

THE ARTS

POSTCARDS FROM MY SUMMER VACATION

GRADES: K-6

MATERIALS:

- index cards (small or large)
- crayons and pencils

METHOD:

1. Give each student an index card, crayons and pencils. (just crayons for the k).
2. Then ask students to think back to a particular part of their summer that they would like to capture on a post card. A part of summer that they really enjoyed and then draw it on the blank side of the index card.
3. On the lined side of the card, I ask them to write a little something about their picture and then address the card to me. They can even draw a stamp if they like!

I collect the post cards and put them in our showcase end to end, covering the whole showcase. It makes for a very colorful display.

submitted by

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STUDENT GALLERY

GRADES: 3-12

MATERIALS:

- 9" X 12" white paper
- crayons or colored pencils (for older students)
- small hand held mirrors

METHOD:

1. At the beginning of the year, after I tell my students about the rules and explain contests that I promote during the year, I pass out small hand held mirrors and ask my art students to draw a picture of themselves.
2. When they are finished, I hang them up across my room and call it the "Student Gallery".
3. At the end of the year, they draw another picture of themselves and compare it to the one they drew at the beginning of the year! They are pleasantly surprised at the progress they made during the year.
4. I pass the pictures out and they get to take both of them home at year's end.

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GETTING ACQUAINTED

GRADE LEVEL: 1-7

MATERIALS:

- red construction paper
- apple template
- scissors, crayons
- magazine/newspapers
- white ink (optional)
- current photo of each student (take photos first week(s))

of school)

METHOD:

1. Trace/cut apple template onto red paper
2. Write name at top of apple
3. Glue/tape photo to center of apple
4. Choose words that describe student from newspapers/magazines (caring, kind, creative, sports, reader, and so on)
5. Cut out words and glue around photo
6. Place on BB or outside wall

EXTENSION:

- Use yellow, green paper to depict various colors of apples
- Teacher creates a getting acquainted apple
- Make a flip-up apple; place photo on outside flap; glue words on inside flap
- Students can stick fuzzy/glittery apple stickers around the inside/outside of the apple

submitted by

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BEGINNING OF SCHOOL SILHOUETTE

GRADES: 4-12

MATERIALS:

- 9 x 14 drawing paper
- color pencils
- pencils
- scissors

- overhead projector

METHOD:

1. Tape the drawing paper to the chalkboard and slide a desk almost up to the board under the paper.
2. Have each student sit on the desk so that when the overhead shines on him/her, it creates a shadow on the paper behind the student. (The student is creating a silhouette.)
3. Trace, or have another student trace, the outline of the silhouette onto the drawing paper.
4. The owner of the silhouette takes it to his/her desk and divides the silhouette into sections.
5. Instruct the students to illustrate each section in a different way that represents him or her. (Encourage students to make large sections.) Include things like hobbies, favorite food, friends, home, etc. Students who run out of ideas can also fill in some of the sections with patterns like stripes or dots.
6. When the silhouette is completed, cut it out and paste onto a different color of 9 x 14 paper.

I always hang on the wall near the ceiling and students don't get them back until the end of the year. They are a great referral when trying to find that thing that "clicks" with students.

submitted by

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PERSONAL HISTORY

GRADES: 1-6

I use this activity for my Personal History at the beginning of the year. It is really interesting to read all the responses.

MATERIALS:

When Jo Louis Won the Title by Belinda Rochelle

- lined paper
- white paper with a large oval drawn in the middle
- art supplies (pencils, markers, crayons, etc.)
- construction paper (approx. 18" x 12")

METHOD:

1. Read the story **When Jo Louis Won the Title** (This is a story of a young girl who learns why her name is so special to her family.)
2. Ask the students to then go home and research how they got their names and what they mean. Have them write a short report on the lined paper. You could even have them include their personal opinions on their names.
3. In class, have the students draw a self portrait. Use the paper with oval. It is interesting to see the students' artistic development. Some will use the oval as a frame and others will use the oval as the shape of their heads. This is also a good time to teach some basic drawing techniques.
4. When both assignments are finished, have the students glue each, side by side, on the construction paper. Post in your room or in the hallway.

submitted by

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MODERN PICTURE ABOUT ME

GRADES: 6-12

This is always one of my students' favorite projects. I have used it in 6th-12th grade Art and it works well in each level.

MATERIALS:

- 12X18 sheet of white drawing paper
- pencil
- marker (any color, but each student only needs one color)
- ruler
- stencils or cutouts of symbols for various things (optional-you can make them draw everything themselves, but I find it easier to provide them some cut outs to use)

METHOD:

1. Think of 10 symbols that could be used to represent YOU (baseball, music, telephone, reading, car, etc.)
2. Draw the ten symbols on your paper covering as much of the paper as possible.
3. Use a ruler to draw horizontal and vertical lines every two inches on top of your drawing to make a checker board.
4. With the marker, fill in every other space alternating shape, background, shape, background and so on. Switch at the beginning of each row. i.e. checkerboard-like
5. Remember, you need to plan and think ahead. Mistakes in coloring are very difficult to fix.

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INTRODUCTION TO THEATER ARTS

GRADES: 4-12

MATERIALS:

- none

METHOD:

1. Choose one, or the combination of both of the following ideas, and together with a partner (Duet) create a way to introduce yourselves to the audience. Your skit must be based off of the show(s) and bring out several items about yourselves. **AMERICA'S MOST WANTED** &/or **LIFE STYLES OF THE RICH AND FAMOUS**
2. You must bring out your real name so everyone knows who you are. Other areas you may choose information from to bring out within the skit are:
 - Place of Birth
 - Family Members (Sisters/ Brothers/Pets etc.)
 - Hobbies
 - Talents
 - Favorite Things
 - Things you dislike
 - Places you've been
 - Places you'd like to go
 - Most embarrassing moment, etc.
3. Example: One Student stands off to the side with his head in a frame. The other student sits on a set and pretends to be the host of the show America's Most Wanted In School. He begins to talk about this student who is wanted for various crimes. He's a happy and friendly chap that loves to help teachers. He enjoys participating in the Science Club, Student Council and he also is a member of the Wolverine Band. (Give a

physical description), and tell other things about him etc. Finish by saying: "If you should see him, stop him and introduce yourself. He's a great person to know. This has been your host (and give your real name) of America's Most Wanted In School. Tune in next time for another wanted student.

4. Example: Life Styles of the Rich and Famous. Two students pretend to be rich and famous. One is going to be interviewed by Barbara Walters and is very nervous as this is the first time she has been interviewed on live TV. She goes over to the other student (famous person's) house to get support. They do a practice run of questions that might be asked, actually bringing the information out about each other.
5. Information should be true, not made up. Time element: 3-5 minutes Props: optional Costumes: optional

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MUSICAL INTRODUCTIONS

GRADES: K-3

Use a familiar tune to introduce yourself to students, and learn about introductions, (shaking hands)

MATERIALS:

- words to song
- classroom rhythm instruments (opt)

METHOD:

1. Teach song: What is Your Name? to the tune of Frere' Jacques: Teacher/Class: What is your name? What is your

Name? Tell us please. Tell us please. We would like to meet you. We would like to meet you. What's your name? What's your name?

2. Have students listen and repeat lines. Bring up children one by one or in groups. Introduce yourself, shake hands, and then have student say "My name is _____. They can then sit down.
3. After the children are comfortable with the words, begin adding variations like clapping, snapping, singing entire song, singing without clapping/clapping no singing.
4. You can also incorporate number patterns into the way you bring students up. 1 – 2 – 3 – 2 -1, adding groups, asking questions for classification (girls/boys), etc.

I have used this successfully in both English and Spanish-language classrooms.

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