

Dear Families,

This is your child's **First Grade Art Portfolio**. I have enjoyed teaching your children enormously this year, and they have learned so much.

We began each unit with a question and, through the lessons, attempted to find answers. Your child will enjoy looking at and talking about each of the pieces with you. I have included a brief description of the lessons, as well as a questionnaire for you to share your ideas and opinions with me. **Please fill out and return the questionnaire. I find them very valuable for evaluating my curriculum and planning for next year.**

Thank you,

Mrs. Ibanez

Art Teacher

Why do artists mix colors?

We started the year by asking why artists mix colors. To find out, students created paintings by mixing two colors together. They learned how to mix paint to create new colors. They looked at works of art by Sonia Delaunay, Romare Bearden, and Jacob Lawrence to identify which colors the artist created by mixing others and found colors in their own paintings that were the same as the artist's.

Why do artists make portraits?

We pondered this question. Students looked at portraits by many artists and read a book called *How Artists See People*, by Colleen Carroll. They came up with a long list of reasons why artists choose to make portraits. One of the reasons they found was to honor or commemorate someone important who has died. We decided to commemorate and honor Lee F. Jackson, the person for whom our school is named, through portraits. We found photos of Lee F. Jackson in a book called *A Man for the People*, by Melissa Heckler and Dr. Nettie Webb. The children chose to make portraits of either Lee F. Jackson as a baby, a young man, or an adult. The children used what they learned about color mixing to create the portraits.

Why do artists make self portraits?

The next portraits we made were self portraits. We read a story by Jonah Winter called *Frida*, about the life of Frida Kahlo. In this book Frida painted what she saw with her heart, on top of what she saw with her eyes. She used her imagination to create interesting details in her pictures. The students looked at self portraits painted by Frida Kahlo and discussed how she used her imagination in each picture. They made self portraits with oil pastels and also used their imaginations to create interesting pictures.

Why do artists make portraits in clay?

The next portraits we made were three-dimensional portraits. The figures were based on the work of Josefina Aguilar, a Mexican folk artist. We read the book *Josefina* by Jeanette Winter. We learned that Josefina used clay to make the things that she saw around her including people working, singing, and even crying. She painted her clay figures with beautiful bright colors. We made clay figures, fired them in the kiln, and painted them with water colors.

How did the Cubists make portraits?

The children had an opportunity to see geometry in portraits. They looked at a painting called *The Three Musicians* by Pablo Picasso. It is a cubist painting. That means that Picasso used geometric shapes to create the figures and their instruments in the painting. We then looked at real nutcrackers. We also found geometric shapes in them. We made pictures of nutcrackers using cubism.

How do artists use texture?

Students had the opportunity to look at books by Eric Carle, see a video of him working in his studio, and see a play of three of his stories. They learned that texture is the way something feels and that in a picture, texture is the way something looks like it feels. They used a variety of interesting textured objects to apply paint to paper. They then used the paper to cut and collage an animal in the style of Eric Carle.

How is texture used in a Landscape?

Students learned that a landscape is a picture of a place and can have three parts: a foreground, a middle ground, and a background. They created landscapes with a variety of textures by using oil pastels and watercolors.

How are lines used in a landscape?

Students looked at examples of sumi-e brush work done by Chinese and Japanese artists. They took a look at a bamboo plant and at paintings of bamboo. They painted plants, too. They experimented with thin, thick, dark, and light lines. They looked at how lines were used in landscapes by the artists and tried painting mountains, clouds, fields, and more.

How are lines and textures combined in Repousse?

The children had the opportunity to learn about Repousse. Repousse is a French word that means "to push". They create Repousse art work the students used tools to push lines on metallic foil to create texture. They created landscape pictures using Repousse.

Why do artists make still life paintings?

We read a book by Jeanette Winter called *My Name is Georgia*. It is about the artist Georgia O'Keefe. She created beautiful works of art including large flowers. The students created flower paintings by looking closely like she did.

Why do artists copy art of other artists?

In the story about Georgia O'Keefe, we discovered that she made copies of other artists work to learn how they painted. We also found out that she made many still life paintings. We made pictures based on still life pictures by Henri Matisse, Vincent van Gogh, and Paul Cezanne.

Questionnaire

Child's name: _____

Which piece of your child's artwork did you most enjoy? Why?

Which lesson did your child seem to want to discuss most?

Are there any artists you would like your child to know about?

Are there any art techniques you would like your child to know how to do?
