

**How can art teachers
add a C4 lens to their
instruction? What are
they already doing,
what can be layered on
top?**

ELEMENTARY ART LESSONS

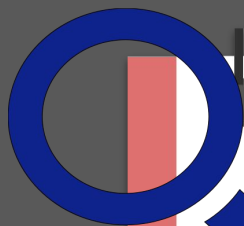
With a c4
lens



Abstract Painting
4th Grade

Abstract Painting
3rd Grade

Character Design



**Click on the
magnifying glasses
to see how the lens
of c4 was used**

[Home](#)





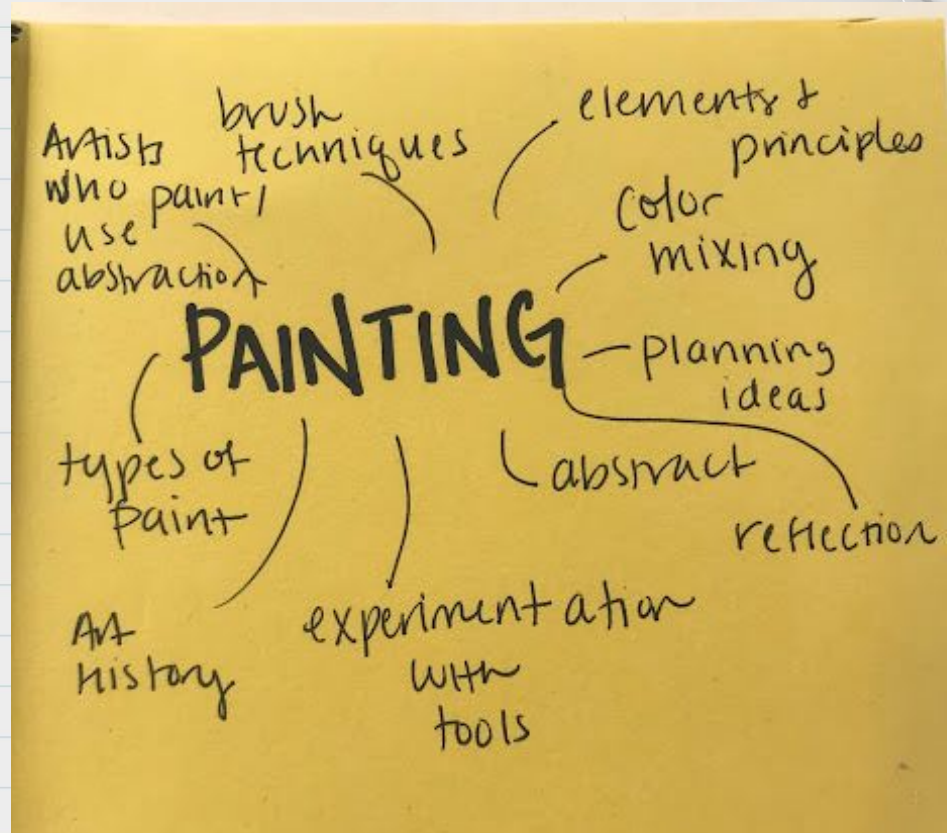
Topics



Standards



Topics an
art teacher
might
already be
covering



**Applicable
Ohio
Standards**

4.1CR Find and solve problems of personal relevance and interest when developing art-making ideas.

4.2CR Select materials and processes to solve artistic problems.

4.3CR Consider the elements of art and principles of design to create visually effective compositions.

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4.3CR Consider the elements of art and principles of design to create visually effective compositions.

4.1RE Identify qualities that contribute to the design and meanings of works of art.

4.3CO Demonstrate empathetic reactions in response to works of art.



Abstract Paintings About Us!

4th grade

Artist Inspiration

Examples of the "Color, Shape, Pattern" thinking routine.



Color, Shape, Pattern		
COLOR	SHAPE	PATTERN
How does this color represent you? Because I really like the color blue. It's calm and peaceful.	How does this shape represent you? Because I like things that are simple and clean.	How does this pattern represent you? Because I like things that are repetitive and rhythmic.

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Elements and Principles



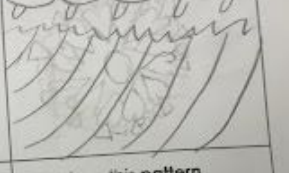
Thinking Routine

- Thinking metaphorically
- Thinking in a new way about themselves
 - Independence vs. Interconnectedness tension
- Opportunities to explore interconnectedness:
 - Where do you see connections with someone else?
 - What would the pattern of your partnership, group or class look like? How would everyone be included?



Color, Shape, Pattern

Caroline

COLOR	SHAPE	PATTERN
		
How does this color represent you? Because I'm usually happy and bright and I think that green shows that	How does this shape represent you? Because I'm always open up to new ideas and a splatter is always growing	How does this pattern represent you? Because it's creative and unique and I like creative and unique things

How can museum art and artifacts help students think about how creativity can inspire thought and action slow down? e.g., by asking questions like:

- How does this artwork make you feel? What do you think might make you feel this way?
- What do you think the artist cares about in this work? What do think the artist might want us to care about or think?
- How might this artwork represent the artist's identity?



Planning ideas



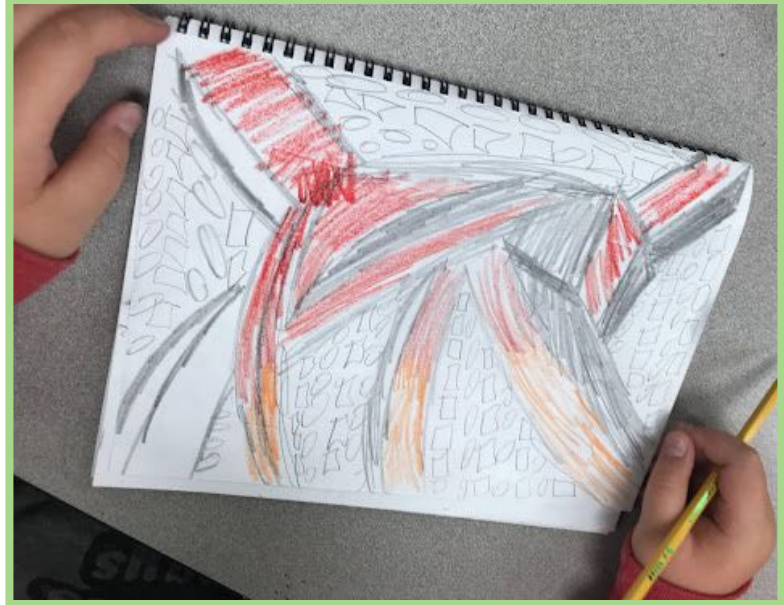
Experiment-
ation

Abstract
art



**Applying
Elements and
Principles to
represent
aspects of
their identity**

**What choices
did you
make? Why?**



Use of materials, tools



and techniques

Artist
Statement/
reflection



writing
this
r
A
the
with
for
de
you
or?

Tell the story of your art. The "Talking and writing about art" prompts can help you think of ideas.

I wanted to make this piece of art because you can always have many emotions at the same time. Like you could be mad and sad at the same time. Another example of having different emotions at the same time could be, if someone makes fun of you but you don't care you might still be sad on the inside. I also have a question for anyone who may be seeing this. Have you ever had more than one emotion before?

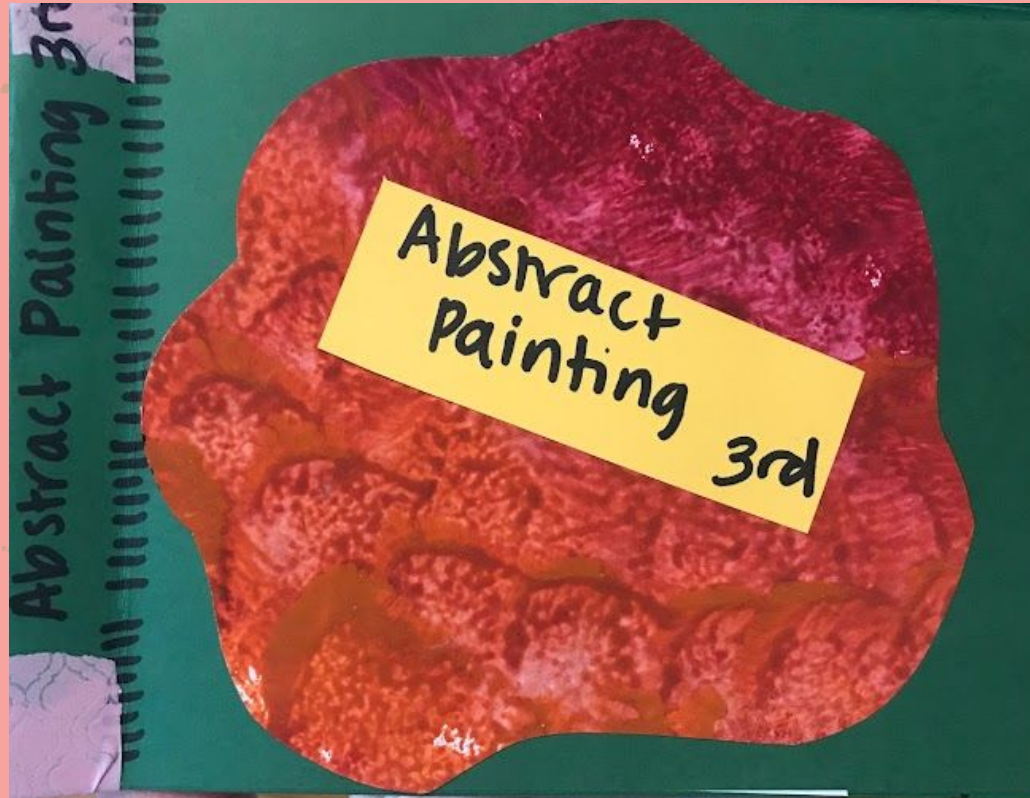


Talking and Writing about my Art



- What is your art **about**? What is the **story** of your art?
 - How did you **think** of your **idea**?
- How did you **experiment** with materials? What did you **discover**?
 - When did you get **stuck**? What did you do?
 - How did your idea **change**?
 - What did you **enjoy** the most about making this artwork?
 - What do you want people to **notice**?
- What else do you want people to know about your creation?





Standards



Applicable Ohio Standards

3.1CR Identify and choose between multiple sources in preparation for art making.

3.2CR Investigate artistic challenges using various materials and tools.

3.3CR Experiment with the elements of art

3.2PR Demonstrate expressive and purposeful use of materials and tools.

3.3PR Use principles of design to arrange the elements of art.

3.1RE Compare and contrast personal interpretations of works of art with those of peers.

3.2RE Use feedback and self-assessment to improve the techniques utilized in personal artworks.





ELEMENTS OF ART



Experiment with tools
and techniques



Students
chose a
mood from
the mood
meter to
represent
in their
painting.

SENSE	FULFILLED	CALM	BALANCED	M O O D	LOVELY	WARM	CONTENT	ECSTATIC
LONELY	SOB	FRUSTRATED	ANGRY		NEIGHBORLY	ENJOYED	HAPPY	JOY
WORRIED	WATERSIDE	FRANCO	WELL		WONDER	AMUSED	PROUD	PLEASANT
CONFIDENT	COMPLACENT	PERFECT	WELL		LOVELY	WARM	CONTENT	ECSTATIC
M O O D					M E T E R			
SAD	LONELY	TIRED	WONDER	E T E R	SENSE	WARM	RESTLESS	THINKING
GLAD	ENJOYED	WATERSIDE	JOY		PEACE	WONDER	PROUD	WELL
WONDERFUL	CONCERNED	STRANDED	WONDERFUL		FRUSTRATED	STRANDED	WONDERFUL	PROUD
DISAPPOINTED	ENJOYED	SPENT	WONDERFUL		CONTENT	WARM	WELL	PROUD



Students began by experimenting with the elements of art in mini paintings.

Students chose different mini paintings to represent different moods from the mood meter and explained their thinking.



REFLECTION

Art Reflection

Title: No Title

Name: Calla

Teacher Code: 35

☐ Talk about your art with a friend

Tell the story of your art. The "talking and writing about art" prompts can help you think of ideas.

My art is about how when you
feel happy and worried you
have to stick with happy. I
thought of my idea by thinking
about water slides because they
scare me but they're fun.

Reflection

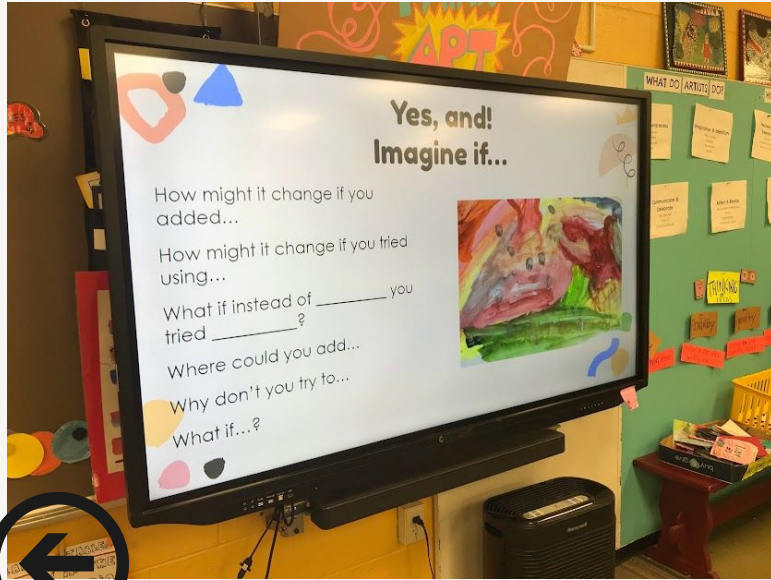


- Collaborative discussion to grow ideas
 - Influence/Inspiration

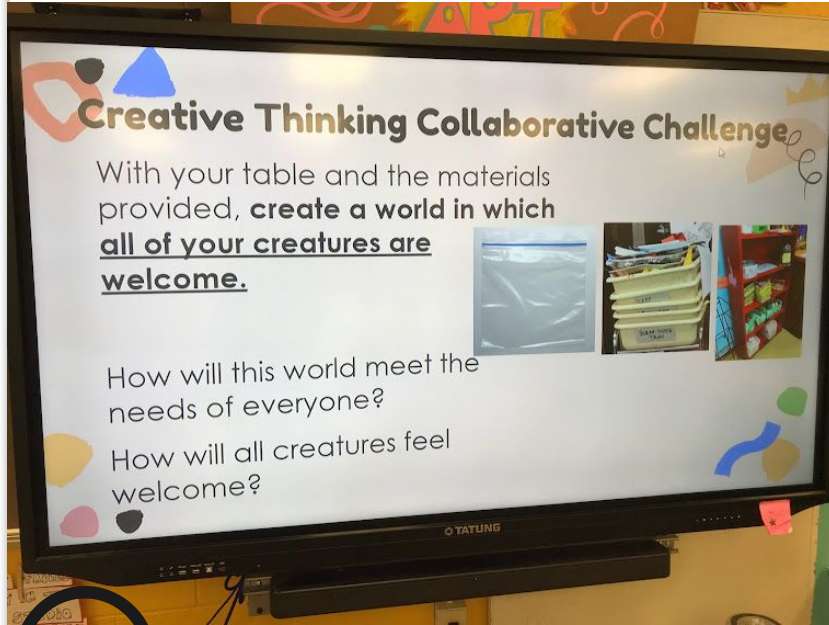
- Creativity Challenge
 - Imagination/ Investigation

- Real life connections
 - Emotional Awareness

Growing our ideas with a partner



Creativity Challenge



Creative Thinking Collaborative Challenge

With your table and the materials provided, **create a world in which all of your creatures are welcome.**

How will this world meet the needs of everyone?

How will all creatures feel welcome?



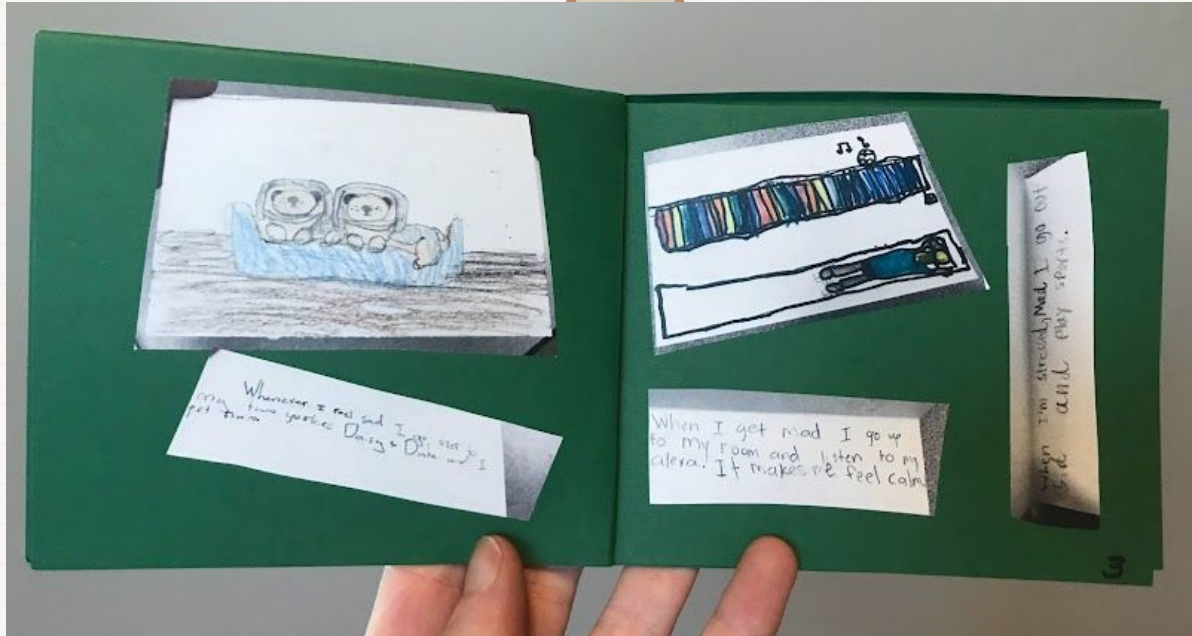
Real life connections

- Gallery walk to share connections
 - Interconnectedness



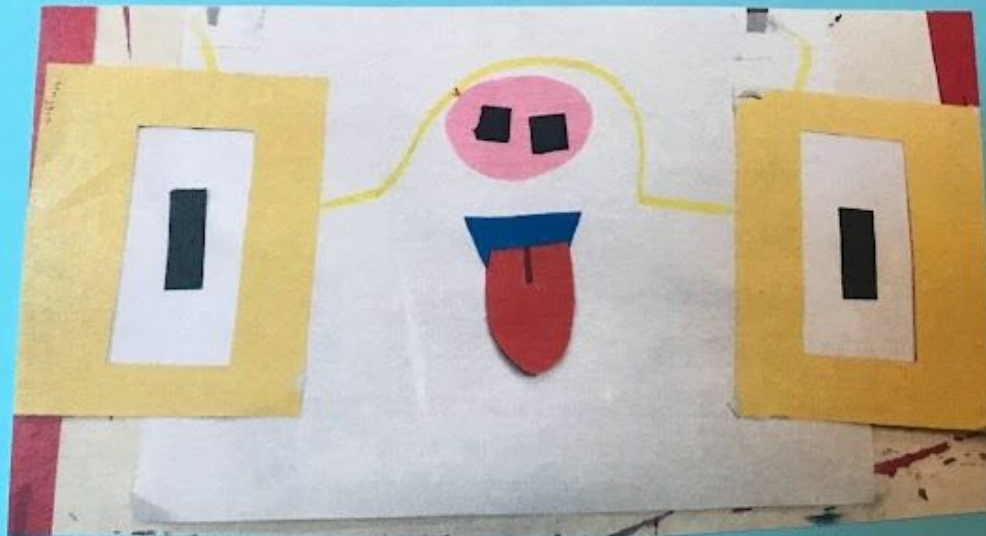
Real life connections

- How did you move up on the move meter?
- When is a time someone helped you?
- When did you help someone else?



Character Design

CHARACTER



DESIGN





Creating Monsters



Imagine your fear as a scary monster, how can you turn it into a silly monster to make it less scary?

We all have fears

- Interconnectedness/
Imagination

Celebration: Create a party that all of your monsters would enjoy!

3D Paper sculpture



Clay creatures Clay techniques



3D Sculpture



Re-V Imagine



Designing for the needs of someone else





Share +
Celebrate

Creative Thinking Collaborative Challenge

With your table and the materials provided, **create a world in which all of your creatures are welcome.**

How will this world meet the needs of everyone?

How will all creatures feel welcome?



Art Celebration

1. Did your **idea** change? How?
2. When did you face a **challenge**? What did you do about it?
3. How did you **experiment** or take a risk? What did you notice or discover?
4. What **materials** or **techniques** did you choose and why?

