

2018/2019 Allied Arts Lesson Plans: 12 Hour Sessions (5th Grade Only)

Rachel Simpson

Visual Arts • Fine Arts • Art History • Drawing • Painting • Ceramics • Sculpture • Mixed-Media • Recycled Art • Book Art • Textiles/Fibers/Fabrics • Photography • Screen-printing • Costumes • Mask-making • Art Installation, & Collaboration

Fabulous Tooling Foil:

Animals- Students choose an animal such as a cat, fox, fish, wolf, rabbit, deer, or owl; create a line drawing and then tool the design into a relief on metal foil. It's quite the experience to learn how to use tooling foil, wooden tools, and India ink to create an antiquing effect with all of the recessed and raised tooling lines in the relief. Finished pieces will be mounted onto a mat board for display.

Masks- Masks are found throughout many cultures, such as in Africa, South America, Thailand, Mexico, Hawaii, Native American Culture, Ancient Greece and even the Celts. We'll focus on one culture of the teacher's choosing, and draw various designs of masks with patterns, textures, and shapes. We'll also learn how to use tooling foil, wooden tools, and India ink to create an antiquing effect with all of the recessed and raised tooling lines in the relief.

Optional: If time allows, we can add color to the pieces by either using colorful sharpies or by painting acrylics, and we can add beads with yarn looped through the edges as well.

Tim Burton Inspired Self Portraits:

Create a Tim Burton inspired Self Portrait using charcoal, colored pencil, and sharpie. We'll have several steps to create this style and follow guidelines of a self-portrait, and learn how to use proportions to draw a face. There will be a study of art history and a short bio about Tim Burton, his art, style, and even take a peek at some screenshots of some of his most famous films (some animated films). The students will look at the similarities and differences of Portraiture vs. Tim Burton style Portraiture. Compare and contrast is a skill that can allow us to see more in shapes, sizes, styles, and proportions of the human face, and give us a better overall understanding of how to draw.

Leonardo Da Vinci's Heart Pounding Studies:

We'll follow the intense curiosity of Leonardo DaVinci to learn about the function and structure of an oxen heart. We will sketch the outside of the heart and the inner chambers of the heart while learning renaissance art techniques. Students will make their own quill pens with feathers, make egg tempera paints with eggs, use dip pens & nibs with ink, and use watercolor paints for washes.

Next, the students will get to reveal their inner expressive heart by using a second drawing of the 4 chambers which are representations of different kinds of things that each one of us holds close to our hearts. For example; chamber 1 – Love, chamber 2 – Family, chamber 3 – Art, chamber 4 – Nature. What do you hold close to your heart?

As each heart is a reflection of similarities that unites us, each heart is a unique expression of self. Decide how you'd like to assemble the layers of your heart. You decide how you'd like to speak with your heart & communicate what's inside.

This art unit can coincide with a writing component and/or an integrated curriculum with the classroom teacher.

Lori VanEtta

Integration of the arts into common core standards • Acrylic and watercolor painting • Printmaking • Collage • Mixed Media • Pastels • Art History • School Wide Murals • Poetry • Writing Project Illustrations • Drama Tableaus

All About Me: Students explore their identity through the past and by making future predictions. Family heritage is also explored through research, writing and related creative projects. For example, students paint themselves as they think they will be at 33 years old.

Goals for a Better World: Students create personal goals to improve their interactions with others, improve the community and environment, and specific pet peeve world view fixes. This project will be done through related writing and drawing and painting projects. Drama could also be introduced. This ties in with discussions about what makes an ethical citizen.

Deanna Eden

Theater • Play

Improv Workshop: Improvisational theater frees the students' creativity and allows them to play in a learning environment. Beginning with physical warmups, students use different body parts to create shapes and to express emotion. They work in groups to create scenes and images: terrific cooperation and group learning opportunities. By learning the structures and games of improvisation, they create scenes and comedy together. Improvisation is both collaborative and solo—they strengthen their own creative confidence and experience success creating with others. They practice demonstrating their skills in front of one another, and learn how to be great audience members too.

Plays in Poses: *What is a scene? What are the building blocks of any scene? What are the building blocks of any character?* In this workshop, we will be activating both the writer's tool

(story structure) and the actor's instrument (the body). Students will be guided to find joy and energy in a frozen pose. Students will then learn what a dynamic pose is and how it can embody a feeling. Students will explore physical expression as a tool for interpreting literature and/or writing/creating original stories. We will go over story structure and discover how simply a clear, coherent story can be communicated by the performer's strong physical choices. By creating a series of developing poses, and in partnership with others, students will create simple stories that reflect reading assignments and/or can be expanded upon in creative writing work and storytelling.

Breathing and Creativity: The breath is the motor of the body, relaxing and centering us, as well as influencing how we move and feel. This course is designed to provide students a refreshing way to move their bodies, focus on their breathing and activate their creativity. Given sound samples, pictures and short verbal cues, students will be asked to interpret these cues with their breath and body movements in space. Students will also be paired up for the purpose of giving partners movement inspiration. There will be presentations and brief discussions of how audience members interpret what they see, as well as a brief guided meditation cool-down to get students ready for their next activity.

Styles and Genres: The style of a story is just as important as the story itself. First, we will look at the building blocks of any story (setting, character, want, conflict, resolution). Then, we will examine examples of different genres (fairy tale, fantasy, science fiction, etc.). We will learn about the elements of style and the qualities that make up each genre. Working in groups, we will create and perform original stories working within a specific genre. Then we will discover how a simple play can be performed in a variety of genres, focusing on what aspects of a story change and what remains universal.

Theater Without Walls – Site Specific and Roving Performance: Theater doesn't have to stay in a theater! How can a specific location inspire a performance? What kind of performance can rove (move from place to place)? Students will investigate a variety of indoor/outdoor chosen spaces, examining the sights and sounds, the feeling inspired by the space, the characters that could exist there. We will explore how a chosen space has its own story, and we will create short scenes and monologues inspired by spaces we choose. We will also explore what it means to create a character that could travel through space—what defines roving theater? How can the performance have a journey? We will celebrate the idea that theater can happen anywhere, and we will load up our personal toolboxes for creating theater without walls.

Kathy Harvey

Acrylic • Water Color • Pastels • Paint • Collage with Mixed Media • Group Arts Facilitator for all Ages • Custom Art Writing • Individual and group projects • variety of media for art including felt pens

Bellingham Promise Creations: Students will select from a variety of provided quotations and discuss how they relate to the Bellingham Promise. They will then write their own quote or poem creation on the back of a piece of watercolor paper and respond on the front with watercolors, felt pens or chalk. They will then share and work together to create a large collage piece relating to the same subject.

The Elements through Painting and Writing: 5 elements of energy will be reviewed: light, heat, sound, motion, and electricity. We will utilize a variety of watercolors, felt pens and other supplies for warm ups and final project. Students will explore together experiences they have with various forms of energy. They will document with writing and painting with final opportunities to share.

Ellen Clark

Illustration • Painting • Sculpting • Writing

Creative Book Making:

We will study cartooning and sequential page lessons. Creating a super hero to admire and respect, someone with a history of providing for and protecting others. Students will be guided in writing a story and will paint pictures showing action scenes involving diverse populations, endangered species and issues of the world. We will experiment with cutting windows, folding and expanding panels. Each student will work on their own guided ideas to assemble a book.

Thor Myhre

Junk Has Soul • Kite Making • Recycled Art • Sculpture

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, flags are temporarily displayed in unison to cultivate a beautiful composition (like a giant patchwork quilt).

Jacquie Bresadola

Ceramics • Clay Mosaic Murals • Drawing • Painting • Print Making • Sculptures • Stone Carvings

Stone Carving Workshop: We begin with the history of stone carving and basic geology. Then we explore the subtractive process as I demo with tools and stone. First we rough out the form, then refine, and finally finish with sand paper. Kids carve (with rasps) a small sculpture that they can keep.

This workshop is designed for 5th Grade students in a series of four 3 hour classes. It is optimal to have the first class at the school, the next two at my studio (up to 30 kids) and the final one back at the school.

Day 1. Overview, slide presentation with kids participating, demo, begin carving.

Day 2. Fieldtrip to Pacé Atelier Art Studio: more info about form, function and concepts. Intro to power tools (dremels) and more hand tool usage. Lots of carving.

Day 3. Fieldtrip to studio: Carving, Carving, Carving!

Day 4. Back at the school: refining, sanding, polishing!

This is a fun and physical workshop with lots of complex exploration of 3-D art!

Andy Koch

Clowning • Balloon Sculpture • Creative Dramatics • Improv • Pantomime • Puppet Creation & Performance • Sculpture • Storytelling

Cultural Folk Tales told with Puppets: In this workshop we will select folktales from around the world, build puppets from papier mache, 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.

The Folktales we have dramatized for puppets draw from the following elements;

- Explain nature and the world around us.
- Establish good role models, behaviors, and morals.
- Importance of friendship.
- Warn youngsters of danger in their environment.
- Entertainment, fun, humor, escape from the mundane.
- Oral history. Keeping cultural roots alive.
- Hope, inspire the downtrodden, dreams of a better life.
- Empowerment of the small.

- Cleverness, wisdom.
- Transformation
- Dreams and the dream world
- Intuition, leap of faith, supernatural
- Affirmation of good for the poor, hope.

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 a variety of one act plays. Content can be focused relevant to classroom studies. On the last day of the workshop, we will present a Mini One Act Play Festival for Students, Family, and Friends.

Andy Koch and Christian Anne Smith

Clowning • Balloon Sculpture • Creative Dramatics • Improv • Pantomime • Puppet Creation & Performance • Sculpture • Storytelling • Painting • Papier Mache • Prints • Puppet Creation & Performance

Cultural Folktales Adventure and Paper Mâché Puppets: This dynamic duo will bring the following experiences to your students: Sketching, Sculpting, Papier Mache, Painting, Mixed Media, Character Development, Puppeteering and Performance, Exposure to Ancient Cultural Tales, as well as opportunities for reflective writing at the end.

Session 1: Andy meets with class, reads scripts, casts kids, and introduces history of puppetry. Leaves character sketch exercise behind.

Session 2: Papier Mache Day with Christian: Meet The Puppets, Paper and Tape Build and Papier Mache Day. Puppets Dry one week and get a base coat of paint.

Session 3: Day Two, Decorate with Christian: More Puppet Stories, Fabric Fun and Decoration with Found Object Treasures. Finishing up with a Puppet Parade, often to younger students' classrooms.

Session 4-5: Work in the Puppet Tent with Andy, learning all about Puppetry.

Session 6: Puppet Performance! For younger grades or parents.

Barbara Jean Hicks

Creative Writing (Poetry and Narrative) • Performance • 2 Dimensional Art (Drawing, Coloring, Collage) • Publishing

Window to the Wild: Each student will compose and illustrate six to eight original poems tied to their Mountain School experience or environmental science. Ending in a Poetry Slam and Art Exhibit.

Deirdre Czoberek

Gouache • Mixed Media Collage • Acrylics • Water Color

Drawing Unit - Handmade Books Filled With Samples of Drawing Techniques:

Session One: Students fold books and create portraits, contour drawings, and value studies.

Session Two: Using drawing techniques from the previous lesson, students draw boots and shoes as a still life.

Session Three: One point perspective landscapes using line to create three dimensional space.

Painting Unit - Color and Mood:

Session One: Students create a color wheel and a color mood chart.

Session Two: Watercolor techniques. Building on the previous lesson, students continue to explore watercolor use using washes and resists.

Session Three: Using skills from prior painting lessons students will paint a portrait or still life.

Collage and Mixed Media Unit - Artist Trading Cards:

Session One: Students use drawing and painting skills to create “trading cards” focusing on the Elements of Art.

Session Two: Continuation of Artist Trading Card project

Session Three: Layered landscapes using collage to create space in a two dimensional plane with color and value.

Mary Ennes Davis

Collage • Copper Repousse • Mixed Media • Murals • Public Art Installation • School-wide Projects • Watercolor • Stamping

Collaborative Self Portraits: Students write bio poems related to self-discovery: values, fears, hopes, how they fit in their community of school, family, Bellingham and their personal goals. The poems are then used as a “recipe” for designing self-portraits. Picasso’s work is used to inspire the artists. Portraits are drawn using geometric shapes and colored in using watercolor crayons. Symbolism, texture, and color theory are introduced and discussed. Parts of their

poems are stamped onto the portraits as an example of collage technique and to add elements of texture to the final pieces.

Inside/Outside: Creating Identity Boxes Using Reclaimed Materials, Collage, and Assemblage -

Students discuss the difference between their inner and outer selves and how they are each an important member of the community. They create lists of words that describe both their hidden and exposed sides. The words are translated into symbols including shapes, words and colors. Recycled boxes are used to create assemblages that speak to these two sides. Students learn collage techniques for covering their boxes as well as stamping techniques, use of various tools and different ways to attach 3D elements to their boxes. Students sign and date the boxes as they will become a time capsule for their experiences during this period in their lives.

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, collage, text and rubber stamp design are all taught. Students write poems that are used as the messages on the postcards which may then be sent to another school or classroom as decided by the teacher and class.

Vinyl Banners: Students learn drawing techniques including shape, line, form and space. A theme is selected (Example: sea life, gardens, one world, peace). Students draw an individual piece on paper, after looking at work by both contemporary and historical artists. Drawings are transferred onto vinyl banners using sharpie markers and acrylic paint is used to fill in the spaces. Banners can be designed to hang with both sides showing, they may be hung against a wall, or can be created in the shape of Tibetan prayer flags and strung together in a line.