dark areas.

Students will draw a third leaf onto scrap colored construction paper, cut it out, outline central vein with Sharpie, and glue onto cut-out stem letting one edge of the leaf go off of the surface.

Students will glue the fifth leaf onto the paper.

**RELATES TO OTHER CONTENT AREAS:**
Science: trees and leaves and their function in the eco-system

**VOCABULARY:**

**Rule of Thirds:** a guideline applied to composing visual images. The guideline proposes that an image should be mentally divided into nine equal parts. Compositional elements are placed along these lines.

**Line:** a point moving in space

**Shape:** areas of enclosed space that are two-dimensional.

**Value:** lightness or darkness of tones

**Contrast:** light vs dark, rough vs smooth, etc.

**Incise:** decorate with a cut into a surface

**Color:** hue produced when light is reflected back to the eye

**Complementary Color:** color directly opposite in the color spectrum. Can be used to create shadows.

**Colored Pencil:** stick of color used for drawing.

**Stippling:** mark with numerous small dots used to show 3D modeling.

**Vertical:** at right angles to horizontal plane; tall rather than wide.
§117.102. Art

Art, Grade 5

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

2. Four basic strands—foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response—provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.

3. Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.

(b) Knowledge and skills.

1. Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
   - (A) develop and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
   - (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
   - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

2. Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
   - (A) integrate ideas drawn from life experiences to create original works of art;
   - (B) create compositions using the elements of art and principles of design; and
   - (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, digital art and media, and photographic imagery using a variety of materials.

3. Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
   - (A) compare the purpose and effectiveness of artworks from various times and places, evaluating the artist’s use of media and techniques, expression of emotions, or use of symbols;
   - (B) compare the purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures;
   - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
   - (D) investigate connections of visual art concepts to other disciplines.

4. Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
   - (A) evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists;
   - (B) use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
   - (C) compile collections of personal artworks for purposes of self-assessment or exhibition such as physical artworks, electronic images, sketchbooks, or portfolios.