

Fourth Grade Lesson Plans: 6 hours

Janet Lehwald

Silk Painting Plus – Painting on silk is fun and easy! It's a great way to learn color mixing and creative composition. And here you can use your new skills to help others.

Day One: Complete soft, lustrous artwork for your own play, display, or gifting.

Day Two: Paint a new piece to be joined with others to make a silk quilt to be raffled for your school or a charity of your choice.

Lori VanEtta

Theme: Paint My Dream - This theme is wide open to interpretation and Lori will meet with the teachers to develop ideas that are related to areas of study and group interests. The fourth graders will get together, discuss dreams, write about their dreams and then create an acrylic painting that illustrates and enhances their ideas. This can also be approached as a way for the fourth graders to focus on a problem in their personal world or one that all people share and would include their proposed solution. This could tie in to *The Child's Point of View Project*.

Science Illustrations - The fourth graders create illustrated science journals related to the theme of study for the year. For example, if the theme is water drawings could illustrate the water cycle, a functional water treatment plant and diverse ways to conserve water.

Mary Ennes Davis

Postcard Poems - Students create a series of postcards based on where they live, a place that they imagine and somewhere else that they would like to visit. They are introduced to the work of artist and author, "Nick Bantock" and discuss his imagery and design choices for the postcards that make up his book trilogy. Drawing, color theory, creating rubber stamps to make patterns; collage, text and design are all taught. Students write poems that are used as the message on the postcards. The postcards may be sent to students at another school or classroom. Where they are sent is decided by the teacher and class. Cards could also be scanned prior to sending so the students have a copy of their artwork.

Vinyl Banners - Students learn drawing techniques using shapes, line, form and space. A theme is selected (Example: sea life, gardens, one world, peace) and students each draw an individual piece on paper, after looking at work by both contemporary and historical artist's work. Drawings are then combined onto the vinyl banners using sharpie marker; learning the elements of design and composition. After the drawings are combined and transferred, acrylic paint is used to fill in the spaces. The banners are sealed with satin finish acrylic spray. Banners are designed to hang either with both sides showing or may be hung against the wall. An alternative would be to create them in the shape of Tibetan prayer flags and string them together along rope or line. Smaller rectangles of the vinyl will also be provided for the students to create a piece that they will get to take home.

Barbara Jean Hicks

Build-a-Story: Each students will write an original story (including characters, setting and a plot with a beginning, middle, and end) and create an illustration of the story's central character in action.

"I am the Poem:" Each student will practice using different elements of poetry in writing exercises leading to three to five original autobiographical poems plus a visual self-portrait.

Rachel Simpson

Ceramic Fairy or Gnome Doors for the Garden: Have you ever wondered where all of the fairies, gnomes, pixies, or other fantasy creatures live in the woods? This is your chance to create your own ceramic mini door for a fantasy creature to use as their entrance into a home in a garden, or even on a plant pot. We'll use our imagination to draw our own designs of doors, creatures, and accessories that can be a part of the door for their home, then we will use clay and tools to make the wee doors, and lastly we'll be able to paint them in any color of our choosing.

Monster Soap or Sponge Dishes: Let's create some silly monsters or creatures from clay that have different looking faces than the boring humans, who only have two eyes and one nose. We'll enjoy making a face with eyes, nose, an open mouth, teeth, and a tongue, that can hold a bar of soap, or a sponge to clean the mess that maybe the monsters have left for us, or maybe these are helpful creatures who want to give us a bite, I mean a helpful hand. After we get the monsters done in clay, we will paint them with either acrylics or glazes to give them bright color!

Andy Koch

Cultural Folk Tales told with Puppets: The goal of this workshop is to explore the world of puppetry by creating puppets and performing shows. This "make and take" workshop begins with a brief introduction and history of puppetry. Examples of my professional puppets are passed around. Then I present a demonstration scene from one of my own shows, followed by a discussion of the elements of a good story and performance. We will select folktales from around the world, build simple Paper plate and Sack Puppets, rehearse and perform them for classmates, family, and friends. Puppets are a timeless art form encompassing many artistic disciplines, capturing the imaginations of young and old. The folktales we will be choosing from are handed down from countless generations making for exciting and important exploration.

Performance Art / Creative Dramatics: This workshop covers the basics of acting skills; Pantomime, Improvisation, Theatre Games, Group Dynamics, Vocal projection, Stage movement, Skit development and Performance, all with an emphasis on FUN. Great for those wishing to explore acting, as well as the more experienced looking to hone their performance skills. Once we explore on an improvisational level, Students will be working in small groups to write and rehearse one act plays. Content can be focused relevant to classroom studies. On the

last day of the workshop we will be present a Mini One Act Play Festival for Students, Family and Friends.

Deanna Eden

Empathy and Character: What does it mean to have empathy? How do we create it in ourselves and others? In this program, we will explore empathy through physical acting, observing, and adaptation. As actors, we will explore what it means to make a connection with the audience through our eyes and our body language. Student participants will be introduced to theatre games and exercises that build trust and practice the power of both verbal and non-verbal communication between the performer and the audience. We will look at characters from the students' study of history or literature and adapt them for performance, focusing on the ways in which these characters can make us feel empathy for them and their circumstances, and how we can better understand their unique life journey.

The Environment and Story: What is a story? And what is the story of a life, even when that life cannot tell its own story? What are the connections between the human experience and the non-human experience of life? The students will study the elements of story: character, conflict, resolution. We will look at human stories and notice trends and themes within them. We will then apply this understanding of human story to the students' study of environmental science. Choosing favorite animals, plants, elements and forces in the natural world, we will explore and animate non-human stories. We will identify the conflicts, joys, sorrows and truths of what it means to be alive in a world dominated by human beings, and we will see and celebrate the common threads that connect everything in Nature.

Meeting Our Older Selves: Who will you be in a year? In two years? In five, twenty, fifty years? What are the potential benefits of imagining these older selves now? In this program that combines acting, writing, and reflecting, students will investigate and create older versions of themselves. These older selves will be inhabit the physicality appropriate for the age chosen, be interviewed, improvise, make presentations about their "new" older selves, and be able to meaningfully reflect on who they "now" are as opposed to who they "once" were. By tapping into older, wiser selves, students will be able to sense the way in which these selves already live inside of them, and to feel an increased sense of agency in the making of who they want to be.

Kathy Harvey

Arts and Social Studies: Incorporate art to learn about the explorers of Washington, the Pacific Rim, settlers of Washington, and maps to understand regions. (This lesson can be altered to work with the classroom teacher's plan).

Ellen Clark

The Table of Elements Artist Trading Cards: Learn about the basic elements of life and how they react with one another. Draw an image of an element on an artist trading card. Trade with

others to see what chemical reactions occur. Add trading card elements to form an arrangement. Trade arrangements with others to see what reactions occur.

My Personal Super Hero: Name someone you admire and respect. This will be someone with a history of providing for and protecting others. Write a description of that person, we will paint a picture of that person and make a trophy or award to be displayed with your painting.

Janet Oakley

Christian Anne Smith

Papier Mache Puppet Adventure Workshop (extended): Create totally unique, colorful and fanciful puppets for your classroom lessons! This is by far Christian's most popular workshop and she is known by kids far and wide as "The Puppet Lady". This workshop places an emphasis on creative problem solving and working with simple materials that are cheap or free and in the child's everyday environment, while having a whole lot of creative fun! On day one, Christian will bring along her fun family of puppets and we will start with a "Meet the Puppets" brainstorm and story session. Puppet creation begins with a stick and we will learn to sculpt with paper, tape and random junk from our recycling bins. This is followed by a short break, the mixing of flour and water and the application of papier mache. The puppets will need to dry over the course of the week and be painted with a base color. When Christian returns on day two, we start with more of her puppet stories. Students will work with piles of fabric first to create a puppet body and parent volunteers will assist at the hot glue gun table. Adults are encouraged to be "Glue Gun Robots" who only attach exactly what the young artists ask them to. After a short break, the "Treasure Chest" table of random decorations is unveiled and each child is allowed up to five amazing treasures to help bring out the character of the puppets. We finish with a short "Puppet Parade" and/or "Sharing Circle". Christian will leave behind an optional "Puppet Interview" and writing exercise. Puppets can be created to really bring academic topics alive. Some past themes have been: Animals of the Northwest, How we tell stories, Recycling and Reuse, People throughout history, Cultural Folktales, Poetry, Imaginary Sea Creatures, Farm Animals, Insects, and Reader's Theater Plays. A fun and engaging way to teach subject areas and art. This workshop really engages children who learn kinesthetically and gives a chance to feel successful, as well as exposing students to all of the following: Sculpting, Mixed Media, Found Object Art, Writing, Drawing, Painting, Papier Mache, Performance and Textiles.

Extended Version: Christian will come in additional two hours of support, providing a puppet sketch day and/or color theory and painting puppets day.

Jacque Bresadola

Clay Creations: 3 two hour sessions. All of the sessions will have an introduction and demonstration.

Session 1. Kids will learn about the elements of 3-D art through demo and examples. They will create a sculpture based on knowledge acquired. This may include larger sculptures with simple armatures.

Session 2. Kids will continue on sculptures or create new ones, building their skills as they spend more time with the clay and tools.

Session 3. Kids will glaze bisque fired sculptures.

Rachel Potter

Starry Night Starfish: Objective: Starry Night and Starfish – for a fun twist and to learn about texture drawing and Van Gogh’s brushstrokes

Part 1: A study on starfish: starfish will be on display for students to look at. Still life drawings of starfish will be made in pencil focusing on texture. They will then be traced in felt pen. Slight very light yellow and blue watercolor will be added.

Part 2: A study on Van Gogh and his “Starry Night” with a focus on his brush strokes.

Students will sketch landscape in Van Gogh’s “Starry Night” and sketch their own starfish in the sky. It will then be traced with the felt pens then light watercolor added in Van Gogh style brush strokes.

Thor Myhre

Junk Has Soul – Sculpting with Recycled Materials: Sculpting with the found object. Inspired by a truckload of recycled materials, students will use common hand tools to create unique works of art. They will learn innovative ways of integrating and attaching formerly unrelated items, making new discoveries about themselves and the world around them. Students will learn about great resources for future projects and walk away with a new found sense of the beauty in everyday junk.

The Flag Project: How would you symbolize yourself with a flag? Made with colorful recycled materials, the flags are temporarily displayed in unison to cultivate a beautiful composition (like a giant patchwork quilt).