

"PAST TIMES ON THE POTOMAC KINDERGARTEN

Olivia Gude's Principles of Possibility:

*Playing, **Forming Self**, Investigating Community Themes, Encountering Difference, **Attentive Living**, Empowered Experiencing, Empowered Making, Deconstructing Culture, Reconstructing Social Spaces, Not Knowing*

PAIGE BYRNE -ART LESSON



INTRODUCTION & ESSENTIAL QUESTIONS

- Do colors remind us of similar things in our world?
- What do I see in my community that I would like to do too?
- Where are places in my community that we enjoy together?
- How can I relate to the places in my world?
- How are we similar to other cultures?

OBJECTIVE Students produce a Panoramic Potomac River mural. They produce the landscape with gestural brushstrokes and prints. Paper cut imagery to finish.

MATERIALS

- River~paint hands with tints & shades, pat palms and piano print finger tips (2 adults helpful)
- Sky~sponge clouds



STUDENTS WILL BE ABLE TO

- Apply a variety of painting techniques.
- Work as a team member for mural
- Create the foundation for landscape
- Identify with an leisure activity on the river.

CHECK FOR UNDERSTANDING

- river foundation makes sense
- activities would take place on river

RUBRIC

- 4** Students independently worked & exceeded expectations for river scene
- 3** Students met expectations of group work
- 2** Students needed support & reminders
- 1** Student lacked effort in participation

DIFFERENTIATION

• ASSISTING TO ADAPT

Pre cut people, animals were helpful.

We partnered one group instead small group of three for one homeroom due to behavior.

• SUGGEST TO LIFT LEVEL

create a scene showing generations, progression of time

TIMELINE

Day 1-Lets Look

Let's look at this painting "Salut Tom" by Joan Mitchell. What colors in nature could be represented in this painting? Students share their connections of the colors they see to the colors in their mind.

Lets Paint

Using hands, paint brushes, sponges and cardboard, students paint the foundation of the Potomac landscape through gestural movement.

Day 2-Now lets look at

another style of painting. Using Georges Seurat's "A Sunday on La Grande Jatte" have students observe for one minute looking up close, in the middle and far away. Take time for students to name all the activity on the river. Like the French on the Seine, we also find similar ways to spend time on the Potomac River. For wiggles, let them get up and point to what they see by playing "I Spy".

Draw figures, add color and cut out to glue on mural. Fishing, swimming, sailing and picnics soon surface and stories develop. Students begin to collaborate and take part in working on the mural together as well as putting themselves in the mural together

Day 3-Finish & tell Story

Students need extra time for final touches and teachers use this to document and post student quotes on mural.