



African Painted Rhythm

GRADE: 1

TIME: 1 Session

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KIT INCLUDES:

lesson plan
boards:
1 vocabulary rhythm
4 art elements
1 color
1 project example
1 *African Lullaby* CD

MATERIALS:

•black oil pastels (1 per student--crayons can be substituted)
construction paper:
--12" x 18" white
--3" x 18" blue, purple, green, yellow, red, orange
•watercolor sets
•water bowls
•glue



LESSON DESCRIPTION:

Students learn about warm and cool colors as they create an artwork using lines, texture and pattern. South African music inspires the rhythm and patterns as students use watercolors to create the final product.

VOCABULARY:

warm colors shape
cool colors rhythm
line
texture
pattern

ART ELEMENTS:

☒ Line
☒ Shape/Form
☒ Color
☐ Value
☒ Texture
☐ Space/Perspective

ART PRINCIPLES:

☒ Pattern
☒ Rhythm/movement
☐ Proportion/Scale
☐ Balance
☐ Unity
☐ Emphasis

CONTENT CONNECTIONS:

Multicultural

THEMES:

Movement
Music

OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. Identify warm and cool colors.
2. Learn new art vocabulary and use it to talk about their art.
3. Listen to traditional music of South Africa and interpret the music into their art.

PREPARE:

Cut and place the construction paper strips in two groups:

- cool colors (green, blue, purple)
- warm colors (red, yellow, orange)

Have teaching boards ready to display so students can view them easily when in circle area.
Teacher should make the lesson beforehand to understand the process.

ENGAGE AND EXPLORE:

Pass out white paper, black oil pastel, and glue to work areas.

This lesson teaches students about the elements and principles of art. They work through each element while creating their artwork.

Gather students in a group on the floor near the teaching boards. Display the vocabulary card with the word *RHYTHM*. A rhythm is something that is repeated over and over to create a unified group.

Questions to ask:

- What do you think rhythm is?
- Can someone clap out a rhythm?
- Can we repeat the rhythm?
- Can we draw the rhythm?
- What would it look like?

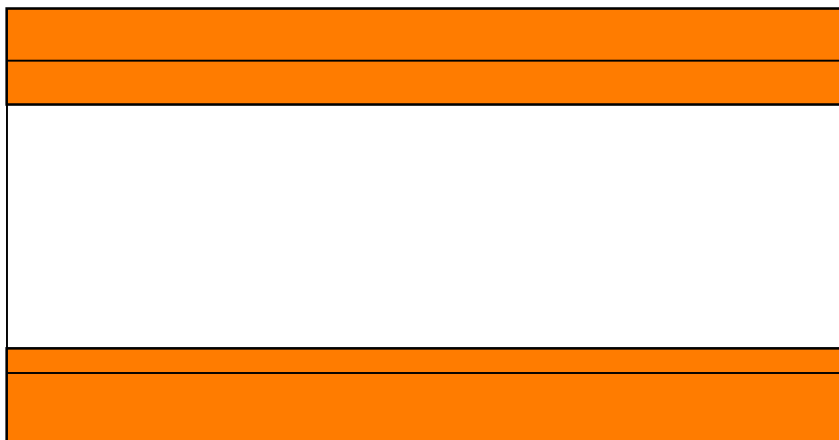
(examples: /// // /// // or * *** * *** * or use shapes △ △ □ □ □)

- Repeat with different rhythms (keep examples for later in the lesson)

Display the warm and cool color teaching board. Explain to the students that colors are grouped in color families. The colors are grouped by how they make you feel. Some colors make you feel warm like red, yellow and orange, which are the colors of fire and the sun. Some colors make you feel cool, like blue, green and purple, which are the colors of water, rain and ice. Artists use colors to make us feel a certain way when we look at their artwork.

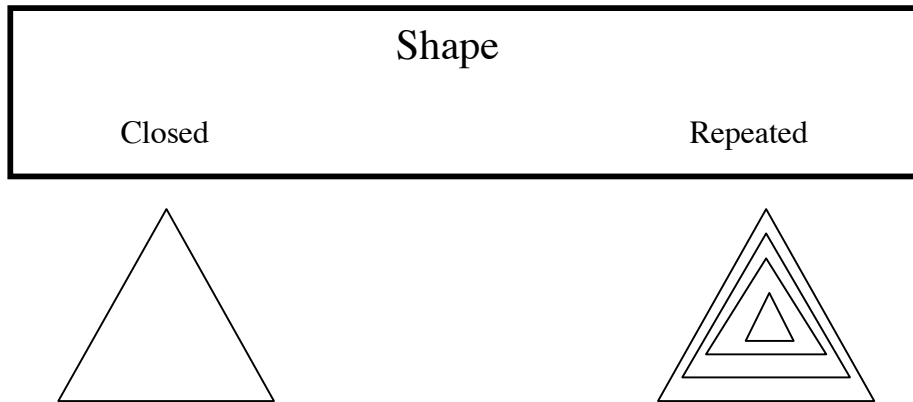
CREATE:

As students return to their workstations, have students choose 2 of the same color construction paper strips. Have students glue the strips to the top and bottom of the white construction paper, matching the long edges to long edges. Glue the long edges together, keeping as much of the white paper showing as possible.

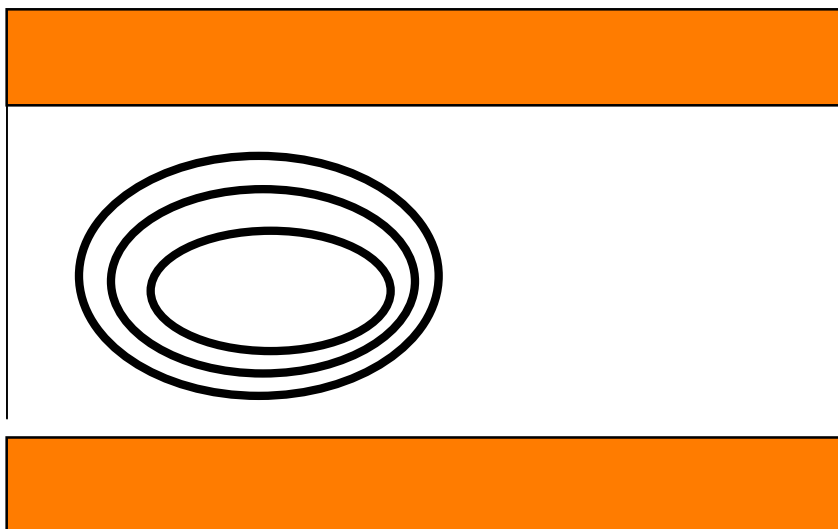


While students stay at their desks, place the remainder of the teaching boards at the front of the room where students can see them.

1. Display the SHAPE teaching board. Ask a student to name a shape. Draw the shape under the word *closed*. Explain how a shape is a **closed line**. Under the word *repeated* draw the shape again nice and big. Repeat the same shape inside the shape.

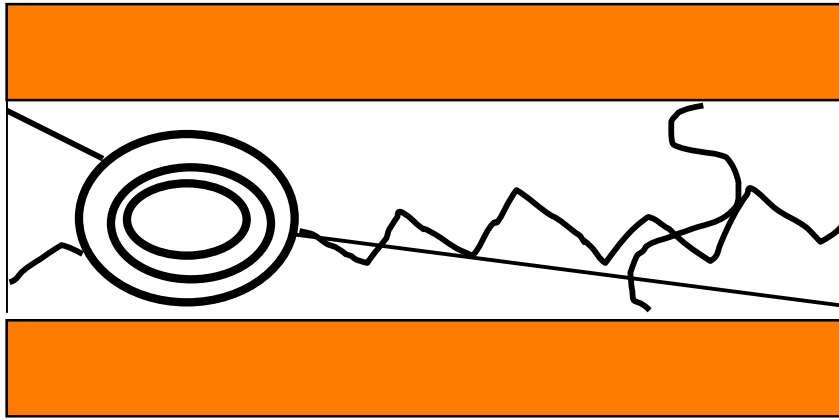


2. Students now choose a shape to draw on their artwork. Have them practice in the air first before drawing on their paper. Using the black oil pastel, have the students draw their shape big on the white paper.

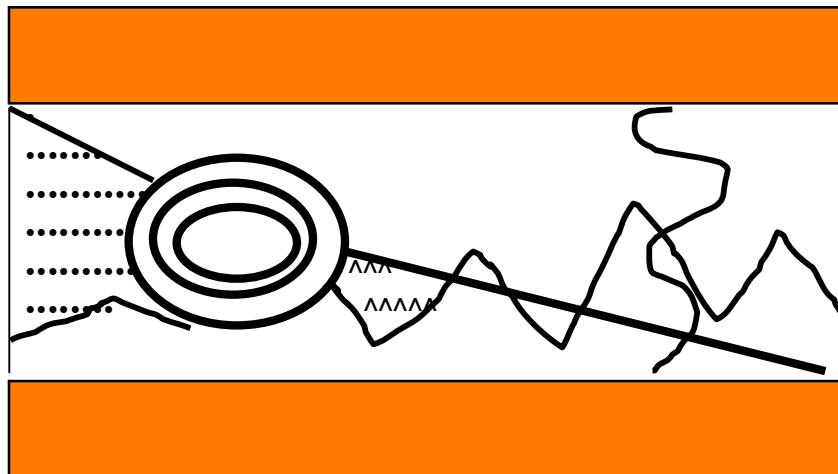


3. Display the *line* teaching board. Draw an example of the three types of lines on the board. Emphasize the difference between curvy and zig-zag.

4. Have students draw one of each type of line on their white paper. **One line should go side to side, one line should go top to bottom and one line corner to corner.** Students make their own choices on which line goes where. **Don't draw through the big shape!**



5. On the *texture* board, draw an example of a smooth and bumpy texture.



6. Have students fill in 2 small spaces with two different textures. Students may have trouble identifying which are the spaces to fill in. Describe the space as being like a puzzle piece. Fill in the whole space with the texture.

7. Review the warm and cool colors again from the teaching board. Students will now begin painting their artwork with either warm colors or cool colors. Their construction paper borders will be their guides. Whichever color they picked for their borders, that is the color family they will use. They will paint each of the spaces or “puzzle piece” with a color from their color family. They may choose to paint stripes, dots, solid colors, paint on top of paint, somehow making each “puzzle piece” different from the one next to it. Play the African Lullaby music at this time to influence the rhythm of the painting.

8. Have students put away paints as they finish, or collect for them. Have students keep the black oil pastel and paintings on their work areas.

9. When students finish painting the pieces, have students create a pattern along the top and bottom colored paper strips using the oil pastel. Review back to the rhythm patterns students came up with at the beginning of the lesson.

10. Have students sign their work in the lower right hand corner of the art with a pencil.

CLOSE:

Have students clean up their work areas. Students do not have to change their water during the lesson. Artwork should stay in the work areas. Leave music on, and have students do a “Gallery Walk” around the room, looking at the artwork.

ASSESSMENT:

Teacher administered assessment tool

DN	OK	UP	Lesson_____Teacher_____
			Grade_____Date_____Number of Students_____
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement
			1. Can you name the warm and cool colors? (K)
			2. Did you draw 3 different lines? (K)
			3. Does you art feel like it has rhythm? (S)
			4. Did you make a pattern along the edges? (S)
			5. Did you add an imaginative touch to your art? (C)
			6. Did you actively listen and follow directions? (A)
			7. Did you do your best during this lesson?(E)

Teacher self-critique

8. My teaching of this lesson:

1	2	3	4	5	6	7	8	9	10
needed improvement							was highly successful		

9. What would I do differently next time?

ALIGNMENT:

Alignment of Standards:

Art: A1,2,3; B4; C2b,5;D1.
History: A; Math: A; Science: D;
Geography: B; Cultural: C,D,E

CREDITS:

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