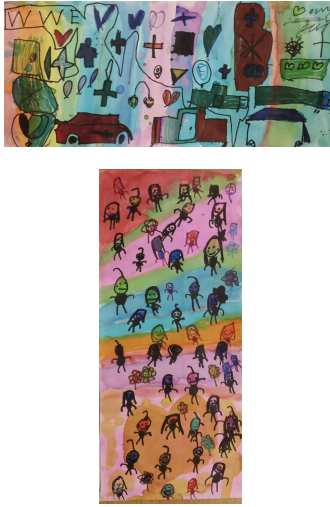


Lesson Sample: Kindergarten, Present Domain

Lesson Title	Things we collect	<p>Sample images</p> 
Time Frame	1.5-3 hours	
Domain	Present	
Standard	<p>TN previous standard: 3.2 Describe subject matter, symbols, and ideas in the student's own art.</p> <p>TN revised standard: K.VA.P2.A Explain the purpose of a portfolio or collection.</p>	
Essential Questions	What criteria are considered when selecting work for a presentation, a portfolio, or a collection? How can we use images to represent things we collect?	
Objectives	<p>I can demonstrate safe and correct use of selected art materials.</p> <p>I can create a painting using watercolor paint.</p> <p>I can express what I collect or would like to collect using words and images.</p> <p>I can observe collections in art museums.</p>	
Procedures	<p>Observe watercolor painting techniques (brushstrokes, mix of water and paint, cleaning brush between colors).</p> <p>Create a watercolor painting by filling a paper with selected colors.</p> <p>Observe procedures for cleaning and organizing work space.</p> <p>Discuss things students collect or would like to collect.</p> <p>Create a visual or written organizer of mentioned items.</p> <p>Read a book about collections (such as <i>Yumi's Extraordinary Collection</i>).</p> <p>Observe a museum or artist collection.</p> <p>Compare museum collections to personal collections.</p> <p>Create a drawing with pencil or waterproof marker on top of the watercolor painting that includes multiple items in a collection.</p> <p>Add color with choice of coloring media (markers, construction paper crayons, color sticks) to drawn items.</p> <p>Optional: Display student collections in a temporary exhibition for students to participate in a gallery walk or have students present their work in front of the group by saying something like "My name is ___ and my art is about my collection of _____. I like to collect ___ because _____."</p>	
Thinking, Problem Solving, and Studio Habits	<p>Analytical thinking: Students will compare the things they collect or would like to collect with things that museums collect.</p> <p>Research-based thinking: Students will examine collections of art museums.</p> <p>Creative thinking: Students will use images to represent things they collect or would like to collect.</p> <p>Generating ideas: Students will brainstorm in a group about things people collect and will create an image about their collections.</p>	

Materials	<p>Examples of collections</p> <p>Projector</p> <p>Watercolor paint (liquid or trays)</p> <p>Brushes</p> <p>Paper</p> <p>Drying rack</p> <p>Pencil</p> <p>Sharpie or other waterproof pens</p> <p>Markers, colored pencils, or other coloring media</p>
References	<p>Met Museum- What's at the Met for Sports Fans Like Me https://www.metmuseum.org/art/online-features/metkids/videos/MetKids-Whats-at-the-Met-for-Sports-Fans-Like-Me</p> <p>Inside Japan's Bizarre Museum of Rocks with Faces https://www.youtube.com/watch?v=IfdihPR_WI</p> <p><i>Yumi's Extraordinary Collection</i> by Elsa Takaoka</p>
Mindset and Pedagogy Reflection	<p>Presenting Instructional Content</p> <ul style="list-style-type: none"> This lesson requires each individual student to create a drawing of the things they collect; therefore, each student's art will be uniquely creative. <p>Activities, Space, and Materials</p> <ul style="list-style-type: none"> Students may have choice in coloring materials and color used, so access to materials needs consideration. <p>Academic Feedback</p> <ul style="list-style-type: none"> Students will build listening and speaking skills as they discuss the things they collect, compare their collections with museum collections, and create their art about collections.

Resource Created by Amanda Galbraith