

Rationale

Students began their first day of art by creating a sketchbook and learning about the geography of France. Shortly after, they were introduced to various art that has been found in caves throughout France (such as in Lascaux).

It became appropriate then for students to begin their first project by doing what the native cave people of France did, which was to create art work of the various wild life. Students were given an introduction into the purposes of creating cave art, and were given ideas as to what they can sketch, and what colors and textures they could utilize.

The purpose of this project is three fold: to correlate their art work with their notes, to give an idea as to how Paleolithic people lived, and to draw and color animals realistically. For now, the main purpose is to hone student's ability to draw, and render animals as realistically as possible.

Standards To Be Met

9.1.5. Production, Performance, Exhibition

A. Know and use the elements and principles of each art work in the arts and humanities.

- Elements
 - Visual Arts: color, form/shape, line, space, texture, value.
- Principles
 - Visual Arts: balance, contrast, emphasis, movement, proportion, repetition, harmony.

B. Recognize, know use and demonstrate a variety of appropriate art elements and principles to produce, review and revise original works in the arts.

Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multi-media

C. Know and use fundamental vocabulary within each of the art forms.

E. Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

H. Use and maintain materials, equipment and tools safely at work and performance spaces.

- Describe some materials used.
- Describe issues of cleanliness related to the arts.
- Know how to work in selected physical space/environments.
- Identify the qualities of safe props/stage equipment.

9.2.5. Historical and Cultural Contexts

- A. Explain the historical, cultural and social context of an individual work in the arts.
- B. Relate works in the arts chronologically to historical events.
- C. Relate works in the arts to varying styles and genre and to the periods in which they were created.
- D. Analyze a work of art from its historical and cultural perspective.
- F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- G. Relate works in the arts to geographic regions:
 - Europe
- I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
- J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts.

9.4.5. Aesthetic Response

- B. Investigate and communicate multiple philosophical views about works in the arts.
- D. Explain choices made regarding media, technique, form and subject matter.

Educational Objectives

Students will be able to identify elements of art in historical and academic contexts.

Students will enhance their ability to render an animal realistically using value, texture, color and shape.

Students will be able to identify related vocabulary and geographical areas that are pertinent to the current unit of study.

Motivational Activity

Class will begin by showing students detailed artwork that was found in various caves throughout France. These cave drawings are perfect examples of what Mrs. Seymour and I will be looking for because they contain adequate components of both line and color.

By painting the stage historically and relating this project to their lives by putting them in the shoes of Paleolithic hunters, students will be motivated to create cave paintings of their own. In addition to this, Mrs. Seymour and I have constructed a cave using mural paper and available tables, so that students can have the fullest experience of what it was like to draw and paint in such a confined and dark space.

Vocabulary Words

1. *Incising* – To engrave (designs or writing) into a surface; to carve. In this particular instance, it refers to tracing a contour line so as to lightly cut into the surface of the clay. **This applies to 6th grade only.**
2. *Glazing* – a layer or coating of a vitreous substance which has been fused to a ceramic object through firing and oiling. Glaze can serve to color, decorate, strengthen or waterproof an item. **This applies to 6th grade only.**
3. *Wedging* – the process of removing air from the interior of the clay, so as to eliminate the possibility of the clay breaking or exploding during the firing process. **This applies to 6th grade only.**
4. *Contour line* – refers to the outside of an object/figure; it is the exterior line that includes no value or color.
5. *Binder* – commonly called the vehicle, is the film-forming component of paint. It is the only component that must be present.

Materials

- Clay (6th grade only)
- Wooden sculpting tools (6th grade only)
- Glaze (6th grade only)
- Gel medium (5th grade only)
- Water dishes (5th grade only)
- Brushes (6th grade only)
- Pastels (5th grade only)
- Transparency paper
- Black sharpies (5th grade only)
- Pencils
- Erasers
- Flashlights (5th grade only)
- Construction paper (5th grade only)

Process

Grade 5:

Day 1:

1. First, students are to create sketches of their animal of choice (something that a Paleolithic hunter would have encountered).
2. Students are to add value, detail, and a background to their sketches to render it as realistic as possible.
3. Next, students will use a sharpie and transparency paper to trace all the contour lines of their sketch.
4. Students will cut out their sketch, and will be able to use that later as a template.
 - Note: If students finish earlier than anticipated, they can move onto step one of day two.

Day 2:

1. Students are to use their transparency template to trace their animal onto a sheet of construction paper.
2. Next, students are to use pastels, and gel medium to color the interior of their animal.
3. Following this, students are to color in their backgrounds and use symbols throughout their paper.
4. Finally, students are to use gel medium to solidify the pastel, and clean up their area when finished with their projects.

Grade 6:**Day 1:**

1. First, students are to create sketches of their animal of choice (something that a Paleolithic hunter would have encountered).
2. Students are to add value, detail, and a background to their sketches to render it as realistic as possible.
3. Next, students will use a sharpie and transparency paper to trace all the contour lines of their sketch.
4. Students will cut out their sketch, and will be able to use that later as a template.
 - Note: If students finish earlier than anticipated, they can move onto step one of day two.

Day 2:

1. Provided students have cut out their animal from their transparency sheet, they will use a wooden tool to trace their cut out onto a thin slab of clay.
2. Next, students will outline their contour lines with black glaze.
3. Following this, students will glaze the inside of their animal, and then the outside, using at least three different glazes.
4. Once glazing is complete, students are to wash off their brushes, clean up their area and reflect on their experience creating cave art.

Differentiated Instruction

This project and its accompanying requirements have been adapted to meet the needs of those with learning disabilities or behavioral disorders. Such students will still be required to complete a cave art piece; however, it is simplified, and does not require as much detail and technical precision.

This project has been adapted in the following ways:

- A template will be created so that such students can trace the animal, rather than needing to draw it using hand eye coordination.
- Such students will not be graded on the basis of technical skill and attention to detail, but rather on the presence of an animal and color (either glaze or pastel).

This differentiated instruction was designed to reduce the amount of required technical precision and craftsmanship because in many cases the student(s) may not physically be able to manipulate a paintbrush or pencil in the same way that a general education student can.

In addition to this, grading has also been modified and simplified to meet the needs of such students.

Evaluation

See attached rubric for more information.

References

A Survival Kit for the Secondary School Art Teacher, by Phil Metzger, *North Light Books*, 1996, (p. 21).

Clean Up

Every student is responsible for restoring his/her area to the condition it was when he/she entered the art room. That includes ensuring that all brushes have been washed and dried, that there is no pastel residue anywhere, that the floors are free from glaze and that their tables have been wiped and dried.

Time Budget

- I. PowerPoint introduction (20 minutes)
- II. Description of assignment (5 minutes)
- III. Sketches (35 minutes)
- IV. Begin final project (10 minutes)
- V. Clean-up (10 minutes)

Extension

If students are to finish early on day one, they are to continue onto step one of day two.

If students are to finish early on day two, they are to reflect upon their experiences as Paleolithic cave artists. Based upon their drawing, would they have survived as a cave person? Could they have survived without the luxuries that we have in this modern age? Would they have rather painted inside of a cave, or outside in the open air?