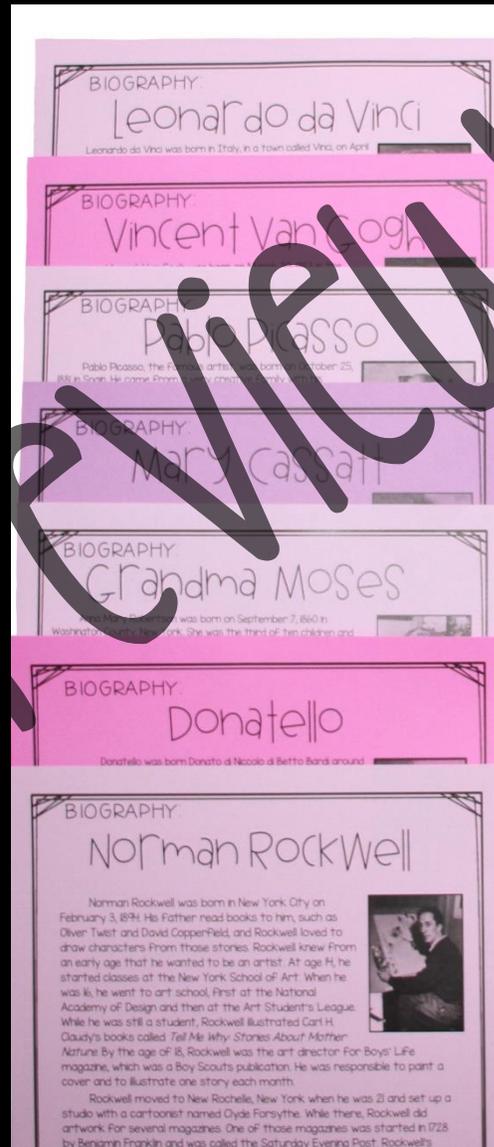
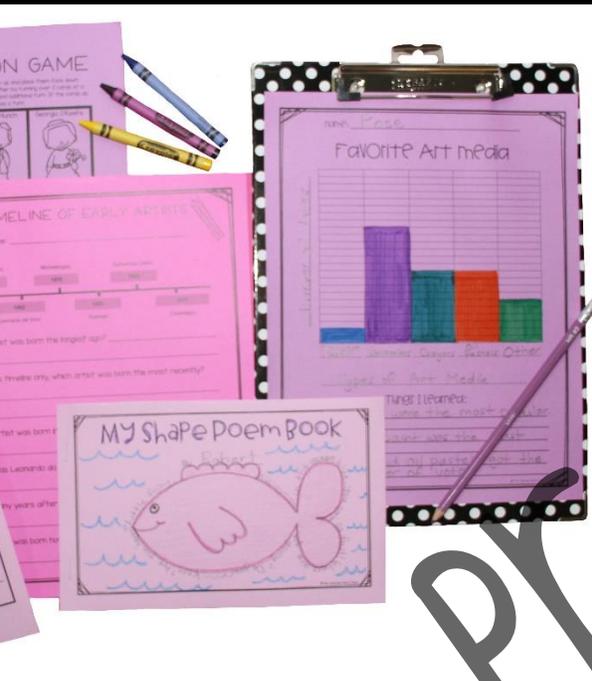


Art Adventure

End of the Year Unit

A WHOLE WEEK OF FUN AND LEARNING



3RD - 5TH GRADES
The TEACHER next Door

Art Adventure: BOOK LIST

Looking at Pictures: An Introduction to Art for Young People Through the National Gallery Collection by Joy Richardson

Matisse's Garden by Samantha Freidman

Meet Matisse by Jean-Vincent Senac

13 Art Movements Children Should Know by Brad Finger

When Picasso Met Matisse by Nina Laden

Katie and the Mona Lisa by James Mayhew

Katie Meets the Impressionists by James Mayhew

Linnea in Monet's Garden by Christina Bjork

Anna's Art Adventure by Bjorn Sortland

Andy Warhol's Colors by Susanna Rubin

Here's Looking at Me by Bob Raczka

No One Saw by Bob Raczka

Camille and the Sunflowers by Laurence Anholt

Cezanne and the Apple Boy by Laurence Anholt

Leonardo and the Flying Boy by Laurence Anholt

Georgia's Bones by Jen Bryant

A Splash of Red by Jen Bryant and Melissa Sweet

Klimt and His Cat by Berenice Capatti

Me, Frida by Amy Novesky

Action Jackson by Jan Greenberg and Sandra Jordan

Matisse Dance with Joy by Susan Goldman Rubin

Emily's Blue Period by Catherine Daly

Celebrity Cat: With Paintings from Art Galleries Around the World by Meredith Hooper

The Noisy Paint Box by Barb Rosenstock

Uncle Andy;s by James Warhola

My name is Georgis by Jeanette Winter

Olivia by Ian Falconer

The Fantastic Jungles of Henri Rousseau by Michelle Markel

The Dot by Peter Reynolds

Ish by Peter Reynolds

Museum Trip by Barbara Lehman

Willy's Pictures by Anthony Browne

Faces by David Goodman and Zoe Miller

Tell Me a Picture by Quentin Blake

A is for Artist by Ella Doran

Beautiful Oops by Barney Saltzman

Journey on a Cloud: A Children's Book Inspired by Chagall by Veronique Massenot and Elise Mansot

ABC Pop by Rachel Isadora

Seen Art? by Lane Smith

Roberto The Insect Architect by Nina Laden

Just Behave, Pablo Picasso! by Jonah Winter

Monet Paints a Day by Julie Danneberg

The Story Painter by John Duggleby

I Am Marc Chagall by Bimba Landmann

The First Starry Night by Joan Shaddox Isom

The Pot That Juan Built by Nancy Andrews-Goebel

The Art Lesson by Tomie DePaola

Art Piece Directions: Matisse's Collage

Materials:

Black 6" x 12" paper

Colored construction paper

Scissors

Glue



Directions:

1. Start out by introducing Matisse (French artist born in 1869. He was a sculptor and a painter and made collages from cut paper...). Read the book *Henri's Scissors* by Jeanette Winter, or *Matisse, The King of Color* by Laurence Anholt if possible. Show a few short videos about him: <https://www.youtube.com/watch?v=Jp-aVtfMttg> <https://www.youtube.com/watch?v=GN0okOg8Hyc>, <https://www.youtube.com/watch?v=rLgSd8ka0Gs>
2. Discuss the types of cut out shapes that he used. Include the splash, dot, zig zag, starburst, and jagged line. Tell your students to use both the positive and the negative parts of the cut outs.
3. After explaining the project and emphasizing that the objects need to be glued around the edges, so they lay flat, pass out materials.
4. Once students are finished, a fun follow up book is *When Picasso Met Matisse* by Nina Laden.

Art Piece Directions: B i r d

w e a v i n g

Materials:

12" x 18" construction paper (white or any color)
Construction paper strips (lots of colors) 1" x 12"
Black construction paper for bird's legs
Yellow construction paper for the beak
Crayons or markers
Scissors
Glue



Directions:

1. Introduce the project. Show the students the example you have prepared. They should see a bird that is decorated with crayons and woven in the middle.
2. Explain the steps of the art project to your students. I usually write a word or two on the board for each step as a reminder.
 - Use a pencil and lightly sketch a large, fat "U" shape on the large piece of construction paper. Tell them to make it as large as possible.
 - Add details to the bird using crayons or markers, like tail feathers, a wing, a beak, and an eye. You will add legs at the end.
 - Then outline the entire bird with black crayon or marker (or a black sharpie). Add designs like dots or lines to the body of the bird too.
 - Cut the bird out.
 - Have the teacher or a parent cut horizontal slits in the bird's body for weaving, being careful NOT to cut to the end of the bird's body. Cut slits a little over an inch apart and cut as many as needed to fill the body of the bird. The exact number will vary depending upon the size of the bird.
 - Show the kids how to weave (over, under, over, under). Each row should be the opposite of the one next to it. If you started the first row over, the second row will start under.
 - When the weaving is completed. Trim the ends by turning the bird to the back and cutting the excess (make sure NOT to cut the bird itself).
 - Glue the ends of the paper strips to the bird's body.
 - Cut long black legs and glue to the back of the bird's body.

Art Piece Directions: PICASSO'S CUBISM CAT OR DOG

Materials:

White 9" x 12" construction paper
Black 9" x 12" construction paper
Pencil
Black crayon
Watercolors or crayons
Brushes
Water in small containers (I use margarine/butter tubs)
Ruler
Scissors
Glue



Directions:

1. Start out by introducing Picasso (Spanish artist born in 1881. He was a painter, sculptor, printmaker, ceramicist, stage designer, poet and playwright. Part of the cubism art movement...) Read the book *Who was Pablo Picasso* by True Kelley, *Picasso and the Girl with a Ponytail* by Laurence Anholt, or *Pablo Picasso* by Mike Venezia if possible. Show a few short videos about him or about cubism:

https://www.youtube.com/watch?time_continue=21&v=RINF5XZDcQs

<https://www.youtube.com/watch?v=V15rXghJ6w>

2. Next, introduce the project. Show the students the example you have prepared. They should see a cat or a dog (or better yet, another animal so that kids can be more creative and not copy you) that is watercolored (or simply colored), cut, and reassembled, cubist style.

3. Explain the steps of the art project to your students. I usually write a word or two on the board for each step as a reminder.

- Use a pencil and lightly sketch a dog or a cat on the white construction paper. Tell them to make it fill as much of the page as possible.
- Outline the pencil marks with black crayon.
- Watercolor the animal. Allow it to dry.
- Cut out the animal. Then, using a ruler, draw straight lines, and cut the animal into 5 - 10 pieces.
- Reassemble the animal in a different shape and glue onto the black paper.

4. A fun follow up to this project is to do this free coloring page of Picasso's famous painting, *The Three Musicians*:

<http://makingartfun.com/htm/f-maf-printit/three-musicians-coloring-page.html>

Art Piece Directions: WARM/COOL CITYSCAPES

Materials:

White 8 1/2 " x 11 1/2 " construction paper

Black 9" x 12" paper for matting

Pencil

Ruler

Black sharpie

Watercolors

Brushes

Water in small containers

(I use margarine/butter tubs)



Directions:

1. Start out by introducing warm and cool colors (warm = reds, yellows, oranges... cool = blues, greens, purples...). Also, go over colors like white, black, gray, (considered to be neutral colors) and brown (warm).
2. Next, discuss types of lines (straight, curvy, zig zaggy...).
3. Show the students the example you have prepared. They should see a cityscape with a variety of skyscrapers. Both sides should be identical in the number, placement and relative size of the buildings but each side is very different in color scheme and in types of lines. Have them notice that one half has warm colors and straight lines (even the sun). The other side has cool colors and curvy lines.
4. Explain the steps of the art project to your students. I usually write a word or two on the board as a reminder. Using a ruler, draw a straight line down the middle of your white paper, landscape style. Using a pencil, draw skyscrapers and a sun that are straight on the left (use a ruler to make sure they really are straight) and the same buildings that are curvy on the right. Trace over the pencil lines with a black sharpie. Watercolor the left (straight side) in warm colors and the right side (curvy side) in cool colors.
5. When these are finished, mount them on black paper to display.

Art piece Directions: MONDRIAN ANIMAL

Materials:

White 9" x 12" or 12" x 18" construction paper

Pencil

Ruler

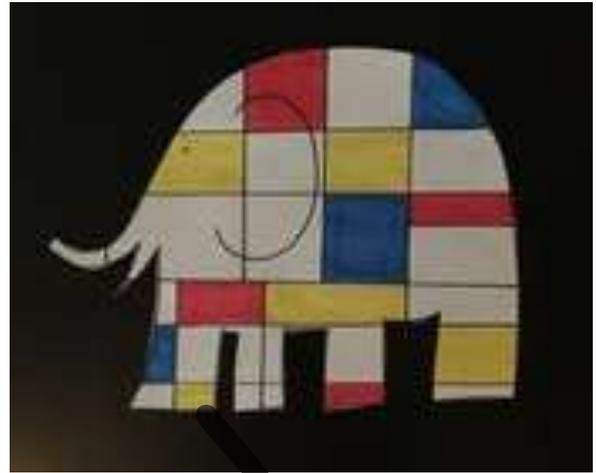
Scissors

Tempera Paints:

red, yellow, royal blue, black (or markers)

Paintbrushes

Margarine/Butter tubs for water



Directions:

1. Introduce the project. Show the students the example you have prepared. They should see an animal that is cut out and decorated in the abstract Mondrian style with straight black lines and a few squares/rectangles of red, yellow and royal blue, with lots of white space.

2. Introduce Piet Mondrian (Dutch painter, born in 1872, abstract art...). Show pictures of his distinctive art on the smart board. Here's a free PowerPoint that is wonderful to show: <http://www.slideshare.net/nivaca2/piet-mondrian-for-kids>

You can also show some short videos on Mondrian's art as well:

<https://www.youtube.com/watch?v=iSCmWnToRpI>

https://www.youtube.com/watch?v=8XKSfyV_i8s

3. Explain the steps of the art project to your students. I usually write a word or two on the board for each step as a reminder.

- Use a pencil and lightly sketch straight (using a ruler) horizontal and vertical lines across the entire page. No diagonal lines for this. Make sure to space them far enough apart in the Mondrian style.
- Lightly sketch a large animal over these lines, using as much of the space as possible.
- Use markers or paint a few of the squares or rectangles within the animal's body. Use only pure yellow, red, or blue. Primary colors only. NO mixing of the colors for this project.
- Using a black marker or paint, carefully paint the straight lines within the animal's body. When finished, outline the animal's body with black marker or paint as well. When dry, cut it out.

ART HISTORY

Name: _____

Art has been around since people have! Most art historians though, discuss formal European “art” at the start of the Middle Ages, which was 500 to 1,000 AD. The art movement of that time was called **Byzantine** and was almost all religious and symbolic. It had a lack of realism, was flat in nature (with no shadows) and very serious in tone.

From 1,000 AD to 1,300 AD, **Romanesque Art** began in Europe and its focus was still on Christianity. Art was created for domed ceilings, murals on walls, carvings on buildings, and stained glass in cathedral windows.

Gothic Art was then introduced in 1140 in France, while it still included religious themes, subjects also included animals from mythical stories. Colors began to be brighter, and there was more realism with shadows added, as well as perspective.

During the Renaissance period, the world experienced a “rebirth” of sorts from the Roman and Greek cultures. This renaissance from Italy brought new ideas and attitudes to art and to life in general. **Renaissance Art**, from 1400 - 1525, included more realistic looking paintings of people and everyday life, as well as historical and mythological subjects.

In Italy, in the 1600's, **Baroque Art** began with the idea of spreading the Catholic Church's religious beliefs. Since many people at the time were unable to read, paintings were a way to communicate ideas. Paintings during this period were more dramatic and showed emotion and movement. The subjects were more realistic and sometimes included dark backgrounds with bright lights on the subjects of the paintings.

Romanticism was a movement that not only affected art, but influenced thinking, literature, and music. This period started in Germany, in the 1700's and peaked in the early 1800's. This art focused on feelings, spirituality, and imagination. Painting subjects varied and featured landscapes, religion, revolution, and scenes of peacefulness.

A new style of art started in Paris in the 1860's and was called **Impressionism**. Unlike many former paintings, artists painted scenes outdoors to capture a moment in time. Details weren't as important as light and color. Subjects were often the friends and family of the artist.

Pointillism started in France in 1884. This new technique used small dabs of paint to create complete paintings. When the small dots were close together, the viewer's eyes blended them together, in a process that is similar to pixels in today's pictures.

In 1885, a new art movement from France used bright colors, new subjects, and new techniques in perspective (how we perceive size and shape in art). It was called **Post Impressionism**, since it came after Impressionism.

Symbolism began in the late 1800's and early 1900's in France. This movement used subjects such as heroes, animals, landscapes, men and women, to represent ideas such as love, death, anger, peacefulness, and loneliness.

Germany introduced the world to **Expressionism** from 1905 - 1925. Artists used paintings to express strong emotions and subjects were more distorted or exaggerated than realistic. The colors used were very vivid as well.

A radical change in art happened when **Cubism** was introduced in 1908 in France. This art style tried to show all sides of a subject in a geometric way, in the same picture. Subjects were broken into shapes and repainted from different angles.

Surrealism began in France in 1920, and embraced the idea that the mind was made for more than rational thought. Ideas from dreams, nightmares, or simply the imagination were expressed in these fantasy paintings.

After World War II, in the 1940's, **Abstract Art** was started in New York City. This type of art used lines, shapes, and color to convey emotion. In its purest form, no subjects were included. Some abstract art was carefully planned, while others were not.

Another type of art from New York City began in the 1950's and is called **Pop Art**. This type of art was simple, used bright colors, and sometimes repeated the same item, using different colors. Pop art was often made from commercial items.

Name: _____

Directions: Use the passage to fill in the art history chart below.

Art Movement	Place it Started	Year it Started	Description
	Europe	500 AD	
Romanesque		1,000 AD	
Gothic Art			Religion and mythical animals
	Italy		Realistic Paintings
Baroque Art		1600	
	Germany		Feelings
Impressionism			Light and color
		1884	Dabs of paint
	France		bright colors, new techniques in perspective
		1800's	subjects represent ideas
	Germany		emotions
Cubism		1908	
Surrealism			imagination
	New York City		lines colors shapes
Pop Art		1950's	

BIOGRAPHY:

Donatello

Donatello was born Donato di Niccolo di Betto Bardi around 1386 in Florence, Italy. He was given the nickname *Donatello*, by his family and friends. His father was a craftsman and a member of the Florentine Wool Combers Guild, so it was expected that Donatello would become a craftsman too. Donatello received his first formal education at the home of the Martellis family, who were wealthy bankers and art patrons in Florence. At the Martellis home, Donatello learned to be a goldsmith. He also learned to work with other metals. In 1403, he was mentored by Lorenzo Ghiberti, who was a skilled metalsmith and a sculptor. As an apprentice, Donatello learned one of his greatest skills, to work with bronze. Donatello was able to assist Ghiberti when he was commissioned to create bronze doors for the Baptistery of the Florence Cathedral.



After a trip to Rome to study classical art in 1407, with fellow artist Brunelleschi, Donatello returned to Florence with a new knowledge of the Gothic style of art. By 1408, Donatello was back in Florence, working in the workshops of the cathedral. His first completed work was a Gothic style, life-sized sculpture made of marble, called David. This sculpture is similar to many sculptures of the time in that it had long graceful lines and an emotionless face. The sculpture was created for the cathedral, but was set up in the Palazzo Vecchio (the town hall) as an act of rebellion against the Florentine government, who was fighting with the king of Naples at the time.

By 1411, it is clear that Donatello was moving away from the Gothic style of art that was so common during that time and developing his own unique style that was more dramatic and full of emotion. In several years time, he sculpted the marble figure St. Mark and a marble statue of a seated St. John the Evangelist for the cathedral in Florence. Around 1425, he partnered with Italian sculptor and architect Michelozzo, and they traveled to Rome, to create several architectural-sculptural tombs for important religious leaders. Donatello's most famous work was commissioned in 1430 by a prominent art patron. It was a five foot tall statue of David, made out of bronze.

In Florence again, Donatello completed a statue for a convent. It was called Magdalene Penitent, and was a likeness of Mary Magdalene. It was thought to symbolize comfort and forgiveness. In his later years, he continued creating sculptures for wealthy families. On December 13, 1466, he died of unknown causes in Florence. His student, Bertoldo di Giovanni, completed Donatello's unfinished work, two bronze pulpits (platforms for preaching).

Donatello

Name: _____

1. In the first paragraph, the author describes Donatello's early training. List at least two things Donatello learned to do. _____

2. Match the vocabulary words to their meanings:

- | | |
|-----------------------|---|
| A. Commissioned _____ | 1. Important |
| B. Patron _____ | 2. To go against |
| C. Prominent _____ | 3. A religious community, usually run by nuns |
| D. Convent _____ | 4. A person who gives financial support |
| E. Rebellion _____ | 5. To place an order and agree to pay for |

3. Donatello made two Davids. Describe each one. _____

4. How was Donatello's style different from the Gothic art style of his time? Cite evidence from the text. _____

5. Make an inference. Why do you think Bertoldo di Giovanni was able to complete Donatello's unfinished work when he died? _____

BIOGRAPHY:

Mary Cassatt

Mary Cassatt was born on May 22, 1844, in Allegheny City, Pennsylvania, which is now part of Pittsburgh. Cassatt was the daughter of a wealthy real estate businessman father. Her family wanted her to be educated and she took classes in embroidery, music, sketching, and painting. During the 1850s, the Cassatts lived in Europe for several years, where Cassatt learned German and French.

Although women were not expected to have a career at that time, Cassatt enrolled in Philadelphia's Pennsylvania Academy of the Fine Arts at age 16. Unfortunately, the male teachers and her fellow students were resentful of her. Since Cassatt felt the program's pace was too slow and there weren't enough classes offered, she decided to move to Europe to study the works of famous artists on her own.

Her family did not support this decision but nonetheless, Cassatt moved to Paris in 1866. While there, she took private art lessons at the Louvre museum, where she enjoyed studying and copying famous masterpieces. In 1868, one of her portraits was selected to be shown at an annual exhibition at the prestigious Paris Salon. Cassatt was honored to be chosen but submitted the painting under the name Mary Stevenson, as she still felt the pressure of her father's disapproval.

In 1870, Cassatt returned home to live with her parents, due to the Franco-Prussian War. Her artistic work was hampered in Philadelphia, as she not only had a hard time finding proper supplies, but her father refused to pay for anything connected with her art. To earn some money, Cassatt attempted to sell some of her paintings in New York, but wasn't successful. She tried again in Chicago, but the paintings were sadly destroyed in a fire in 1871.

After painting a commission for the archbishop of Pittsburgh, Cassatt went back to Europe to resume her career. She became a more established artist by displaying her paintings at the Paris Salon exhibitions in 1872, 1873, and 1874. She worked in Spain, Belgium, and Rome, before settling permanently in Paris in 1874.

In 1875, Cassatt said that her life changed when she saw the pastel work of Edgar Degas in a gallery window. She and Degas became friends and worked together. Cassatt became skillful with pastels and used them to create many of her most famous pieces.

Cassatt became so well regarded as an impressionistic painter, that she exhibited her work at impressionist exhibitions in Paris and New York. While most impressionistic artists painted landscapes, Cassatt focused on portraits of people, particularly mothers with their children in everyday situations. Some of her well known works include *Woman Reading*, *Five O'Clock Tea*, *The Cup of Tea*, *Young Woman Sewing in a Garden*, *Children Playing on the Beach*, and *The Child's Bath*.

To honor Cassatt's great contribution to art, France presented her with the Legion of Honor award in 1904. By 1913, Cassatt's health was failing and her poor eyesight forced her to stop painting. She became an advocate for the women's suffrage movement (right to vote) and organized an exhibit to support the cause. She died near Paris on June 14, 1926.



Mary Cassatt

Name: _____

1. What kind of classes did Cassatt take as a young girl? _____

2. Why do you think her father was not more supportive of Cassatt's desire to be an artist? _____

3. What happened to Cassatt's paintings in 1871? _____

4. How were Cassatt's paintings different from most impressionistic artists? _____

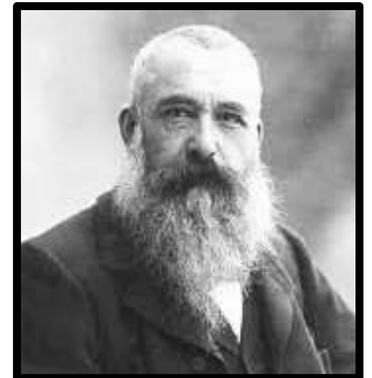
5. Once Cassatt was unable to paint due to her failing health, which cause did she support? _____

PREVIEW

BIOGRAPHY:

Claude Monet

On November 15, 1840 in Paris, Claude Monet was born. Monet loved to draw and drew every chance he got as a child. Although Monet's father wanted him to take over the family grocery business, his mother was supportive of his dream to become an artist. When Monet was 11, he began attending a school for the arts. Monet enjoyed drawing caricatures using charcoal and even drew his teachers' caricatures on his school work. By the time he was 15, a local frame maker displayed his caricatures in the window of his shop and people began to recognize the pictures of their friends and family members. Monet soon was able to earn a steady income making the popular caricatures.



Monet's mother died on January 28, 1857 and the family decided to move to the port city of Le Havre, France. The next year, Monet met Eugene-Louis Boudin, who was a landscape painter. Boudin became Monet's mentor and introduced him to oil paints and Plein Air (outdoor) painting. This was a new concept as most painters of the time painted everything indoors. Even though Monet was initially reluctant to leave the studio and to go outside to paint, eventually he followed Boudin outdoors, painting directly from nature.

Several years later, Monet moved to Paris to study art at the Academie Suisse. After about a year, he was drafted into the army. He served for two years in Algeria, but became sick with typhoid fever and had to return home.

In 1866, Monet displayed one of his most famous paintings using his future wife as the model. It was called Camille or The Woman in the Green Dress. Camille also modeled for his paintings called The Woman in the Garden (1867) and another one called On the Bank of the Seine, Bennecourt, (1868).

As Monet was becoming more well known, his style of painting was called *Impressionism*, which was a title that was taken from his Impression, Sunrise painting. Impressionism paintings used small brush strokes which captured light and contained few details. Monet was actually fascinated by the effect of light and often painted the same landscape at different times of the year to see how the light would change. Monet's work began to become more popular and some of his paintings started to sell. In 1886, he traveled to the United States to hold an Impressionist art exhibition.

During the last ten years of his life and while suffering from poor eyesight and lung cancer, Monet worked on his largest project. It was a series of paintings of a pond at his home in Giverny, France. On December 5, 1926, Monet died in Giverny.

Claude Monet

Name: _____

1. What did Monet's father want him to do when he grew up?

2. In the first paragraph, the author stated that, "Monet soon was able to earn a steady income making the popular caricatures." Use context clues. What does *steady income* mean? _____

3. What two new ideas did Monet's mentor, Eugene-Louis Boudin, show Monet? _____

4. What is a cause and effect relationship for the following situation in Monet's life:

Cause: In the army, Monet got sick with Typhoid fever.

Effect: _____

5. What was the subject of Monet's last set of paintings?

BIOGRAPHY:

Norman Rockwell

Norman Rockwell was born in New York City on February 3, 1894. His father read books to him, such as *Oliver Twist* and *David Copperfield*, and Rockwell loved to draw characters from those stories. Rockwell knew from an early age that he wanted to be an artist. At age 14, he started classes at the New York School of Art. When he was 16, he went to art school, first at the National Academy of Design and then at the Art Student's League. While he was still a student, Rockwell illustrated Carl H. Claudy's books called *Tell Me Why: Stories About Mother Nature*. By the age of 18, Rockwell was the art director for *Boys' Life* magazine, which was a Boy Scouts publication. He was responsible to paint a cover and to illustrate one story each month.



Rockwell moved to New Rochelle, New York when he was 21 and set up a studio with a cartoonist named Clyde Forsythe. While there, Rockwell did artwork for several magazines. One of those magazines was started in 1728 by Benjamin Franklin and was called the *Saturday Evening Post*. Rockwell's dream had always been to have one of his drawings featured on the cover of the magazine. One day, Rockwell drew some illustrations, put them in a specially made wooden box, and went to see the editor of the magazine for an interview. Although Rockwell was extremely nervous, the editor could see his exceptional talent, and hired him immediately. Rockwell ended up illustrating for the *Post* for many years and painted 321 covers in all for them. Working for the *Post* also allowed Rockwell to become more well known, and he gained great popularity with the American people, who loved his warm, relatable style of art.

After the *Post*, Rockwell worked at *Look* magazine for 10 years, creating art with themes of civil rights, poverty and space exploration.

In 1977, Rockwell was awarded the Presidential Medal of Freedom for his "vivid and affectionate portraits of our country." He died at his home in Stockbridge, Massachusetts on November 8, 1978 at the age of 84.

Norman Rockwell

Name: _____

1. What did Rockwell's father do that encouraged Rockwell's love of art at an early age? _____

2. Besides the date given, what clue let you know that the Saturday Evening Post was an old magazine? _____

3. In the second paragraph, the author stated that Rockwell was "extremely nervous" for his interview. Why do you think he was especially nervous? _____

4. The author stated that Rockwell's art was "relatable" What do you think this means? _____

5. Where did Rockwell work after the Post? _____

BIOGRAPHY:

Leonardo da Vinci

Leonardo da Vinci was born in Italy, in a town called Vinci, on April 15, 1452. His father was a wealthy notary and had many wives, but his mother was a peasant. When he was five years old, he started school and very quickly showed artistic talent. At age 14, Leonardo became an apprentice to a famous artist named Andrea del Verrocchio for six years. Verrocchio not only taught him the basics of art, painting, and drawing, but also taught him technical skills, including metal working, leather arts, carpentry, and sculpting. While Leonardo was still an apprentice in 1472, he was accepted into the painter's guild in Florence and by the age of 20, he had qualified as a master artist in the Guild of Saint Luke. At this point, he established his own workshop.



The Duke of Milan asked Leonardo to work for him in 1482, and Leonardo would end up working for the Duke for 17 years. The Duke asked Leonardo to do a number of types of jobs including painting, sculpting, and designing buildings, machinery, and weapons. Leonardo's work was far ahead of his time as he designed detailed plans for military weapons such as tanks and submarines, as well as a type of helicopter machine, a hang glider, a single span bridge, musical instruments, various pumps, and moveable barricades to protect a city in the case of attack. Many of his drawings focused on scientific knowledge and inventions and he filled his journals with over 13,000 pages of his observations of the world.

It was during this time that Leonardo studied human anatomy and he was given permission to perform human dissections on the deceased. Leonardo studied the human body and created detailed drawings of muscles, tendons, internal organs such as the heart, and the human skeleton. The well known Vitruvian Man (or Proportions of Man), which is now on the Italian Euro coin, was sketched in one of his journals in 1490.

The Last Supper, a painting which depicts Jesus sharing a meal with his disciples, was painted in 1498. This painting has become one of the world's most valuable pieces of art and is located in the convent of the Santa Maria delle Grazie in Milan, Italy.

When the Duke fell from power in 1499, Leonardo left the Duke's service and was commissioned to do the Mona Lisa painting. This painting may be the most recognized painting in the world. It features a woman looking at the viewer with a slight smile. The model for this painting is a mystery. Although no one knows for certain, an early biographer believed that the model was Lisa Gioconda, who was the wife of a wealthy silk merchant. The Mona Lisa was a special painting to Leonardo, as he kept working to perfect it. Since he never felt it was complete, he kept it with him until his death. Today, the Mona Lisa can be found in the Louvre Museum in Paris, France, protected behind bulletproof glass. Its value is said to be priceless.

Once Leonardo left Milan, he moved to Rome for three years. In 1516, when France invaded Milan, Leonardo worked for King Francis I of France. Leonardo died at the King's manor house in 1519.

Leonardo de Vinci

Name: _____

1. Besides drawing and painting, name at least three things that Leonardo learned while working as an apprentice. _____

2. The text stated that, "...he designed detailed plans for military weapons such as tanks and submarines, as well as a type of helicopter machine, a hang glider, a single span bridge, musical instruments, various pumps, and moveable barricades to protect a city in the case of attack." What inference about Leonardo can you make, knowing that he did all of these things?

3. Which two paintings were Leonardo's most famous? _____

4. If Milan belongs to Italy, why was Leonardo working for the King of France in Milan shortly before Leonardo's death? _____

BIOGRAPHY:

Michelangelo

Michelangelo Buonarroti was born on March 6, 1475, in Caprese, Italy. His father was a banker and was also a government agent but his mother was very sick. His parents decided to send Michelangelo to be cared for by the stonecutter's wife for a short time. Michelangelo's family soon moved to Florence where Michelangelo grew up. When he was six years old, his mother died.

As a child, all he wanted to do was paint and be an artist. However, his father believed that a career in art was below the family's social status and tried to discourage him. Michelangelo's father enrolled him in school to prepare him for a career in business but Michelangelo, however, was not interested in school. In 1488, at the age of thirteen, he became an apprentice to Domenico Ghirlandaio, one of the most fashionable painters in Florence.

In 1489, Michelangelo left his apprenticeship early after receiving an invitation to study sculpture and anatomy from Lorenzo de' Medici, a retired sculptor and ruler of Florence. During his studies, he was introduced to important scientists, and poets whose ideas often went against Michelangelo's strong religious beliefs but who influenced his earliest works such as the Madonna of the Steps (1490-1492) and Battle of the Centaurs (1491-1492).

When Lorenzo de' Medici died in 1492, Michelangelo decided to return to Florence briefly, before moving to Rome. In Rome, he was commissioned by a French cardinal (Jean de Billheres) to sculpt a funeral monument made of marble. It was called Pieta and is a famous sculpture of Jesus after he was crucified, lying on the lap of his mother Mary. Today this sculpture sits in St. Peter's Basilica in the Vatican and is the only piece of art that Michelangelo signed.

In 1501, as his fame began to grow, Michelangelo returned to Florence and was commissioned to carve the Biblical hero "David" for the Florence Cathedral. David became Michelangelo's most famous work of art. It is thirteen feet tall and is considered by many experts in art to be a near perfect sculpture.

Seven years later, Pope Julius II asked him to paint the 12,000 square foot ceiling of the Sistine Chapel. Although Michelangelo considered himself more of a sculptor than a painter, he agreed to paint the Sistine Chapel for the Pope. The painting was huge (141 feet long by 43 feet wide) and was done while he laid upside down on a scaffold. Nine scenes from the Bible were painted down its center, it included over 300 people (no two of them were alike), and took four years to complete.

Michelangelo died of a fever on February 18, 1564. This Renaissance artist, sculptor, poet, and architect is considered by many to be one of the greatest masters of European art.



Michelangelo

Name: _____

1. Why was Michelangelo sent to the stonecutter's wife's home shortly after he was born? _____

2. The second paragraph discusses the fact that Michelangelo's father wanted him to go into business while Michelangelo was interested in art. Do you think Michelangelo should have followed his father's wishes? Why or why not? _____

3. In the fourth and fifth paragraphs, the author stated that Michelangelo was "commissioned" to do a sculpture. What does it mean to commission someone? _____

4. Do you think it would be fairly easy or hard to paint the Sistine Chapel ceiling? Provide proof to support your answer.

BIOGRAPHY:

Grandma Moses

Anna Mary Robertson was born on September 7, 1860 in Washington County, New York. She was the third of ten children and her parents were farmers. Although they were poor, she worked hard on the farm and had a happy childhood. When she was twelve years old, she went to work in another family's home to help earn money for her family. Growing up, she had very little schooling but was allowed to attend school with her employer's children.



In 1887, when she was in her 20's, Anna Mary married a farmer, Thomas S. Moses, and they bought a farm in the beautiful Shenandoah Valley of Virginia. They had ten children, but five of them died at birth. In 1907, the family moved to a farm in Eagle Bridge, New York, where Grandma Moses spent the rest of her life.

Anna Mary's husband died in 1927, and her son and daughter-in-law took over the farm. As she was getting older and farm work was too difficult, she enjoyed embroidery, making pictures using a needle and thread. Eventually though, her arthritis made it difficult to push the needle through the fabric. One day while she was wallpapering her parlor, she ran out of wallpaper. She decided to finish the room by putting up white paper and painting a scene on it. This first painting called *Fireboard*, was done using housepaint and now hangs in the Bennington Museum in Vermont. It was then that she decided to take up painting, since it was easier on her hands. This brand new seventy six year old painter was soon called Grandma Moses.

Grandma Moses was a self-taught artist and her style of work could be called folk art or primitive art. She didn't use an easel like many artists, but simply painted at an old kitchen table she had placed in a utility room. This became her studio where she would paint everyday scenes of family, church, and community.

Many of her paintings show scenes of farm life. These paintings centered on everyday chores like applebutter making, making soap and maple syrup, husking corn, and making candles. In her painting, *The Quilting Bee*, Grandma Moses shows how women socialized while making quilts together. Traditions such as the county fair and holidays like Christmas, Thanksgiving, and Halloween were some of her favorite subjects. She even painted children's rhymes or stories like *Mary Had a Little Lamb* and *Little Boy Blue*.

One day in 1938, she had some pictures displayed in a drugstore window, and a New York art collector on vacation noticed her work. Not only did he buy several of her paintings, but he helped her market her work. From his connections, Grandma Moses exhibited her work in a New York City art gallery. The exhibit was called *What a Farm Wife Painted* and immediately she became famous. Her paintings, done on strong pieces of cardboard (24 x 30 inches or less) appealed to people because they portrayed happy scenes in a way that gave people warm feelings. Grandma Moses died on December 13, 1961 at the age of 101.

Grandma MOSES

Name: _____

1. Make an inference. Why do you think she had very little schooling?

2. Why did Grandma Moses decide to stop doing embroidery, even though she enjoyed it? _____

3. Look at paragraph four. What types of scenes did Grandma Moses paint? Why do you think those were the subjects of her paintings?

4. How did Grandma Moses originally get discovered? _____

BIOGRAPHY:

Vincent Van Gogh

Vincent Van Gogh was born on March 30, 1853 in the Netherlands. His father and grandfather were ministers, while other family members worked in the art world. Van Gogh had two brothers and three sisters, but was the closest to his younger brother, Theo. As a child, Van Gogh was bright but very serious.

Van Gogh enjoyed drawing since he was a young boy, but he had several other jobs before he decided to become a full time artist. He worked in the Netherlands, London, and Paris, selling other artist's paintings. In London, he worked as a teacher and then a minister's assistant. At this point, Van Gogh decided he wanted to become an ordained minister, but he failed to get the necessary grades to do this. He then worked in a book store, an art gallery, and also as a missionary. When Van Gogh was about 27, he decided to make art his profession. In 1880, he was accepted into the Royal Academy of Art in Brussels, where he studied the mechanics and theory of art.

In the early 1880's, Van Gogh threw himself into his work, and began drawing and painting in earnest. Van Gogh's first pictures were drawn using pencils or charcoal sticks. He used some watercolors as well and eventually began to use oil paints. One of the common themes in his paintings were pictures of poor, hardworking people. These early pieces were filled with dark colors, like browns and dark greens and their mood was very sad. His most famous early painting was completed right after the death of his father and was called The Potato Eaters. This dark painting shows a peasant family eating potatoes for dinner. At first, there was almost no interest in his work but occasionally he was commissioned to make paintings.

After Van Gogh's brother, Theo, wrote and told him of a new style of painting in Paris called Impressionism, Van Gogh moved to Paris in 1886. This new style of art incorporated bright colors, and pointillism (painting with tiny dots). In 1888, he decided to move out of Paris, and settled in Arles. There, he made over 200 paintings including many of his most famous pieces. At this time however, his health was declining and he was very depressed and mentally unstable. After arguing with a fellow artist, Paul Gauguin, he cut off his left ear. In 1889, Van Gogh was committed to a mental hospital, where he made over 150 paintings, including one of his most famous, the Starry Night.

Unfortunately, Van Gogh's depression worsened and he took his own life on July 27, 1890, in Auvers, France. Van Gogh created over 800 painting and 700 drawings in his lifetime, of which he sold a very few. Today, many of his paintings are worth millions of dollars, and he is considered by many to be one of the greatest and most influential artists of his time.



Vincent Van Gogh

Name: _____

1. List at least four jobs Van Gogh had before becoming a full time artist.

2. In the third paragraph, the author stated that his "... early pieces were filled with dark colors, like browns and dark greens and their mood was very sad." Make an inference.

Why did Van Gogh paint this way? _____

3. Why did Van Gogh decide to move to Paris? _____

4. Make an inference. Many artists, like Van Gogh, are more successful after their death, than they were in life. Why do you think this happens?

BIOGRAPHY:

Pablo Picasso

Pablo Picasso, the famous artist, was born on October 25, 1881 in Spain. He came from a very creative family with his father working as a painter and an art teacher. As a child, Picasso loved to draw but was not very interested in school.

When Picasso was fourteen years old, he attended a famous art school in Barcelona for a few years and then transferred to another art school in Madrid. Picasso wasn't interested in the classic teachings of art school, though. He made up his mind that he wouldn't paint like people hundreds of years ago, but would create a new style of art.

When Picasso's close friend Carlos Casagemas committed suicide in 1901, Picasso was devastated. About this time, he began painting in Paris, where all of his paintings were dominated by the color blue. The people in his paintings looked serious or sad and their faces were elongated. Some of his paintings from this period include *Poor People on the Seashore* and *The Old Guitarist*.

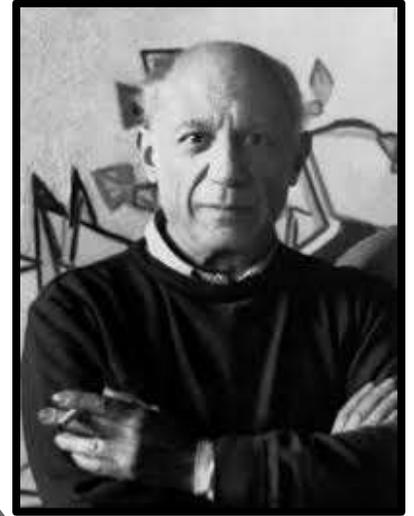
With time, Picasso got over his depression and fell in love with a French model. His paintings reflected his change in mood as he began to use warmer colors including pinks, reds, oranges, and beiges. Some of his paintings from this period include *The Peasants* as well as *Mother and Child*. Art historians call this time in Picasso's life (1904 - 1906) the Rose Period.

In 1907, Picasso's art began to change after working with an artist named Georges Braque. By 1909, the two of them had created a completely new style of painting called Cubism. In Cubism, the subject is analyzed and broken up into different sections. The sections are put back together and painted using different perspectives and angles.

Around 1921, Picasso became interested in painting with a more classical style. He was very interested in Renaissance painters, such as Raphael. Some of his works in this style include *The Pipes of Pan* and *Woman in White*.

The Surrealist movement, which were paintings that were similar to dreams or nightmares, influenced Picasso in 1924. He decided to incorporate some of their ideas into his paintings. This period of time was called Picasso's Monster period. Examples of the surrealism influence on Picasso's art include *Guernica* and *The Red Armchair*. Picasso died at the age of 91 on April 8, 1973.

Today, Pablo Picasso is considered by many to be one of the greatest artists in all of art history. With over 1,800 paintings and 1,200 sculptures, he made many contributions to the art world.



Pablo Picasso

Name: _____

1. How do you think Picasso's father influenced him in regards to art?

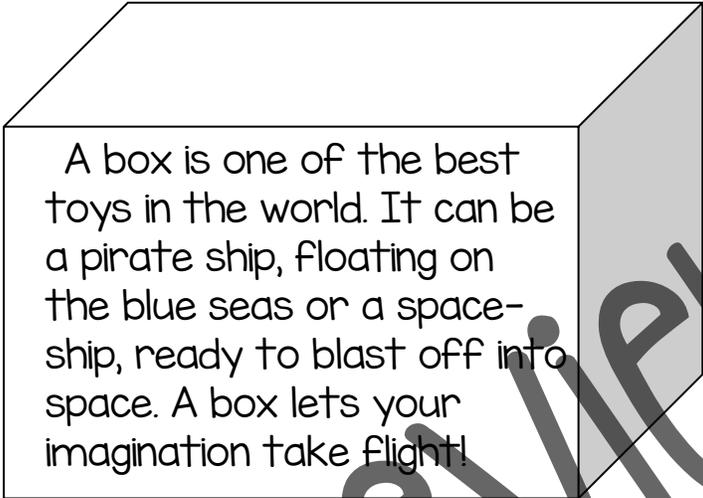
2. In the third paragraph, the author stated that all of Picasso's paintings at this time were "dominated by the color blue." Why do you think he choose blue?

3. Make an inference. Picasso went from the Blue Period to the Rose Period. Why do you think Picasso's art changed with his mood? _____

4. If you were asked to research one type of art from Picasso's selections, which would you choose and why? _____

Shape POEM

Shape poems, also called concrete poems, can be written in two ways. The first way is to draw an object and write a poetic description of that object inside of the shape. The second way is to draw an object and to write the poem around the outline of the object.



A box is one of the best toys in the world. It can be a pirate ship, floating on the blue seas or a space-ship, ready to blast off into space. A box lets your imagination take flight!



Cocoa on a winter day is like sunshine warming my soul.



The moon smiled at me as I said goodnight at the end of the day.

MY SHAPE POEM BOOK

By: _____

©The Teacher Next Door

MY SHAPE POEM BOOK

By: _____

©The Teacher Next Door

PREVIEW

PREVIEW

Artist research notes

Name: _____

My Artist's Name: _____

1. When was he/she born? _____

2. Where was he/she born? _____

3. Parent's Occupations _____

4. Art created (circle one or more) painting drawing sculpting

Other: _____

5. Style of Art/Period _____

6. Other jobs: _____

7. Date died: _____

Interesting Facts:

1. _____

2. _____

3. _____

PREVIEW

Most Famous Work: _____

Other Titles of Works: _____

Picture of Artist	Most Famous Work	Other Piece of Art

Bibliography: Which sources did you use?

1. _____

2. _____

3. _____

4. _____

5. _____

Artist and websites for Artist research

Here are some suggested websites and artists for the Artist Research Project.

www.ducksters.com/history/art

1. Salvador Dali
2. Leonardo da Vinci
3. Edgar Degas
4. Wassily Kandinsky
5. Eduoard Manet
6. Henri Matisse
7. Raphael
8. Rembrandt
9. Georges Seurat
10. J.M.W. Turner
11. Vincent van Gogh

<http://mrnussbaum.com/authors-and-artists/>

12. Ansel Adams
13. Maya Lin
14. Andy Warhol

PREVIEW

<http://gardenofpraise.com/leaders.htm>

15. John James Audubon

16. Gutzon Borglum

17. Dale Chihuly

18. Grandma Moses

19. Mary Cassat

20. Renoir

21. Cezanne

<http://gardenofpraise.com/leaders.htm> (Biographies of 48 Famous Artists)

22. Edward Hopper

23. Jan Van Eyck

24. Fragonard

25. Gainsborough

26. Edward Hicks

27. Winslow Homer

28. Ito Jakuchu

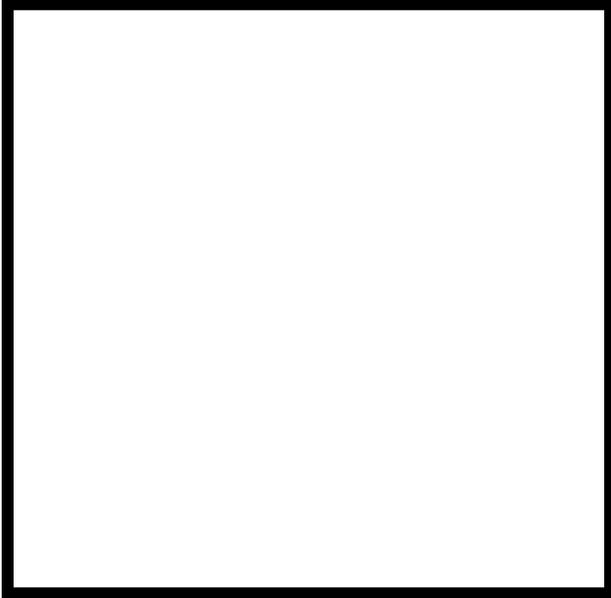
29. Georgia O'Keefe

30. Remington

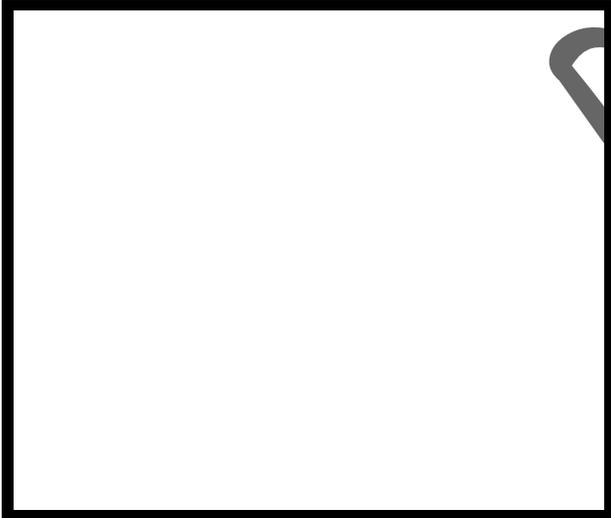
31. Diego Rivera

32. Jan Vermeer

Most Famous Work:



Another Piece of Art:



Artist Facts

Born on: _____

in: _____

Parent's Occupations: _____

Art created: (circle one or more)

Painting Drawing Sculpting

Other: _____

Style of art: _____

Other jobs: _____

Died: _____

Interesting Facts:

1. _____

2. _____

3. _____

MAKING A FAVORITE ART MEDIA GRAPH:

Gathering Data

name: _____

Directions: Select four art media (materials to use for art) for your survey. The fifth choice for everyone is *other*, in case a person does not want to choose one of the other answers. After you ask a person the question, place a tally mark next to his/her answer. Make sure to ask _____ people.

Art media:

Watercolors
Tempera paint
Crayons
Colored pencils
Markers
Sharpies
Oil pastels
Chalk
Charcoal
Ceramic Clay
Polymer Clay
Construction paper
Poster board
Tissue paper
Wax paper
Foil
Yarn

Stamps
Sponges
Wood
Found Objects
Paper mache
Styrofoam
Stencil
Cloth

PREVIEW

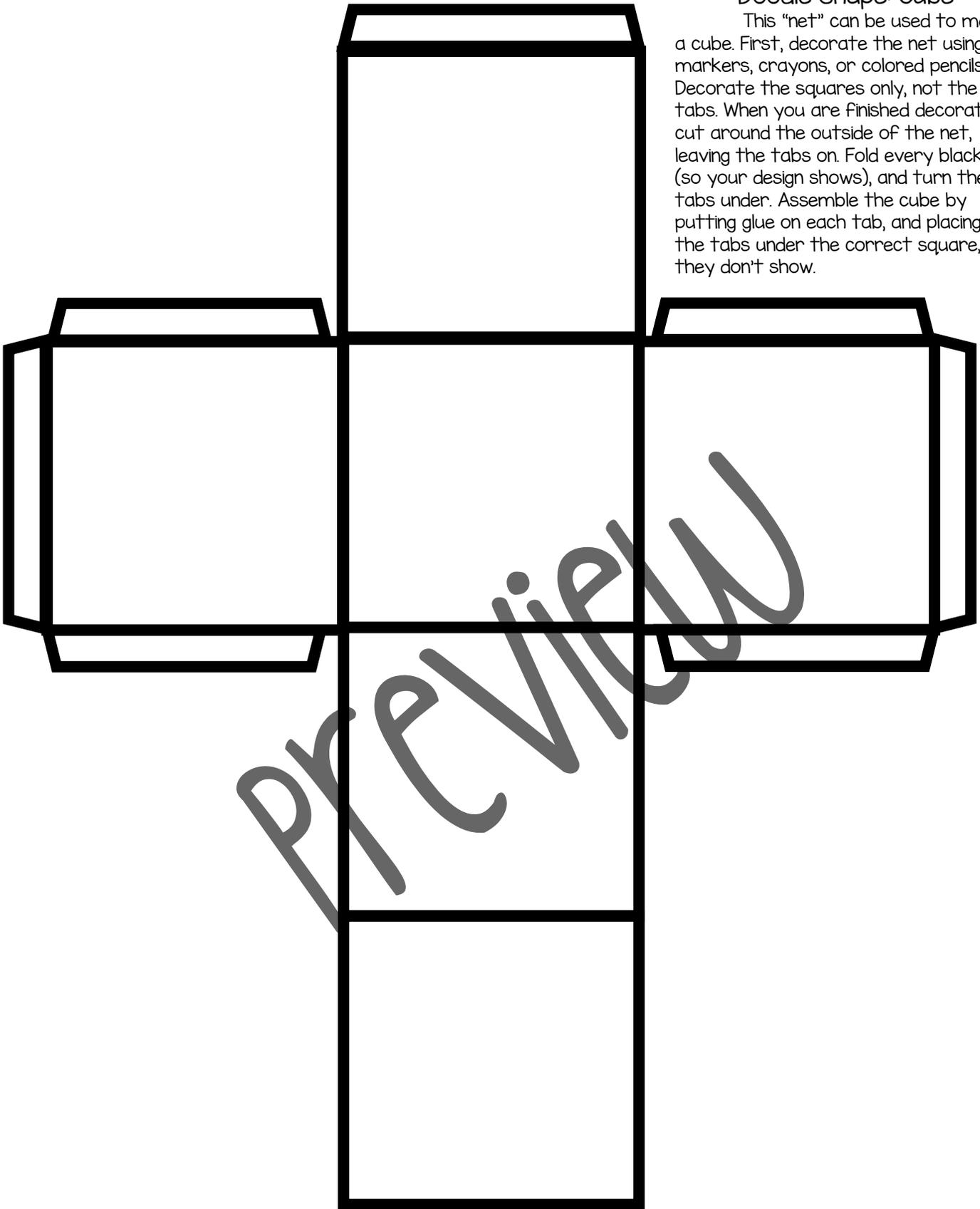
CHOICES:

1. _____
2. _____
3. _____
4. _____
5. Other

TALLY marks:

Doodle Shape: Cube

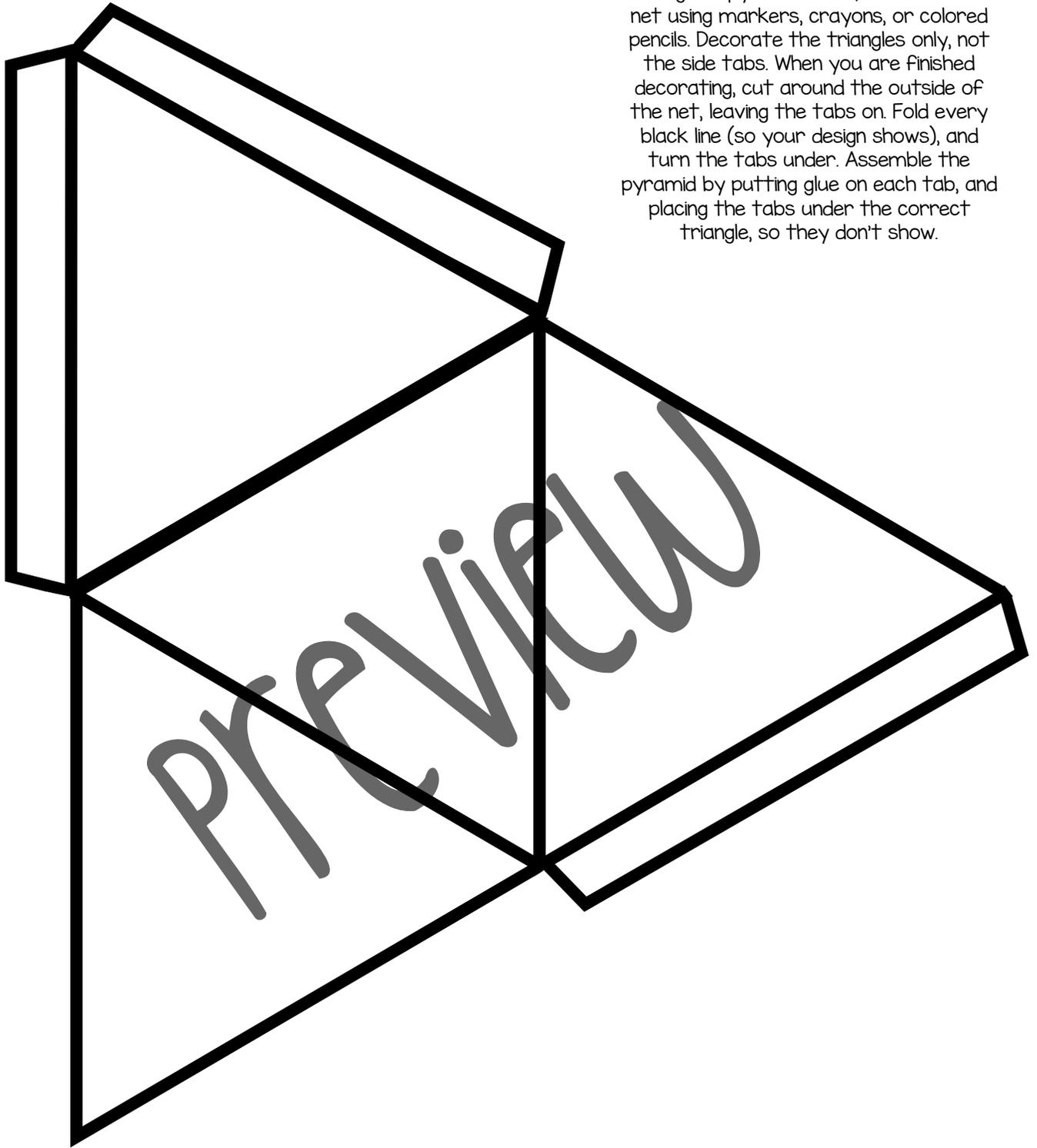
This "net" can be used to make a cube. First, decorate the net using markers, crayons, or colored pencils. Decorate the squares only, not the side tabs. When you are finished decorating, cut around the outside of the net, leaving the tabs on. Fold every black line (so your design shows), and turn the tabs under. Assemble the cube by putting glue on each tab, and placing the tabs under the correct square, so they don't show.



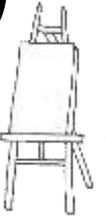
Doodle Shape:

Triangular Pyramid

This "net" can be used to make a triangular pyramid. First, decorate the net using markers, crayons, or colored pencils. Decorate the triangles only, not the side tabs. When you are finished decorating, cut around the outside of the net, leaving the tabs on. Fold every black line (so your design shows), and turn the tabs under. Assemble the pyramid by putting glue on each tab, and placing the tabs under the correct triangle, so they don't show.



Artist Problem Solving



Name: _____

Directions: Solve the problems below and place the answer in the small box.

Mary Cassatt painted *Woman with a Red Zinnia* in 1891 and *Mother and Child* in 1905. How many years after *Woman with a Red Zinnia* did she paint *Mother and Child*?

In 1987, Vincent Van Gogh's *Painting of Irises* sold for about \$54 million dollars and in 1990, his *Dr. Gachet* painting sold for about \$83 million dollars. How much more did the *Painting of the Irises* earn than the *Dr. Gachet* painting?

Jackson Pollock, who was known for his drip paintings, died in a car crash in 1956. After his death, Pollock's wife took care of his estate until she died in 1984. How many years did she take care of his estate?

Grandma Moses, an American folk artist, didn't start painting until she was 76. She died in 1961, when she was 101 years old. If she painted up until her death, how many years did she paint?

Three of Norman Rockwell's paintings sold in 2013. *Saying Grace* sold for \$46 million, *The Gossips* sold for about \$ 8 million, and *Walking to Church* sold for about \$3 million. How much did the paintings sell for in all?

Pablo Picasso's paintings are very valuable. In 2004, *Garçon a la Pipe* sold for \$104 million and in 2000, *Woman with Crossed Arms* sold for \$55 million. How much more was the *Garçon a la Pipe* than the *Woman with Crossed Arms*?

Piet Mondrian was born in 1872 in the Netherlands. In 1892, he entered art school. How old was he when he entered art school?

Wassily Kandinsky was born in Russia and is well known for his dot paintings. Between 1926 and 1933, he painted 159 oils and 300 watercolors. How many paintings did he create during this time in all?

Renaissance sculptor, Donato di Niccolò di Betto Bardi, known as Donatello, was born in Florence around 1386 and died there in 1466. Using these dates, how old was he when he died?

Salvador Dali was a surrealist painter who was born in 1904. His first solo exhibition of his art was in Barcelona, Spain in 1925. How old was Dali during his first art exhibition?

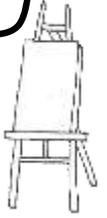
Directions: Use the information below to write and solve your own art word problem. You may use some or all of the information given to make your problem.

Claude Monet was born in Paris in 1840. His mother died in 1857. He painted *Women in the Garden* in 1866. At an art exhibition in 1874, an art critic created the term "impressionism" from one of Monet's paintings called *Impression: Sunrise*. He painted *Haystacks* in 1891 and *Poplars* in 1892. In 1918, World War I ended and Monet donated 12 of his paintings to France to celebrate. He died in Giverny, France in 1926.

PREVIEW

Georgia O'Keefe was born in 1887 in Wisconsin. In 1905, she entered the Art Institute of Chicago. In 1911, she painted *Black Iris*, which measured 36 inches by about 30 inches. She eventually moved to the southwest and she painted *Cow's Skull: Red, White, and Blue* in 1931. She died in 1986 in Santa Fe, New Mexico.

Artist Problem Solving



Name: _____

Directions: Solve the problems below and place the answer in the small box.

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In 1987, Vincent Van Gogh's *Painting of Irises* sold for \$53.9 million dollars and in 1990, his *Dr. Gachet* painting sold for \$82.5 million dollars. How much more did the *Painting of the Irises* earn than the *Dr. Gachet* painting?

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Three of Norman Rockwell's paintings sold in 2013. *Saying Grace* sold for \$46 million, *The Gossips* sold for \$ 8.45 million, and *Walking to Church* sold for \$3.2 million. How much did the paintings sell for in all?

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Problem Solving With Art

Name: _____



Directions: Solve the problems below and place the answer in the small box.

Jordan spent 12 hours this week, working on paper mache. If she spent the same amount of time for 3 weeks, how many hours would she spend on the project in all?

There were 18 colors in each watercolor set. If there were 4 sets of watercolors, how many colors were there in all?

Miss Johnson, the art teacher, had 2,647 crayons and 1,308 colored pencils. How many more crayons did she have than colored pencils?

Working on a school mural, Mrs. Ramey's class used 4 containers of paint each day. If they used the same amount of paint for five days, how many containers would they use in all?

Mr. Harris collected 5,894 feet of yarn to make class weavings. When everyone was done, there was 657 feet of yarn left. How many feet of yarn did they use?

Anthony started his art project at 1:45 and finished it at 2:30. How long did it take for him to finish his art project?

Mrs. Miller bought 32 boxes of colored chalk for an art project. If each box had 8 pieces of chalk, how many pieces of chalk were there in all?

Mrs. Kelleher had 122 pieces of oil pastels. If she wanted to put them in equal boxes of 12, how many boxes would she need? How many would be leftover?

Mr. Tate's class was making paper chains. If it took 5 pieces of paper to make a 10 foot chain, how many pieces of paper would they need to make a 30 foot chain?

Morgan volunteered 2 hours a day in the art room. If she volunteered every school day for 1 week, how many hours would she volunteer altogether?

Directions: Use the information below to write and solve your own art word problem. You may use some or all of the information given to make your problem.

The *Mona Lisa* is a famous painting by Leonardo da Vinci. He started to work on the piece in 1503 and finished it in 1517. It is 30 inches by 21 inches and weighs 18 pounds. It was brought to the Louvre (a famous Paris museum) in 1797 but was stolen in 1911. The thief was caught in 1913. It is now in a secure case that weighs 200 pounds, making it more difficult to steal.

PREVIEW

Vincent Van Gogh was born in 1853. In 1885, he painted *The Potato Eaters* and in 1888, he painted *Sunflowers*. One of his most famous paintings is *Starry Night*, which he painted in 1889. It is 29 inches by 36 inches and is one of the 860 oil paintings he created in his life. In all, he made 2,100 pieces of art. *Starry Night* has been displayed at the Museum of Modern Art in Manhattan, New York since 1941.

Problem Solving With Art

Name: _____



Directions: Solve the problems below and place the answer in the small box.

Jordan spent 5 hours on Thursday, 6 hours on Friday and 7 hours on Saturday working on paper mache. If she spent the same amount of time for 3 weeks, how many hours would she spend on the project in all?

There were 18 colors in each watercolor set. If there were 9 sets of watercolors, how many colors were there in all?

Miss Johnson, the art teacher, had 2,647 crayons and 1,972 colored pencils. How many more crayons did she have than colored pencils?

Working on a school mural, Mrs. Ramey's class used $1\frac{1}{2}$ containers of paint each day. If they used the same amount of paint for five days, how many containers would they use in all?

Mr. Harris collected 5,404 feet of yarn to make class weavings. When everyone was done, there was 964 feet of yarn left. How many feet of yarn did they use?

Anthony started his art project at 1:45 and finished it at 3:05. How long did it take for him to finish his art project?

Mrs. Miller bought 32 boxes of colored chalk for an art project. If each box had 12 pieces of chalk, how many pieces of chalk were there in all?

Mrs. Kelleher had 364 pieces of oil pastels. If she wanted to put them in equal boxes of 12, how many boxes would she need? How many would be leftover?

Mr. Tate's class was making paper chains. If it took 3 pieces of paper to make a 10 foot chain, how many pieces of paper would they need to make a 50 foot chain?

Morgan volunteered 2 hours a day in the art room. If she volunteered every school day for 4 weeks, how many hours would she volunteer altogether?

Directions: Use the information below to write and solve your own art word problem. You may use some or all of the information given to make your problem.

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G E O M E T R I C

ANIMAL DIRECTIONS

Materials:

Pencil
Black sharpies
Ruler
Crayons, colored pencils or watercolor paints
Scissors
White construction/watercolor paper
Colored construction paper for mounting.

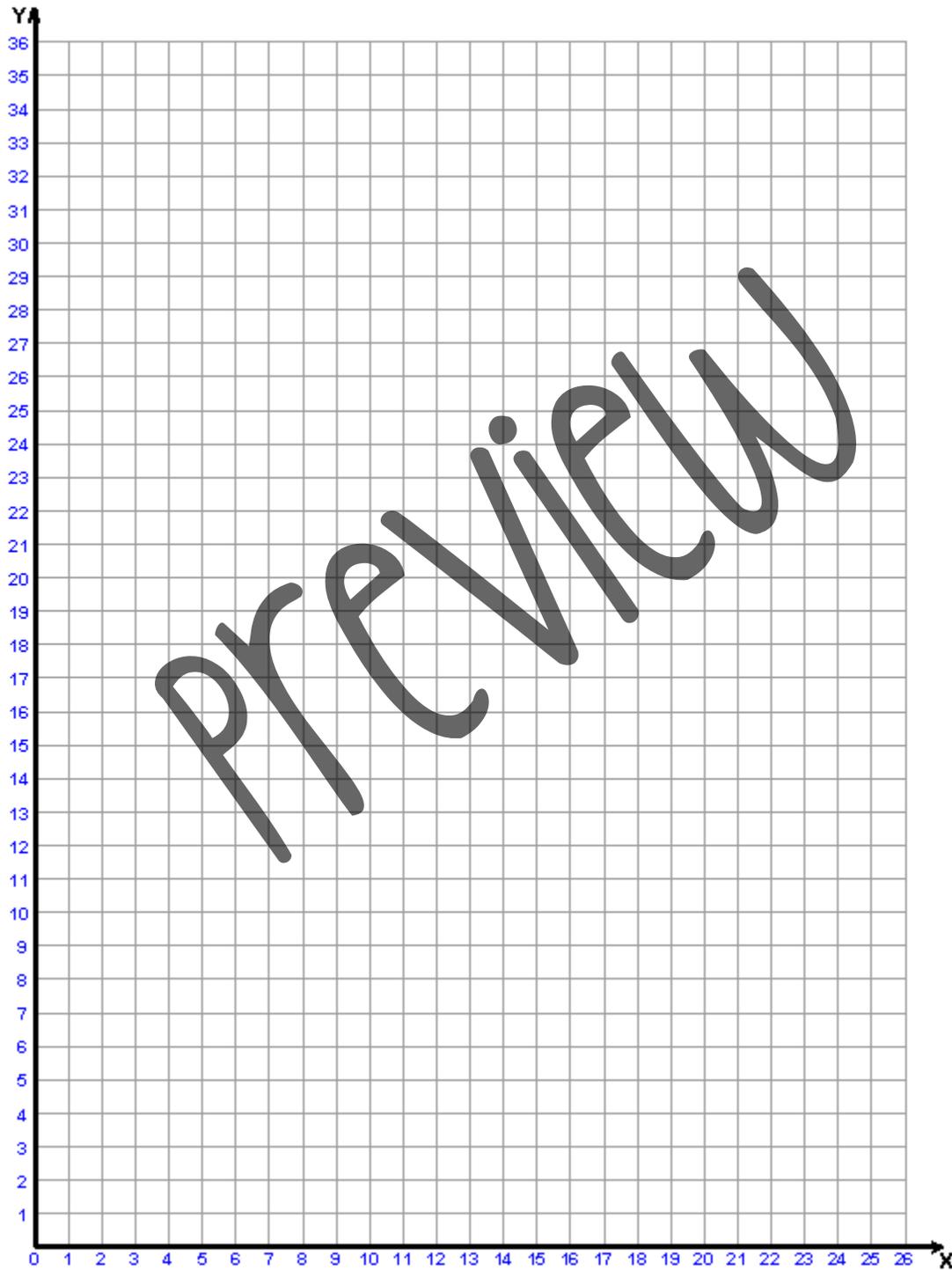
Directions:

1. Review polygons including different types of triangles, quadrilaterals, pentagons, hexagons...
2. Choose an animal to make. Practice sketching it on a scratch piece of paper first or on a whiteboard. Using only geometric shapes, draw the animal using a ruler on white construction paper. *** Using a ruler is very important in order to draw polygons correctly.
3. Trace the animal with a black sharpie.
4. Color the animal and cut out. Glue it to black (or any color you wish) construction paper.

Keith Haring Inspired Coordinate Graphing

Name: _____

Directions: Place a dot for each ordered pair given and then connect the dots to create a picture. When you are done, color in the picture.



Directions: Place a dot at the intersection of each ordered pair and label the dot on the grid, using the letter next to the ordered pair. Remember to go over first (x) and then up (y).

- | | | | | | |
|----------------|----------------|----------------|----------------|----------------|----------------|
| 1. A (11, 9) | 2. T (16, 11) | 3. F (10, 22) | 4. R (20, 13) | 5. M (20, 21) | 6. CC (11, 2) |
| 7. G (8, 22) | 8. X (15, 3) | 9. B (7, 10) | 10. U (20, 11) | 11. H (8, 24) | 12. GG (13, 2) |
| 13. FF (12, 0) | 14. BB (9, 3) | 15. I (20, 24) | 16. S (16, 14) | 17. Y (13, 3) | 18. P (16, 16) |
| 19. Q (20, 16) | 20. C (10, 11) | 21. L (16, 21) | 22. Z (13, 7) | 23. J (20, 22) | 24. HH (13, 0) |
| 25. N (20, 18) | 26. W (15, 9) | 27. K (16, 22) | 28. DD (10, 0) | 29. D (7, 13) | 30. JJ (15, 0) |
| 31. EE (12, 2) | 32. E (10, 14) | 33. O (16, 19) | 34. II (14, 2) | 35. V (20, 9) | 36. AA (11, 3) |

Once all of the ordered pairs have been found, connect the dots in the following order:

1. Start at A and connect to B, then C, and so on until you get to Z. Then connect Z to AA, BB, and back to A.

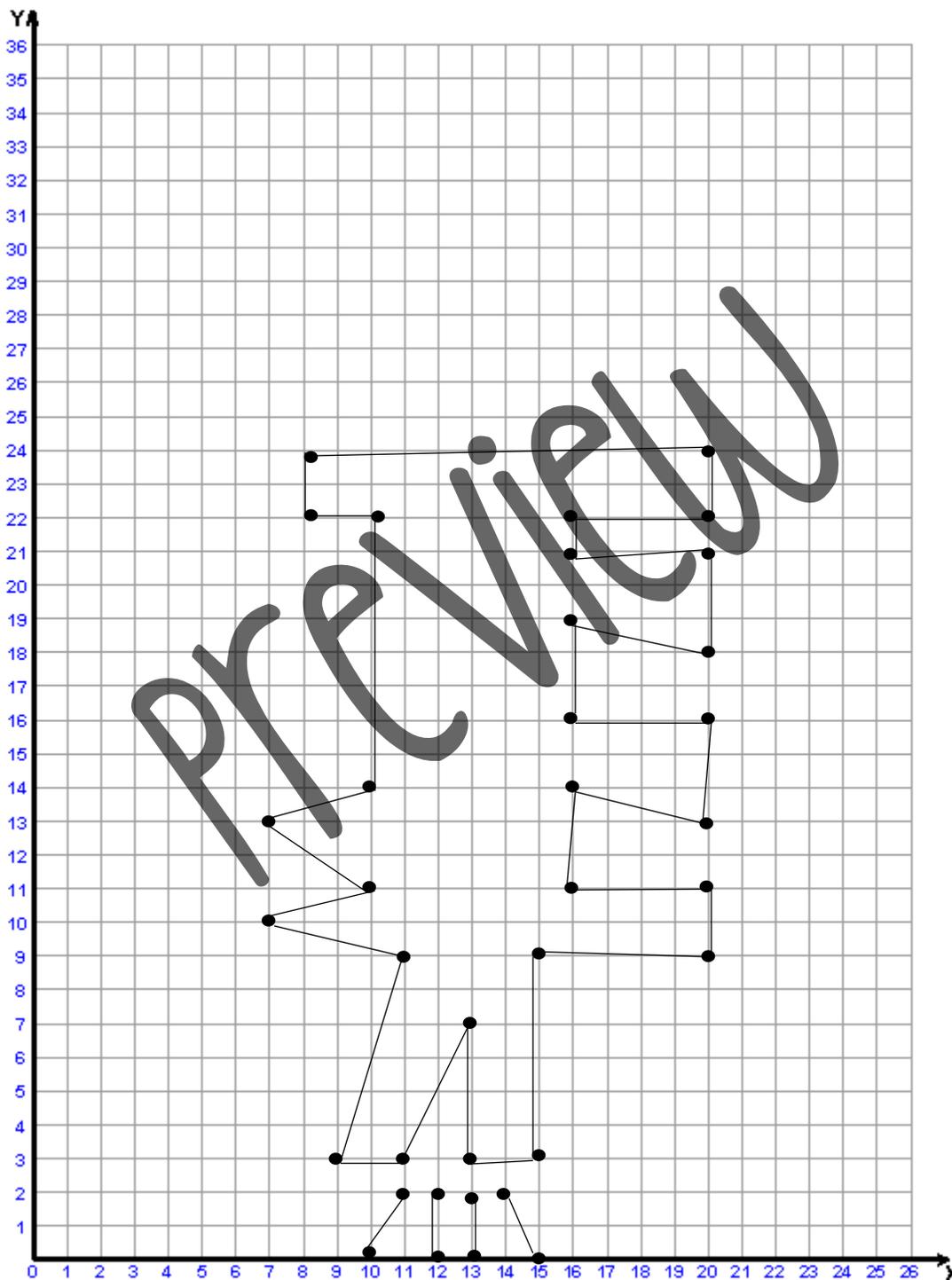
2. To finish the picture, connect CC to DD, EE to FF, GG to HH, and II to JJ. Now you're done! Time to turn your page sideways to see it correctly. Then color the shape Keith Haring style, using a bright primary color like solid red, yellow, or blue.

3. Bonus: (Optional) Can you make a dog bowl or a bone to add to this picture. You need to use dots and straight lines only. Which ordered pairs did you use?

Keith Haring Inspired Coordinate Graphing

KEY

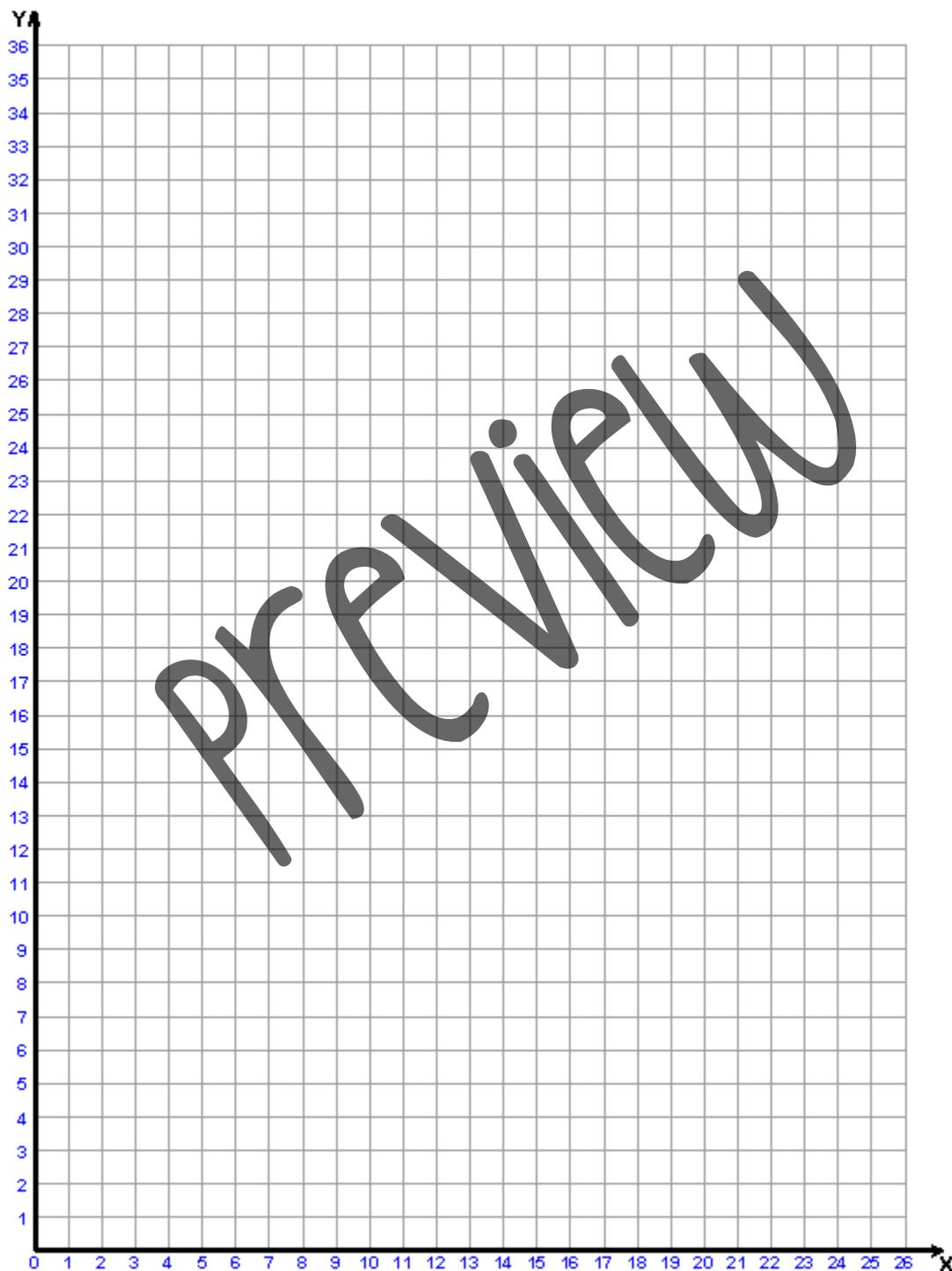
Directions: Place a dot for each ordered pair given and then connect the dots to create a picture. When you are done, color in the picture.



Laurel Burch Inspired Coordinate Graphing

Name: _____

Directions: Place a dot for each ordered pair given and then connect the dots to create a picture. When you are done, color in the picture.



Directions: Place a dot at the intersection of each ordered pair and label the dot on the grid, using the letter next to the ordered pair. Remember to go over first (x) and then up (y).

- | | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1. G (18, 26) | 2. II (11, 5) | 3. W (8, 28) | 4. CC (23, 25) | 5. R (14, 31) | 6. PP (7, 4) |
| 7. AA (22, 23) | 8. D (15, 32) | 9. HI (18, 27) | 10. Z (7, 29) | 11. J (11, 23) | 12. T (17, 28) |
| 13. LL (9, 3) | 14. H (14, 23) | 15. B (8, 36) | 16. K (7, 26) | 17. CI (13, 29) | 18. FF (12, 3) |
| 19. MM (9, 5) | 20. Q (13, 30) | 21. M (11, 31) | 22. DD (24, 25) | 23. Y (8, 26) | 24. C (10, 32) |
| 25. BB (23, 23) | 26. X (8, 27) | 27. JI (24, 5) | 28. EE (13, 4) | 29. EI (18, 29) | 30. P (13, 27) |
| 31. NI (12, 8) | 32. PI (11, 13) | 33. WI (23, 26) | 34. RI (17, 16) | 35. L (7, 31) | 36. JJ (10, 4) |
| 37. KK (10, 12) | 38. KI (22, 3) | 39. TI (25, 5) | 40. NN (8, 3) | 41. XI (22, 25) | 42. S (18, 31) |
| 43. AI (9, 31) | 44. BI (12, 29) | 45. A (7, 32) | 46. DI (16, 31) | 47. ZI (13, 24) | 48. FI (16, 30) |
| 49. GI (9, 30) | 50. N (12, 30) | 51. II (24, 18) | 52. GG (12, 5) | 53. O (12, 27) | 54. LI (14, 3) |
| 55. MI (13, 6) | 56. U (17, 27) | 57. OI (11, 11) | 58. F (18, 32) | 59. QI (15, 16) | 60. HH (11, 3) |
| 61. SI (20, 13) | 62. V (17, 26) | 63. UI (25, 25) | 64. VI (24, 26) | 65. E (17, 36) | 66. OO (8, 5) |

67. YI (12, 24) 68. I (** 12 1/2, 27) For the 12 1/2 go between the 12 and the 13 and place a dot there.

Once all of the ordered pairs have been found, connect the dots in the following order:

1. For the eyes...make a larger dot on FI and GI (do not connect). Connect Z to AI and BI and back to Z. Connect CI to DI, to EI and back to CI. For the nose...connect L, M, N, O, P, Q, R, and S.

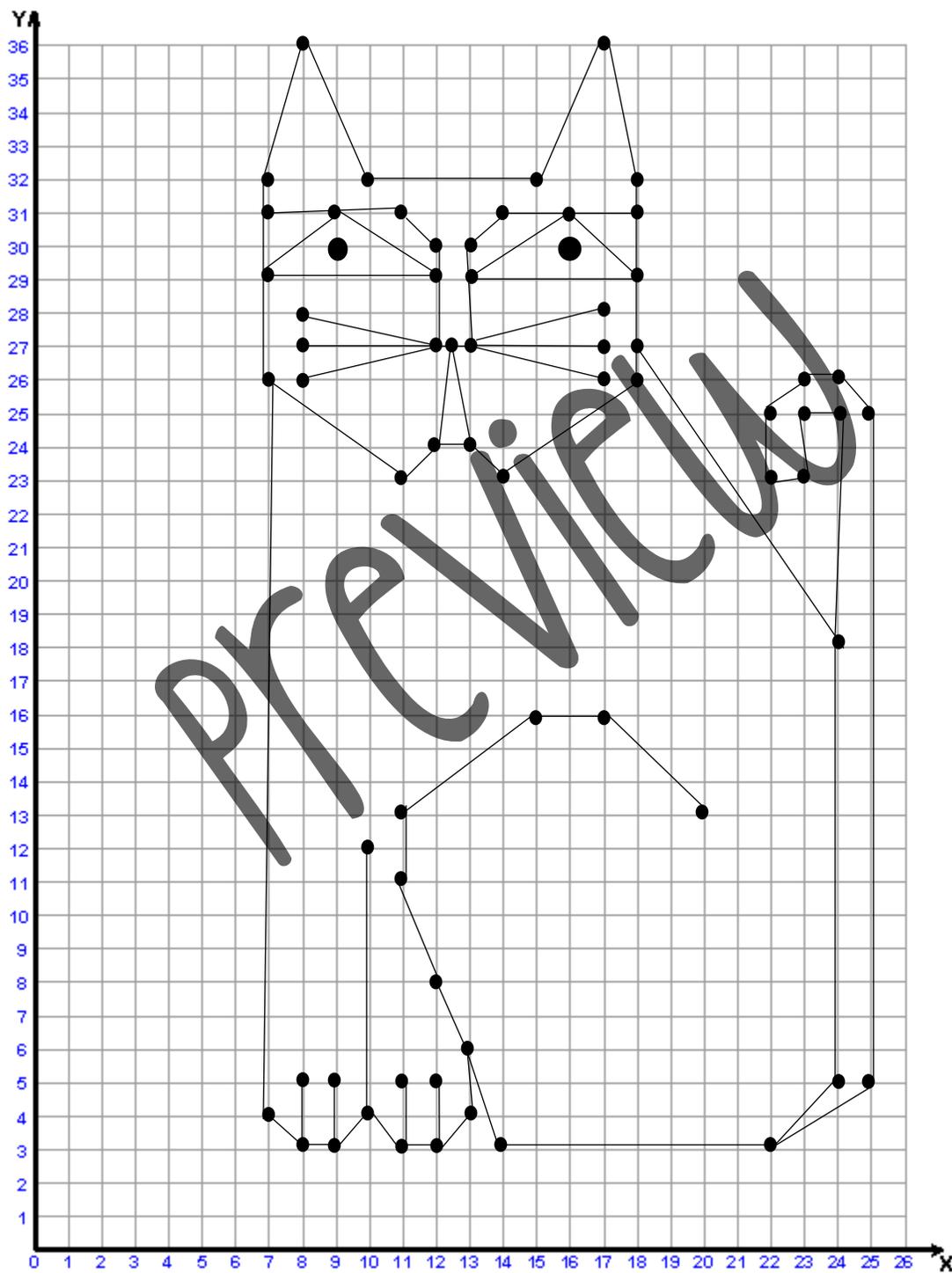
2. To finish the face and head: connect these letters: (A, B, C, D, E, F, G, H, ZI, I, YI, J, K, and L). Then connect W to O, X to O, and Y to O. Connect T to P, U to P, and V to P.

3. To make the rest of the body, start at letter HI and connect in the order of the alphabet (II, JI, KI...) until you get to SI. Then start at KI and connect to TI, UI, VI, WI, XI, AA, BB, CC, DD, to II. Start at MI and connect to EE, FF, HH, JJ, LL, NN, PP, to K. Then connect FF to GG, HH to II, LL to MM, NN to OO...and you're done! Time to decorate!

Laurel Burch Inspired Coordinate Graphing

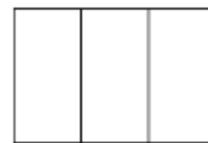
KEY

Directions: Place a dot for each ordered pair given and then connect the dots to create a picture. When you are done, color in the picture.



GET TO KNOW SOME FAMOUS ARTISTS

FROM ITALY:



green white red

Leonardo da Vinci

Art Movement:

Renaissance

Famous Piece:

Mona Lisa



Michelangelo

Art Movement:

Renaissance

Famous Piece:

Sistine Chapel
Ceiling



Raphael

Art Movement:

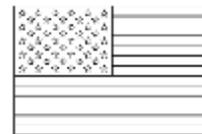
Renaissance

Famous Piece:

The Sistine
Madonna



FROM THE UNITED STATES:



Jackson Pollock

Art Movement:

Abstract Art

Famous Piece:

Blue Poles



Andy Warhol

Art Movement:

Pop Art

Famous Piece:

Campbell's
Tomato Soup



Georgia O'Keefe

Art Movement:

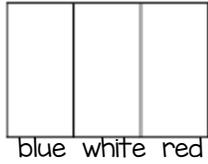
Modern Art

Famous Piece:

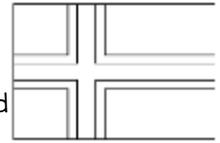
Oriental Poppies



FROM FRANCE:



FROM NORWAY:



red background
blue cross (inside) white cross (outline)

Henri Matisse

Art Movement:
Impressionism

Famous
Piece:
Goldfish



Claude Monet

Art Movement:
Impressionism

Famous
Piece:
Water
Lilies



Edvard Munch

Art Movement:
Expressionism

Famous Piece:
The Scream



FROM THE
NETHERLANDS:



FROM
SPAIN:



Vincent Van Gogh

Art Movement:
Post-
Impressionism

Famous
Piece:
The
Starry
Night



Rembrandt

Art Movement:
Baroque

Famous
Piece:
The Night
Watch



Picasso

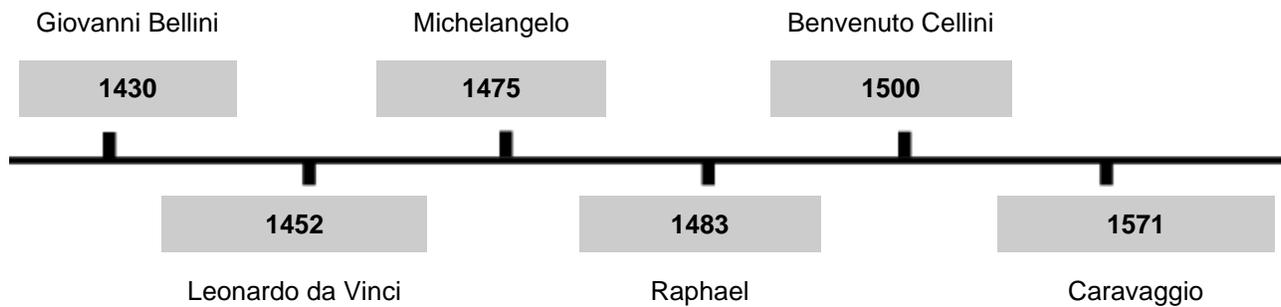
Art Movement:
Surrealism, Cubism

Famous Piece:
Three Musicians



TIMELINE OF EARLY ARTISTS

Name: _____



1. Which artist was born the longest ago? _____

2. Using this timeline only, which artist was born the most recently? _____

3. Which artist was born in 1475? _____

4. When was Leonardo da Vinci born? _____

5. How many years after Raphael was Benvenuto Cellini born? _____

6. Caravaggio was born how many years after Giovanni Bellini? _____

Science and Art: Chromatography

Name: _____

Are black markers really just black? Is black just one color or many colors combined that “look black”? Here’s an activity using markers, where we will separate the colors of the dyes or pigments. This science of separating colors is called chromatography.

Materials:

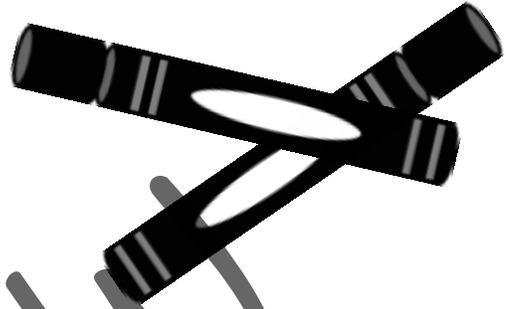
White paper towels or white coffee filters

A paper plate

Black markers

Water

Water Dropper



Directions:

1. Fold a paper towel or coffee filter in half and place it on the paper plate. Using a black marker, draw a circle, the size of a quarter in the middle of the folded paper towel/coffee filter.
2. Make a prediction of what color(s) you will see when the water is added and write it on the chart below:

Marker Color	Colors I Predict I Will See:	Colors I Saw:
Black		

3. Fill the water dropper with water and squirt water on top of the black marker circle.
4. Wait a few minutes and watch to see which colors are released onto the paper towel/coffee filter. These colors go into the making of the black marker.

Questions:

1. Which colors did you see from the black marker? _____

2. What brand marker did you use? _____

3. Do you think all marker brands would give you the same results? _____

Now try at least 5 other colors. Fill in the chart with your results on the second page.

Directions: Choose five colors to test and record. Follow the same procedure as before. *Make sure to make a prediction before you add water.* If you have extra time, you may also test other markers or try testing the same colors using a different brand marker.

Marker Color	Colors I Predict I Will See:	Colors I Saw:
1.		
2.		
3.		
4.		
5.		

PREVIEW

Questions:

1. The science of separating colors is called what? _____

2. Were there any new discoveries for you or things that surprised you? If so, what? _____

3. Do you think crayons, colored pencils, and paints are made using the same mixture of pigments (colors) that you saw in the markers?

Science and Art: Color Wheel

Materials:

White paper plate

Markers or crayons: purple, blue, green, yellow, orange, red.

Scissors

Ruler

Thumbtack or push pin

Pencil with an eraser

Directions:

1. Use the template to cut a circle from a paper plate and then use your ruler to divide it into 6 equal sections as shown.

2. Color every other section a primary color.

The primary colors are _____, _____, and _____.

3. Color the remaining sections a secondary color.

Between red and blue is _____.

Between blue and yellow is _____.

Between yellow and red is _____.

4. Cut out the colored circle from the paper plate.

5. Use a thumbtack or push pin and poke a hole through the center of the color wheel. To attach the color wheel to the pencil, stick the end of the thumbtack or push pin into an eraser at the end of a pencil.

6. BEFORE you spin the color wheel, make a prediction. What color(s) do you think you will see when the wheel is spinning? _____.

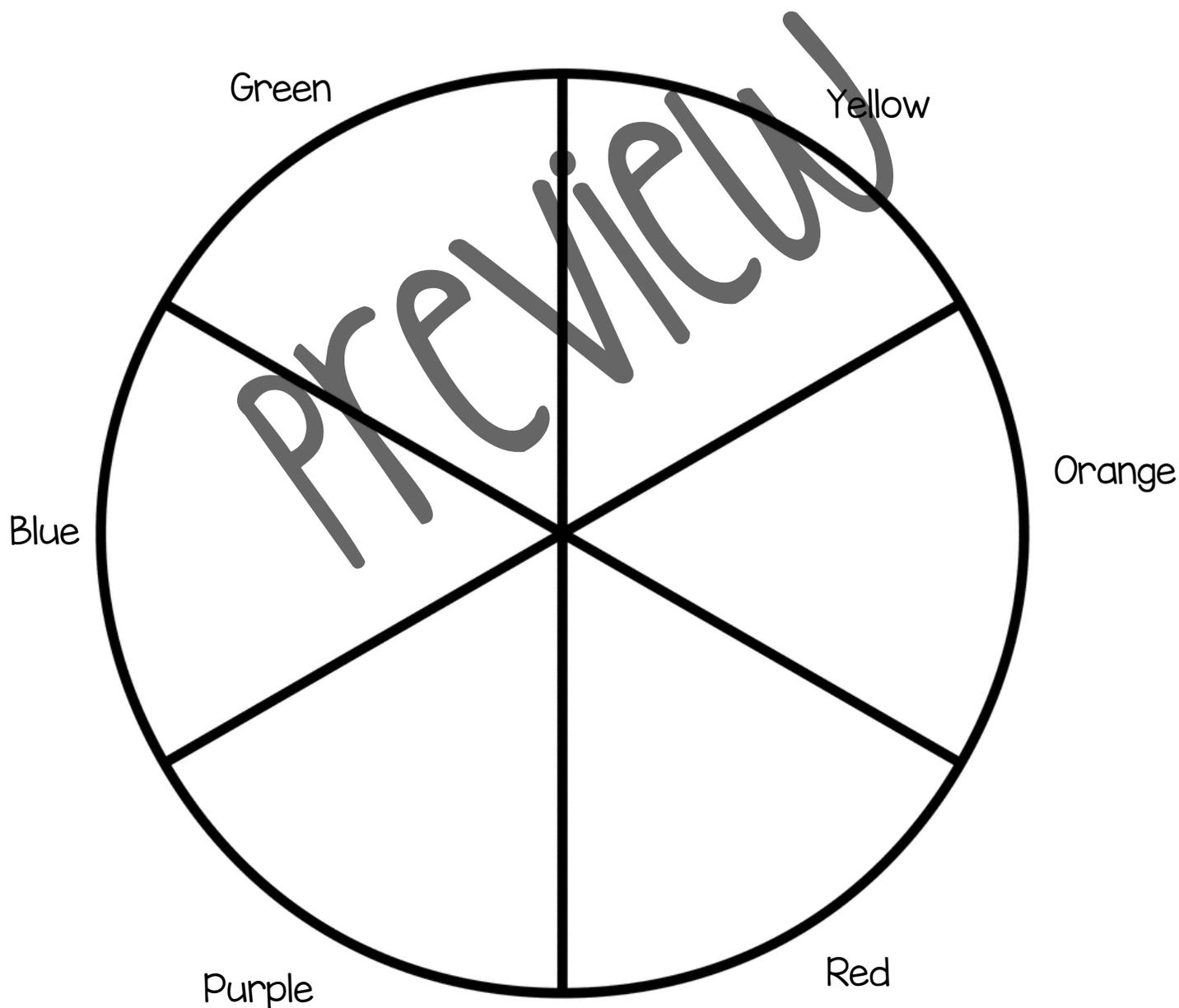
7. Put the pencil down near the edge of a table or desk with the color wheel hanging over the edge. Using the palm of your hand, push and spin the pencil *as fast as you can*.

8. What color did you see when the wheel was spinning at its fastest? _____.

9. Why do you think this happened? _____.

Science and Art: Color Wheel

Directions: Use this template to cut a circle from a white paper plate. Use your ruler to divide it into 6 equal sections as shown and then color the paper plate circle before cutting it out.



TEACHER NOTES:

The Science Color Wheel

This activity can be completed as a whole class directed lesson or in centers. Kids can work individually or in pairs. As in any science activity, I always like my students to make a prediction first, before we actually do the experiment or activity and then to record the results afterwards. I emphasize to them that our predictions are “just predictions” and that there’s no need to change them if we don’t actually predict what would happen.

Results of the activity:

If students color correctly and spin fast enough (spinning fast is key), they should see white on the spinning wheel. The concept shown is that light is made up of all the colors in the rainbow. If light hits a colored object, most of the light is absorbed and only one color is reflected. That reflected color is what we see. For example, if we see something blue, that means that all of the other colors (the full spectrum of light) are absorbed and blue is reflected.

As the color wheel was spinning, the colors changed faster than our eyes can send signals to the brain. So instead of seeing each individual color, the reflections of all of the colors blended and we saw white light!

Key:

2. Primary colors = red, blue, and yellow
3. Secondary colors = purple, green, and orange
6. Predictions will vary.
8. White light (hopefully!)
9. White light was created from the reflections of all of the colors blended together while the wheel was spinning.

GEOGRAPHY: Where are These Artists From?

Name: _____

Directions: Locate the following artists and color their birth country on the world map as indicated

Artist	Country of Birth	Color His/Her Country
1. Donatello	Italy	Yellow
2. Albrecht Durer	Germany	Red
3. El Greco	Spain	Black
4. Rembrandt	Holland	Pink
5. Edgar Degas	France	Blue
6. Georgia O'Keeffe	United States	Red Stripes
7. Edvard Munch	Norway	Orange
8. Gustav Klimpt	Austria	Purple
9. Wassily Kandinsky	Russia	Blue Polka Dots
10. Frida Kahlo	Mexico	Green Polka Dots
11. Rene Magritte	Belgium	Brown
12. Jack Vettriano	Scotland	Green

WORLD MAP



GEOGRAPHY: Where are These Artists From?

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1. Donatello	Italy	Yellow
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7. Edvard Munch	Norway	Orange
8. Gustav Klimpt	Austria	Purple
9. Wassily Kandinsky	Russia	Blue Polka Dots
10. Frida Kahlo	Mexico	Green Polka Dots
11. Rene Magritte	Belgium	Brown
12. Jack Vettriano	Scotland	Green

WORLD MAP



CONCENTRATION GAME

Directions: Cut out the artist cards and the clue cards. Mix them up and place them face down. Each person tries to match the artist with the clues about him/her by turning over 2 cards at a time. If the cards match, the player keeps the cards and gets an additional turn. If the cards do not match, they are turned back over and the other player takes a turn.

Andy Warhol



Leonardo da Vinci



Edvard Munch



Georgia O'Keefe



Jackson Pollock



Henri Matisse



Michelangelo



Claude Monet



Picasso



Raphael



Rembrandt

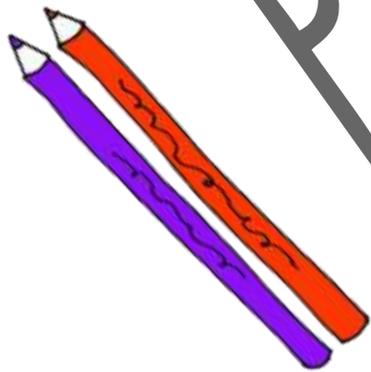


Vincent Van Gogh



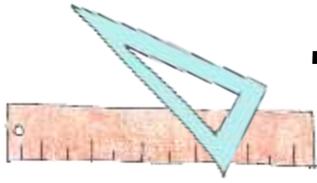
<p>Country: USA</p> <p>Art Movement: Pop Art</p> <p>Famous Piece: Campbell's Tomato Soup</p>	<p>Country: Italy</p> <p>Art Movement: Renaissance</p> <p>Famous Piece: Mona Lisa</p>	<p>Country: Norway</p> <p>Art Movement: Expressionism</p> <p>Famous Piece: The Scream</p>	<p>Country: USA</p> <p>Art Movement: Modern Art</p> <p>Famous Piece: Oriental Poppies</p>
<p>Country: USA</p> <p>Art Movement: Abstract Art</p> <p>Famous Piece: Blue Poles</p>	<p>Country: France</p> <p>Art Movement: Impressionism</p> <p>Famous Piece: Goldfish</p>	<p>Country: Italy</p> <p>Art Movement: Renaissance</p> <p>Famous Piece: Sistine Chapel Ceiling</p>	<p>Country: France</p> <p>Art Movement: Impressionism</p> <p>Famous Piece: Water Lilies</p>
<p>Country: Spain</p> <p>Art Movement: Surrealism, Cubism</p> <p>Famous Piece: Three Musicians</p>	<p>Country: Italy</p> <p>Art Movement: Renaissance</p> <p>Famous Piece: The Sistine Madonna</p>	<p>Country: Netherlands</p> <p>Art Movement: Baroque</p> <p>Famous Piece: The Night Watch</p>	<p>Country: Netherlands</p> <p>Art Movement: Post- Impressionism</p> <p>Famous Piece: The Starry Night</p>

MY MEMORY BOOK:



Name: _____

Date: _____



This is me:



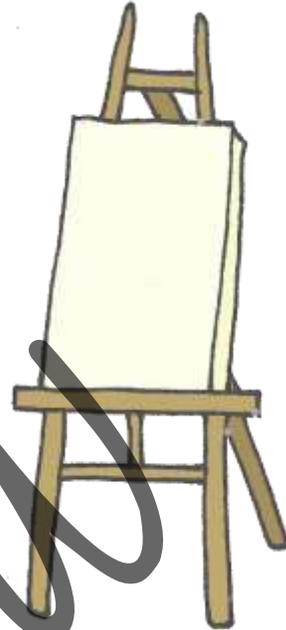
Three words to describe me are:

The most important thing in my life is:

I go to _____ School.

This is my Teacher: _____

Teacher's Name

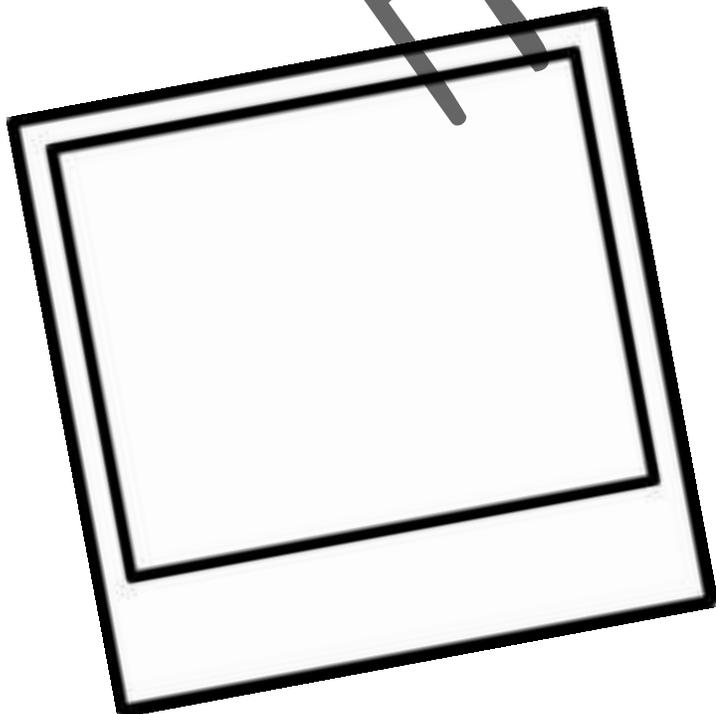
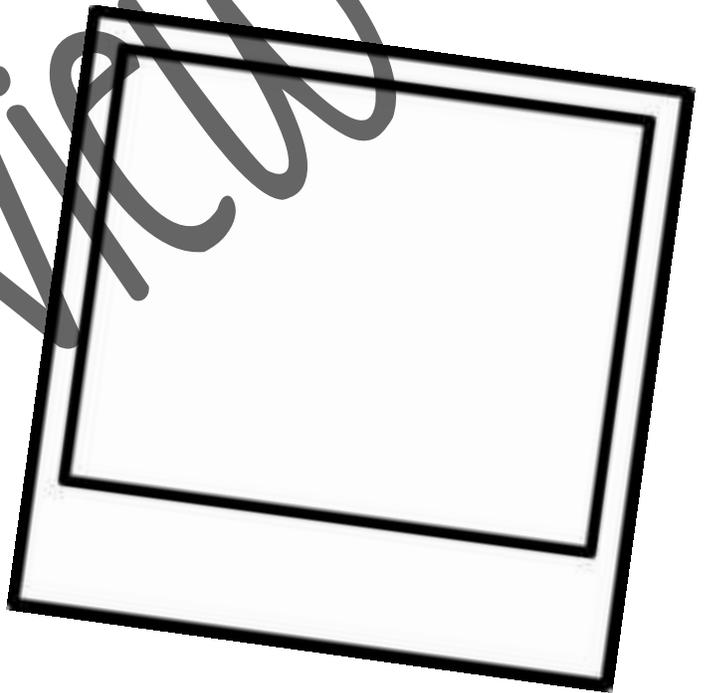
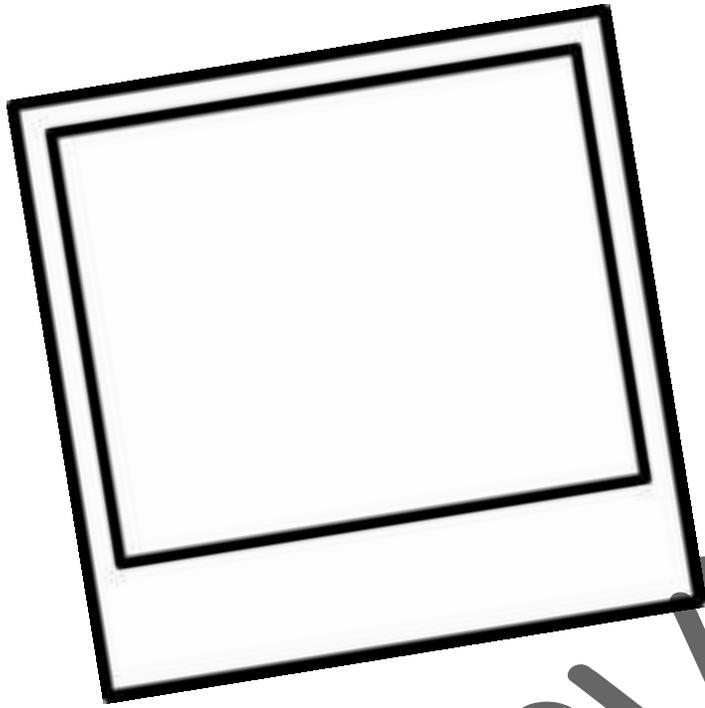


This is my Principal: _____

Principal's Name



Here are a few **S N A P S H O T S**
of some of my friends:



Preview

Some of MY Favorite Things



MOVIE: _____

SCHOOL SUBJECT: _____

SPORT/HOBBY: _____

COLOR: _____

PLACE: _____

ACTOR/ACTRESS: _____

SINGER/GROUP: _____

CAR: _____

FOOD: _____

DESSERT: _____

ANIMAL (PET): _____

ANIMAL (WILD): _____

HOLIDAY: _____

PREVIEW

Little Known Facts about me

I once _____



MY favorite word is _____

I can _____

MY hero is _____

because _____

one day I want to _____

PREVIEW

Here are my favorite topics that we
studied this year:

Science: _____

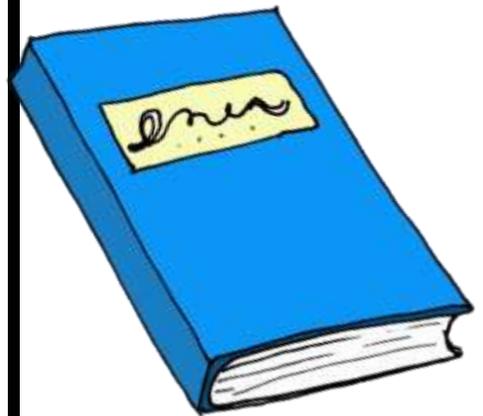
Social Studies: _____

Math: _____

Favorite book that my teacher read:

Favorite book that I read:

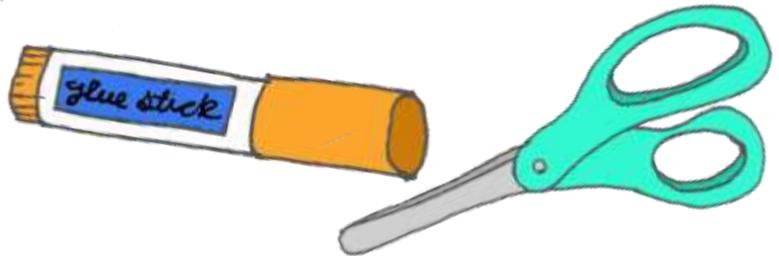
Best part of the book:



SOME OF MY MEMORIES FROM THIS YEAR:



MY Proudest memory:



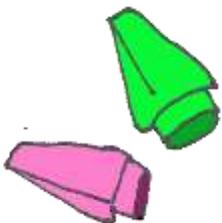
MY Happiest memory:

MY Funniest memory:

A Random memory:

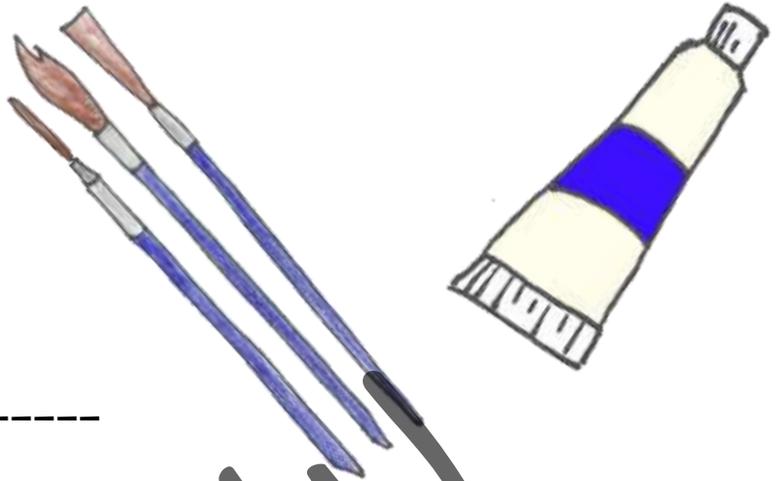
A memory I Like:

A Favorite memory:



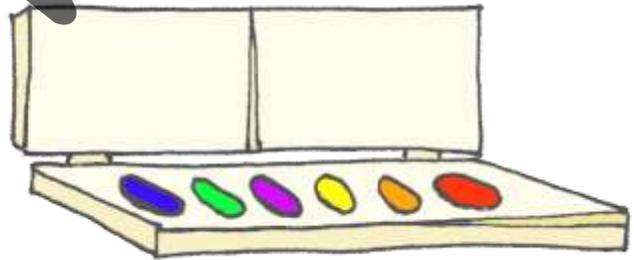
This Year Was:

- Great
- Fun
- OKAY
- Challenging
- Difficult
- Other: _____



This is HOW I FEEL ABOUT THE SCHOOL YEAR ENDING:

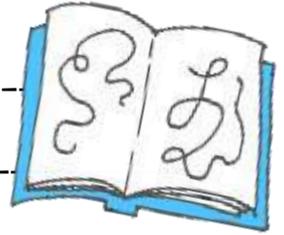
- Happy
- Sad
- Angry
- Nervous
- Excited
- Other: _____



I feel this way because _____

MY DREAM SUMMER

one book I want to read is _____



one person I hope I get to spend time with is _____

one movie I want to see is _____

one treat I want to eat is _____

one thing I want to do is _____

one thing I want to do to help someone else is _____

one place I want to go is _____