Figure-ground perception is the ability to focus on one specific piece of information in a busy background. **Visual figure-ground** is the ability to see an object in a busy background; while **auditory figure-ground** helps a child pick out a voice or sound from a noisy environment.

When you find your favorite socks in a messy drawer, you are using figure ground perception.

*Preschoolers* who struggle with this visual perceptual skill may find it **hard to find a specific toy** in the toy box, or to find their favorite t-shirt in the cupboard. They may struggle to find a dropped item if it fell onto a similar colored background (eg a green button on the grass). **Jigsaw puzzles** may also be hard for one who has trouble with figure-ground perception.

*A school-going child* with poor figure-ground perception may **struggle to find information** on a busy blackboard. Copying work from the board may then be poor, as the child keeps **losing his place when copying**. Or she may lose her place while reading. It is hard to find a **word in a dictionary** when this skill is poor. This child may also find it hard to **locate items** in a cluttered place.
Title: Figure-Ground Perception

Objectives: Students will learn about Figure-Ground Perception and how its importance relates to real life situations


Time to Complete: 3+ classes

Materials: drawing paper, black markers, crayons, eraser, rulers and pencil.

Introduction/Motivation: Talk about Figure-Ground Perception. Make connections and relations to everyday life. Show examples of project.

Instructional Procedure:

1. Talk about Figure-Ground Perception

2. Pass out paper, rulers, and pencil (if needed).

3. Show students how to draw lines and shapes on their paper. Make sure their lines/shapes cross and are straight.

4. Once lines are drawn, have students trace over the lines with a black marker.

5. When finished tracing, Show students how to fill in boxes leaving the adjacent box white. This will create the look of Figure-Ground perception.
Kinder Activity Title: Watercolor Alphabet

Objectives: Students will learn about watercolor painting. They will create a wax resist using the alphabet.

Learner Outcomes (align with State Goals): 25.A.1d, 26.A.1e, 26B.1d

Time to Complete: 2+ classes

Materials: Watercolor paper, watercolor paint, water container, brushes.

Introduction/Motivation: Talk about watercolor Paintings. Recite alphabet and discuss sequence by pointing at boxes and asking the class what letter goes next. Show examples.

Instructional Procedure:

1. Talk about Watercolors.

2. Pass out watercolor paper. Lines were pre-drawn on the paper.

3. Students will choose a crayon and trace over each line. Demonstrate how to press hard with the crayon so the watercolor will resist.

4. Students will draw each letter of the alphabet in sequence on their paper in the appropriate boxes.

5. Remaining boxes will be filled with letters/numbers of their choice. Remind students to press hard with crayon so watercolor will resist the crayon wax.

6. Students will then use watercolor to fill each box with a different color.

7. Set aside to dry on drying rack.
1st/2nd Activity Title: Ceramic Pinch pot Animals (glazing). Continuation of Pinch Pot Animals project done in October.

Objectives: Students will learn how to create and glaze their ceramic Pinch pot Animal


Time to Complete: 2 classes

Materials: bisque ware Pinch pots, glaze, brushes, pencil

Introduction/Motivation: Talk about clay sculpture (creation and glazing), show examples.

Instructional Procedure:

1. Show students the proper way to glaze ceramic ware. Three coats (apply, dry, apply...). Remind students not to mix brushes/glazes.

2. Show students do’s and don’ts of glazing.

3. Have students begin glazing.

4. Fire when finished.

When all pieces are finished, we will save them for the 3D/Sculpture portion of Spring Fine Arts Night.
**3rd Grade Activity Title:** Kuna Indian Mola

* Will take 2+ class periods

**Objectives:** Students will learn about the Kuna Indian tribe and create a version of their traditional costumes.

**Learner Outcomes (aligned with state goals):** 25.B.2, 26.B.2d, 27.B.2, 27.A.2.b

**Materials:** glue, scissors, pencil, precut construction paper, large construction paper, Kuna handout.

**Introduction/Motivation:** I will talk about celebrations; we will talk about practices and traditions within the Kuna tribe. We will share out and make connections with personal experiences and traditional American celebrations.

Molas are the brightly colored applique panels made only in the San Blas region of Panama by the Kuna Indians. The Kuna’s have resided in the Panama/Colombia area for centuries. They managed to survive successive waves of European exploration and settlement. During the 1800s, the Indians began migrating eastward. The commercial activity of this introduced them to cloth, scissors, needles, and thread, thereby beginning the body adornment and clothing that was needle worked. The Kuna Indian women's traditional costume is colorful and the wearer expresses pride in her Kuna identity.

The term Mola can mean "cloth," "clothing," or "blouse." Girls learn to make Molas at a young age. A woman might spend up to 100 hours completing a Mola. The source for traditional design inspiration for Molas include the following: natural-world native animals (iguanas, lizards, parrots, fish), local vegetation (palm trees, coconut crops, sea grasses), and the shapes of the coral reefs around the San Blas islands.

**Procedure**

1. Pass out one piece construction paper to students. Random colors.
2. We will do one step at a time. First I will demonstrate how to cut and glue a border. I will explain that the border should not go to the edge of the paper.
3. One characteristic of Mola’s are the overlapping. I will demonstrate overlapping of triangles. Students will cut and glue a total of 8 triangles on each corner of their paper.
4. I will then talk about line and shape. Students will cut a thin rectangle out and place towards the top and bottom of their paper followed by 4 overlapping squares centered on the rectangle.
5. Students will then pick an animal to cut out. They will just cut the outline or “silhouette” of the animal. They will take the animal cut out and glue over another sheet of paper to cut out creating the overlapping effect.

Once the paper Molas are completed, have the children discuss their importance to the Kuna Indian women and their culture.
Alexander Calder invented the mobile. Because of Calder, babies all over the world are lulled to sleep by colorful dangling shapes. Calder also created an entire miniature circus which could be packed into briefcases and carried back and forth between America and Europe. He was certainly a unique artist.

Calder was born in Pennsylvania in 1898. His parents were both artists. His father was a sculptor and his mother painted portraits. They knew it was difficult to earn money as an artist so, though they encouraged Calder to create art, they did not want him to choose art as a job.

Alexander Calder’s talent could be seen even in his first sculpture, which he created when he was four years old. As he continued to sculpt, Calder became interested in sculpture that moved. He created a duck that rocked when tapped and a train that ran down a track.
He followed his parents’ advice and studied engineering in college. Calder wasn’t happy in any of the jobs he worked after college, though, and decided to become an artist after all.

While he studied at the Artist Students’ League in New York, Calder sketched for the National Police Gazette. One of his assignments marked the beginning with a love and fascination for the circus: he sketched scenes from the Ringling Bros. and Barnum and Bailey Circus.

Calder moved to Paris in 1926 where he began to build toys that moved. These toys eventually became his own miniature circus. He packed his circus into suitcases and performed in the U.S. and in Europe.

Calder’s interest in movable art led him to create mobiles. Air currents caused the mobiles to move. Calder also created sculptures that didn’t move. He called them “stabiles.” Most of them were made out of painted wood or metal.

In 1973 Calder painted a plane for Braniff International Airways. The plane became a “flying canvas.” He painted one more plane and began a third before he died in 1976.
4th Grade Activity Title: Wire Sculptures (Alexander Calder)

* Will take 2+ class periods

Objectives: Students will learn about the famous sculptor Alexander Calder. They will create a wire sculpture.


Materials: pencil, Manila paper for sketches, wire, wood or styrofoam base, hot glue gun.

Introduction/Motivation: I will talk about Calder and his background. We will look at examples of Calder’s work. We will look at other pictures of wire sculptures done by 4th graders.

Procedure

1. Read and Discuss biography of Alexander Calder.
2. Show examples of his work and student work.
3. Show students how to bend wire to create shapes/forms.
4. Have students sketch out ideas on paper.
5. Once ideas have been drawn up, pass out appropriate length of wire. Have students start bend and shaping their wire.
6. Mark each sculpture with tape to identify student work.
Activity Title: Holiday hand wreaths
Grade: Kinder

Objectives: Students will create a wreath using their handprints. They will be practicing their fine motor skills.


Materials: green construction paper, glue, scissors, crayon, precut red circles, bows/ribbons.

Introduction/Motivation: I will talk about the holidays and decorating. Show examples of finished project.

Instructional Procedure:
1. Pass out 6 pieces of green construction paper to each student.
2. Students will trace their hand onto each paper and cut it out.
3. Students will put their name on the back of each hand.
4. Student will glue hands together after I demonstrate how to place in a circular pattern.
5. Once glued, students will curl the fingers to create depth and dimension to their wreath.
6. I will pass out various red circles for students to glue onto their wreaths.
7. If time allows, I will show students how to make a bow/ribbon to place onto their wreath.

* Project may take multiple classes to complete.
Activity Title: Snowman Collage
Grade: 1

Objectives: Students will create a snowman collage using various shapes and materials.

Learner Outcomes (aligned with state goals): 25.A.1d, 26.A.1e, 26.B.1d, 27.A.1b, 27.B.1

Materials: Turquoise construction paper, glue, buttons/googly eyes, black circles (construction paper), scissors, precut triangles or orange construction paper, yarn/felt, sticks/twigs (opt.).

Introduction/Motivation: I will talk about the holidays and decorating. Talk about the winter season. Review shapes (geometrical). Show examples of finished project

Instructional Procedure:
1. Pass out turquoise paper to each student.
2. Students will cut an oval out of white paper for the snowman head and glue.
3. Students will cut/glue a “trapezoid” for the snowman body.
4. Student will cut/glue circles for the snowman’s mouth.
5. Students will cut/glue a “cone” for the snowman’s nose.
6. Students will cut/glue thin black construction paper for arms.
7. Students will cut/glue two rectangles for the scarf.
8. Students will cut felt squares and glue over scarf as material.

* Project may take multiple classes to complete.
Activity Title: Poinsettia Cards
Grade: 1st

Objectives: Students will create a poinsettia using construction paper which will be used to make a Holiday card

Learner Outcomes (aligned with state goals): 25.A.1d, 25.B.1, 26.A.1e, 26.B.1d, 27.A.1b

Materials: green, yellow, and red construction paper, glue, scissors, crayons, Holiday poem.

Introduction/Motivation: I will talk about the holidays and decorating. Show examples of finished project

Instructional Procedure:
3. Pass out yellow pieces of construction paper to each student and have them cut out.
4. Pass out red pieces of construction paper to each student and have them cut out.
5. Students will glue red petals around yellow circle.
4. Student will glue poinsettia to corner of green paper.
5. Once glued, students will glue poem to their paper and write a personal letter to a loved one.
6. Students will take home when finished.
Activity Title: Poinsettia Oil Pastel Drawing.
Grade: 2nd

Objectives: Students will learn to draw a poinsettia using oil pastels.

Learner Outcomes (aligned with state goals): 25.A.1d, 25.B.1, 27.A.1b

Materials: black construction paper, oil pastels.

Introduction/Motivation: I will talk about the holidays and decorating. Show examples of finished project

Instructional Procedure:
1. Pass out black construction paper to each student.
2. Show students pictures of poinsettias.
3. Step by step, we will draw.
4. Students will first draw a yellow quarter dollar sized circle.
5. Students will then draw red petals around each circle.
6. Students will outline petals in white and create shadows.
1st and 2nd
Activity title: Piet Mondrian Squares- Painting

Objectives: students will learn about Mondrian’s style and how he was influenced by Picasso and cubism.
Learner Outcomes: 25.A.1d, 25.B.1, 26.A.1e, 27.B.1

Materials: Mondrian handout, pencils, ruler, erasers, White acrylic paper, black, yellow, red, and blue paint, brushes.

Instructional Procedure:
1. Discuss Mondrian, bio. Talk about how he was influenced by Picasso. Talk about his importance to the art world and Cubism.
2. Show examples.
4. Show students how to create squares and rectangles using a ruler and pencil.
5. Once the shapes are drawn, pass out paint one color at a time. As a class, we will paint 3-4 boxes of each color.
6. Lastly, we will paint black stripes to finish our Mondrian style project.
Piet Mondrian (1872-1944) Dutch Modern Artist

Piet Mondrian was born in Amersfoort in the Netherlands, in 1872. He was the second of his parent's children. At a very young age his father Pieter and his Uncle Fritz, both artists themselves, introduced Piet to the world of art.

In 1892, Mondrian entered the Academy for Fine Art in Amsterdam as a qualified teacher. While teaching at the academy he also practiced his painting. Most of his paintings from this period were of landscapes. These pastoral images of Holland included fields, cows and windmills. These paintings were representational, and show the influence that the pointillist (painting with dots) and fauvist (vivid colors) movements had on him.

While Mondrian's early works represented the world he saw around him, his discovery of Cubism in 1911 guided him toward pure abstraction. Paintings such as The Sea (1912) while still somewhat representational, began to be dominated by the geometric shapes of Cubism. Mondrian eagerly absorbed the Cubist style, though he seemed to know that this was only a stepping stone on his way to finding his own unique style. Mondrian continued to explore abstract forms eventually developing a style of painting he called neo-plasticism.

Mondrian returned to Paris when the war ended. It was there that he painted one of his most famous paintings, Composition with Red, Yellow and Blue (1921), a painting composed of primary colored rectangles on a grid of black lines. In the years that followed, he continued to eliminate "non-essentials", limiting his works to these "basic forms of beauty."

Piet Mondrian died of pneumonia in New York City on Feb. 1, 1944. His paintings became so famous in the decades that followed those other painters, advertisers, architects, graphic designers, and even high fashion clothing designers around the world copied his distinctive style.
Activity Title: Penguins
Grade: Kinder

Objectives: Students will draw a snowman and construct a penguin after identifying shapes, counting, and creating a foreground and background.

Learner Outcomes (aligned with state goals): 27.b.1, 26.B.1d, 25.1.1d, 26.A.1e

Materials: crayons, pre-cut paper, buttons, 3 orange triangles, 1 white oval, 1 large black oval, 2 small black ovals, example(s)

Introduction/Motivation: Talk about perspective, introduce key terms (foreground/background), discuss shape, and show example of project.

Instructional Procedure:

1. Discuss perspective and explain what it is in terms of background and foreground.
   Talk about various shapes.
2. Show example.
3. Pass out blue paper and white crayons.
4. Show students how to draw a snowy ground and a small snowman.
5. Show students how to draw snowflakes. cross on top of letter X makes a snowflake.
7. Pass out big black oval and have students glue it. Show on Elmo.
8. Pass out white oval and glue after showing on Elmo.

*May take more than one period. Stop for cleanup and review.
4th Grade

Activity title: Perspective building. 1-Point.

Objectives: students will continue their unit on perspective drawing and learn how to create a birds eye view of buildings in 1 point perspective.


Materials: Perspective vocabulary card (in class), paper, pencil, ruler, eraser.

Instructional Procedure:
1. Discuss Perspective and give examples. I will show the vocab word and picture from their classroom. Show/use tutorial in SMART exchange.
2. Give and show examples.
4. Show students step by step how to draw buildings using the SMART exchange tutorial. I will walk around to make sure they are understanding and mastering the steps.
5. When finished, students will shade or add color to their building.
6. Collect and display when finished.
3rd Grade
Activity title: Perspective building

Objectives: students will learn about perspective drawing and how to create a building and landscape in 2 point perspective.


Materials: Perspective vocabulary card (in class), paper, pencil, ruler, eraser.

Instructional Procedure:
1. Discuss Perspective and give examples. I will show the vocab word and picture from their classroom. Show/use tutorial in SMART exchange.
2. Give and show examples.
4. Show students step by step how to draw building using the SMART exchange tutorial. I will walk around to make sure they are understanding and mastering the steps.
5. When finished, students will shade or add color to their building.
6. Collect and display when finished.
2nd Grade will finish their Mondrian project.

1st Grade will begin a unit on Pablo Picasso. They will be making an abstract Picasso face.

Pablo Picasso was born in Málaga, Spain. His father, Jose Ruiz Blasco, was an artist and art professor who gave Pablo art lessons. His mother was Maria Picasso y Lopez. According to his mother, his first word was “piz” when he was trying to say “lápiz,” the Spanish word for pencil.

When he was nine, Picasso finished his first painting, Le picador. It shows a man on a horse at a bullfight. When he started painting, he used a realistic style. He began to experiment with different techniques and styles. When he was 13, he was admitted to the School of Fine Arts in Barcelona, Spain. When he was 16, Picasso’s father and uncle decided to send him to Madrid’s Royal Academy of San Fernando. This was Spain’s top art school. He did not like formal instruction. He loved Madrid and enjoyed going to The Prado museum to see paintings by famous Spanish painters.

In 1900, Picasso went to Paris. He met Max Jacob, a journalist and poet. Max helped Picasso learn to speak French. He also met many of the famous artists who lived in Paris. In 1905, American art collectors Leo and Gertrude Stein began to collect his work and helped to make him famous.

He and Georges Braque invented Cubism, a form of painting that featured simple geometric shapes. He is also known for making collages – gluing previously unrelated things together with images. He created oil paintings, sculpture, drawings, stage designs, tapestries, rugs, etchings, collage, and architecture. No other painter or sculptor was as famous while he was still alive. It is estimated that Picasso produced at least 50,000 works of art: 1,885 paintings; 1,228 sculptures; 2,880 ceramics, roughly 12,000 drawings, many thousands of prints, and numerous tapestries and rugs. He also wrote plays and poetry. He became very wealthy.

Some of his famous paintings include: The Old Guitarist; Asleep and Seated Woman, which portray Marie-Therese Walter, one of the women he loved; Guernica, a mural about the Spanish Civil War; and Three Musicians.

He had four children: Paulo, Maya, Claude and Paloma, who is famous for her jewelry designs. He died April 8, 1973 in Mougins, France.