

Lesson Title: Celebrating International Dot Day

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Cyrus E. Dallin Elementary School

2nd - 3rd classes: 9/16/13-9/26/13

Grades K-5

students: 19-26 in 22 classes

State Visual Art Standards:

Massachusetts Arts Curriculum Framework, November 1999

PreK-12 STANDARD 1: Methods, Materials, and Techniques

1.4 Learn to take care of materials and tools and to use them safely (p.74)

PreK-12 STANDARD 3: Observation, Abstraction, Invention, and Expression

3.2 Create 2D and 3D expressive artwork that explores abstraction (p.79)

3.5 Create symbolic artwork by substituting symbols for objects, relationships, or ideas p.79

PreK-12 STANDARD 4: Drafting, Revising, and Exhibiting

4.1 Select a work or works created during the year and discuss them with a parent, classmate, or teacher, explaining how the work was made, and why it was chosen for discussion (p.81)

4.3 As a class, develop and use criteria for informal classroom discussions about art (p.81)

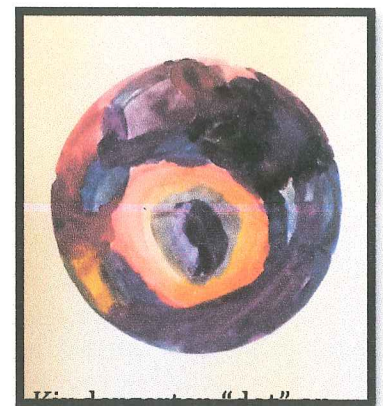
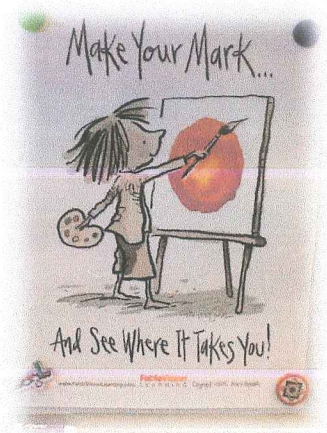
PreK-12 STANDARD 5: Critical Response

5.1 In the course of making and viewing art, learn ways of discussing it, such as by making a list of all of the images seen in an artwork (visual inventory); and identifying kinds of color, line, texture, shapes, and forms in the work p.83

5.3 Describe similarities and differences in works, and present personal responses to the subject matter, materials, techniques, and use of design elements in artworks (p.83)

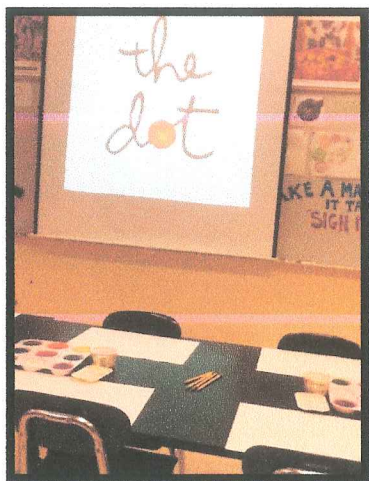
Materials:

- *The Dot* by Peter Reynolds
- link to YouTube video (3min, 46sec.) of *The Dot*
- laptop, projector and screen
- paints: tempera cakes
- brushes of various sizes, cups of water, paper towels, pencils,
- mixing tray palettes
- 2 drying racks
- 12" x 18" white paper (12" diameter circular paper for Kindergarten)
- teacher exemplars (3)
- student samples
- poster of Vashti ("Make a mark and see where it takes you")



Kindergarten "dot" on
12" diameter paper

First Class Period:



Observe

Motivation/Activating Prior Knowledge (10 min.)

Show The Dot video to students on the projector. (3 min. 46 sec.)

Ask students if they remember from library why we are highlighting Peter H. Reynold's book *The Dot*? (It is International Dot Day and people all over the world are celebrating creativity inspired by this book.)

Understanding Art World: Communities

Briefly show Peter H. Reynold's web page "Peter's Art" There are some really fun facts on this site!

Introduce Peter H. Reynolds as a local contemporary artist and author who co-owns a book store in Dedham, Mass.

Invite students who went to the weekend's book signing to share something about their experience. Also, ask students what they think about the original drawings of Peter H. Reynolds that the school owns hung in the library.

- Ask students, "What mark did the character Vashti explore?" (dots) "And her friend at the end of the book explored what mark?" (a line or squiggle).

Envision

Ask students to generate a list of marks that could be explored including letters, punctuation, symbols, etc. Write their ideas on the whiteboard.



- Show exemplars of 3 explorations of spirals: One in different colors, one spiral made of spirals, and one made with negative space. When introducing this last one, say, "Remember how Vashti made a dot by not making a dot? (yes) How did she do that? (by painting around the outside and leaving the dot in the middle blank) When you leave a space in an artwork, that is sometimes called **negative space** and sometimes it can be so interesting that it can attract your attention even more than the marks made around it. Point out student sample of negative space.

• Have listed on the white board these 3 recommendations for exploration: 1. different colors, 2. different sizes, 3. negative space. Point this out in summary.

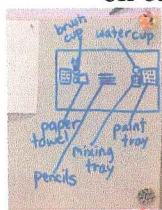
- Go over some basic info about the paints. Use mixing trays instead of mixing colors on the paint trays; they can be cleaned but it is difficult and time consuming. Point out 2 drying rack locations. Paint will stain both paper and clothing, so "make sure to keep

your paints OFF your classmates' paper and clothes". Point out rack of smocks/aprons available for students.

- Before students begin, ask, "What did Vashti's teacher tell her to do with her artwork? "Sign it" "And what did Vashti then tell her friend to do with his artwork? "Sign it" So what should we do with our papers? (Write names and class codes.)

Develop Craft: Studio Practice

- Tables are set with paints, etc. Before students begin they are asked to look at the tables and notice the location and condition of all the supplies at their table... "because we are going to try to recreate that at the end of class for the next group coming in." Refer to supply map on white board.
- Student care of materials: Students are responsible for signing their work, bringing it to a drying rack, getting paper for second or third paintings, and keeping their paints and working areas clean and dry.
- Cleanup – 5 minutes before end of class. Directions: Water and dirty brushes should be brought to the sink. Everything else can be wiped with sponges and dried with paper towels. The map of supplies drawn on the white board indicates what materials should be on each table.



- Supplies map

Work Period (25 min.): Students can begin with pencil or water-activated tempera cakes. Clean paint water will be provided two or three times per period.

Stretch and Explore

Students are encouraged to try more than one exploration of the same mark and are encouraged to "fill the paper" with paint. Here is an example of a series of four explorations by a fourth grade student on one 'mark':



Hang new student samples as they dry. Ask students "What 'mark' are you exploring?" and "What are you doing to explore it?" "What have you figured out about your mark, or the paint?"

Encourage students to think of possible titles as they work. Student examples of clever titles: 'A Smile Pile' and 'A Sea of C's'

Second Class Period:

Reflect: Question & Explain

Student discussion of artwork (10 min.) Student artwork will be posted, and students will be invited to discuss: similarities, personal connections, techniques and reflect on the process so far. If necessary, students can think of responses in terms of reading strategies: ("I'm... Noticing, Wondering, Picturing, Guessing, Figuring Out, or Connecting.")

Envision

Work Period (25 min.) Students can choose a piece to continue working on, or a mark to continue exploring for the remaining class time. Brainstorm with students what their next steps could be. (If they already experimented with colors, shapes and negative space, try different-sized brushes, different-sized papers, adding a second mark, etc.)

Clean up (5 min.)

Student Objectives:

Students will be able to...

- choose one or more marks to explore with paint.
- make one or more paintings in which the mark is depicted differently, either with different colors, different sizes or negative space.
- maintain a clean workspace and help prepare for the next class.
- make positive comments about the artwork of their peers, share personal connections, techniques, or discoveries.

Vocabulary:

Negative space: empty space, or space around an object or form.

References:

Malley, P. (Producer) (2010). *The dot* [Web]. Retrieved from <http://www.youtube.com/watch?v=t5mGeR4AQdM>

Reynolds, P. (2011). *Peter's art*. Retrieved from <http://www.peterhreynolds.com/art.html>

Reynolds, P. H. (2003). *The dot*. (1st ed.). Somerville: Candlewick.

Student artwork created during this lesson:

