



## Pre K and Kindergarten Art

**Visual Literacy Essential Standard/K.V.2.2/ Use sensory exploration of the environment as a source of visual imagery.**

We all began the learning process by employing our senses. Babies kick and squeal at the sound of a familiar voice. Toddlers 'taste-test' objects within reach. Even older school-age children touch everything, the bumpy brick wall or their silky smooth flat ironed hair. Try these family-friendly activities with your little ones.

**Lesson 1:** <https://theinspiredtreehouse.com/hands-way-explore-farm/>

**Lesson 2:** <https://theinspiredtreehouse.com/need-love-2/>



## 1st Grade Art

**Contextual Relevancy Essential Standard/1.CX.1.3/ Classify art into categories such as landscapes, cityscapes, seascapes, still life and portrait.**

**Lesson 1:** Discuss the elements that make each of these images unique (landscape, cityscape, seascape, still life and portrait). How are they similar? How are they different? Which one is most visually appealing? Why? Do you have examples of these -scapes in your surround?



**Lesson 2:** Using your favorite -scape from lesson 1 and torn paper (magazine pages, newspaper, construction paper), create your unique -scape.



## Second Grade Art

**Visual Literacy Essential Standard/ 2.VA.V.2.3/ Create art from real and imaginary sources of inspiration.**

**Lesson 1:** Look at these two images, one is imaginary and the other is real. Discuss the two, the differences and similarities.



Then on a piece of paper, recreate a Venn diagram, examples here:

<http://www.amathsdictionaryforkids.com/gr/v/VennDiagram.html>

**Lesson 2:** Using whatever resources you have available, from markers to playdough, create an imaginary and a real (your choice). Then complete a second Venn diagram on your two creations.



## Third Grade Art

**Contextual Relevancy Essential Standard/ 3.CX.1.2/ Understand how art documents the history of a local community.**

**Lesson 1:** What is public art? What role does public art serve in your community? Can public art tell a story?

Meet artist Dare Coulter and see her amazingly colorful work in downtown Raleigh. Listen to the 2:16 video as she explains her process and discusses the impact her art had on the community.

**Lesson 2:** Check this out! Local artist Sean Kernick created a mural in a neighboring community of Garner. Before you watch this short video, look at the mural. What are the key elements you see here?

Now, check out the video here: <https://www.youtube.com/watch?v=R7tr2DfHJts>

What key elements did the artist mentioned?

Next, here is the Town of Garner's website. Poke around in here. Does the artist's vision for his mural align with the town's? <https://downtowngarner.com/>

Write a paragraph explaining your response, with supporting details from the video and the website.



## Fourth Grade Art

**Contextual Relevancy Essential Standard/ 4.CX.1.1/ Understand how the visual art have affected, and are reflective in the culture, history and traditions of North Carolina.**

Eastern North Carolina is home to several quilt trails. Think of your grandma's prized quilt, except painted in bright colors, and displayed on the side of a building, typically a barn. The idea originated in Ohio to display local art. North Carolina took a different spin. As the propriety of Western North Carolina began to fail due to decreased crop production (mainly tobacco), movement to larger cities, higher gas prices for road travel (the quilt movement started years ago when gas was much higher), locals fled the area and tourist didn't travel there as frequently.

**Lesson 1:** Think about these:

1. What purpose does public art serve?
2. If fewer people live in and travel to an isolated area, what is the overall impact?
3. What is the correlation between the timing of the quilt trails dotting the landscape in Western North Carolina and the loss of economic prosperity in that same area?
4. Do you think the quilt trail has had a financial impact on Western North Carolina? Why or why not?
5. Why is it important for the quilts to be aesthetically pleasing (Your brain knows your eyes are seeing something pretty, but why do you like it?)?



Want more examples? Do a Google image search on Barn Quilts of Western North Carolina.

**Lesson 2:** Design your own barn quilt! Using whatever supplies you have on hand, be creative!

1. Sketch your design first on scrap paper.
2. Begin by setting up graph paper or downloading some (<https://www.google.com/search?q=download+graph+paper&ie=&oe=>) \*Hint: Keep your graph to ¼-1/2" for a 8.5x11" paper, larger for larger space.
3. Use whatever medium (art supplies) you have on hand.
4. Look at the examples, it should be colorful, symmetrical (not limited to horizontal and vertical symmetry), and aesthetically pleasing.



## Fifth Grade Art

**Contextual Relevancy Essential Standard/ 5.CX.2.4 Interpret visual images from media sources and the immediate environment.**

NPR Poetry Challenge (Fun Fact: Ms. Thompson and I were planning this for you anyway!)

NPR has a national competition with an opportunity to respond to a well-known artist's visual work with poetry. Because you're not adults, NPR would like you to do this for fun...and so would I.

**Lesson 1:** <https://www.npr.org/2020/03/11/812181303/poetry-challenge-paint-a-picture-with-words>

Watch this video and take the challenge!

**Lesson 2:** Hmmmm.... now that name sounds familiar, Kwame Alexander. He is the author who inspired this challenge. He is also the author of the award-winning book, The Undefeated. In this book, Alexander has partnered with illustrator Kadir Nelson. Nelson's work has been featured on the cover of New York Times magazine and album covers of Michael Jackson and Drake. Watch this read aloud on YouTube, look up some background information on Nelson, then think about/write/create your own art on how the artist background and culture influences his artwork.

Here is a link to The Undefeated read aloud, <https://www.youtube.com/watch?v=BLvL4tDuvp8>



***\*\*\*Brain Pop! What's up with the different colors for all the grade levels??***