

# **“Dorf’s Art Lesson”**

## **Webbing by Linda Wilson**

### **Language Arts:**

1. After reading the book Seymour Bleu have the students practice the new words for the different colors. This may be done by writing the words on flash cards and having a pictogram of the colors on the other side.
2. Using a dictionary have the students define chromatography. Give an oral or written report on chromatography. Create flash cards for the word and definition.
3. Using a dictionary have the students define pigments. Give an oral or written report on pigments and how they are created. Create flash cards for each word and definition, pictograms may also be used, for the students to practice pronunciation of the before mentioned words.
4. Leonardo da Vinci kept diaries. To keep others from reading them he wrote backwards. Have the students using their vocabulary and/or spelling words write sentences backwards. Hold the paper up to a mirror and read the sentences.
5. Using a dictionary have the students define the different kinds of lines discussed on page 2 of the book. Create flash cards for each word and definition, pictograms may also be used, for the students to practice pronunciation of the before mentioned words.
6. Using a dictionary have the students define the different kinds of shapes discussed on page 2 of the book. Create flash cards for each word and definition, pictograms may also be used, for the students to practice pronunciation of the before mentioned words.
7. Discuss the difference between 2-dimentional and 3-dimentional shapes. Give an oral or written report on what a 2-dimentional shape is and what a 3-dimentional shape is. Also compare the two and give their uses.
8. Using the dictionary have the students look up the word “value”. How many meanings does it have? Create flash cards for each word and definition, pictograms may also be used, for the students to practice pronunciation of the before mentioned words.
9. Using a dictionary define primary colors, secondary colors, analogous colors,, tertiary colors, and complementary colors. Create flash cards for each word and definition, pictograms may also be used, for the students to practice pronunciation of the before mentioned words.

### **Mathematics:**

1. Study Euclidean geometry. Give an oral or written report on Euclidean geometry.
2. Use tangrams and pentagrams to create objects.
3. What are polygons? give an oral or written report on polygons.

## Physical Education:

1. After reading Color Dance have the students take different colored dancing scarves and mimic what the children do in the book.

## Reading:

1. Conduct a "Round-Robin" reading of *Dorf's Art Lesson*.

## Science:

1. Study how charcoal is made and its different uses, giving an oral or written report on charcoal. Then make charcoal to use in the classroom.
2. Research about the discovery of Lascaux, Altamira, Les Trois Frères, and Chauvet caves. Give an oral or written report on the student's choice of a cave.
3. Study about Cro-Magnon man. Give an oral or written report on Cro-Magnon man.
4. Study how pigments are created. Give an oral or written report on pigments and how they are created.
5. Using a prism or water break light into its colors. Complete a scientific report on their findings.
6. Using a flashlight make shadow animals.
7. Have the students take a color blindness test and compare each other's test.

## Social Studies:

1. After reading Frida the students will study the country of Mexico. Give an oral or written report on Mexico.
2. After reading A Journey Through Time The Cave Painter of Lascaux the students will study about the Paleolithic people, specifically those located in Lascaux, France. Give an oral or written report on Paleolithic peoples and Lascaux, France.
3. Study the period of time of the Impressionists. Give an oral or written report on the people, artists and events of the time.
4. Study the Renaissance. Give an oral or written report on the people, artists and events of the time.

## Theatre Arts:

1. Act out the lines and shapes in the book.
2. Create a play about the lines interacting to make the shapes. Different plays could be created associating the different works of artists.
3. Students will create the needed props, costumes, scenery, etc. for the above

- created play.
4. Create a play about the drawings found in the caves of Lascaux, Altamira, Les Trois Frères, and Chauvet. How they were discovered or the peoples who made the art works.

## Visual Arts:

1. Look for lines and shapes on a photo and trace them. Then find them in the room or outside and draw them. (see pages 2-3)
2. A gesture drawing is a small drawing using scribbly lines to make the form of an object. Cut out pictures of people, animals, or objects and glue them on to construction paper. Have the students then make lines around the picture in the shape of the picture.
3. Create a One-Line-Realistic drawing. Make a sketch with a pencil. Take a marker and go over your drawing without lifting your marker from the page. Let your line cross over itself and loop from one area to another until the single line has drawn the entire object.
4. Pick out some objects in the room and simplify them to the four basic shapes (cube, sphere, cylinder, cone). (see pages 4-5)
5. Draw your favorite animal, person, or Pippin & Maxx character using a stick figure to describe the action and add shapes to describe each part of the body. (see pages 6-7)
6. Make a drawing of anything you want and try to use all seven (7) of the values you see on page 8. (see pages 8-9)
7. Shine a flashlight on an object and see how the shadows move as the light moves. Now, try and draw the object from the most interesting angle. (see pages 10-11)
8. Make a color wheel using the primary colors to mix the secondary and tertiary colors. After that, do three (3) different paintings, one (1) using the secondary colors, one (1) using the tertiary colors, and one (1) using three (3) analogous colors. This can be simplified for younger children. (see pages 12-13)
9. Draw an object on white paper. Wet that piece of paper. Place torn pieces of tissue paper on the wet paper to create the design. Use many colors making sure the tissue paper becomes wet. When dry remove the tissue paper and see the colors on your white paper.
10. Draw an object on paper. Using glue that has black paint in it, go over the lines you created. Let this dry overnight. Paint your picture using water colors or tempera.
11. After reading *Suzette and the Puppy A Story About Mary Cassatt* have the students critique the painting *Little Girl in a blue Armchair* (1878) in the back of the book by Mary Cassatt. They should point out the lines, shapes, and colors used by Ms. Cassatt. The critique should be given as a discussion and then a written report.
12. Some of Mary Cassatt's paintings are monoprints. Using a flat pan or cookie sheet have the student paint with tempera or finger paint onto the sheet. Place a sheet of paper on top of the paint and lightly press it into the paint. Quickly pull the paper off. You now have created a monoprint.
13. After reading *Katie and the Sunflowers* have the students critique the paintings *Café Terrace at Night* and *Sunflowers* by Vincent van Gogh. They should point out the lines, shapes, and colors used by Mr. van Gogh. The critique should be given as a discussion and then a written report.
14. Use impasto paint to paint like Van Gogh.
15. After reading *Katie and the Sunflowers* have the students critique the paintings

- Breton girls Dancing* and *Tahitian Pastorals* by Paul Gauguin. They should point out the lines, shapes, and colors used by Mr. Gauguin. The critique should be given as a discussion and then a written report.
16. After reading Katie and the Sunflowers have the students critique the painting *Still Life with Apples and Oranges* by Paul Cézanne. They should point out the lines, shapes, and colors used by Mr. Cézanne. The critique should be given as a discussion and then a written report.
  17. After reading Katie and the Mona Lisa have the students critique the painting *Mona Lisa* by Leonardo da Vinci and *An Angel with a Lute* by one of his students. They should point out the lines, shapes, and colors used by Mr. da Vinci. The critique should be given as a discussion and then a written report.
  18. After reading Katie and the Mona Lisa have the students critique the painting *Primavera* by Sandro Botticelli. They should point out the lines, shapes, and colors used by Mr. Botticelli. The critique should be given as a discussion and then a written report.
  19. After reading Katie and the Mona Lisa have the students critique the painting *St. George and the Dragon* by Raphael (a.k.a. Raffaello Sanzio). They should point out the lines, shapes, and colors used by Raphael. The critique should be given as a discussion and then a written report.
  20. After reading Katie and the Mona Lisa have the students critique the painting *The Lion of St. Mark* by Vittore Carpaccio. They should point out the lines, shapes, and colors used by Mr. Carpaccio. The critique should be given as a discussion and then a written report.
  21. After reading Katie Meets the Impressionists have the students critique the painting *The Luncheon* and *The Field With Poppies* by Claude Monet. They should point out the lines, shapes, and colors used by Mr. Monet. The critique should be given as a discussion and then a written report.
  22. Paint using watercolor or tempera paints on wet paper, dabbing and smooching the paints like Monet. Let the colors blend together forming new colors. You may go outside to do this work and paint what you see around you.
  23. After reading Katie Meets the Impressionists have the students critique the painting *The Girl With a Watering Can* and *Her First Evening Out* by Pierre-Auguste Renoir. They should point out the lines, shapes, and colors used by Mr. Renoir. The critique should be given as a discussion and then a written report.
  24. After reading Katie Meets the Impressionists have the students critique the painting *The Blue Dancers* by Edgar Degas. They should point out the lines, shapes, and colors used by Mr. Degas. The critique should be given as a discussion and then a written report.
  25. After reading Frida have the students critique some of the paintings of Frida Kahlo. They should point out the lines, shapes, and colors used by Frida. The critique should be given as a discussion and then a written report.
  26. After reading Grandma Moses have the students critique some of the painting of Anna Mary Robertson (a.k.a. Grandma Moses). They should point out the lines, shapes, and colors used by Grandma Moses. The critique should be given as a discussion and then a written report.
  27. After reading A Journey Through Time The Cave Painter of Lascaux and critiquing some of the drawings, the students will create a drawing using charcoal created by doing the science activity #1.
  28. After reading The Yellow House Vincent van Gogh & Paul Gauguin Side by Side have the students critique the paintings *Fishing in Spring*, *Madame Ginoux (L'Arlésienne)*, *Memory of the Garden at Etten (Ladies of Arles)*, *Gauguin's*

- Armchair, Van Gogh's Chair, Self-portrait Dedicated to Paul Gauguin, and Vincent's House in Arles, the "Yellow House" by Vincent van Gogh. They should point out the lines, shapes, and colors used by Mr. van Gogh. The critique should be given as a discussion and then a written report.*
29. After reading The Yellow House Vincent van Gogh & Paul Gauguin Side by Side have the students critique the paintings *The Vision After the Sermon: Jacob Wrestling with the Angel, Night Café, Old Women at Arles, Portrait of Van Gogh painting Sunflowers, and Self-portrait with Portrait of Bernard, Les Misérables* by Paul Gauguin. They should point out the lines, shapes, and colors used by Mr. Gauguin. The critique should be given as a discussion and then a written report.
  30. After reading Camille and the Sunflowers A story about Vincent van Gogh have the students critique the paintings *The Postman Roulin, La Berceuse, Armand Roulin, Roulin's Baby, portrait of Camille Roulin, Vase with 14 Sunflowers, Self-portrait with Grey Felt Hat, and Starry Night* by Vincent van Gogh. They should point out the lines, shapes, and colors used by Mr. van Gogh. The critique should be given as a discussion and then a written report.
  31. After reading Famous Artists Monet An Introduction To The Artist's Life And Work have the students critique the 30 paintings by Monet shown in the book. They should point out the lines, shapes, and colors used by Mr. Monet. The critique should be given as a discussion and then a written report.

**Art History:** Crystal Productions (web site listed below) has many wonderful art series including posters of works and histories of artists and their times along with art activities for the students.

## Writing:

1. Write a report to go with each of the above specified activities.

## Resources:

### Games:

O'Reilly, Wenda, Ph.D. (2001) The Impressionists Art Game. Birdcage Books. Palo Alto, California

O'Reilly, Wenda, Ph.D. (2000) The Renaissance Art Game. Birdcage Books. Palo Alto, California

### Literature:

- Angeletti, Roberta. (2004). A Journey Through Time The Cave Painter of Lascaux. Crystal Productions Company. Glenview, Illinois
- Anholt, Laurence. (1994). Camille and the Sunflowers A story about Vincent van Gogh. Barron's Educational Series, inc. Hauppauge, New York
- Deeter, Catherine. (1998) Seymour Bleu. Simon & Schuster Books for Young Readers. New York, New York
- dePaola, Tomie. (1989). The Art Lesson. Scholastic, Inc. New York, New York
- Jonas, Ann. (1989). Color Dance. Greenwillow Books. New York, New York
- Lasky, Kathryn. (2000). First Painter. Dorling Kindersley Publishing, Inc. New York, New York
- McPhail, David. (2000). Drawing Lessons from a Bear. Scholastic, Inc. New York, New York
- Mason, Anthony. (1994). Famous Artists Monet An Introduction To The Artist's Life And Work. Aladdin Books, Inc. New York, New York
- Mayhew, James. (1998). Katie and the Mona Lisa. Orchard Books, New York, New York
- Mayhew, James. (2000). Katie and the Sunflowers. Orchard Books, New York, New York
- Mayhew, James. (1997). Katie Meets the Impressionists. Orchard Books, London, England
- Rubin, Susan Goldman. (2001). The Yellow House Vincent van Gogh & Paul Gauguin Side by Side. Harry N. Abrams, Inc. New York, New York
- Sweeney, Joan (2000). Suzette and the Puppy A Story About Mary Cassatt. Barron's Educational Series. Hauppauge, New York
- Tompert, Ann. (1990). Grandfather Tang's Story A Tale Told With Tangrams. Crown Publishers, Inc. New York, New York
- Wallner, Alexandra. (2004). Grandma Moses. Scholastic, Inc. New York, New York
- Winter, Jonah. (2004). Freda. Scholastic, Inc. New York, New York

## Teacher Resources:

### Books:

- Bartlett, Nancy Lewis. (2000). The Australian Women's Weekly craft library children's art and crafts. ACP Publishing Pty Limited, Sydney, Australia NSW
- Blacker, Maryanne. (1999). The Australian Women's Weekly craft library more children's art and crafts. ACP Publishing Pty Limited, Sydney, Australia NSW
- Evan-Moor. (2002). Arts & Crafts Sampler. Evan-Moore Educational Publishers, Monterey. California
- Evans, Joy. (2001). How To Teach Art to Children Grades 1-6. Evan-Moor Educational Publishers. Monterey, California
- Evans, Joy & Moore, Jo Ellen. (1992). How to Teach Art to Children Grades 1-6. Evan-Moor Educational Publishers. Monterey, California
- Gold-Dworkin, Heidi, Ph.D. (2000). Little Scientists A "hands-on" approach to learning Exploring Light and Color. McGraw-Hill Companies, Inc. New York, New York
- Kinghorn, Harriet, Badman, Jacqueline, & Lewis-Spicer, Lisa. (1991). Let's Meet Famous Artists A Teacher's Guide Featuring 19 Famous Artists and Art Activities. T.S.

Denison & Company, Inc. Minneapolis, Minnesota

Kohl, MaryAnn F. & Solga, Kim. (1996). Discovering Great Artists Hands-On Art for Children in the Styles of the Great Masters. Bright Ring Publishing, Inc. Bellingham, Washington

Raimondo, Joyce. (2004). Art Explorers Imagine That! Activities and Adventures in SURREALISM. Watson-Guptill Publications. New York, New York

Sanford. Sanford A Lifetime of Color An Art & Education Newsletter. Sanford. Bellwood, Illinois

Schue, Lori VanKirk. (2001). ArtWorks for Kids Grades 1-6. Evan-Moor Educational Publishers, Monterey, California

Thomas, Jennifer, (1990). Masterpiece of the Month An Art Appreciation Program fro Grades K-5. Teacher Created Materials, Inc. Huntington Beach, California

## Web sites:

[www.birdcagebooks.com](http://www.birdcagebooks.com)  
[www.davispublications.com](http://www.davispublications.com)  
[www.orientaltrading.com](http://www.orientaltrading.com)  
[www.ivan-moor.com](http://www.ivan-moor.com)  
[www.edupressinc.com](http://www.edupressinc.com)  
[www.crizmac.com](http://www.crizmac.com)  
[www.crystalproductions.com](http://www.crystalproductions.com)  
[www.doverpublications.com](http://www.doverpublications.com)  
[www.discountschoolsupply.com](http://www.discountschoolsupply.com)  
[www.sanfordcorp.com](http://www.sanfordcorp.com)  
[www.stevespanglerscience.com](http://www.stevespanglerscience.com)  
[www.educationplanet.com](http://www.educationplanet.com)

Art Room

[http://www.arts.ufl.edu/art/rt\\_room/](http://www.arts.ufl.edu/art/rt_room/)

This site is full of great classroom ideas. The Art Sparkers page is especially good.

ArtsEdge

<http://artsedge.kennedy-center.org>

News from the art world, teaching materials, and professional resources are available through this site.

Artsource

<http://www.ilpi.com>

Really good compilation of art history resources! The focus is currently on providing links to images and artists, and additional links to auxiliary research sources. At the moment, most of the links are to Euro-American art history resources which have been grouped more or less according to period.

Blue Flame Cafe

<http://blueflamecafe.com>

Find biographies of great blues singers on this interactive encyclopedia site.

Crayola

<http://www.crayola.com>

This site is full of great integrated lesson plans, exhibit and contest opportunities. Check out

the Dreammakers page on the Educators drop down menu.

DanceArt

<http://www.danceart.com>

Downbeat

<http://www.downbeat.com>

Find biographies of early Jazz musicians and their music.

Exploring Leonardo

<http://www.mos.org/sln/Leonardo/LeoHomePage.html>

Perspective, mirror writing, and inventions are interesting items on this web site.

Getty Education Institute for the Arts

<http://www.artsednet.getty.edu>

Lesson plans, reading room, teacher resources are on this ArtsEdNet site.

Gilbert and Sullivan Archive

<http://math.idbsu.edu/gas/index.html>

Welcome to the Gilbert and Sullivan Archive, which is devoted to the operas and other works of William S. Gilbert and Arthur S. Sullivan. The Archive, which was established in September 1993, includes a variety of G&S related items, including clip art, librettos, plot summaries, pictures of the original G&S stars, song scores, midi and mpeg audio files (which allow you to actually listen to the music), and newsletter articles. New items are being added regularly.

Horn Island/Walter Anderson Electronic Field trip

Walter Ingles Anderson Horn Island Project website. The natural beauty of Horn Island inspired the art and journal writing of the famous artist and naturalist.

Internet Art Resources

<http://www.ftgi.com>

Jazz Online

<http://www.jazzonln.com/>

John Phillip Sousa

<http://www.dws.org/sousa>

Who hasn't been thrilled by the march music of John Phillip Sousa? Visit this site and discover many interesting facts regarding this great composer.

K-12 Resources for Music Educators

<http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>

A valuable site for music educators and students for all areas and educational levels. This page contains web sites for band teachers, vocal/choral music teachers, orchestra instructors and students, and classroom music teachers. Lesson plans, biographies of composers and artists, and many other resources are found here.

The Louvre Museum

<http://www.paris.org:80/Musees/Louvre>

Visit the Louvre in Paris from your desktop. Excellent gallery exhibits and resources related

to art.

#### Louvre Online

<http://mistral.enst.fr/~poich/louvre/louvre.shtml>

#### Mississippi Arts Commission

<http://www.arts.state.ms.us/crossroads>

This site features information on folk and traditional artists and the state. It also includes audio clips, photo galleries, and extensive additional information (a teacher's and resource guide).

#### Mississippi Musicians Hall of Fame

Mississippi Musicians Hall of Fame site. Excellent resource for Mississippi's music heritage which showcases its successful musicians.

#### The Muppet Page

<http://www.ncsa.uiuc.edu/VR/BS/Muppets/muppets.html>

The Muppet family has entertained children and adults for years. This is an unofficial collection of information about Jim Henson's Muppets. Jim Henson, the creator of the Muppets lived in Leland, MS, where a museum honors this legendary giant.

#### National Museum of American Art

<http://www.nmaa.si.edu>

Welcome to the National Museum of American Art's World Wide Web site. Enjoy viewing and reading about almost 1,000 works of art; reports of upcoming and recent events; and interacting with staff and some of the artists in the collection.

#### The National Portrait Gallery

<http://www.npg.si.edu/>

The National Portrait Gallery in Washington, D.C., has tremendous art resources for the student and artist alike. Visit this site and discover the most recent galleries and exhibits available in the capitol city as well as online.

#### New Orleans & Louisiana Music Page

<http://www.satchmo.com/nolavl/nomusic5.html>

Discover zydeco, blues, dixieland jazz and other local flavors of New Orleans and Louisiana music.

#### Peavey World

<http://www.peavey.com>

Peavey Electronics is located in Meridian, MS. Known internationally for making quality musical instruments, as well as amplifiers, microphones and other great products. Visit this site for background information and current products.

#### Play Music

<http://www.playmusic.org>

The sounds of many kinds of instruments are available to your students at this entertaining and educational site.

#### Public Broadcasting System

<http://www.pbs.org>

Visit the PBS site and discover tremendous resources for educators. Also, there are no station breaks asking for contributions during your visit!

#### Red Hot Jazz Archive

<http://www.redhotjazz.com>

Study and enjoy the music of the early "Jazzmen."

#### Thelonious Monk Institute of Jazz

<http://www.jazzinamerica.org>

An 11th grade jazz curriculum is available free of charge on this great site. Download lesson plans and jazz clips.

#### Webmuseum

<http://watt.emf.net/wm>

A site that has been visited by over 20,000,000 visitors on line. Wonderful art exhibits and galleries for all ages.

#### World Wide Arts Resources

<http://wwar.com/>

Welcome to World Wide Arts Resources. This site has compiled the only complete registry of arts information on the Internet. Over 7,800 artists and over 100,000 other arts resources have been registered - from happening, groovin', contemporary art events to traditional planar exhibitions and way out 3-D cyber galleries - you'll find it here!

#### Wolftrap Institute

<http://www.artsplay.org>

Early learning through the arts is the focus of this site. You will find helpful ideas and art activities for your elementary classes.