

Art Room Update... Mrs. Rupp-Hardenbrook

End-of-the-Year Portfolios

In May or June this year, each student will make a portfolio. These will be used to take home all the student's artwork at once. Keeping the artwork at school is essential for the large selection of work needed for art shows and ends the damage that occurs when work is taken home in back packs. Included with the artwork will be an information sheet so you and your child may review all that he or she learned in art throughout the year.

Grade-Level Art Shows On view in Fyle's Cafeteria

Open House Dot Display
October 2, 2019

Kindergarten: April 13th-17th
Week of The Fyle Talent Show

1st Grade: March 19th-27th
In Conjunction with FPG Movie Night

2nd Grade: March 4th-8th
Week of the Fyle PARP Events

3rd Grade: May 13th-20th
Week of The Third Grade Musical

National and New York State Standards in The Visual Arts

Connecting

Students:

- view and discuss notable works of art within art history.
- understand that artworks are artifacts of different cultures, societies, and times.

Creating

Students:

- make art that has personal meaning with original ideas.
- mark with a variety of media.
- learn a variety of techniques.
- safely use a variety of tools.

Responding

Students:

- know that art can tell a story.
- learn to read the visual language of images.
- interpret artworks' moods and meanings.

Presenting

Students:

- prepare a collection of their artwork for an end-of-the-year portfolio.
- choose artwork for showing.
- know where art is displayed.

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Kindergarten Artwork O'Keeffe-Inspired Flowers

The students:

- view and discuss the paintings Georgia O'Keeffe.
- learn that what they see in the artwork is called the subject.
- note the use of lines, shapes and colors.
- render a flower using crayon.
- add watercolor paint.
- cut and glue leaves.
- use tissue and glitter to add visual interest and texture.



First Grade Artwork Marc Chagall-Inspired Dreamscape

The students:

- view and discuss dreamscapes painted by Marc Chagall.
- learn that in a dreamscape, objects are shown floating, upside-down, are fun colors, are different sizes than in reality.
- discuss *Chagall's I and the Village*.
- draw their village and things they love in a dreamscape-like manner with marker.
- color the dreamscapes with crayon.
- create a frame with straight and curvy line patterns.

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Second Grade Artwork Implied Texture Monsters

The students:

- know that texture is how something feels to the touch.
- view and describe real textures on real life objects.
- list textures such as, soft, smooth, rough, bumpy, prickly, etc.
- name implied textures in artwork and in popular animated films.
- draw a monster with organic and geometric shapes.
- add implied texture using rubbing plates.
- create a background using colored pencil and watercolor.



Third Grade Artwork Kenyan Landscapes

The students:

- view and discuss photographs of the Kenyan landscape.
- know that a landscape is a rendering of an outdoor scene.
- learn the definitions of foreground, middleground, and background.
- locate the horizon line and understand it is the divide between earth and sky.
- paint a landscape using watercolor.
- use real and implied texture media in collage.
- add a border of positive and negative shapes.