

Peirce Elementary School Visual Art

Teacher: Molly Atryzek

Dates of display: March 11- April 1

Emotion Paintings by Kindergarten (A)

After talking about what "emotion" means and what kinds of emotions we experience, kindergarten artists learned how colors can portray emotion in artwork. Students looked at famous works of art and discussed how certain colors, lines, and shapes made them feel in the art.

Students then used different colors, lines and shapes to express one or more emotions using paint, oil pastels and cut out shapes. Finally, students gave their artwork a title.

Mood Monsters by 2nd Grade (B)

Students painted and collaged "Mood Monsters" after learning about how color can portray different emotions. We looked at artwork by a variety of artists including Georgia O'Keeffe, Pablo Picasso and Mark Rothko. Students reflected on how certain colors made each of them feel and how we each attach different feelings to different colors.

After talking about different emotions, students chose one and mixed colors to match that mood and then created different tints of that color in their backgrounds. Students created collage monsters by cutting out shapes from color paper that matched the chosen mood and gluing them onto their painted backgrounds. Finally, students wrote short biographies about their monsters.

Planning & Process (C)

Connecting to the Studio Habits of Mind “Envision” and “Understanding Art Worlds”, students learn how artists plan out their ideas before starting a creative project. Students are encouraged to brainstorm, plan and sketch out a few ideas before beginning a final project. This gives them the opportunity to think about potential obstacles they may come across. Some students end up sticking to their original ideas while others come up with new ones as they work!

Fifth graders created surreal shadow boxes with found objects inspired by artist Joseph Cornell that depict a dream or nightmare.

Second graders assembled their very own “Dream Spaces” with paper plates and painted cardstock paper. They filled their dream spaces with pop-up style drawings of things they love.

Third graders learned about “zines” and how they educate the public about the artist’s interests or passions. Students created multi-page mini pamphlets (zines) of what they are experts on or what they like to do.

Mandalas by 4th Grade (D)

Fourth grade artists learned about radial symmetry and pattern by creating mandalas. Students learned about the importance and symbolism of mandalas in different cultures and how creating mandalas can be used as a tool for meditation and increasing self awareness. Students were shown a video of the Tibetan Buddhist ritual of creating sand mandalas in which intricate mandalas are made with sand, and then destroyed after they have served their purpose. The underlying message of this ceremony is that “nothing is permanent”.

Students then drew their own mandalas by using repeating patterns. They were encouraged to include symbols that hold unique meaning in their own lives, as well as experiment with different patterns and lines.

Self Portraits (E)

Grades K-5 learned about self portraits and how different artists use self portraits to express their identity. Students were shown portraits by multiple artists- classic and contemporary...

Kindergarten and First grade artists learned about Frida Kahlo and made self portraits inspired by the book “Frida and her Animalitos”. Students learned about Frida’s love of nature and animals and how she included both in her self portraits. Students first sketched their faces, then painted backgrounds that showed what they love.

Second and Third grade artists were asked the question, “What is your superpower?” and created Superhero Self Portraits that depicted what they would look like as a superhero! Students drew their self portraits in the style of comic book covers, considering what they would wear as a superhero and what their superhero name would be.

Fourth and Fifth Grade artists were shown the artwork of portrait artists including Kehinde Wiley, Henri Matisse and Frida Kahlo and discussed how artists use elements such as symbolism and color to represent who they are. Students then painted self portraits that express their identities through symbolism, color, and backgrounds.