

Art Newsletter

<p><u>Kindergarten</u></p> <p>Our students are completing a series of art exploration pieces dedicated to learning the element of color. In particular, students are completing a multi-media project entitled the Color Tree. Our next projects will focus on the elements of line and shape as our artists create line landscapes. Students will study the genre of landscape, and create their own, using contour lines.</p>	<p><u>Grade 1</u></p> <p>First graders are completing their collage still-life pieces. They are in the process of creating patterns as a design for their “bowls”. Once these are glued down below the fruits and vegetables, students will have completed arrangements that reflect attention to detail, as well as overlapping pieces for visual interest. Next, students will begin a study of Matisse’s painting of goldfish in a bowl. Then, students will be using their shape and line knowledge to create their own versions.</p>	<p><u>Grade 2</u></p> <p>Our second graders have been studying landscapes and have learned all about background, middle ground and foreground. They reviewed landscapes by famous artists, and in particular, one by Mondrian. Students have begun creating a wooded landscape that reflects some knowledge of perspective and the resultant size changes that occur with distance.</p>
<p><u>Grade 3</u></p>	<p><u>Grade 4</u></p>	<p><u>Grade 5</u></p>
<p>Third grade is in the process of a project that relates to our study on Chinese brush painting. Students have begun a watercolor painting of bamboo, birds and their choice of another Chinese subject matter. Students are paying particular attention to the art element of “value”, and making sure that their pieces include varying degrees of lightness and darkness.</p>	<p>Fourth grade is in the process of Modigliani self-portraits. After studying the expressionist portraits, students have begun to create pastel self-portraits in Modigliani’s style. Certain unique features and qualities make a Modigliani readily identifiable, and our students have been careful to include these characteristics in their own pieces.</p>	<p>Our 5th graders are about to embark on an artistic endeavor that combines social activism and art. We will view the Six Flags of Tolerance, and discuss their significance and implications. Then, employing the Japanese principle of Notan (light/dark), students will create their own flags with Tolerance as the guiding inspiration and focus. Students will pay attention to positive and negative space, and contrasting colors.</p>