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| Unit: Painting Lesson: Aboriginal X-Ray Shoe Fish Grade: 3 | | | |
| Vocabulary:  Aboriginal, X-ray, Stylistic, line, pattern, color, shape | Materials:  Sketchbooks, a shoe, pencils, crayons, final paper (the size of your shoe), White, black, red, yellow tempera paint, q-tips | | Time:  3 classes |
| Day 1:  Goals- 2.2.b - Describe the origins of selected techniques, processes and materials used in the visual arts.  2.1.a – Identify different ways that artists us symbols to express ideas about self, people, places and events in selected works of art. | | Day 2:  Goals-3.1.c Create artworks that explore the uses of color, line, shape, texture, form, space, and selected principles of design, such as pattern, repetition, contrast and balance to express personal meaning. | |
| Objective TLW:   1. To express our understanding of another culture by discussing and evaluating artwork. 2. To express our own creativity while designing our artwork. | | Objective TLW:   1. To use paint in a traditional aboriginal way. 2. To create an original work of art. | |
| Spark:  Ask students “What is inside of us? What is inside of animals?” Make a list on the board.  Ask students “How do you know?” - Hope the answer comes out about x-rays. | | Spark:  Review what we learned last class. | |
| Procedures/Activities:  Enduring Understanding: Art allows us to express ourselves!   1. View and discuss power point about Aboriginal X-ray paintings and their origins. 2. Have students take their shoe off and trace the outline on white paper. 3. Have students use pencils to draw the outlines of the shoe fish x-ray drawing, using some internal organs that are listed on the board in a stylistic manner. 4. Have students share their artwork by describing it using art vocabulary of line, shape, color, and pattern. | | Procedures/Activities:  Enduring Understanding: Art allows us to express ourselves!   1. Have students finish drawing the x-rays with pencil. 2. Using white, black, yellow and red colored pencils, color the fish with traditional aboriginal colors (dots using q-tips). 3. Cut the fish out of the paper leaving a white boarder of paper to outline the fish. | |
| Closure:  Gallery walk | | Closure:  Clean up | |
| Assessment:  Participation | | Assessment:  Participation | |

Spend a possible 3rd day finishing the painting of the shoe fish.