

Elk Grove Unified School District
Visual and Performing Arts Resources
Art

Grade Two: Lesson 4

Title: Stencil Patterns

Standards Addressed

Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

- 1.3 Identify the elements of art in objects in nature, the environment, and works of art emphasizing line, color, shape, texture, and space.

Creative Expression

Creating, Performing, and Participating in the Visual Arts

- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.

Historical and Cultural Context

Understanding the Visual Arts in Relation to History and Culture

- 3.1 Explain how artists use their work to share experiences or communicate ideas.

Time: 60-90 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Tagboard
- Crayons
- White construction paper
- Scissors
- Overheads:
 - Ecuadorian Rain Forest*, a photo by Eric Carle/Superstock
 - Undergrowth*, by Vincent Van Gogh
 - Forest in the Province of Viatska*, by Ivan Shishkin
 - Tropical Storm with a Tiger (Surprise)*, by Henri Rousseau
 - Border Patrol*, by Andrew Wyeth

Purpose:

To create pattern and texture using crayon rubbings.

Background:

The students need to see a demonstration of how to cut a folded stencil in the shape of trees.

Key Questions:

- How do artists use their work to share ideas?
 How is shape, color, and space used in this artwork?

Vocabulary:

- * *Pattern*—anything repeated in a predictable combination.
- * *Texture*—the surface quality of materials, either actual (tactile) or implied (visual).

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals The students will create a forest using a crayon rubbing and showing pattern and texture.</p>	<p>How are you making your purpose clear to the students? By directly stating goal and using overheads.</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ Show the students the overheads of the trees. ▪ Ask the students if they have seen a forest or orchard. Discuss experiences. 	<p>How can I effectively get the students interested in the content of the lesson? Through the use of overheads and demonstration.</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ Identify two of the art elements, color, and shape, in the overheads. ▪ What is the artist trying to communicate? Would you want to have a picnic there? Is it dark? ▪ Take tagboard and cut it into 4 x 4 squares. Have the students draw a tree onto the tagboard. Refer to the overheads and discuss the shape and type of trees. Demonstrate the trees on the board and emphasize that trees have branches. You want the students to avoid the simple trunk and bubble top. The tree they draw should fill up most of the square. ▪ The students cut out their trees which will be their templates, and place them under paper. After taking the paper off their crayons, the students will rub over their templates in colors of their choice. (They may choose two or three colors to express a mood as done in previous lessons.) ▪ Direct the students to create a pattern in order to create a forest. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present?</p> <ul style="list-style-type: none"> ▪ How do artists use art to communicate? ▪ What does the boldness and repetition of stencil communicate?
<p>4 Assessment How do artists use elements of art to express ideas?</p>	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Have the students reflect on how repetition and boldness creates a mood by writing a story about being in a forest.</p>