

Paint Me A Story

A Literacy & Arts Exploration



Pamela S. Davis, M.Ed.
Pamela.davis@browardschools.com
Deerfield Park Elementary
650 SW 3rd Ave., Deerfield Beach, FL 33441
School Phone #754-322-6150; Fax #754-322-6190

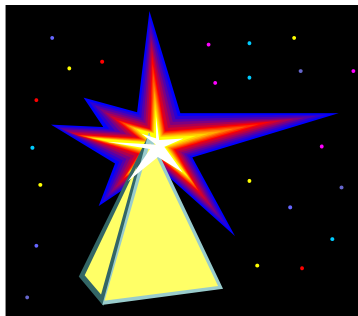
For information concerning Teacher Grant opportunities, such as interschool visits, staff development, workshops, and Adapter and Disseminator grants, please contact:

The Broward Education Foundation
600 SE Third Avenue, 1st floor
Fort Lauderdale, FL 33301
754-321-2032

www.BrowardEdFoundation.org

Table of Contents

| | <i>Page</i> |
|--|--------------|
| I. Goals and Objectives | 1 |
| II. Florida Standards | 2 |
| III. Course Outline | 3 |
| IV. Sample Worksheets | 4-6 |
| V. Lesson Plans | 7-16 |
| VI. Evaluation and Student Assessment | 17-18 |
| VII. Resource List | 19 |
| VIII. Audio Visuals (Technology) | 20 |
| IX. Supplemental Materials Suppliers/Prices | 21 |
| X. Bibliography | 22 |
| XI. Student Work Samples | 23 |
| XII. Rubric | 24 |
| XIII. Reflection | 25-26 |



“The symbol of all Art is the Prism.” ...E.E. Cummings

Goals and Objectives



The student through a variety of hands-on art explorations along with the integration of quality literacy will be able to meet the following goals:

1. Create and share personal works of art;
2. Explore art processes and media to produce artworks;
3. Actively engage in reading activities to develop an understanding of the author's purpose through the illustrator's artwork.

Students were evaluated using an Interest Survey. The initial survey averaged (31%) and final survey data of (92%) measured literacy/art interest. The final evaluation assessed the knowledge acquired. The goal is for 80% of students to show mastery of 75% or more. In addition, students showed attitudinal changes as their art skills developed replicating famous artist's work. They also looked forward to receiving awards, journals, and art supplies. Further, this strengthened an effective home-school connection with "take-home" resources and information about the artist. These promoted ongoing literacy "read-alouds" and art work in the home.



Overarching Goal



To develop an effective, ongoing home-school connection!

Objectives

In ongoing observations and peer conferences during the art explorations, the educator will evaluate individual learning. These will serve as an indicator to determine student achievement. In addition during parent contact and conferences, the teacher will obtain input from the parent regarding the student's growth along with their involvement in the project. Parents will be asked to volunteer to assist both at school during the art explorations, and accompanying on field trips.

Overall, students will be evaluated on attitudinal changes in their art skills through replicating famous artist's work. Other literacy data will be analyzed to determine reading/writing student achievement.

This grant served as an incentive as my students looked forward to the weekly books and art Fridays! Through these ten projects along with the 15-Starfall literacy individual books and 5-Art-focused books, my students developed a love of reading to share with their families. They enjoyed receiving awards, journals, and art kits. Further, this strengthened an effective home-school connection with "take-home" resources and information about the artists.

Florida Standards For Visual Arts and Language Arts

[VA.K.C.1.1](#) Create and share personal works of art with others.

[VA.K.H.2.3](#) Describe where artwork is displayed in school or other places.

[VA.K.O.2.1](#) Generate ideas and images for artworks based on memory, imagination, and experiences.

[VA.K.S.1.1](#) Explore art processes and media to produce artworks.

[VA.K.S.3.4](#) Identify artwork that belongs to others and represents their ideas.

[VA.1.S.3.3](#) Demonstrate safety procedures for using art tools and materials.



[LAFS.K.RL.4.10](#) Actively engage in group reading activities with purpose and understanding.

[LAFS.K.SL.1.1](#) Participate in collaborative conversations with diverse partners about kindergarten topics and texts.

[LAFS.K12.L.3.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

[LAFS.K12.L.1.1](#) Demonstrate command of the conventions of standard, English grammar and usage when writing or speaking.



Course Outline

***The following Art and Literacy Explorations will increase student achievement:**

Art Exploration #1. Introduction to Paint Me A Story

Art Exploration #2. Resources and Vocabulary

Art Exploration #3. Safety and Procedures

Art Exploration #4. Vincent Van Gogh

Art Exploration #5. Georges Seurat

Art Exploration #6. Paul Gauguin

Art Exploration #7. Marc Chagall

Art Exploration #8. Ernie Barnes

Art Exploration #9. Dorothy Strait

Art Exploration #10. Culminating Activity:

- **Display of Artwork**
- **Field Trip or In-House Visit**
- **Online exploration to an Art Museum**

***Explorations begin with whole group. Next in groups to 5 rotational centers: technology-websites, paint, journals, art books, Starfall “Take-Home” books.**



Sample Worksheets

1. Journal

This will be used with weekly vocabulary “art” words from the ten explorations, written and illustrated. You can use a composition, 3-prong, small spiral (3x8”) suitable for lists, or a Journal made from construction paper and handwriting or other copy paper inserted.

2. Sketch book

This can be used for students when doing a draft art piece or for artwork that does is not “painted.” Since the Crayola sketchbook is a spiral bound, you can remove papers for painting, or use other quality paper for painting. Note: You may wish to use the “sketchbook” for their journal!

3. Art work

You will want to get quality paper, either a card stock, Xerox paper that has a higher lb. weight, construction paper, or whatever you may find suitable for artwork.

4. Interest Survey and Final Assessment

These follow the lesson plans in this document

5. Art and Literacy Journal (cover page)

6. Vocabulary for Journal



My



Art and Literacy Journal



Paint Me A Story!

A Broward Education Foundation Grant

By: _____

Vocabulary

“The gift of words is perhaps the most powerful gift you can give today’s children. After all, the broader children’s vocabularies, the more questions they can ask, thoughts they can share, and dreams they can express. Discovering the power of words truly opens the world to children and welcomes them to play a part.” Beck, McKeown, and Kucan

The following words are suggested and used for this project. Additional words that are grade level specific can be found on **BEEP**:

http://beep.browardschools.com/ssPortal/pdf/art/Art_VocabularyK_5_.pdf

| | | |
|--|--|---|
| artist black blue brown brush chalk circle colors colored pencil crayon curved lines diagonal lines draw dreams emotions/feelings easel | gallery green horizontal lines markers medium museum orange oil paint pattern pointillism portrait primary colors rectangle red rubbing | sculptor sculpting garden sketch square still life stroke thick lines thin lines triangle vertical lines violet water color white yellow zigzag lines |
|--|--|---|



Fill students’ minds, help them grow, and understand new words to create their masterpieces!
Students can use their Art and Literacy Journals to write and illustrate their vocabulary words!

Lesson Plans



Art Exploration #1. Introduction to Paint Me A Story

[LAFS.K12.L.3.6](#) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Vocabulary: artist, colors, draw, paint

Materials: Art and Literacy Journal

In Class:

Question: How does an illustrator help the author tell the story?

Read: *The Artist Who Painted A Blue Horse*, *Painting*

Students will explore the grant's components with technology, art, math, and literacy concepts, along with field trip(s). Each week they will access Starfall.com, read books about the artists, learn art techniques, and replicate the artist's work. They will understand how the illustrations convey the author's purpose. Students will "think-pair-share" to discuss their observations. The books read aloud will promote discussion. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal.

Technology: Starfall.com (It's Fun to Read=Art Gallery)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!

Reflection: Children are exposed to books at an early age. This is how they begin to read. However, a book without a picture is just a book full of words. Educators know that children of all ages are fascinated by colorful books that are full of illustrations which engage the reader. The focus is on developing students' minds, encouraging them to read both the pictures and words, to fully engage them in print. This project utilizes technology, books and the visual arts, to develop an understanding of the authors' and illustrators' message. They are eager to read and love learning utilizing technology! Early childhood learners do best through kinesthetic lessons. This grant allows for creative expression through the arts with accompanying literacy "take-home" books.

Art Exploration #2. Resources and Vocabulary

[LAFS.K.RL.4.10](#) Actively engage in group reading activities with purpose and understanding.

Vocabulary: black, blue, brown, green, orange, red, violet, yellow, white, primary colors

Materials: Journal, Starfall books, BEEP-Rainbow, books, prism, tempera paint

In Class:

Questions:

How will resources (books, art tools) and vocabulary help us to increase our understanding of art, math, social studies, and literacy?

Read: **COLOR**

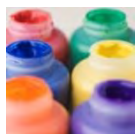
Students will listen to the book. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal.

Students will explore colors and list favorite colors. Students will mix paint between the primary colors of red, blue, and yellow to make the secondary colors of purple, green, and orange. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal.

Next ask, “What’s your favorite color? Can we make it by combining red, yellow, and blue?” Draw a rainbow and label the colors with the words. Write: I like _____ because _____. Play a game, “What’s big, round and is in the sky?” (A yellow sun). Use an egg carton and cotton swabs, add water to the 3 colors (red, blue and yellow) to mix making new colors. Paint a rainbow. Look at the prism (be careful when handling these and take care as these are special and expensive)! Hold the prism up to the light. Observe how light changes the colors in the prism!

Technology: BEEP Discovery Education: The Fence (Paint a Rainbow)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Let’s Make Colors!



Art Exploration #3. Safety and Procedures

[VA.1.S.3.3](#) Demonstrate safety procedures for using art tools and materials.

Vocabulary: brush, chalk, colored pencils, crayons, markers, oil, paint

Materials: Journal, book, brush, chalk, colored pencils, crayons, oil, paint, paint shirts, books, easel (if available)

In Class:

Question: How can we use resources effectively with proper safety precautions?

Read: *Only One You*

“Students will explore the safety procedures using paint supplies. Students will “think-pair-share” to discuss their observations. The book read aloud will promote discussion. Focus will be on the theme of “Only One You,” regarding safety, along with the book’s colorful illustrations. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal.

Art Safety Rules

Do Not:

- **Run around or horseplay (respect others).**
- **Touch anyone else’s artwork.**
- **Touch any equipment or art supplies without the teacher’s permission.**
- **Throw anything, squirt anything, paint anything!**

Technology: BEEP Discovery Learning: Art and Artists

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Art Exploration #4. Vincent Van Gogh

[VA.K.S.3.4](#) Identify artwork that belongs to others and represents their ideas.

Vocabulary: portrait, stroke, medium, patterns

Materials: Journal, Starfall “Take-Home” books/website, books, tempera paint

In Class:

Question: What is the artist painting and telling the observer?

Read: *Vincent van Gogh Sunflowers and Swirly Stars*, *Van Gogh for Kids*, *Art*,

Students will explore the artist’s work. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work, *Starry Night* using tempera paint.

Technology: BEEP DiscoveryEducation:<http://app.discoveryeducation.com/search?Ntt=starry+night>
Starfall.com (It’s Fun to Read=Art Gallery)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Vincent Van Gogh refers to "happiness" as:

"It lies in the joy of achievement, in the thrill of creative effort."

Children need to be happy, achieve, and be filled full of opportunities for creative efforts! When you infuse literacy and the arts you get a "happy" environment for a child in an early childhood program.



Van Gogh's

Sunflowers!

Art Exploration #5. Georges Seurat

[VA.K.S.1.1](#) Explore art processes and media to produce artworks.

Vocabulary: pointillism, shapes: rectangle, circle, square, triangle

Materials: Journal, Starfall “Take-Home” books/website, books, pencils-(eraser tops), corks (from bottles), cotton swabs, plastic spoon, ½ egg carton, tempera paint-liquid(red, blue, yellow), prism

In Class:

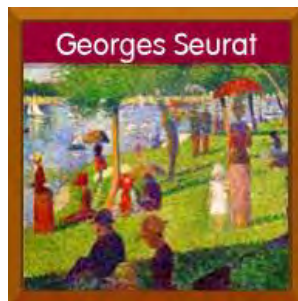
Questions: Where do you think the author is painting? On Sundays, would you go to a park?

Read: *Georges Seurat, Sunday with Seurat, Mike Makes Art*

Students will explore the artist’s work. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques and demonstrate finding colors in a prism by holding to a light. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work, Sunday in the Park using tempera paint exploring the *pointillism* technique. They will describe attributes of each shape as they use a variety of tools to replicate the pointillism process. Let students trace or use die-cuts of shapes to outline using pointillism (tips of pencils, corks, swabs, dipped in paint).

Technology: BEEP Discovery Education: <http://app.discoveryeducation.com/search?Ntt=Seurat>
Prism:Color of Light (Search:Discovery Education), **Starfall.com (It’s Fun to Read=Art Gallery)**

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Art Exploration #6. Paul Gauguin

[LAFS.K12.L.1.1](#) Demonstrate command of the conventions of standard, English grammar and usage when writing or speaking.

Vocabulary: water color, still life

Materials: Journal, Starfall “Take-Home” books/website, books, water color paints

In Class:

Questions: Can you envision what is on your table at home? Could you paint these objects?

Read: *Paul Gauguin*, *On An Island with Gauguin*, *Feed Matisse’s Fish*

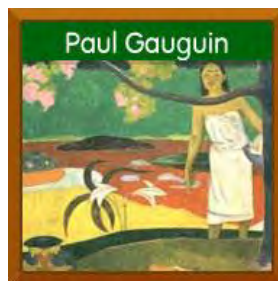
Students will explore the artist’s work using water colors and painting still life. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work, *Still Life with 3 Puppies* (fruit/goblet on table) with water color paint.

Technology: BEEP Discovery Education:

<http://app.discoveryeducation.com/search?Ntt=Paul+Gauguin>

Starfall.com (It’s Fun to Read=Art Gallery)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Art Exploration #7. Marc Chagall

[VA.K.O.2.1](#) Generate ideas and images for artworks based on memory, imagination, and experiences.

Vocabulary: rub, dreams

Materials: Journal, Starfall “Take-Home” books/website, books, markers,
Optional Project: Stained glass windows (various colors of small, 2” x 2” tissue paper-wet, black strips of construction paper, glue, paper)

In Class:

Questions: Can you paint a dream? What was the artist dreaming about in this painting?

Read: Marc Chagall, Art

Students will explore the artist’s work using markers. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work, (Chagall pg. 5, I and the Village) with markers. **Optional:** Students could also do stained glass (*windows*). He liked to paint them. (Check these out on Google images-Marc Chagall-windows.)

Technology: BEEP Discovery Education:

<http://app.discoveryeducation.com/search?Ntt=Marc+Chagall>,
Starfall.com (It’s Fun to Read=Art Gallery)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Art Exploration #8. Ernie Barnes

[VA.K.C.1.1](#) Create and share personal works of art with others.

Vocabulary: colored pencils, lines: curved, thick, thin, diagonal, vertical zig-zag

Materials: Journal, Starfall “Take-Home” books/website, books, colored pencils, markers

In Class:

Question: What do you think the artist likes to play? Can you paint a real-life picture?

Read: Re-read *Prang: Create it!* This has various *styles of lines* for the young artists to use. You may choose a contemporary, African-American artist. Note: Google for Barnes’ biography. Online: www.blackartdepot.com/collection/artist-ernie-barnes-art-gallery

Students will explore the artist’s work using colored pencils/markers. Students will “think-pair-share” to discuss their observations. The books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work, with colored pencils/markers--(thin/thick).

Technology: Starfall.com (It’s Fun to Read=Art Gallery)

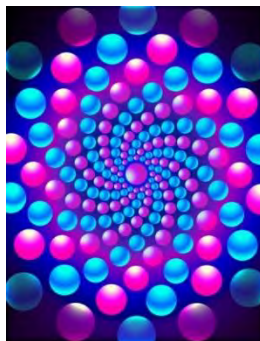
Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!

Artist Ernie Barnes liked to paint his world.

There are all kinds of “lines” in our World!



Can you name them? Find some in your world!



Art Exploration #9. Dorothy Strait

Multicultural Artist

[LAFS.K.SL.1.1](#) Participate in collaborative conversations with diverse partners about kindergarten topics and texts.

Vocabulary: pattern, review all vocabulary

Materials: Journal, Starfall “Take-Home” books/website, books, colored chalk or watercolor

In Class:

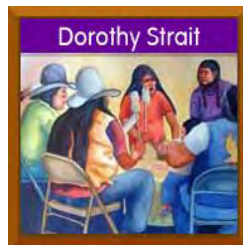
Questions: What is the artist painting (landscape)? What do you know about persons from other cultures?

Read: You may choose a Native American/Multicultural artist. **Google:** Native Arts of America.

Students will explore the artist’s work using colored chalk or watercolor. Students will “think-pair-share” to discuss their observations. Native American or Multicultural books read aloud will promote discussion. The teacher will model the techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal. Students will replicate the artist’s work. Optional: Draw your family including favorite customs.

Technology: Starfall.com (It’s Fun to Read=Art Gallery)

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!



Art Exploration #10.

Field Trip, In-House Visit, or Online visit to a Museum

[VA.K.H.2.3](#) Describe where artwork is displayed in school or other places.

Vocabulary: museum, emotions/feelings, sculptor, sculpting garden, sketch

Materials: Journal, Starfall books/website, books

In Class:

Question: Where is artwork displayed?

Read: *Museum Trip*

Students will explore artwork in their wonderful world! Students will reflect on the artist's work we have studied in previous lessons. They may choose their medium: crayons, pencils, paint, colored chalk or watercolor. Students will "think-pair-share" to discuss their final project. In addition to the select book on Museums, favorite or optional books listed in the Bibliography or additional books may be read. These books will promote discussion. The students will model or describe their techniques. Vocabulary will be introduced during the exploration. Next, they will write/record observations and vocabulary in the art journal.

Technology: Discovery Education

<http://app.discovereducation.com/search?Ntt=art+museum>

The Smithsonian, Dali, and art museums across the world have websites along with virtual tours. Google to find ones of your student's interests!

Art at Home: Please have your child explain the art exploration we did in class. Your child can show you how we did the exploration. Talk about the vocabulary words and write several of them to remember for future art adventures!

Overview: (A prior trip to the art museum equipped us with an understanding of art.) We learned at the Boca Museum of Art that there are five components artists use for their work:

- Color
- Shape
- Texture
- Line
- Space

*Paint Me A Story: Art and Literacy projects are fun for everyone!
The more we learn, the smarter and more creative we'll be...
So please join me! Thank you for your participation!*

Thank you for your involvement and support! (Your Teacher)

Evaluation and Student Assessment



Paint Me A Story Interest Survey

Kindergarten is focused on three key instructional objectives as follows:

Art, Literacy, Technology

Name: _____ Pre-Assessment Date: _____ Score ____%

Please circle answers:

- | | |
|--|------------------------------|
| 1. What do you know about the Art (process)? | 1 (Little) 2 (Some) 3 (Much) |
| 2. What do you know about Technology and Computers? | 1 (Little) 2 (Some) 3 (Much) |
| 3. What do you know about Reading? | 1 (Little) 2 (Some) 3 (Much) |
| 4. What do you know about Writing? | 1 (Little) 2 (Some) 3 (Much) |
| 5. What do you know about authors? | 1 (Little) 2 (Some) 3 (Much) |
| 6. Do you like to read books with illustrations? | 1 (Little) 2 (Some) 3 (Much) |
| 7. Do you like to write (learn new words) about Art? | 1 (Little) 2 (Some) 3 (Much) |
| 8. Do you like to do Art explorations? | 1 (Little) 2 (Some) 3 (Much) |

Post-Assessment Date: _____ Score ____%

- | | |
|--|------------------------------|
| 1. What do you know about the Art (process)? | 1 (Little) 2 (Some) 3 (Much) |
| 2. What do you know about Technology and Computers? | 1 (Little) 2 (Some) 3 (Much) |
| 3. What do you know about Reading? | 1 (Little) 2 (Some) 3 (Much) |
| 4. What do you know about Writing? | 1 (Little) 2 (Some) 3 (Much) |
| 5. What do you know about authors? | 1 (Little) 2 (Some) 3 (Much) |
| 6. Do you like to read books with illustrations? | 1 (Little) 2 (Some) 3 (Much) |
| 7. Do you like to write (learn new words) about Art? | 1 (Little) 2 (Some) 3 (Much) |
| 8. Do you like to do Art explorations? | 1 (Little) 2 (Some) 3 (Much) |

Comments:

Name: _____ **Paint Me A Story**

Date: _____ **Final**

Assessment: Circle the correct answer! _____ / 100

1. Which picture shown below is “Starry Night?”



2. Which artist's artwork shown below is “Sunday in the Park?”



3. Which is used by Georges Seurat for the technique “pointillism?”

•



4. Which picture shown below by Paul Gauguin is a “still life” artwork?



5. Which artist with her work shown below likes to paint her Native American people?




Resource List

Vendors:

1. **Amazon.com:** Class books, prism
2. ***Craft Store, Local Stores:** Paint brushes, paint, colored pencils, colored chalk, paper
3. **JoAnn.com:** Sketchbooks

***Free Resources:**

Art teacher/school/BEF Tools for Schools: (See #2 above art supplies)

Parents: Egg cartons, baby food jars, old t-shirts for painting

Restaurants: Corks (from bottles) for pointillism

Field Trips: (Note: SEAS district monies may be available. Check with your school.)
A culminating event could be a visit to an Art Museum to increase student achievement.

Boca Raton Art Museum:

www.bocamuseum.org

Ft. Lauderdale Museum of Art:

www.moafll.org

Coral Springs City Center Museum of Art:

www.coralspringsmuseum.org



Let's have "high expectations and soaring interests in Art!"



Technology

1. **B.E.E.P.*** Log in at Teacher Portal. Go to Learning Village. Look for grade appropriate materials.

[Beep.browardschools.com](http://beep.browardschools.com)

Broward Enterprise Education Portal

2. **Discovery Education (United Streaming).** Log into B.E.E.P. Click on Discovery Education.

Use *Interactive Glossary* with age-appropriate videos, animation, definition, and images.
<http://app.discoveryeducation.com>

Additional resources are specified by grade level and subject matter. Search for the topic.



3. **Online Textbooks.** Log into B.E.E.P. Locate grade appropriate materials.

4. **Starfall.com (Art Museum)**

* **Note: BEEP Lessons** included in the “Explorations” are focused on the Kindergarten level.



“Good teaching is forever being on the cutting edge of a child’s competence.”

... Jerome Bruner

Supplemental Materials Suppliers/Prices



| Explorations | Materials (18 students) | Approx. Costs |
|--|--|---------------|
| Supplies* (You may have these in your school/art room) | Craft, local store: Paint, watercolor sets, paper, cotton swab, markers, brushes, rewards, awards, colored chalk, colored pencils, crayons | 100 |
| Art Journals—(School/Home) | 3-prong folders | 10 |
| Sketchbooks | Crayola.com: Sketchbook for each student | 30 |
| Starfall (Computer-free online) | Starfall.com: 15 Cut-Up Take Home & 6 Art Books(applicable for K-1st) | 30 |
| Artist books & Prism | Amazon.com: Van Gogh, Seurat, Gauguin, Chagall, Barnes, Strait | 80 |
| Books* | Amazon. Additional Trade books (Borrow from Art room/Media Center)* | 50 |
| Field Trip** | Most galleries—no charge/*Bus depending on SEAS funds or time at museum | **100 |
| Total projected costs: | | 400 |

**Unused funds may help with transportation costs to an Art Museum for a culminating event.



Teacher Notes:
My grant needs are...

Bibliography

- *Appel, Julie. Feed Matisse's Fish (Gauguin). Sterling Publishing Co. 2006.
- *Appel, Julie. Count Monet's Lilies. Sterling Publishing Co. 2010.
- Bucks, Brad. **Vincent van Gogh Sunflowers and Swirly Stars**. Grosset & Dunlap. 2001.
- Cowley, Joy. Painting. Wright Group.
- *Carle, Eric. The Artist Who Painted a Blue Horse. Philomel Books. 2011.
- *Cole, Kristin. Edgar Degas Paintings That Dance. Grosset & Dunlap. 2001.
- Heller, Ruth. Colors. Putnam & Grosset & Dunlap. 1995.
- Hyde, Margaret. **Van Gogh for Kids**. Pelican Publishing Company. 2005.
- *Kelley, True. Smart About Renoir: Paintings That Smile. Grosset & Dunlap. 2005.
- *Kranz, Linda. Only One You. Rising Moon. 2006.
- Larkin, Bruce. Mike Makes Art. Books for a Cause. 2004.
- Lahman, Barbara. Museum Trip. Houghton Mifflin. 2006
- McDonnell, Patrick. ART. Little, Brown and Company. 2006,
- Merberg, Julie. **Sunday with Seurat**. Roundtable Press. 2005.
- *Merberg, Julie. A Picnic with Monet. Roundtable Press. 2003.
- Merberg, Julie. On An Island with Gauguin. Roundtable Press. 2007.
- Prang. Create-It! Dixon-Ticonderoga Company. (resource for art techniques : 1-800-824-9430)
- *Salmansohn, Karen. Art. Tricycle Press. 2003.
- *Saltzberg, Barney. Beautiful Oops. Workman Publishing. 2010.
- Venezia, Mike. **Paul Gauguin**. Children's Press. 1993.
- Venezia, Mike. **Georges Seurat**. Children's Press. 1993.

Venezia, Mike. Marc Chagall. Children's Press. 1993.

*These books are for enrichment and can be used for comparison to other artists.

Student Work Samples

Samples of student work include:

- Sketchbook
- Journal
- Art Masterpieces (replicating the featured Artist's work):

Vincent Van Gogh
Georges Seurat
Paul Gauguin
Ernie Barnes
Marc Chagall
Dorothy Strait

Since this grant project's overarching goal is to develop an effective home-school connection, the students took their artwork home to display in their families home. Thus, there are no student work samples.

However, at the Broward Education Foundation EXPO, I will display and show samples!



Paint Me A Story Art and Literacy Rubric

| | 1 | 2 | 3 | 4 |
|---|---|---|--|---|
| Class Participation in Visual Arts | Student shows involvement; is focused, asks questions, and observes/participates in Art exploration | Student participates; demonstrates effort in answer-ing and asking questions in Art exploration. | Student makes few attempts to become involved, even with teacher support. Infrequently asks or answers questions in Art exploration. | Student makes no attempt to participate in Art exploration. Is inattentive with redirection. |
| Literacy: Reading & Writing | Student gives meaning of four introduced Art vocabulary words, as recorded in the Art journal. | Student gives the meaning of three introduced Art vocabulary words, as recorded in the Art journal. | Student gives the meaning of two introduced Art vocabulary words, as recorded in the Art journal. | Student gives the meaning of one introduced Art vocabulary words, as recorded in the Art journal. |

“Art Exploration” Is...



“Imagination!”



It is more important than knowledge.

Knowledge is limited.

Imagination encircles the world.”

...Albert Einstein



Reflections

This grant will make a significant difference in extending student learning in the Arts and Literacy integrating both rich fiction and non-fiction literacy. In addition, I continually observed:

- Teachers, parents, and students working in collaboration
- Teachers, parents, and students discovering together
- Exploration of art in the student's everyday world
- Reading numerous books
- Developing an at-home library utilizing Starfall "Take Home and Art Books"
- Numerous hands-on art activities developing an effective home-school connection

Educators at all teaching levels can adapt this project by studying different artists with advanced art techniques. They could compare/contrast artists with different genres. Since many schools having school gardens, environmental art would be appropriate as students could paint gardens and write books to accompany their creative work. This could also be a Social Studies integration with a study of the artist and people during the artist's period. Books read, internet resources studied, and reports could be done on the featured artist. In addition, different mediums of art could be explored utilizing various art lessons on BEEP for all grade levels. Since some schools have eliminated the art Special class, the arts can be explored in the classroom.

One of the most exciting ways that I expanded this project was developing a collaborative network within our district's innovation zone. I made contacts with our zone high school, and invited the older students to join us for art lessons. They showed my young, early artists how to use the supplies and special techniques. This was an awesome way to promote learning across the grade levels from 5 year olds to 15 year olds! Overall, art brings together math, literacy, and creativity! This is the core of effective learning!



*Perhaps the seeds we plant today,
will enable our students to grow into future authors, illustrators, and artists!*

Got Art?
Got Books?
Got Questions?



Please feel free to contact me via CAB: Pamela.davis@browardschools.com



Or

Pony me at Pamela Davis, Deerfield Park Elementary



Remember, this is an awesome “hands-on” project



You can adapt to meet the diverse learning needs of your students,
whether you teach Kindergarten or High School...Art Special or Classroom Teacher!

