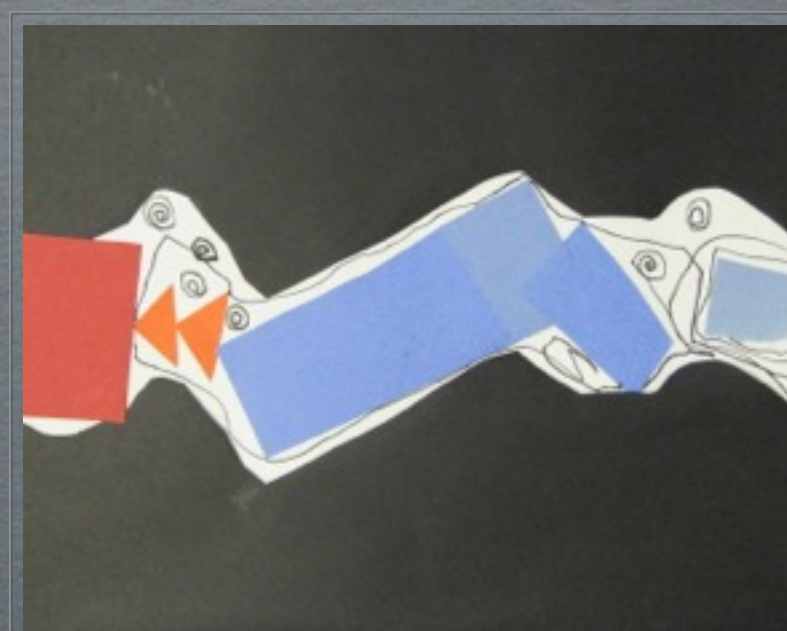
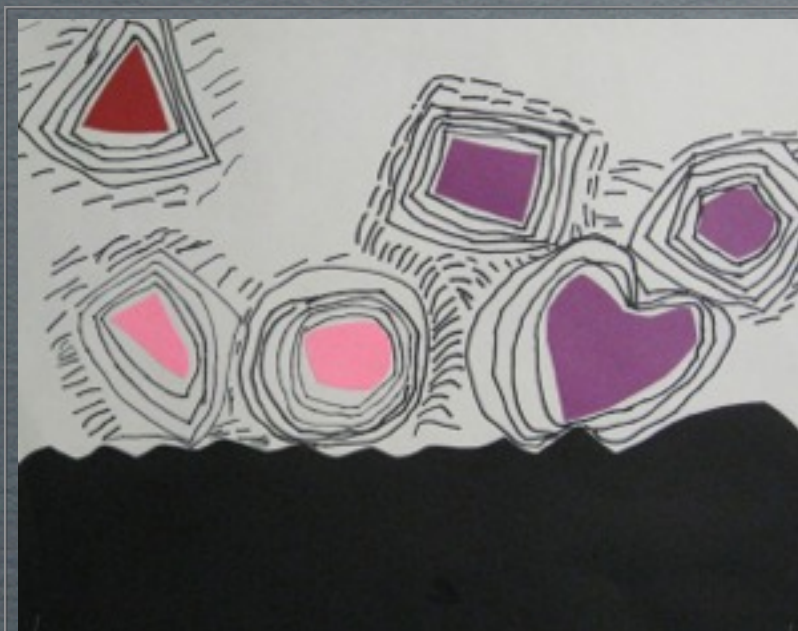


COMMON CORE AND VISUAL ARTS

**Mill Valley School District
K-8 Visual Arts
Mill Valley, Ca
2014**

The kindergarten through eighth grade visual art educators used this grant to investigate the connection between visual arts language and the Common Core State Standards' language. Each of the nine visual art educators focused on one grade level, examining the relationship the new Common Core Language Arts and Mathematics standards have to the current CA Visual Arts Standards and our Mill Valley K-8 art curriculum. We worked collectively and independently to make new connections and reinforce current lessons to best reflect the new direction of Common Core. We thank the Mill Valley School District and KIDDO! for allowing us the opportunity to share such meaningful curriculum.



KINDERGARTEN

COLOR, SHAPE, AND LINE

COLOR, SHAPE, AND LINE

This collage project was inspired by the art of Alexander Calder. Students looked very closely at his work “Glacier with Colored Petals,” created in 1971.



VISUAL ARTS STANDARDS

Artistic Perception

Identify the elements of art emphasizing line, color, and shape/form.

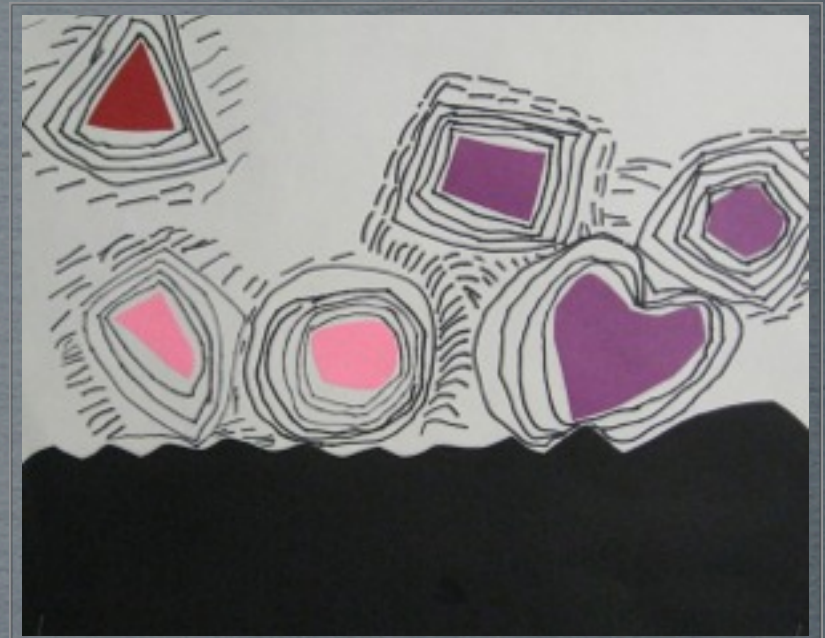
Creative Expression

Use lines, shapes/forms, and colors to make patterns.

Make a collage with cut or torn paper shapes/forms.

Aesthetic Valuing

Discuss their own works of art, using appropriate art vocabulary.



CCSS MATH



Counting and Cardinality

Know number names and the count sequence.

Count to tell the number of objects.

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

CCSS ENGLISH LANGUAGE ARTS & LITERACY

The students demonstrated mastery of many skills articulated in the literacy standards, including the Speaking and Listening expectations for Comprehension and Collaboration and Presentation of Knowledge and Ideas. Students also had an opportunity to demonstrate an understanding of “Conventions of Standard English” and showed progress in “Vocabulary and Acquisition and Use.”

A short video of the lesson is available at <http://vimeo.com/86625009>.





1ST GRADE SEA TURTLE DRAWINGS

SEA TURTLE DRAWINGS

Students shared prior knowledge of sea turtles in a group discussion. Then they compared sea turtle photographs to a turtle diagram. They discovered color, shape, and symmetry were important elements in creating an accurate drawing from observation.



VISUAL ARTS STANDARDS



Artistic Perception

Describe and replicate repeated patterns in nature, in environment, and in works of art.

Creative Expression

Create artwork based on observations of actual objects and everyday scenes.

CCSS MATH

Geometry

Compose two dimensional shapes to create a composite shape and compose new shapes from the composite shape.



SEA TURTLES RESOURCES

Wildcare

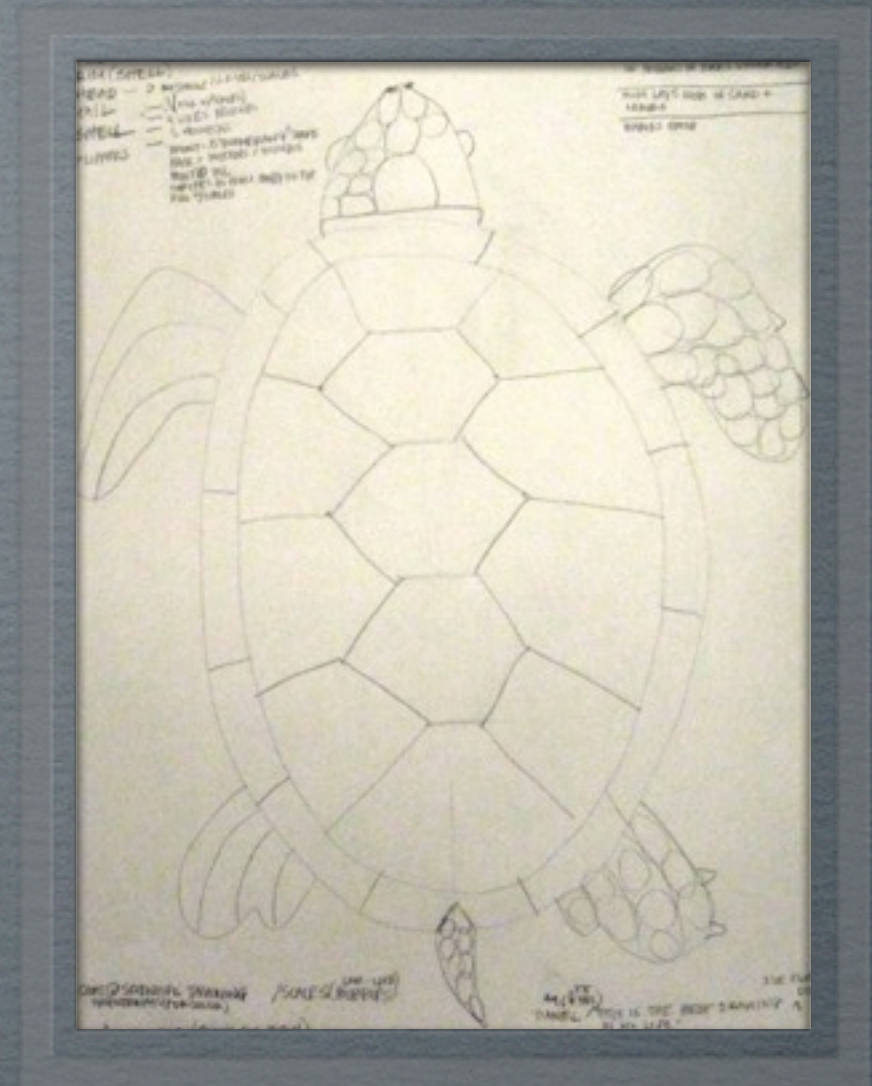
www.wildcarebayarea.org/is

National Oceanic & Atmospheric Administration

<http://www.nmfs.noaa.gov/pr/education/turtles.htm>

Smithsonian Ocean Portal

<http://ocean.si.edu/ocean-photos/green-sea-turtle>



2ND GRADE



SYMMETRY

SYMMETRY

Students read the book “Seeing Symmetry.” They then engage in a class discussion on what they see in their environment that is symmetrical, whether man made or naturally occurring.

Students use different art-making processes to dig deeper into the concept of symmetry. Photography, drawing with oil pastels, and collage were the various media that students used to display their mastery of the concept of symmetry.



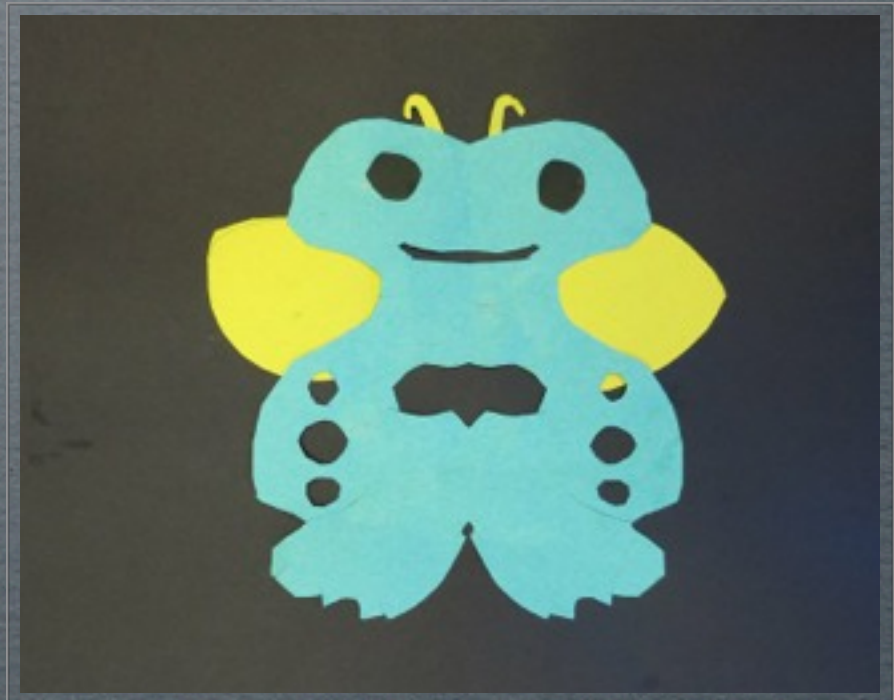
VISUAL ARTS STANDARDS

Artistic Perception

Perceive and describe repetition and balance in nature, in the environment, and in works of art.

Creative Expression

Use symmetry to create visual balance.



CCSS MATH



Geometry

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as *two halves*, *three thirds*, *four fourths*. Recognize that equal shares of identical wholes need not have the same shape.



3RD GRADE TINTS & SHADES

TINTS & SHADES

Students looked at monochromatic paintings and described what they saw. They compared and contrasted the paintings to determine their characteristics. The students discovered that the paintings were all one color, some lighter (tints) and some darker (shades). They collaborated with fellow students to develop a palette of one color with at least six different tints and shades. They assessed their palette with their teacher. They then created monochromatic paintings of their own.



VISUAL ARTS STANDARDS

Artistic Perception

Describe how artists use tints and shades in painting.

Creative Expression

Mix and apply tempera paints to create tints, shades, and neutral colors.



CCSS MATH & ELA

Measurement and Data

Students solve problems involving measurement and estimation of liquid volumes while making tints and shades.

Speaking and Listening

Flexible communication and collaboration. Students learn to work together, express and listen carefully to ideas, integrate information from visual data, evaluate what they see and hear, use media to help achieve communicative purposes.





Click on the attached link for the video of this lesson:
<http://vimeo.com/92759079>



4TH GRADE

CALDER WIRE FIGURES

CALDER WIRE FIGURES



Students created wire sculpture inspired by Alexander Calder. They used accurate scaled down human proportions to create a wire figure in action.

VISUAL ARTS STANDARDS

Artistic Perception

Describe the concept of proportion as used in works of art.

Creative Expression

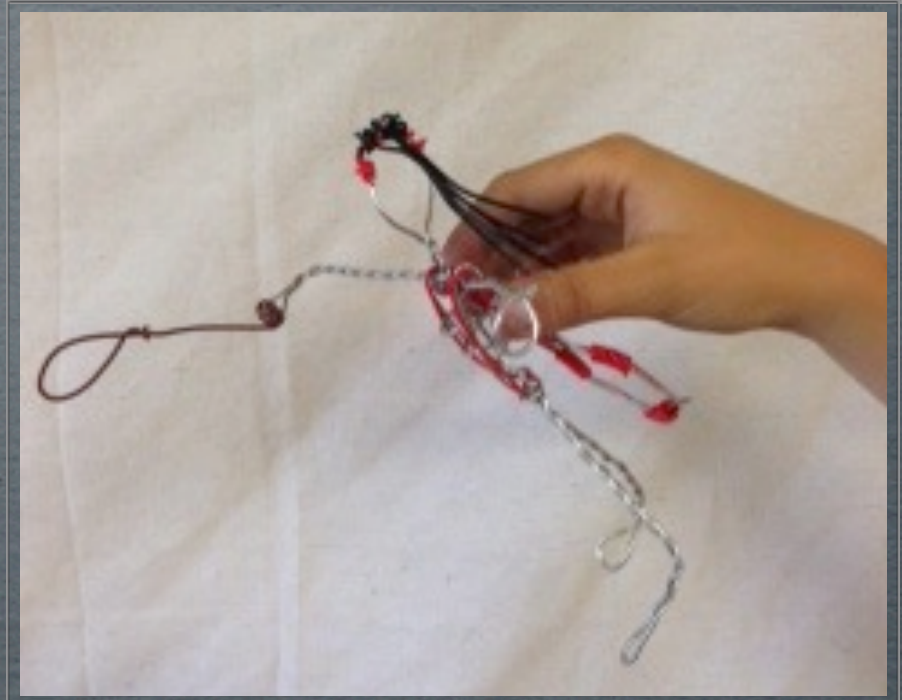
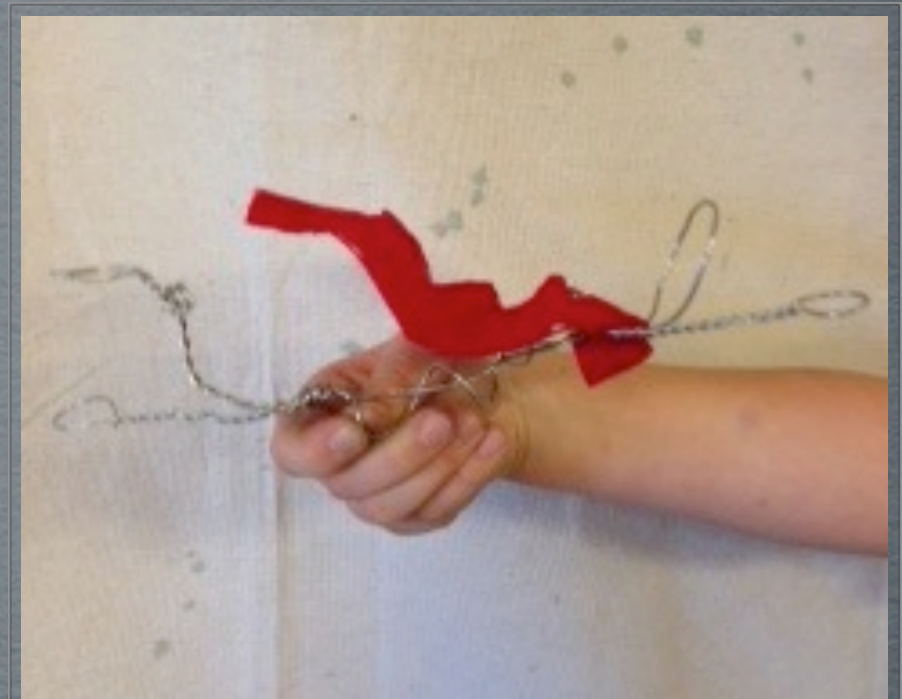
Use the conventions of facial and figure proportions in a figure study.



CCSS MATH

Measure and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.





Click on the attached link for the video of this lesson:
<http://vimeo.com/91441604>

5TH GRADE HISTORICAL PORTRAITS



HISTORICAL FIGURES

In celebration of Martin Luther King, Jr. and Presidents Day, students created monotype prints of American leaders. They discussed the leaders views, lives, and impact emphasizing the historical evolution of equal rights, human rights, and nonviolence. Students share their ideas about what makes a hero and how democratic rights have progressed.



VISUAL ARTS STANDARDS

Artistic Perception

Describe and identify characteristics of representational, abstract, and nonrepresentational works of art.

Use knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

Creative Expression

Demonstrate beginning skill in the manipulation of digital imagery.

Communicate values, opinions, or personal insights through an original work of art.



CCSS ELA

Speaking and Listening

Engaging effectively in a range of collaborative discussions, building on each others' ideas and expressing their own clearly.

Writing

Write shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

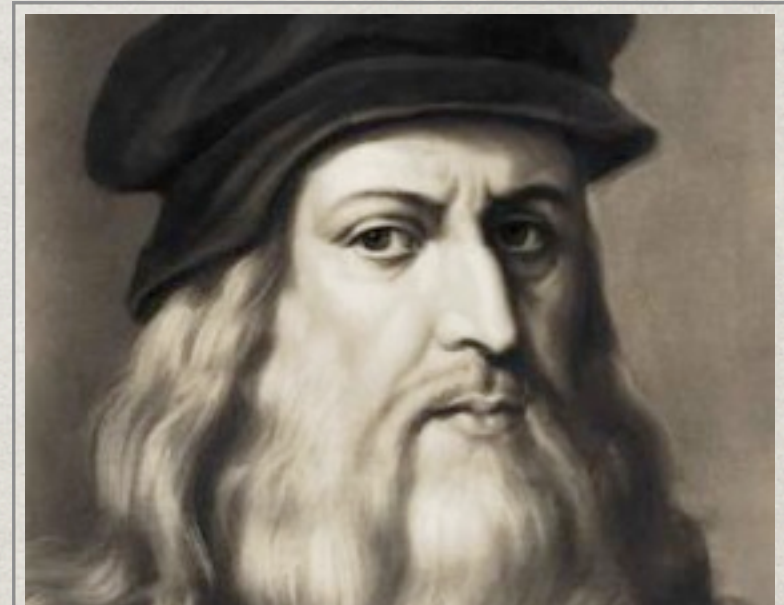




6TH GRADE ATMOSPHERIC PERSPECTIVE

ATMOSPHERIC PERSPECTIVE

Students explored an innovation in painting known as “Atmospheric Perspective,” the visual impact that the atmosphere has on the look of a scene or objects seen from a far distance. Leonardo da Vinci introduced this technique in painting during the Renaissance period. Students examined paintings from different time periods to look for evidence, compare and contrast, and evaluate how Leonardo da Vinci and other artists depicted the illusion of depth in their landscapes. Students painted a watercolor landscape to illustrate their understanding of Atmospheric Perspective.



VISUAL ARTS STANDARDS

Artistic Perception

Discuss works of art in terms of theme, genre, style, idea, and differences in media.

Creative Expression

Create a work of art using various tints, shades, and intensities.

Select specific media and processes to express moods, feelings, themes, and ideas.



CCSS ELA

Reading Informational Text

Integration of Knowledge & Ideas

Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.

Speaking & Listening

Comprehension & Collaboration

Interpret information presented in diverse media and formats and explain how it contributes to a topic, text or issue under study.





7TH GRADE COLLABORATIVE COLLAGE

COLLABORATIVE COLLAGE

Collage allows an artist to surprise him or herself with unexpected forms. Richard Diebenkorn cuts and tears apart his drawings - reassembling them into new configurations.

Students were asked to cut apart india ink drawings into “puzzle pieces”. They worked in groups of six collaboratively, discussed and decided what the larger group collage could become. As the work progressed they were given an opportunity to see what the other group was doing to compare process.



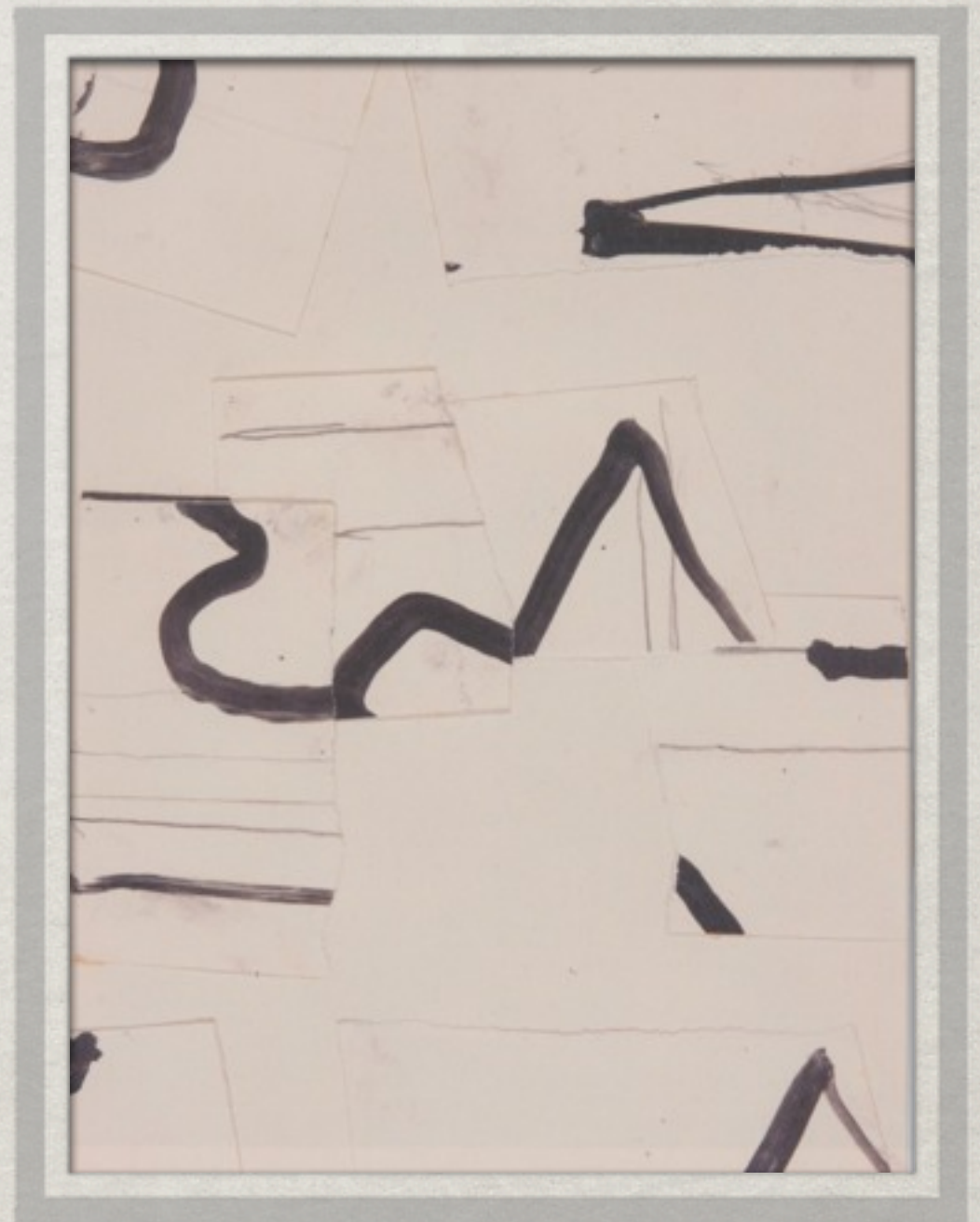
VISUAL ARTS STANDARDS

Creative Expression

Develop skill in using mixed media while guided by a selected principle of design.

Aesthetic Valuing

Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.



CCSS MATH

Geometry

Solve real life and mathematical problems involving angle measure, area, surface area, and volume.





Playfulness

Click on the attached link for the video of this lesson:
<http://vimeo.com/91365031>

8TH GRADE ARTIST TEAPOTS



Rene Magritte



Gustav Klimt

TEAPOTS

Students selected an inspiring artist, read the chosen artist's work, analyzed the content, made inferences and designed a teapot. Students utilized critical thinking skills, their creativity and advanced problem solving skills in completing their sculptures.



*Georgia O'Keeffe inspired

VISUAL ARTS STANDARDS

Creative Expression

Design and create both additive and subtractive sculpture.

Aesthetic Valuing

Construct an interpretation of a work of art based on the form and content of the work.



CCSS ELA

Reading Informational Text

Key Ideas and Details

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.



*Keith Haring inspired

Mill Valley School District

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