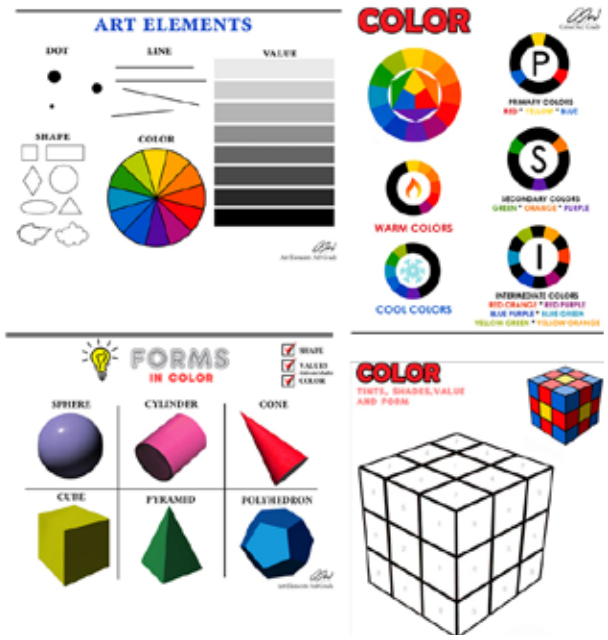
VISUAL LANGUAGE
3rd GRADE

DaVinci The Initiative

VISUAL LANGUAGE I (K-3)

Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs



Exercise Examples

SUMMARY

"Learning to design is learning to see, an adventure that gets more and more captivating the further you go." - *Oliver Reichenstein*

Visual Language I is a strategic sequencing of educational visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building exercises from the celebrated Waichulis curriculum (designed for the International Ani Art Academies) **Visual Language I** seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

"Visual arts education is now understood as critical and necessary for success in a world that is making a paradigm shift to a global model requiring higher order thinking, creativity, problem-solving, and flexibility. Even Benjamin Bloom's Taxonomy of Learning Domains – a standard model for the classification of intellectual behaviors related to learning – has been revised and restructured to make "Creating" the top of the hierarchy. The taxonomy now reflects not only the arts, in particular, but also a relevance to 21st century work. Visual arts learning includes all three of Bloom's domains of educational activities leading to higher order thinking." *-Darien Public Schools Art Department, Connecticut.*

VISUAL LANGUAGE I (K-3)

OBJECTIVES

- Acquisition of media skills and processes necessary for life-long artistic learning and application.
- Development of adaptable/transferable fine motor control and hand-eye coordination.
- Development of the ability to depict, analyze and interpret the world in visual form.
- Development of creative and communication skills so as to successfully express ideas through artistically proficient products.
- Identification and exploration of the scientific and psychological aspects of the art experience.
- Development of problem-solving and critical-thinking skills.
- Strengthening of creative thinking and inventiveness.
- Development of a deeper understanding of human behavior, motivation, diversity, culture, and history.

SPECIAL NOTE

This sequential framework that is **Visual Language I (II, and III)** should be viewed as an organic system that can be altered and/or augmented to fit the specific needs of the classroom. With this in mind, it is highly recommended that the **Visual Language I** exercises be assigned in the order that they are presented so as to maximize development.

Additionally, these exercises are not meant to displace any popular pre-existing art projects that provide a fun creative experience for many, many students. The sequential framework provided here is intended to augment that creative experience with focused practice so as to achieve the aforementioned objectives. (Please feel free to send any suggestions or feedback to aaawaichulis@gmail.com. Through constructive feedback and input we hope to continue to improve on this early framework.)

STANDARDS

Kindergarten Literacy: CCSS.ELA-LITERACY.RL.K.4, CCSS.ELA-LITERACY.RL.K.5, CCSS.ELA-LITERACY.RI.K.3, CCSS.ELA-LITERACY.SL.K.1, CCSS.ELA-LITERACY.SL.K.2, CCSS.ELA-LITERACY.SL.K.3,
Kindergarten Math: CCSS.MATH.CONTENT.K.CC.A.1, CCSS.MATH.CONTENT.K.G.A.2, CCSS.MATH.CONTENT.K.G.A.3, CCSS.MATH.CONTENT.K.G.B.4, CCSS.MATH.CONTENT.K.G.B.5, CCSS.MATH.CONTENT.K.G.B.6

1st Grade Literacy: CCSS.ELA-LITERACY.RI.1.1, CCSS.ELA-LITERACY.RI.1.3, CCSS.ELA-LITERACY.RI.1.4, CCSS.ELA-LITERACY.RI.1.6, CCSS.ELA-LITERACY.SL.1.1. , CCSS.ELA-LITERACY.SL.1.2, CCSS.ELA-LITERACY.SL.1.3,
1st Grade Math: CCSS.MATH.CONTENT.1.G.A.1, CCSS.MATH.CONTENT.1.G.A.2,

2nd Grade Literacy: CCSS.ELA-LITERACY.RI.2.4, CCSS.ELA-LITERACY.RI.2.7, CCSS.ELA-LITERACY.SL.2.1, CCSS.ELA-LITERACY.SL.2.3
2nd Grade Math: CCSS.MATH.CONTENT.2.G.A.1,

VISUAL LANGUAGE I (K-3)

3rd Grade Literacy: CCSS.ELA-LITERACY.RI.3.4, CCSS.ELA-LITERACY.SL.3.1, CCSS.ELA-LITERACY.SL.3.3,
3rd Grade Math: CCSS.MATH.CONTENT.3.G.A.1

National Visual Arts Standards K-4: 1.a, 1.d, 2.c, 3.b,

MATERIALS

The materials for the **Visual Language I** exercises can be determined by classroom availability and the individual wishes of the teacher. Exercises may be carried out with plain paper, graphite pencil, crayon, marker, colored pencil, watercolor, acrylic, and construction paper of various colors. Additionally, some exercises may require glue, scissors and additional objects like paper plates. Please see individual exercise sheets for any specific materials required.

BASIC STRATEGY

The Visual Language I exercises echoes the same visual element chronology as Anthony Waichulis' Language of Drawing and Language of Painting programs. The general sequence is as follows: DOT, LINE, SHAPE, VALUE, and COLOR. You may see COLOR and VALUE trade order from Kindergarten to third grade as some concepts essential to VALUE and COLOR are more complex and thus are not addressed until the latter.
Visual Language I combines current day art projects found in most K-3 classrooms and infuses them with the LoD/LoP general sequence of development. This strategy aims to successfully balance familiarity and tradition with focused practice and efficiency.

STEPS:

See attached documentation.

VISUAL LANGUAGE I, II, III

Adapted from the Ani Art Academy's Language of Drawing and Language of Painting Programs

"Learning to design is learning to see, an adventure that gets more and more captivating the further you go."

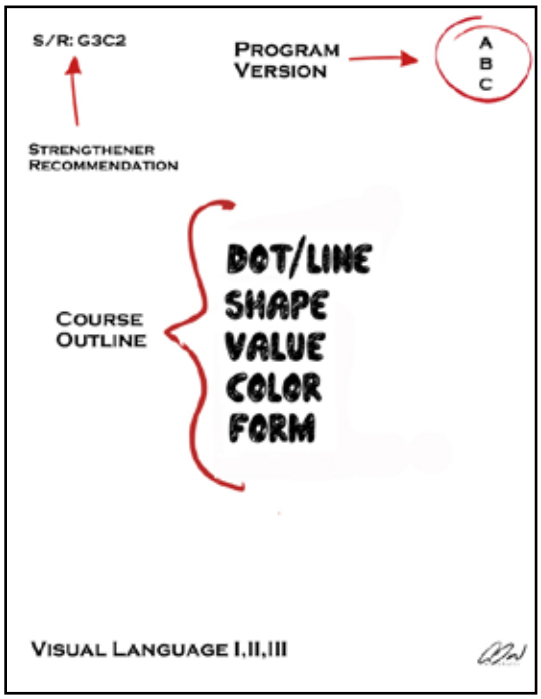
Oliver Reichenstein

The Visual Language program is a strategic sequencing of visual arts exercises designed to develop visual literacy and communication skills in the most effective and efficient manner possible. Echoing the same rational sequence of skill building from the celebrated Waichulis curricula, The Visual Language system seeks to develop visual literacy and communication skills that will allow students to successfully interact and contribute to a global environment that is increasingly dependent on visual stimuli.

Each grade repeats the same journey connecting dots with line, configuring lines into both shapes and values, marries value to shape to yield form, and then ignites each element with the magnificent contributions of color. Repetition is a key component for this learning model however great care was taken to embed it into a myriad of various arenas. For example, the earliest exercises in these K-12 adaptations place the same focus on dot-line repetition that is found in the successful Waichulis curricula--however--this repetitions is hidden in a number of matching challenges, connect-the-dot projects, guiding tracings and puzzles. Additionally, this variety presents significant opportunities for collateral contributions to other areas of study.

Visual Language I, II and III follows a theoretically sound process and rational sequence that is inherent to most successful educational systems. It is highly recommended that while teachers may customize the content of the individual sections, the overall hierarchy of development should remain intact. **(Dot-Line-Shape-Value-Color-Form.)**

Cover sheet will divide key sections for easy navigation and planning. Additional cover sheets for particular exercises may be added to help teachers understand why a certain project may be beneficial.



In addition, exercise sheets will contain a program version or "depth-route" indicator that will rate a particular exercise's impact for better planning based on available classroom hours. While each grade follows the same sequential pattern of the **Dot, Line, Shape, Value, Color,Form** – worksheets will now contain a depth code of A,B, or C: "A" representing a course with minimal hours to invest, "B" representing intermediate, and "C" representing a robust course. This way teachers can effectively and efficiently strategize with a clear and quick reference based on their time.

'Strengthening indicators' can also be found on certain assignment pages. These indicators will suggest potential exercises within the overall curriculum (if applicable) that will allow a student to try their hand at an early activity that may better prepare the student for the marked challenge. (For example – on a particularly challenging grade 4 Line assignment sheet you may see a strengthening exercise recommendation for a Grade 3 exercise, Line section, Page 7.)

DOT / LINE

SHAPE

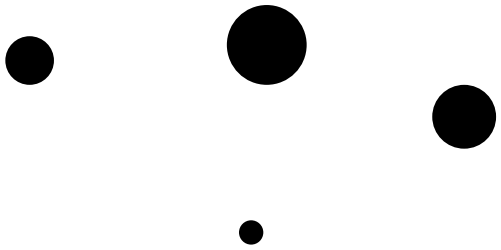
VALUE

COLOR

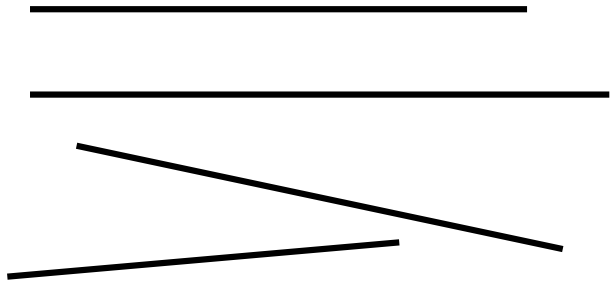
FORM

ART ELEMENTS

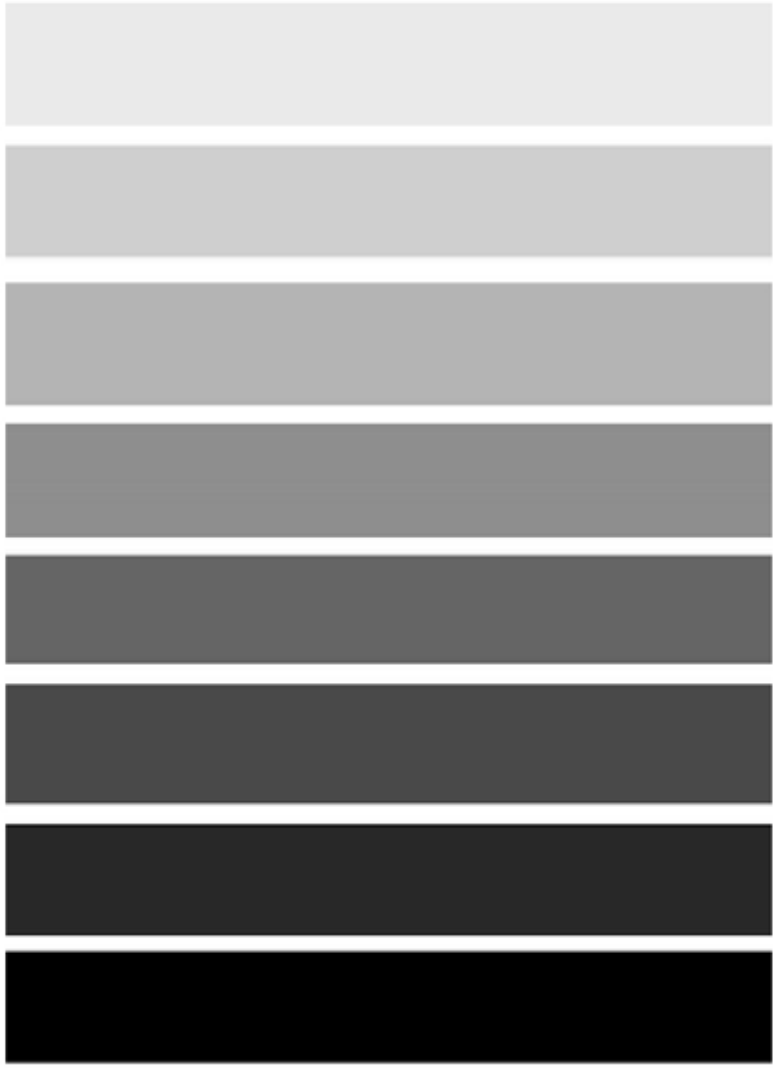
DOT



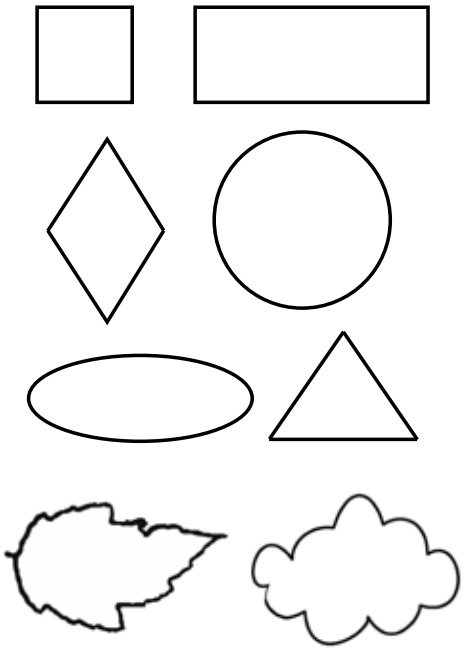
LINE



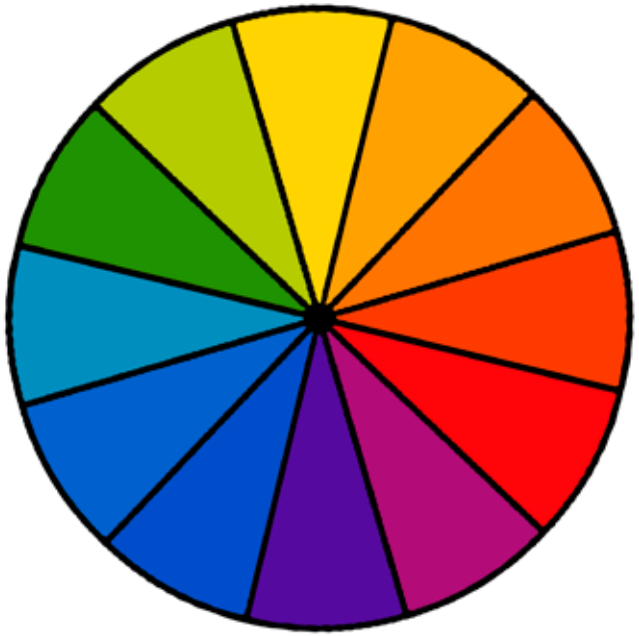
VALUE



SHAPE

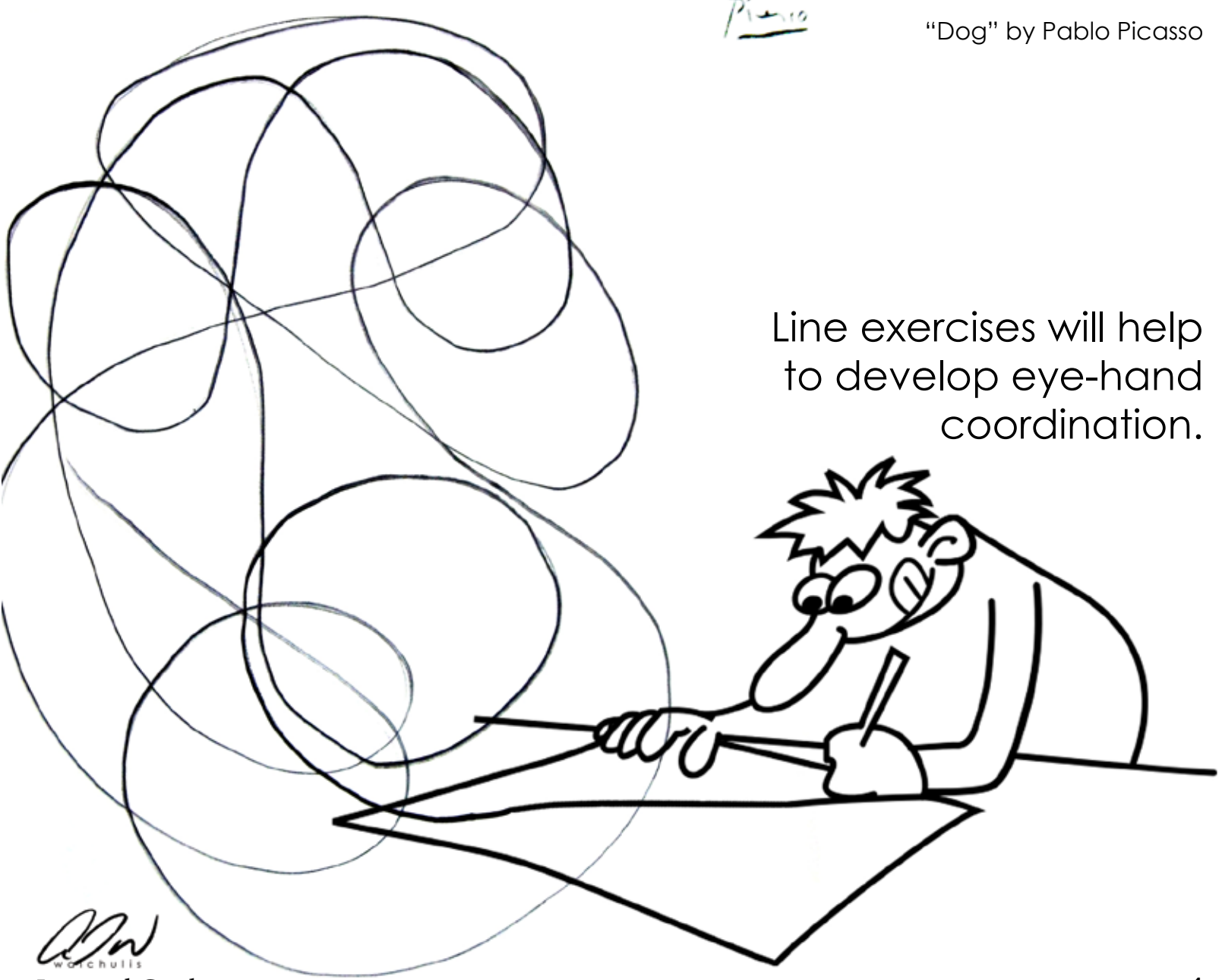


COLOR



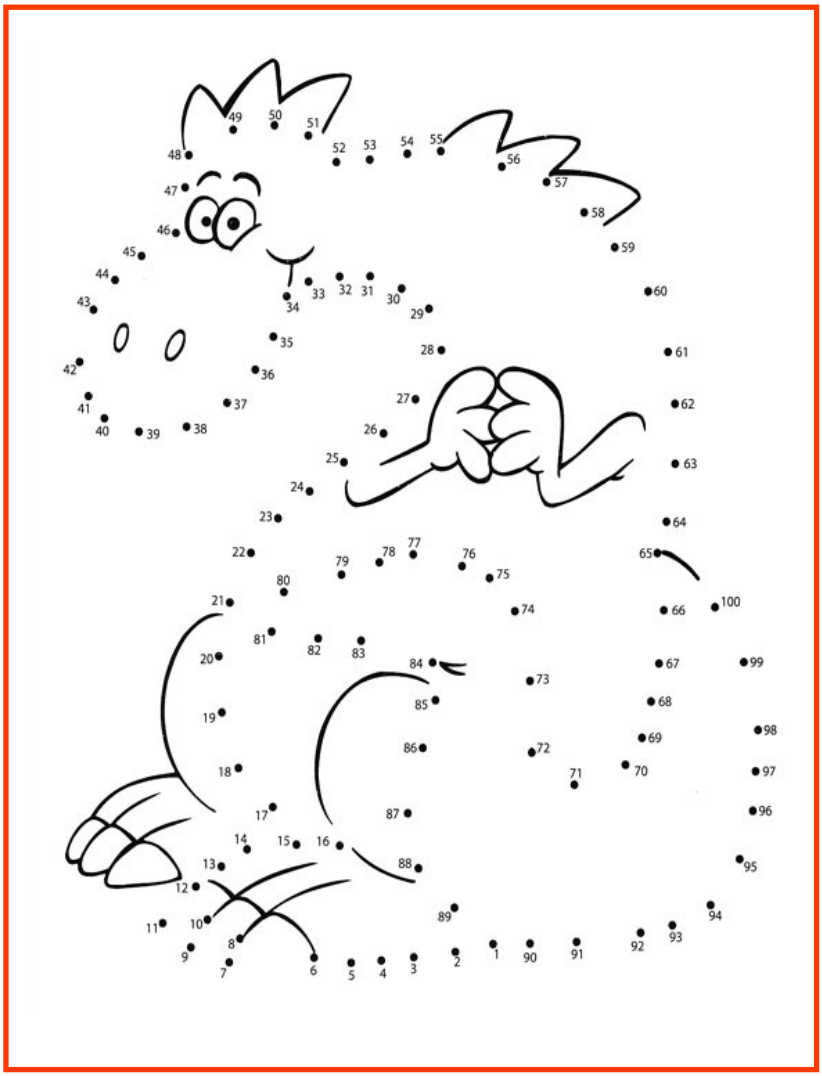
Line Exercises

"Dog" by Pablo Picasso

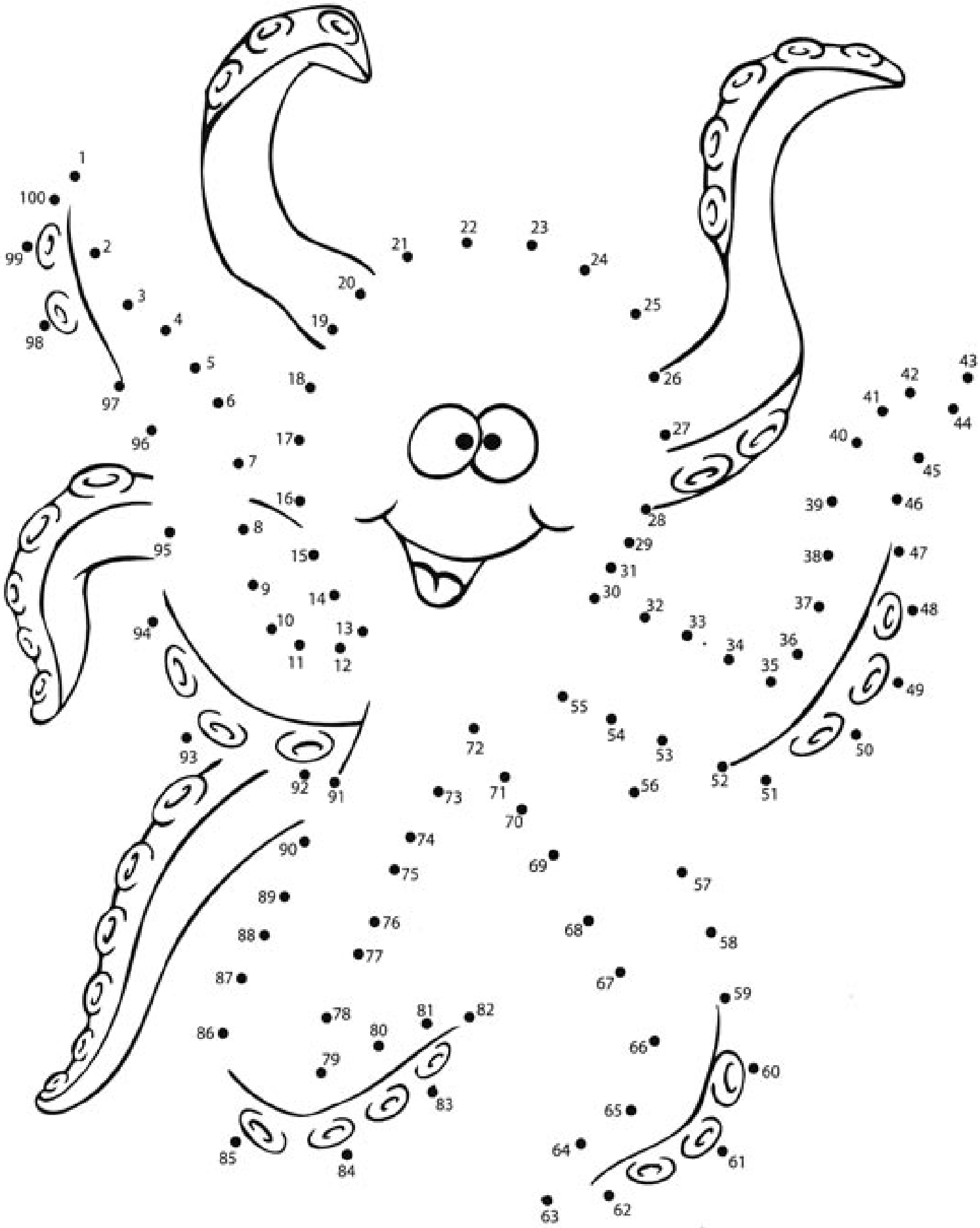


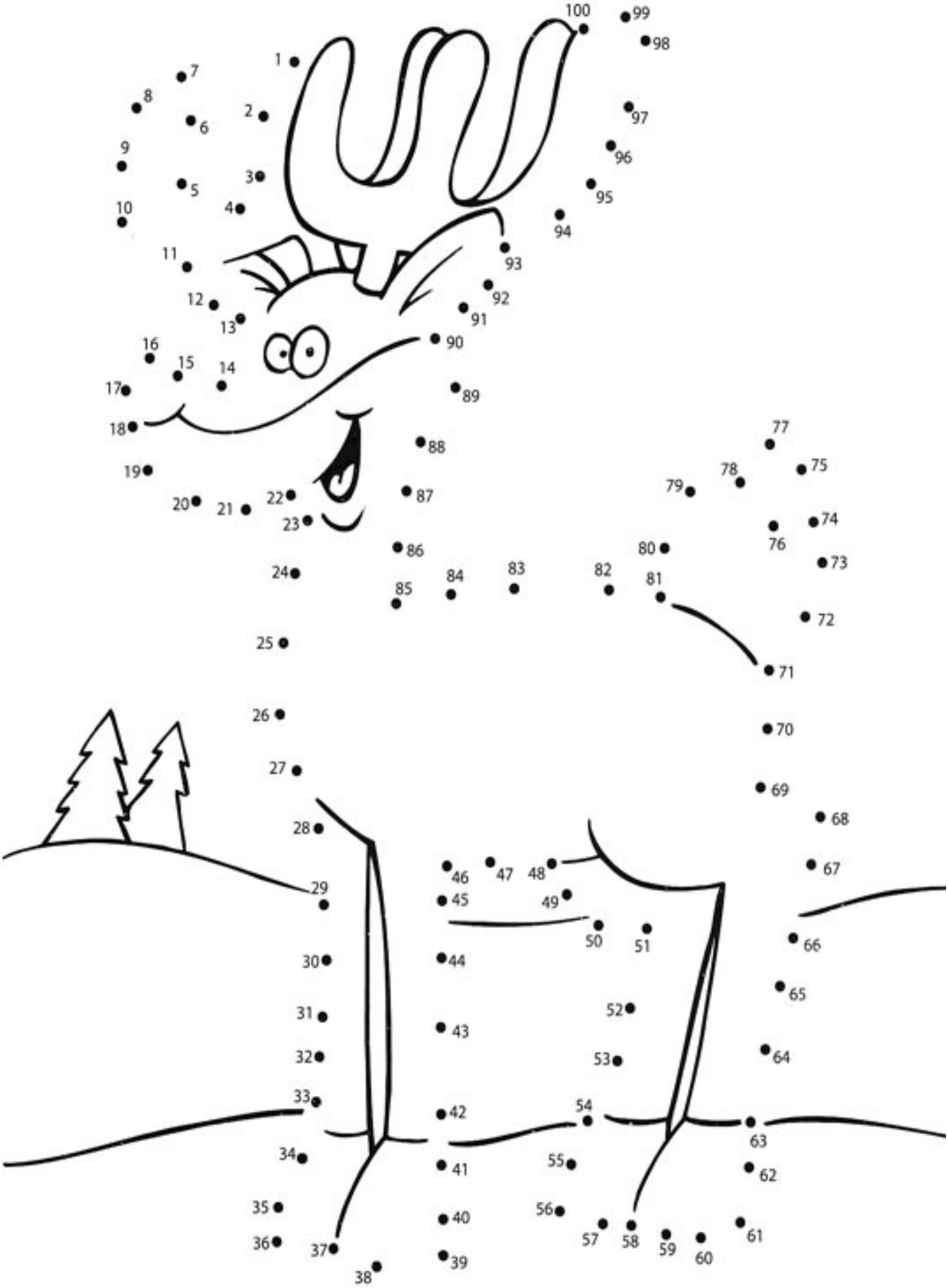
Line exercises will help to develop eye-hand coordination.

The Connect-the-Dots portion of this Lesson Plan framework can use any Connect-the-Dots exercises of increasing difficulty that the teacher deems appropriate. The following examples were acquired online.



General Example

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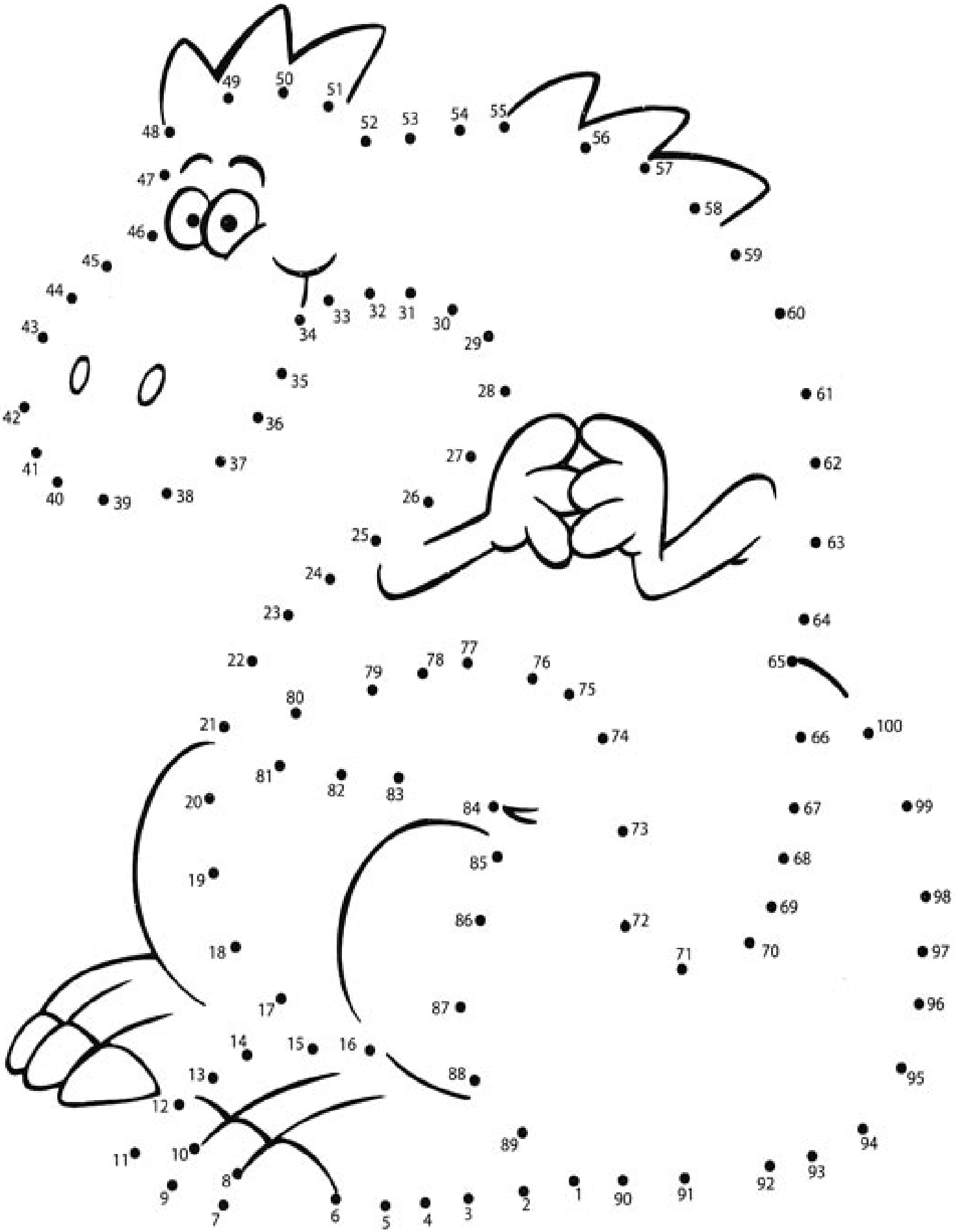
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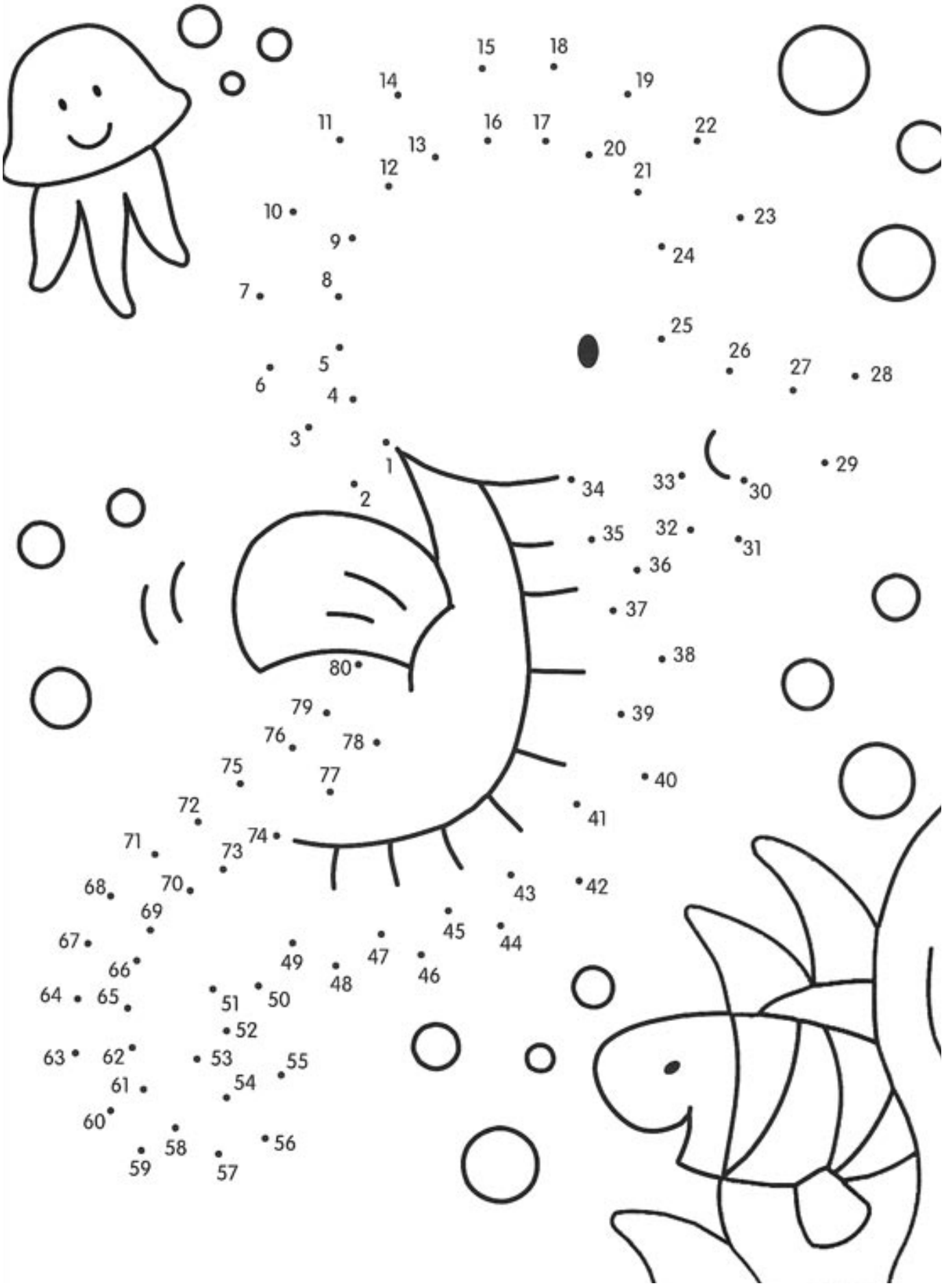
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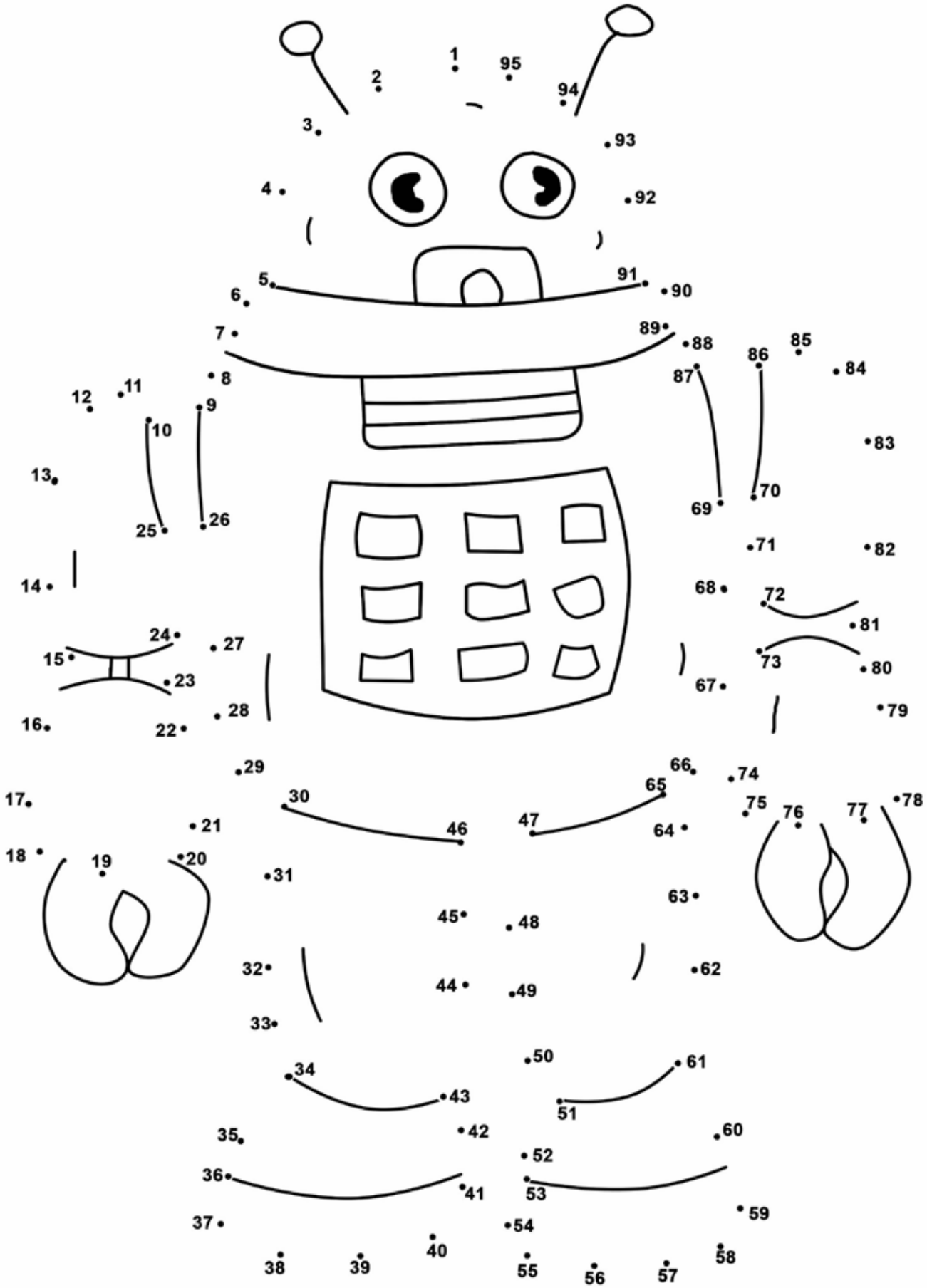
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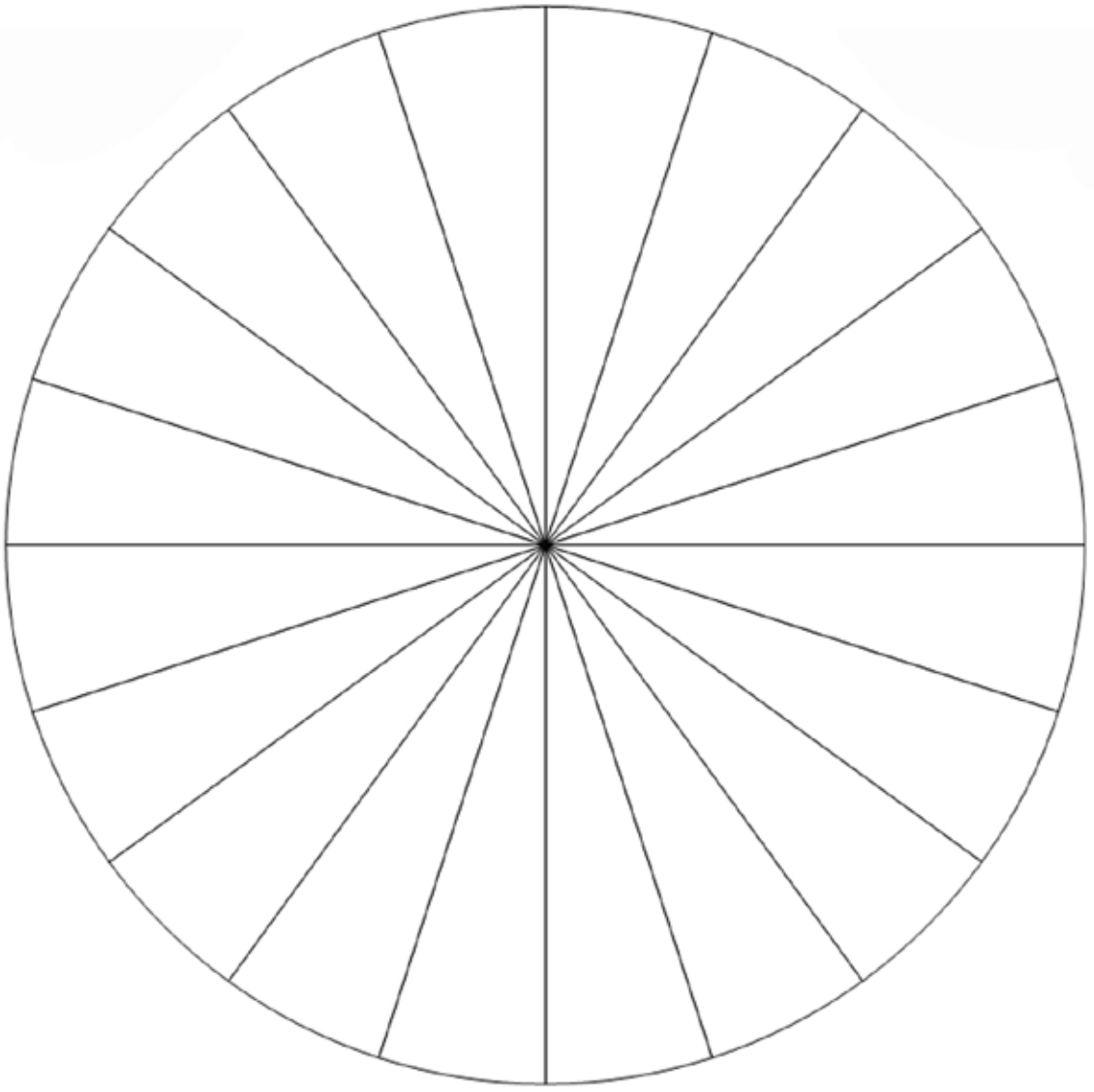
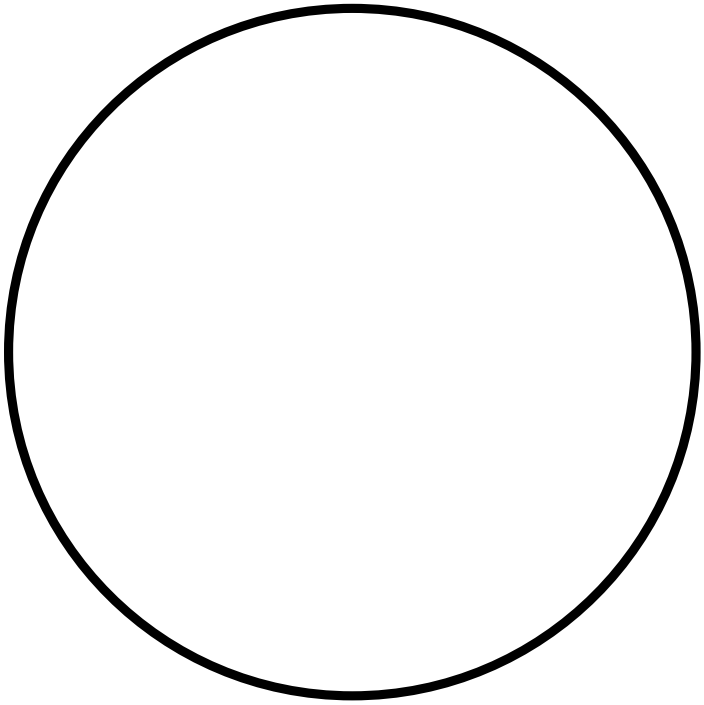
Line Exercises

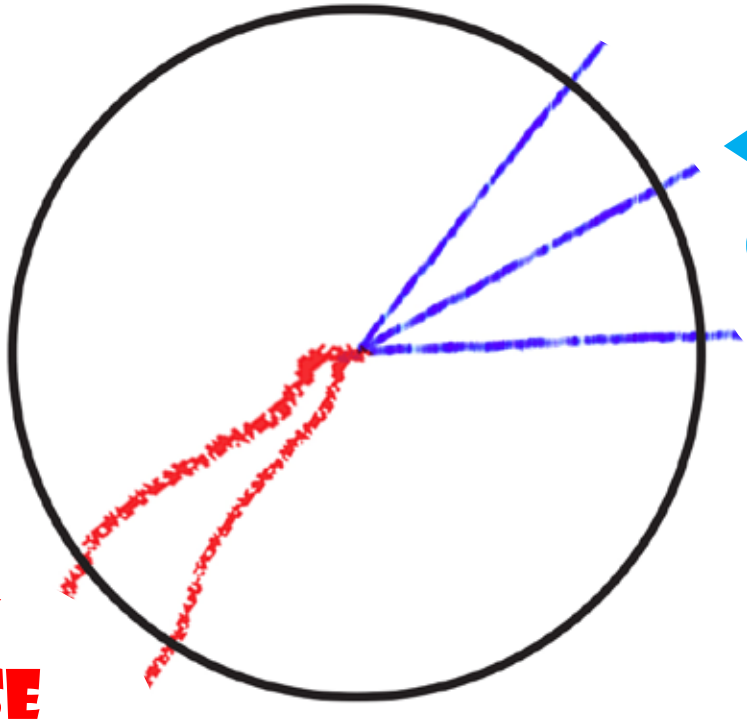


Good practice habits come from knowing what needs work. The Line Wheel Exercise is designed to identify which line directions need practice. Start with a large circle (you can trace a paper plate or other similar sized circular object for this). Next, place a dot at the center of the circle. Then, without using a ruler or turning the paper, draw a series of straight lines from the center dot to the outer circle line. The drawing will start to look like a spoked wheel. When you have filled the circle with lines you may notice that some lines are straight and some are wavy. The wavy lines are the line directions thatyou need to practice.

Line Exercises



WHEEL EXERCISE



GOOD!

THESE NEED PRACTICE!!!

Line Exercises

WHEEL EXERCISE

PRACTICE WHICHEVER LINE DIRECTION WAS THE "WAVIEST" ON THE WHEEL

(PRACTICE EXAMPLE)

Line Exercises

WHEEL EXERCISE

PRACTICE WHICHEVER LINE DIRECTION WAS THE "WAVIEST" ON THE WHEEL

THEN TRY THE WHEEL AGAIN TO SEE IF YOU ARE GETTING BETTER

DOT / LINE

SHAPE

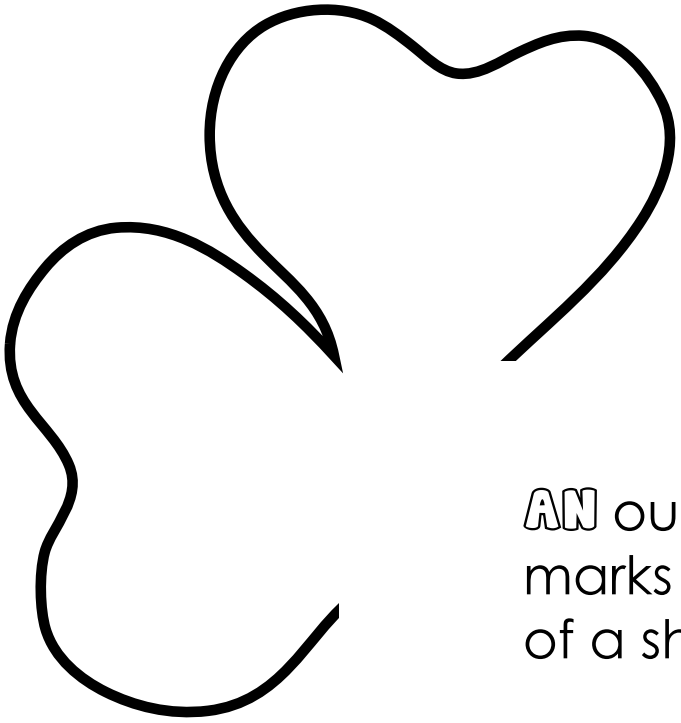
VALUE

COLOR

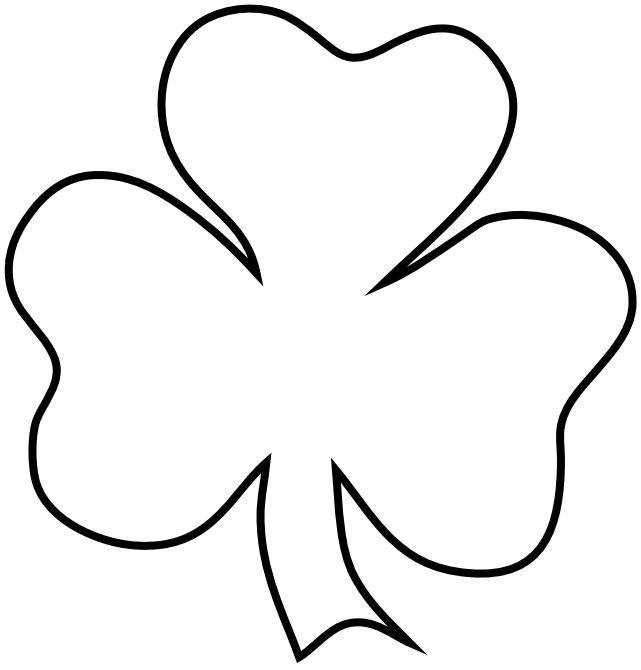
FORM

Line Exercises

OUTLINES



AN outline is a line that indicates or marks an edge. It is the outer line of a shape.

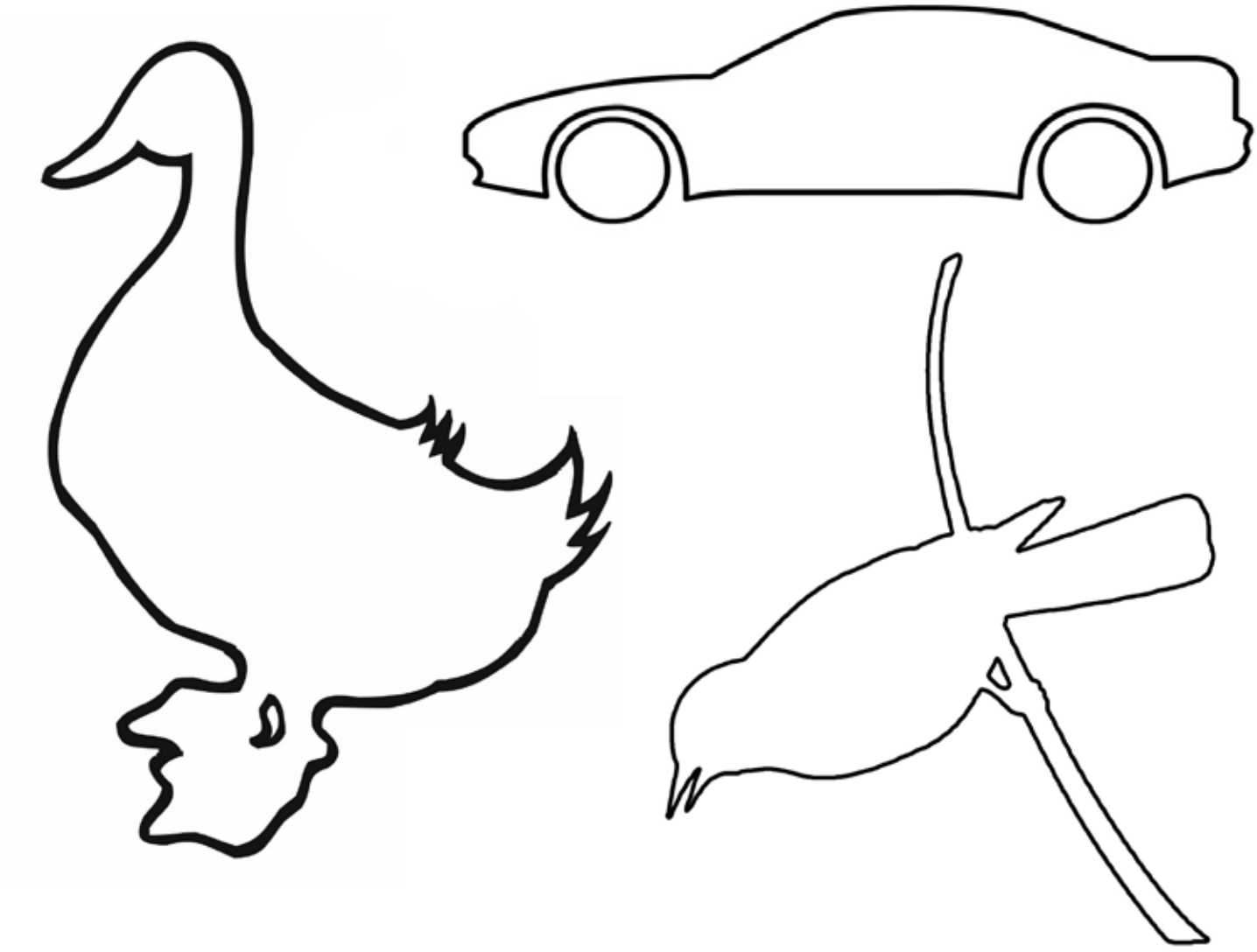


Complete an outline to reveal a **SHAPE.**

Line Exercises

OUTLINES

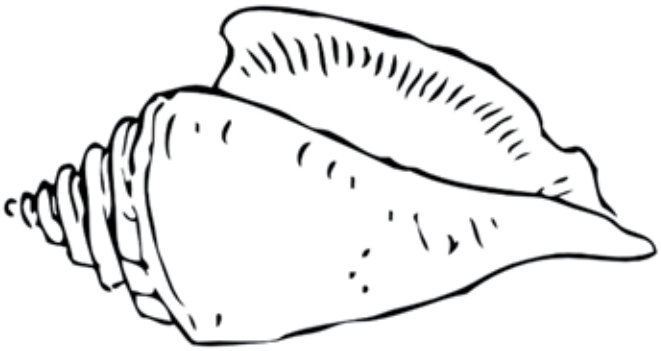
Here are some outlines of objects.
Do you recognize these shapes?
Do you know what they are?

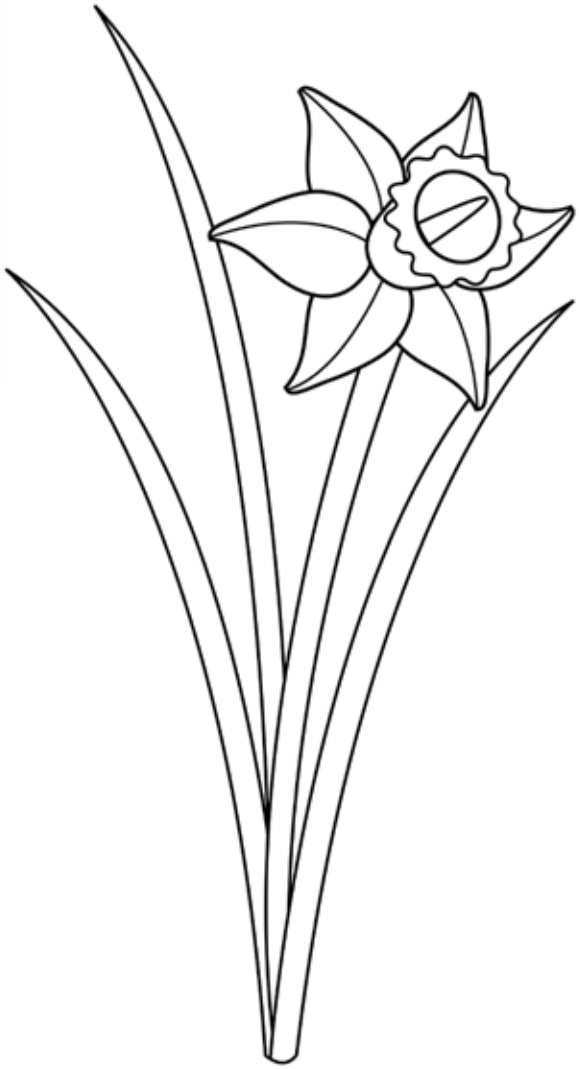


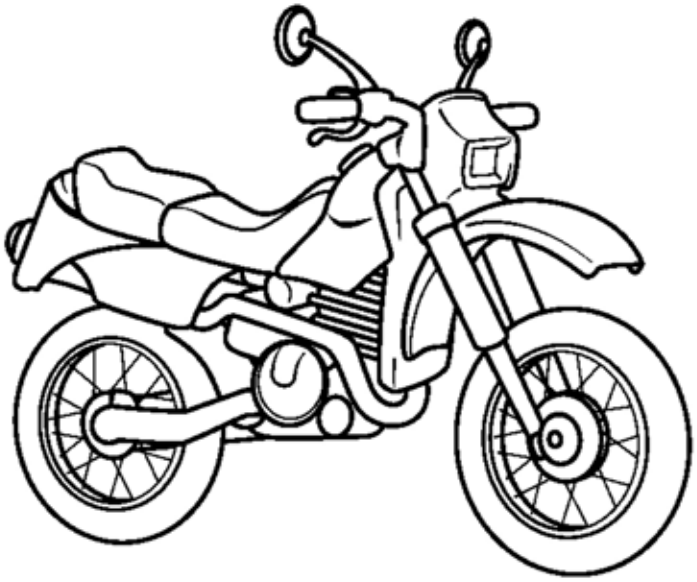
Line Exercises

OUTLINES

Outline drawings can also contain additional shapes within the larger outer shape of a subject.
Here are a few examples:

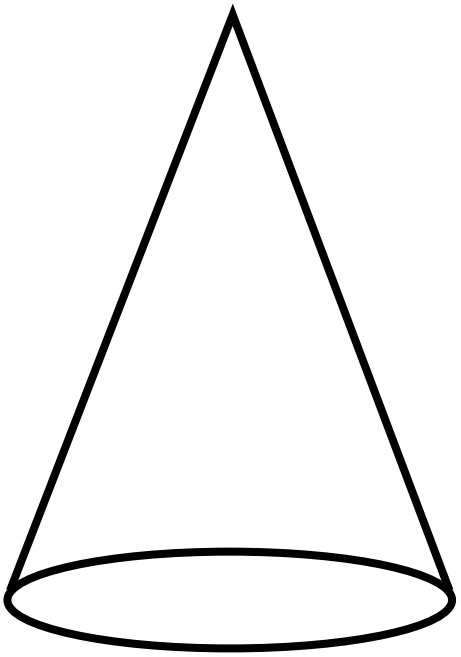


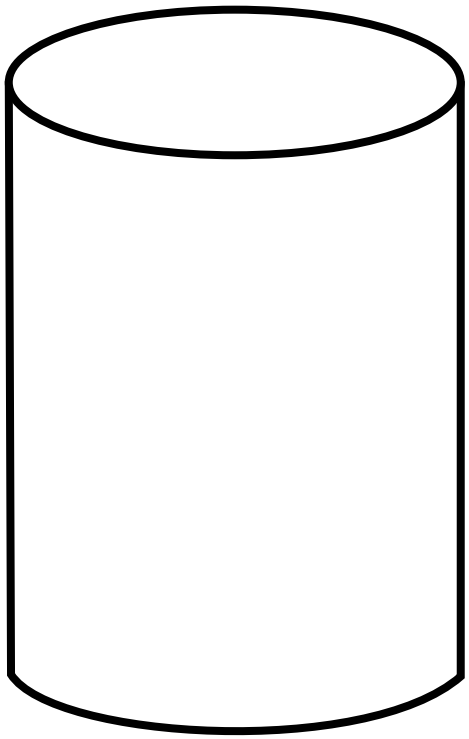


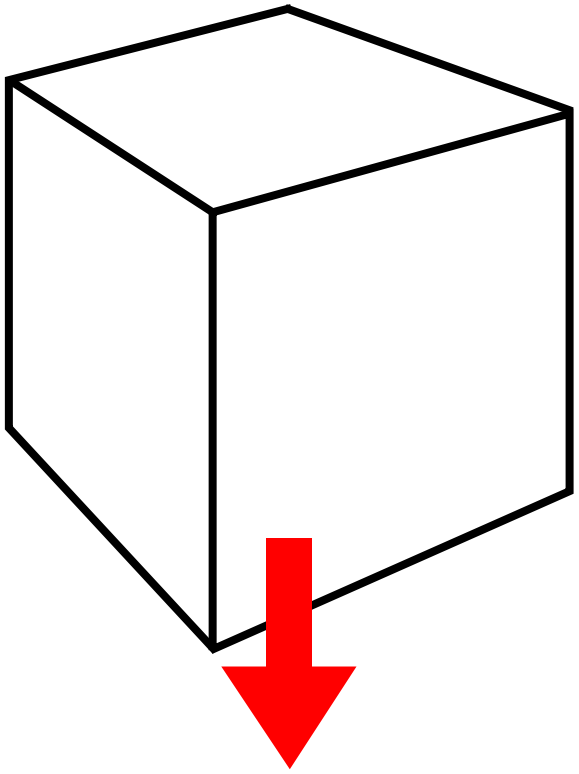


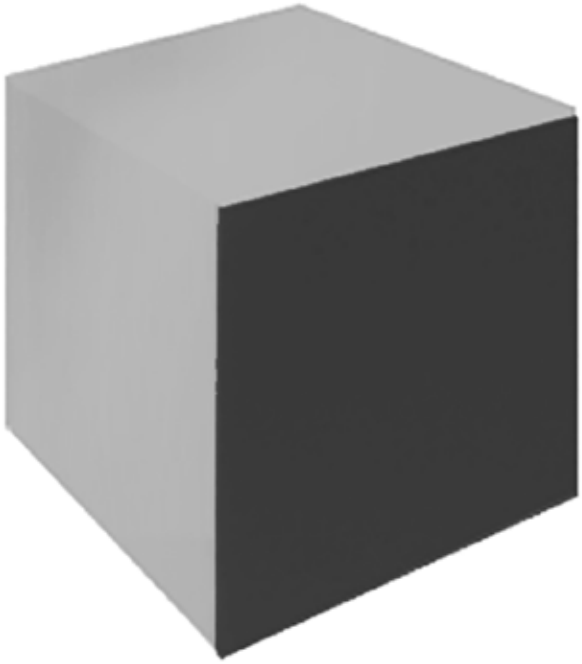
Line Exercises

Outlines can also begin to hint at 3-D objects- BUT you will still need to add values (lights/darks) to achieve form.









Line Exercises

OUTLINES

Draw several object outlines with outer shape only:

Line Exercises

OUTLINES

Draw several object outlines with inner and outer shapes:

Line Exercises

BLIND CONTOUR

Another fun line exercise is Blind Contour Drawing. Contour is another way of saying "outline". Blind Contour Drawing exercises the way your eyes and hands work together. Look at a subject, and without lifting your pencil from the paper, try to draw the outline. DO NOT LOOK AT THE DRAWING UNTIL YOU ARE FINISHED!!!

Blind Contour drawings can look VERY funny. However, if you practice you will be suprised at how good you can get!

Line Exercises

BLIND CONTOUR

A very common subject for a Blind Contour Drawing is your hand. Look at your hand and without looking at the drawing or lifting your pencil off the paper, draw an outline of your hand.

GIVE IT A TRY:

Line Exercises

BLIND CONTOUR

Line Exercises

BLIND CONTOUR

DOT / LINE

SHAPE

VALUE

COLOR

FORM

VALUE

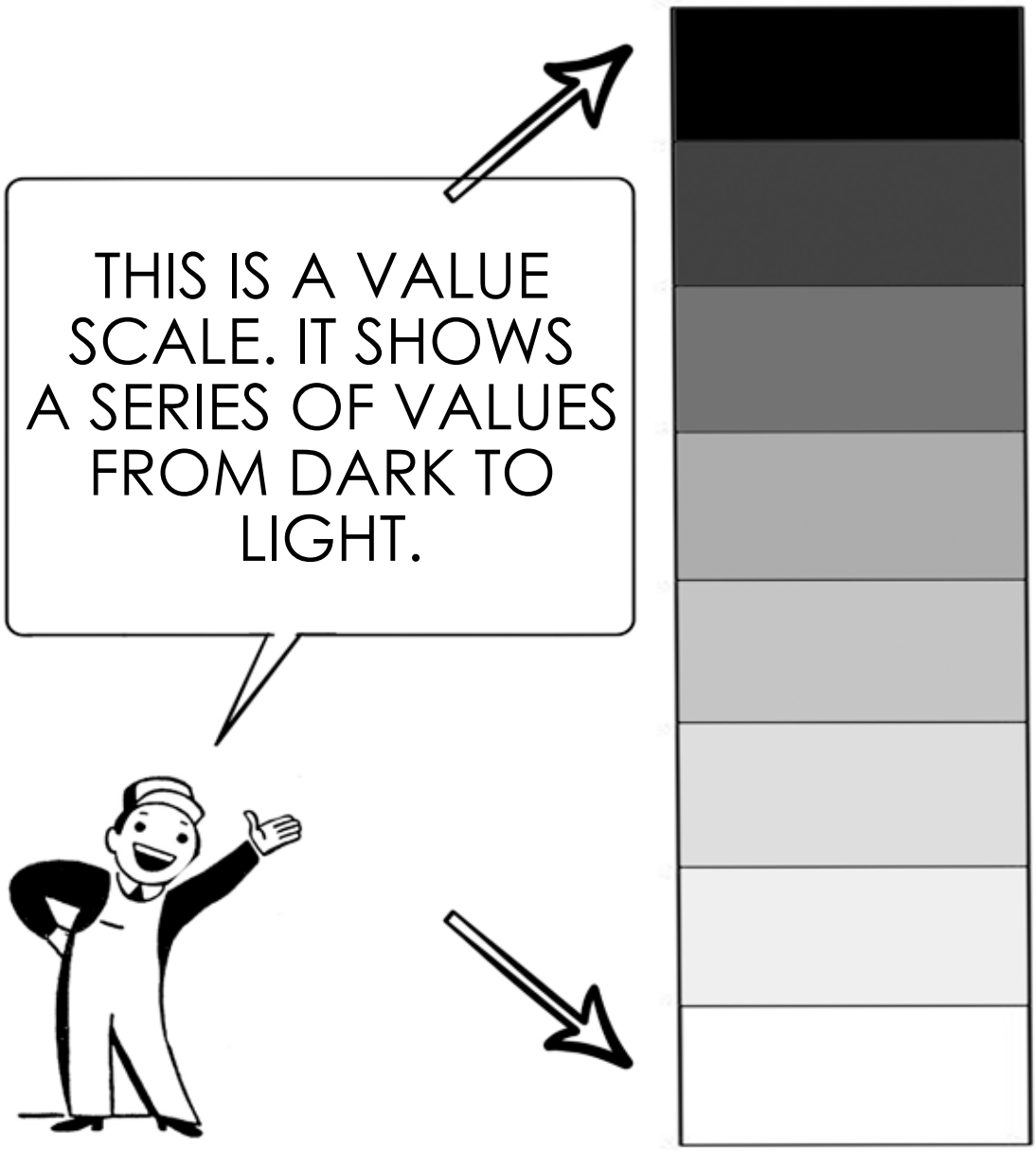
LIGHTNESS OR DARKNESS

VALUE IS HOW LIGHT OR DARK SOMETHING IS.

THE TWO TRIANGLES BELOW ARE THE SAME SHAPE BUT DIFFERENT VALUE.

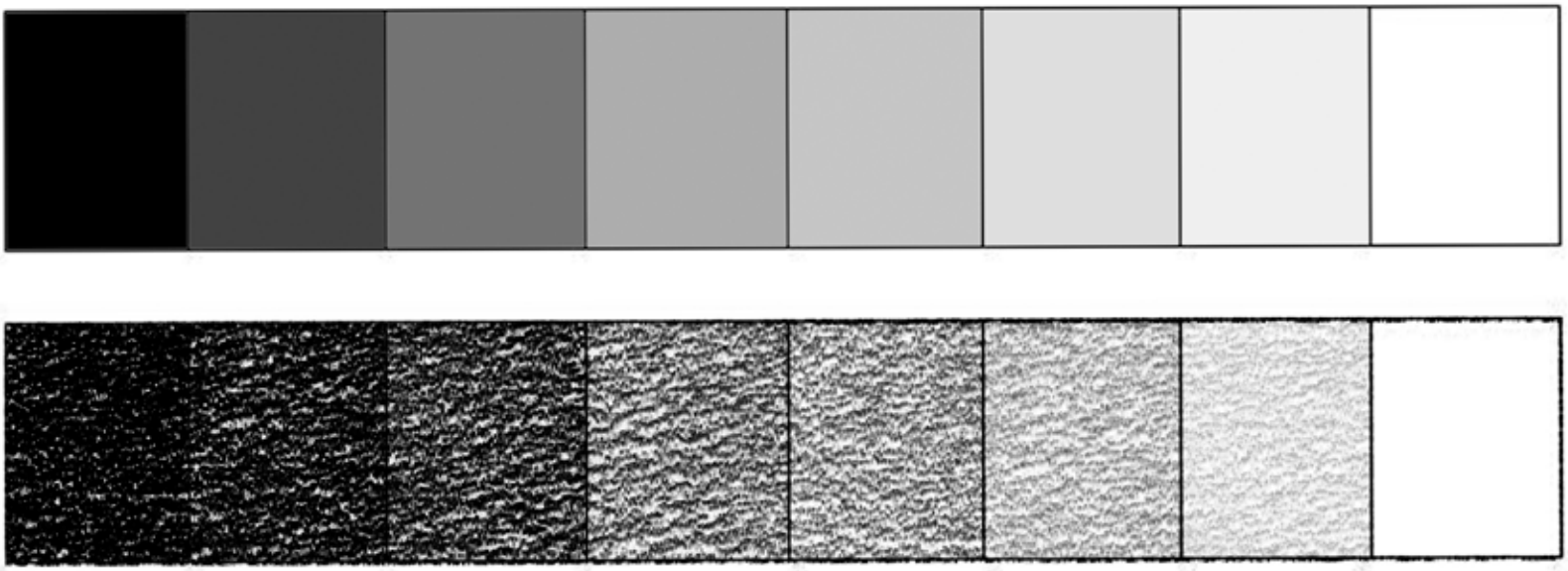
VALUE

LIGHTNESS OR DARKNESS



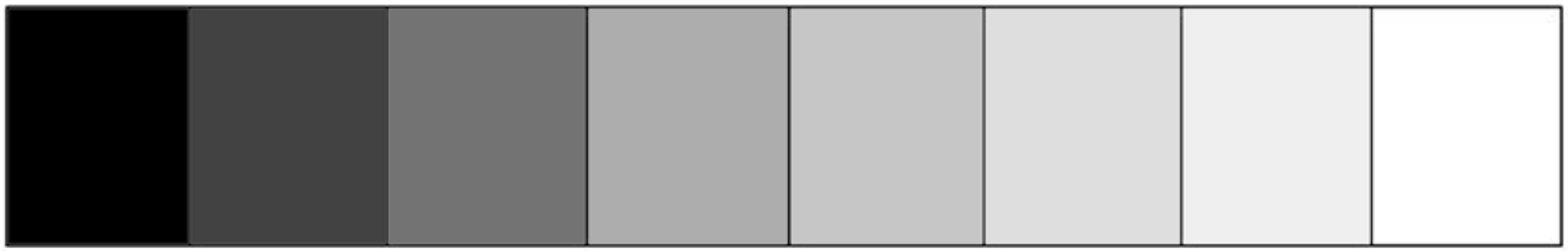
VALUE

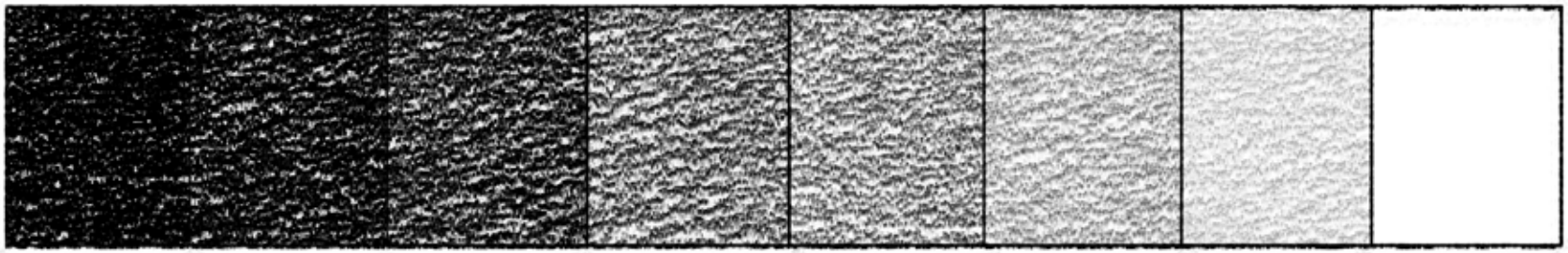
Lightness or Darkness



Shown here are two value scales.
The first guide scale
was done with a printer inks and the second
contains values drawn by hand with a
"continuous application". (Some people refer
to continuous application as 'shading'.
The lightness or darkness (value) is
controlled by the pressure on the tool
when 'shading' or the amount of material layered.

VALUE





DOT / LINE

SHAPE

VALUE

COLOR

FORM

COLOR

WARM COLORS

COOL COLORS

PRIMARY COLORS
RED * YELLOW * BLUE

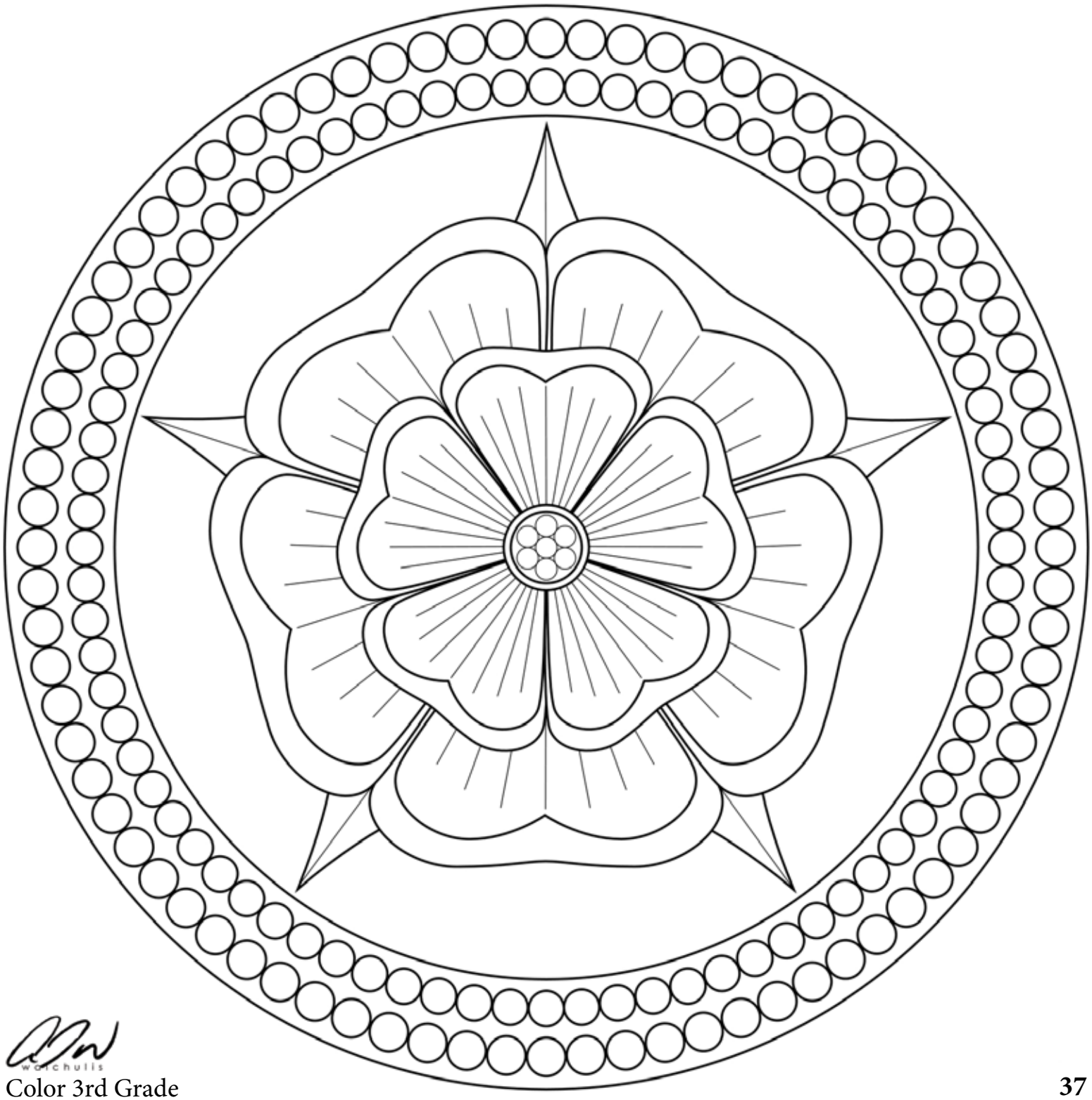
SECONDARY COLORS
GREEN * ORANGE * PURPLE

INTERMEDIATE COLORS
RED ORANGE * RED PURPLE
BLUE PURPLE * BLUE GREEN
YELLOW GREEN * YELLOW ORANGE

COLOR

Summer Geometric Design

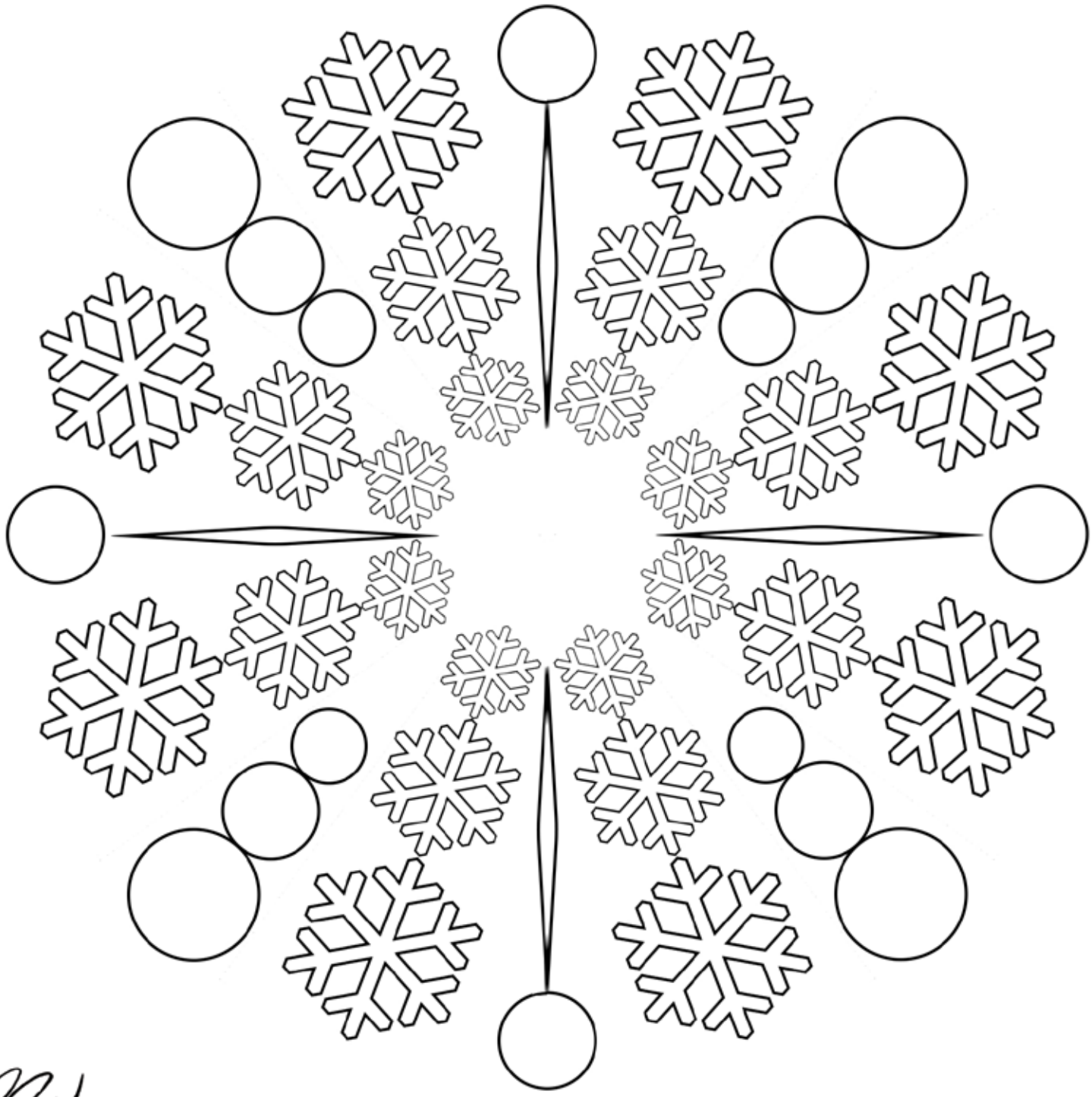
Color in the circular geometric design using warm colors such as red, orange, and yellow.



COLOR

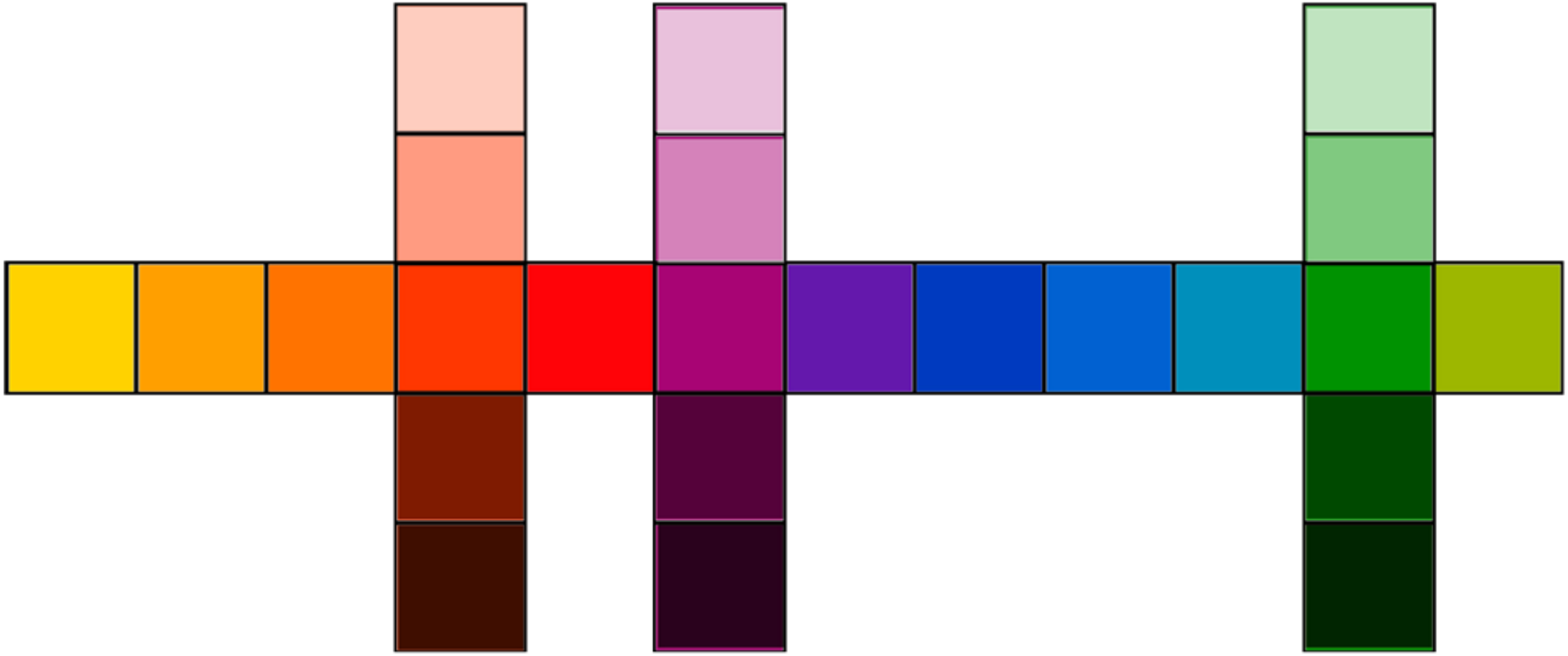
Winter Geometric Design

Color in the circular geometric design using cool colors such as light blue, dark blue, and purple.



TINTS and SHADES

color + white = tint

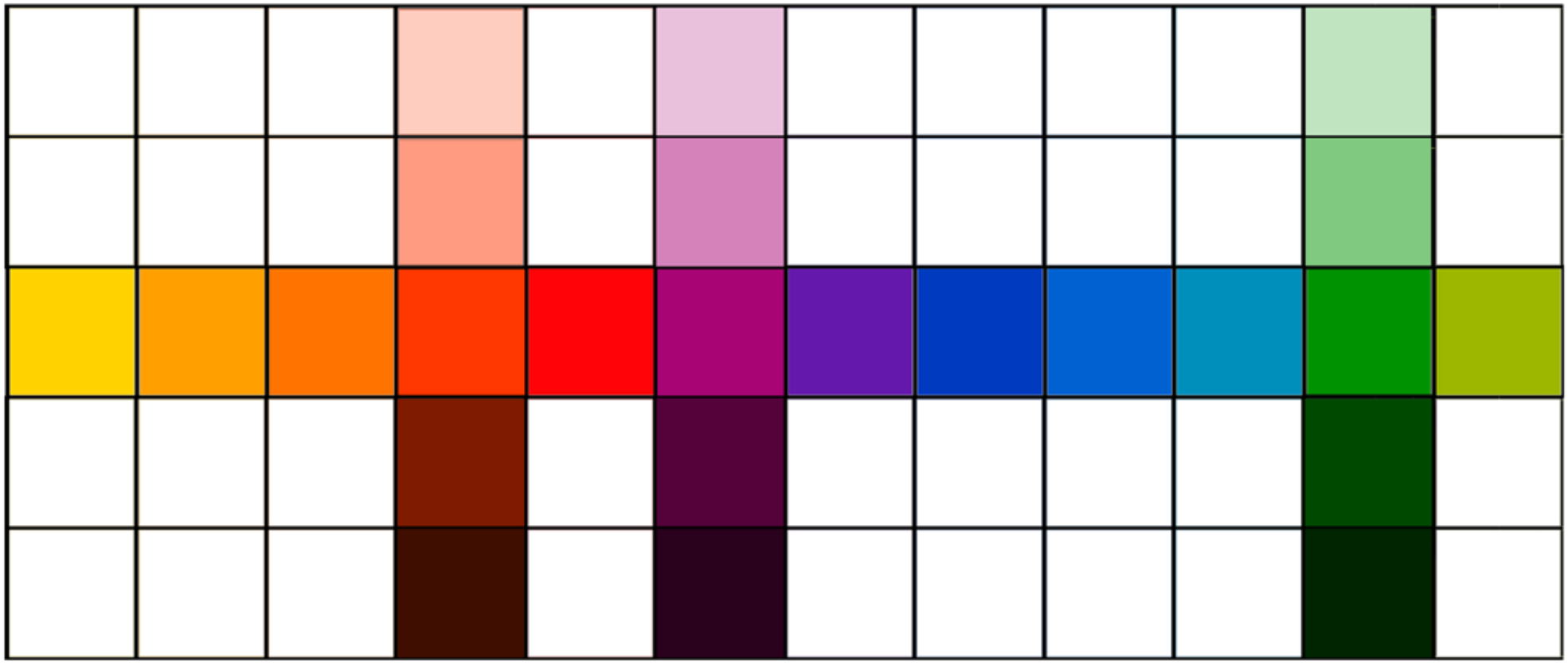


color + black = shade

TINTS and SHADES

COMPLETE THE CHART

color + white = tint

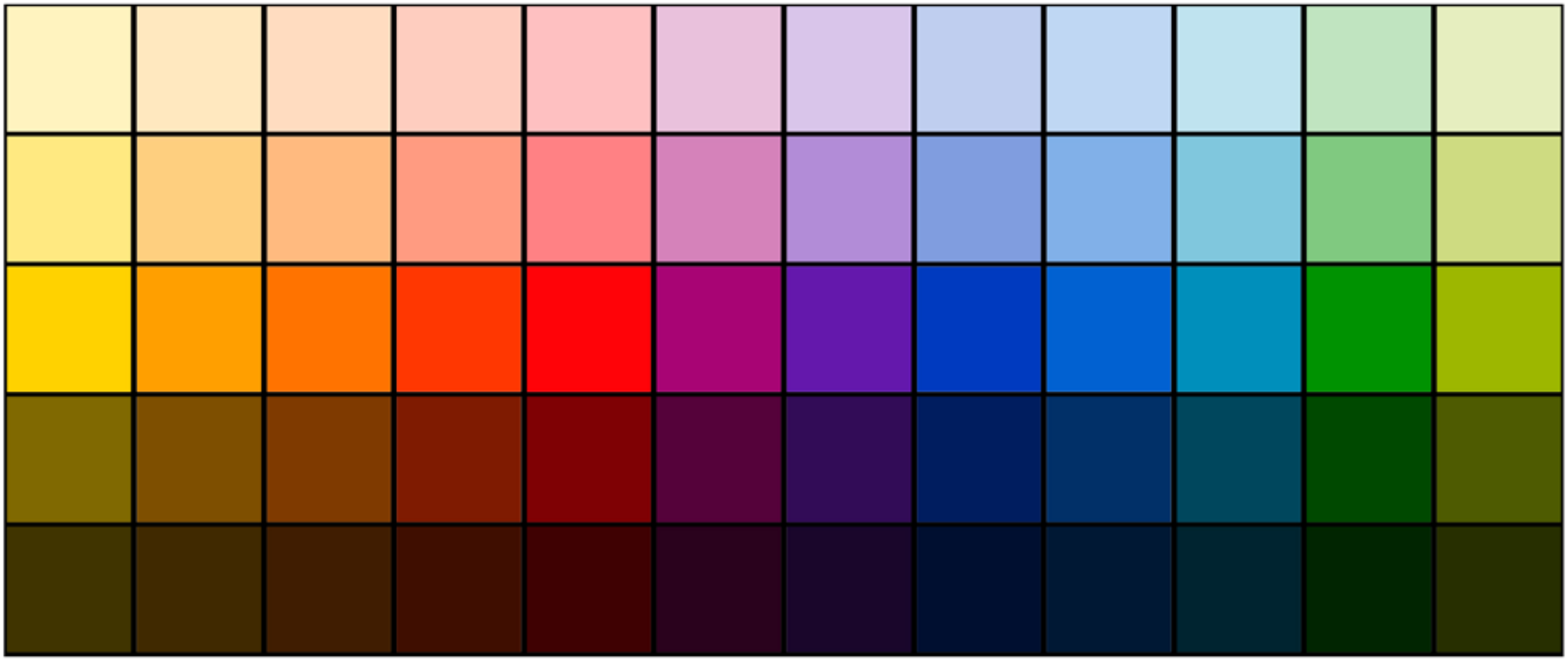


color + black = shade

TINTS and SHADES

COMPLETED CHART

color + white = tint



color + black = shade

DOT / LINE

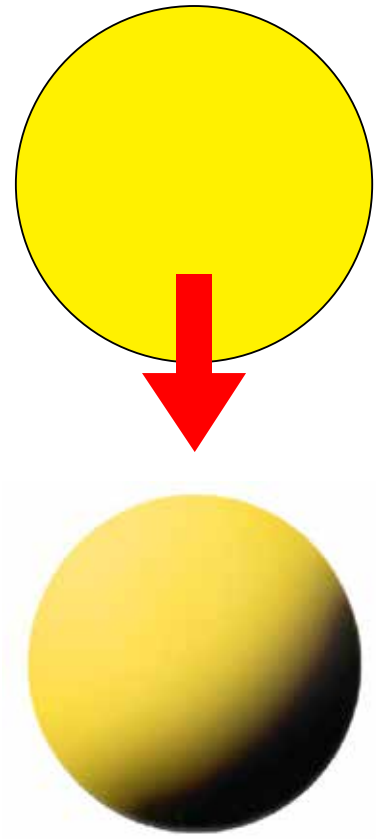
SHAPE

VALUE

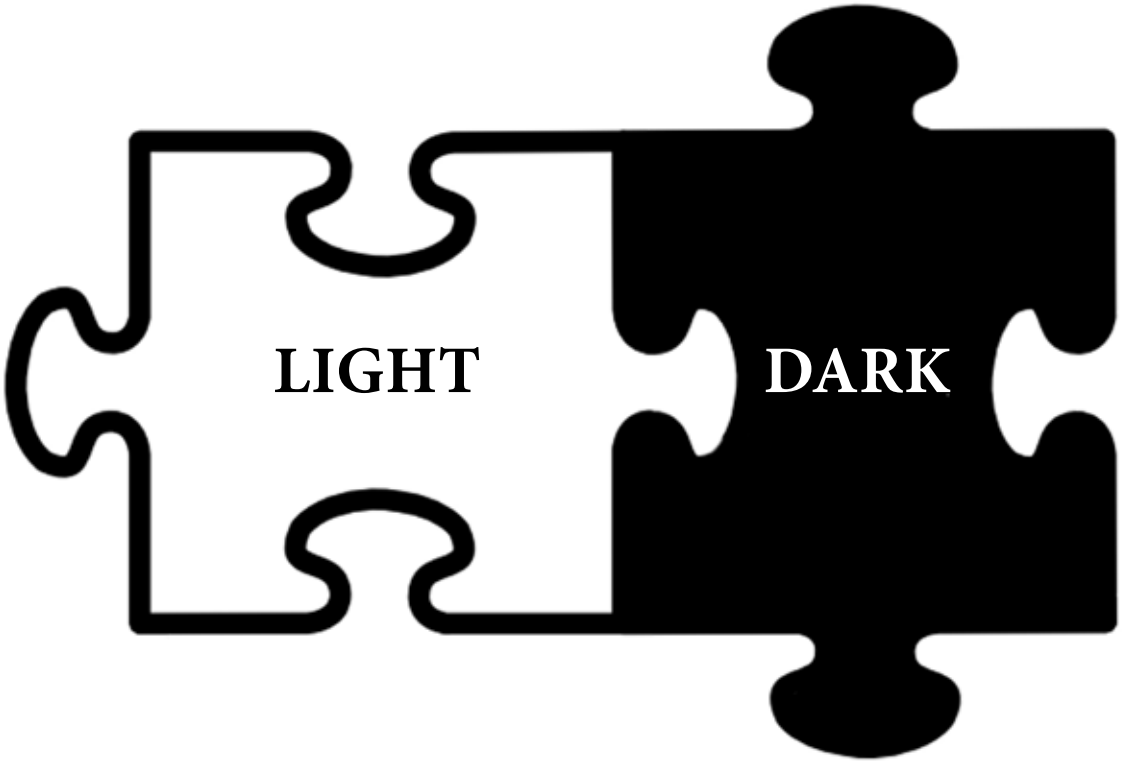
COLOR

FORM

FORM



LIGHT MAKES FLAT SHAPES INTO **3-D FORMS**



FORMS

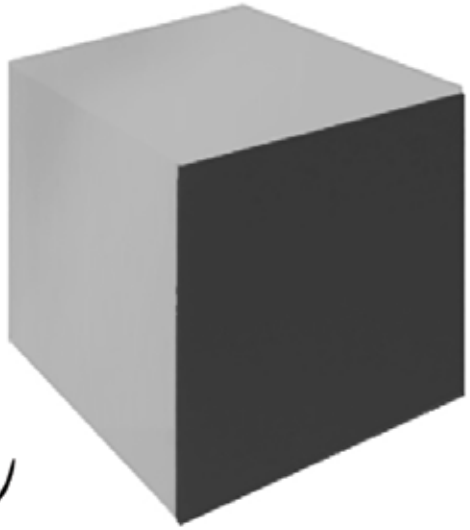
- [x] SHAPE
- [x] VALUE
- [ ] COLOR

SPHERE

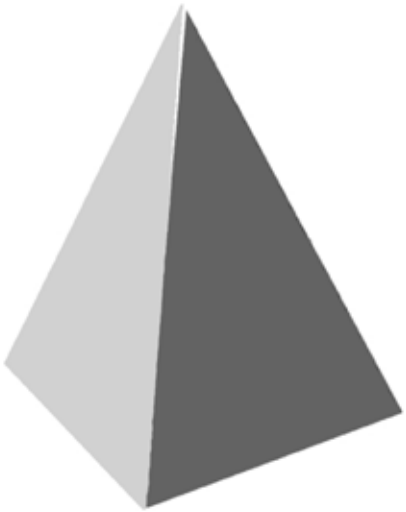
CYLINDER

CONE

CUBE



PYRAMID



POLYHEDRON

FORMS

IN COLOR

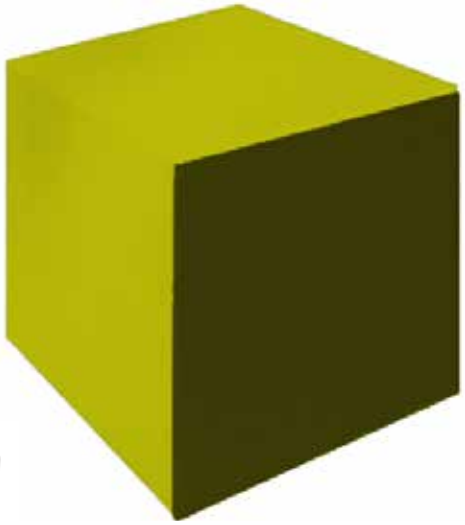
- [x] SHAPE
- [x] VALUES
- [x] COLOR

SPHERE

CYLINDER

CONE

CUBE



PYRAMID

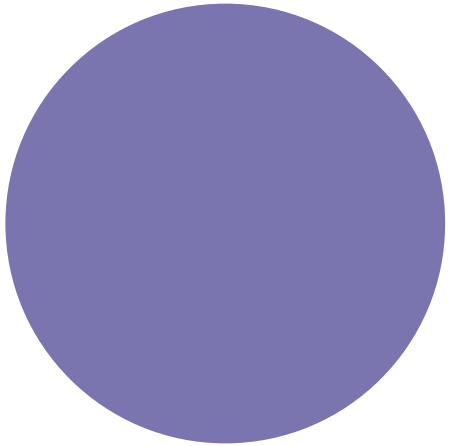
POLYHEDRON

FORMS

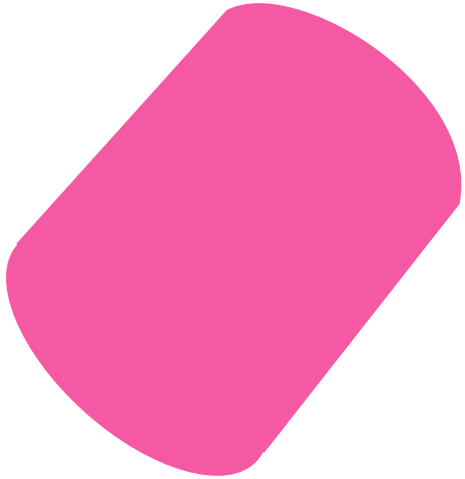
IN COLOR

- [x] SHAPE
- [ ] VALUES
- [x] COLOR

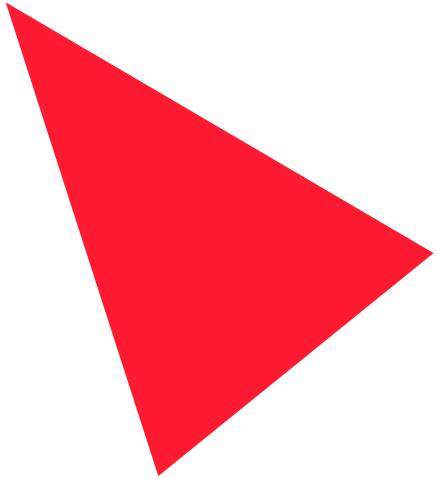
SPHERE



CYLINDER

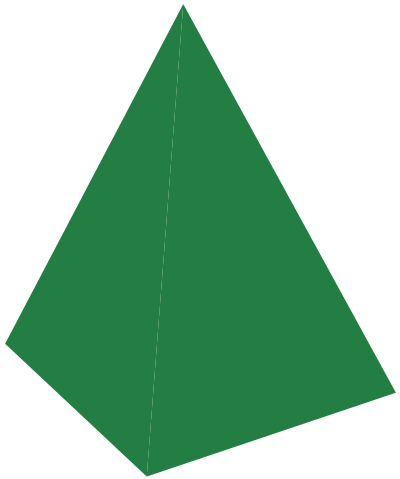


CONE

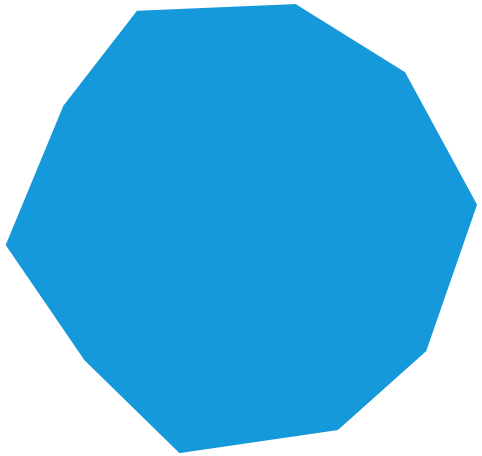


CUBE

PYRAMID

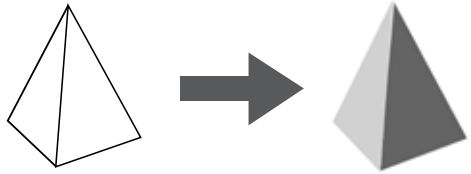


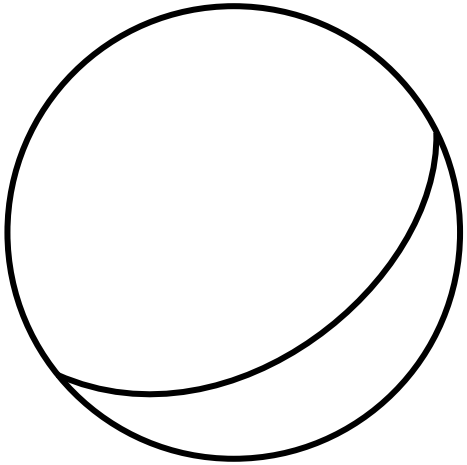
POLYHEDRON

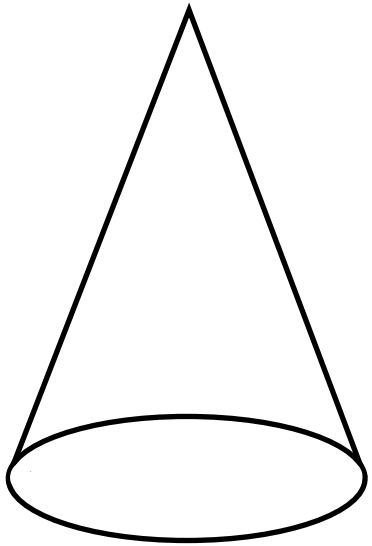


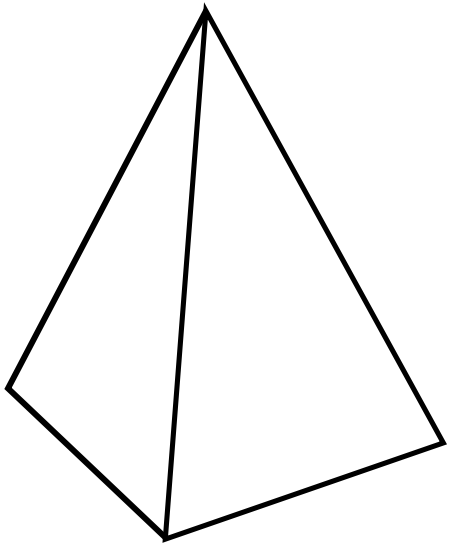
ADD LIGHTS AND DARKS (VALUES) TO THE OBJECTS BELOW TO MAKE THEM APPEAR 3-DIMENSIONAL!

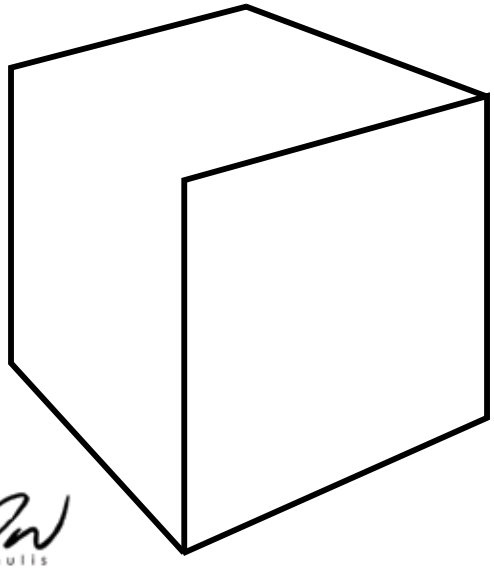
EXAMPLE:

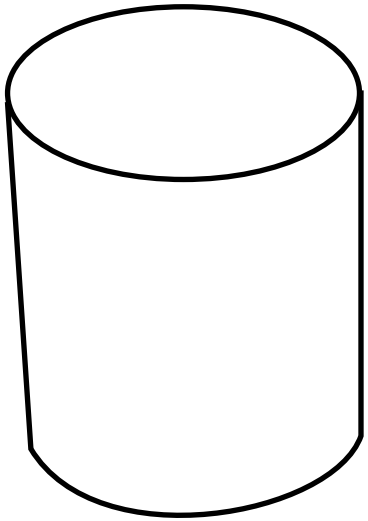


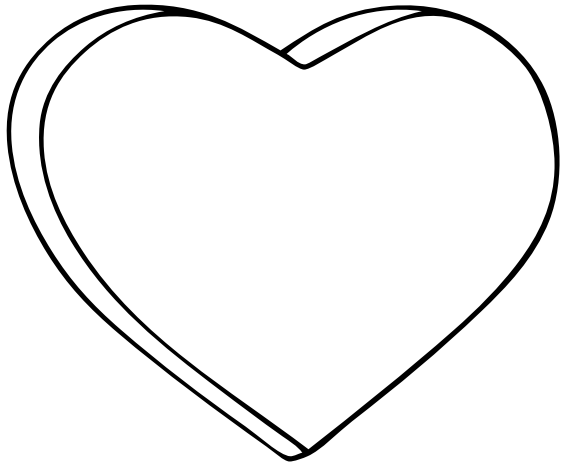






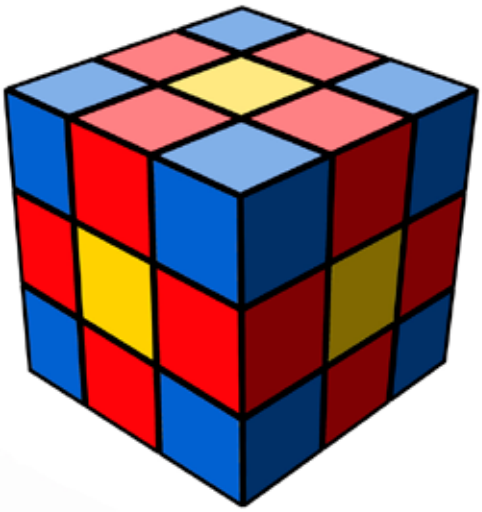


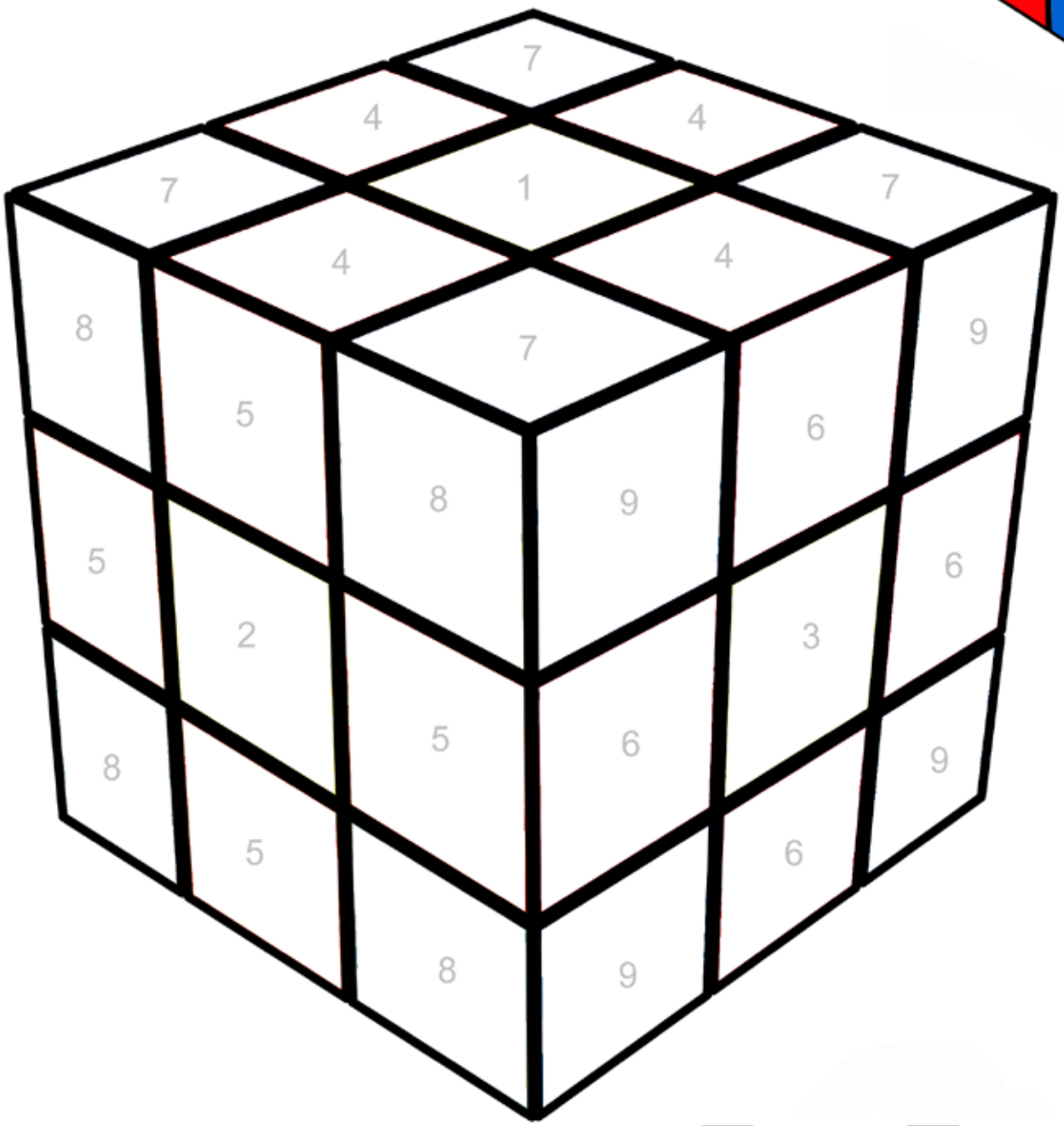


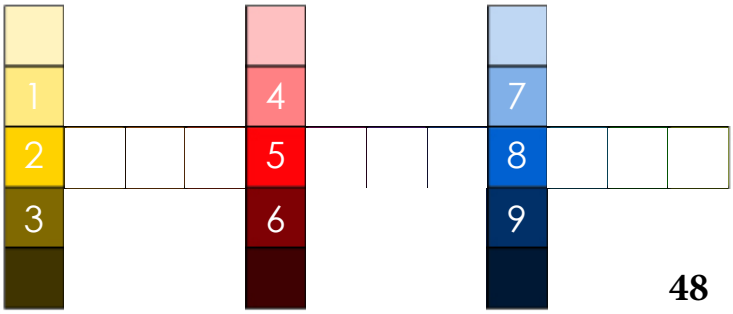


COLOR

TINTS, SHADES, VALUE AND FORM

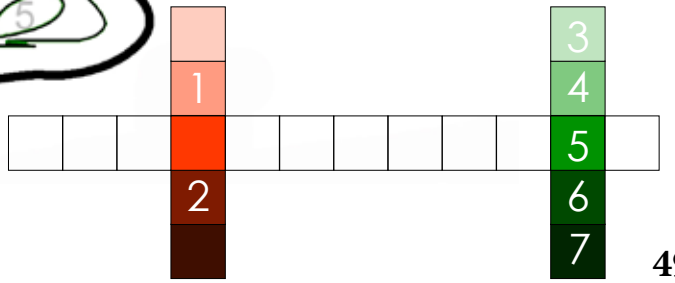






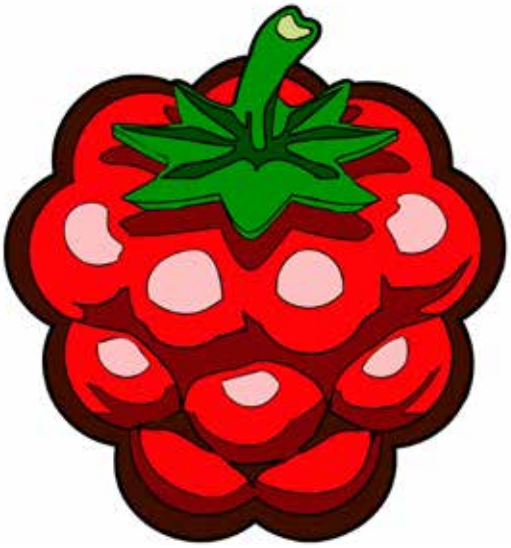
COLOR

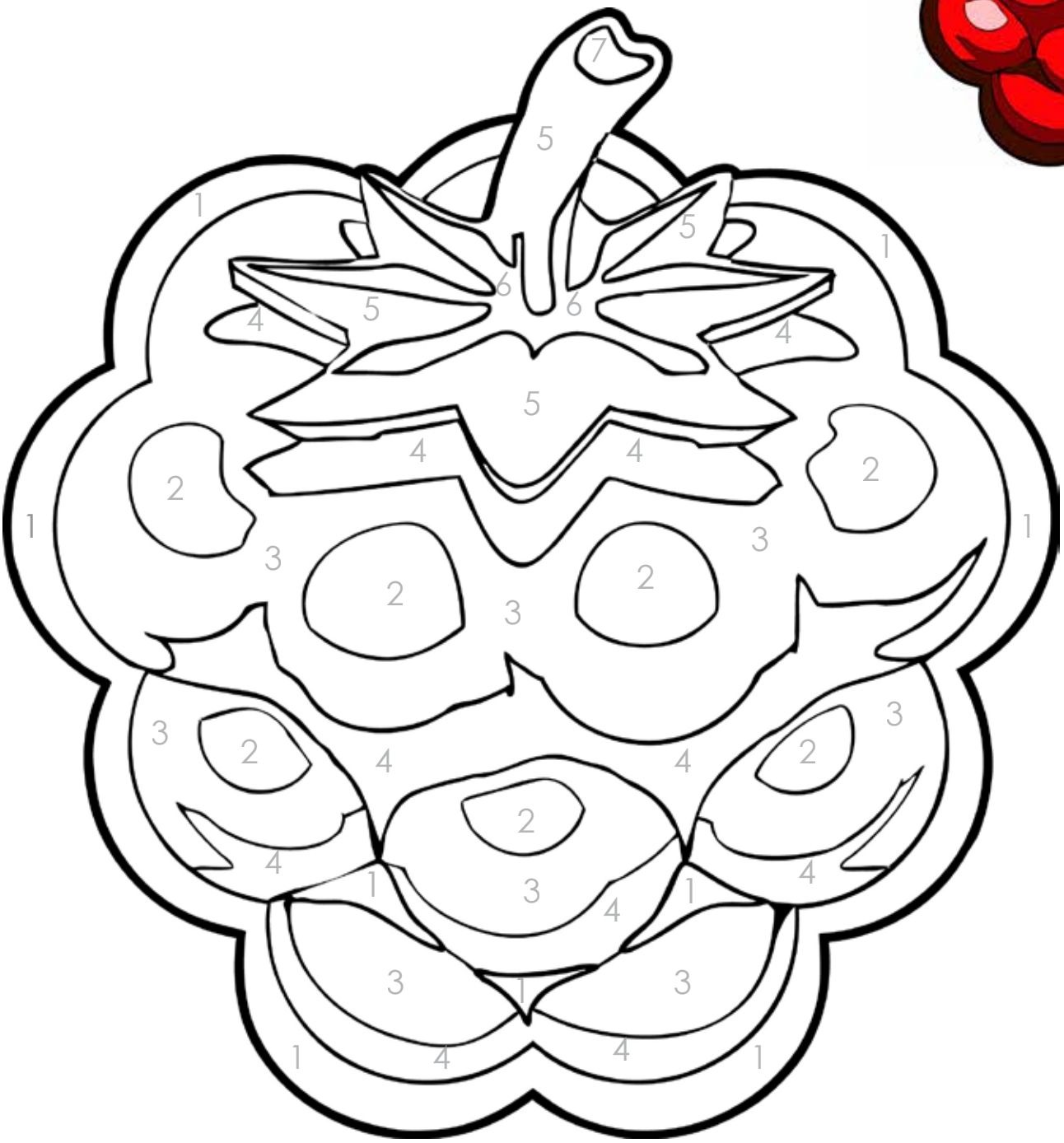
TINTS, SHADES, VALUE AND FORM

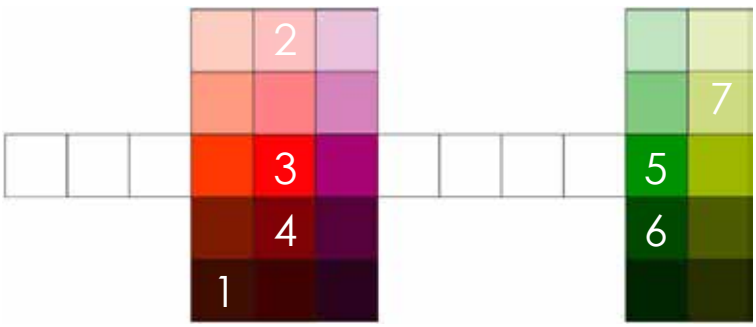


COLOR

TINTS, SHADES, VALUE AND FORM

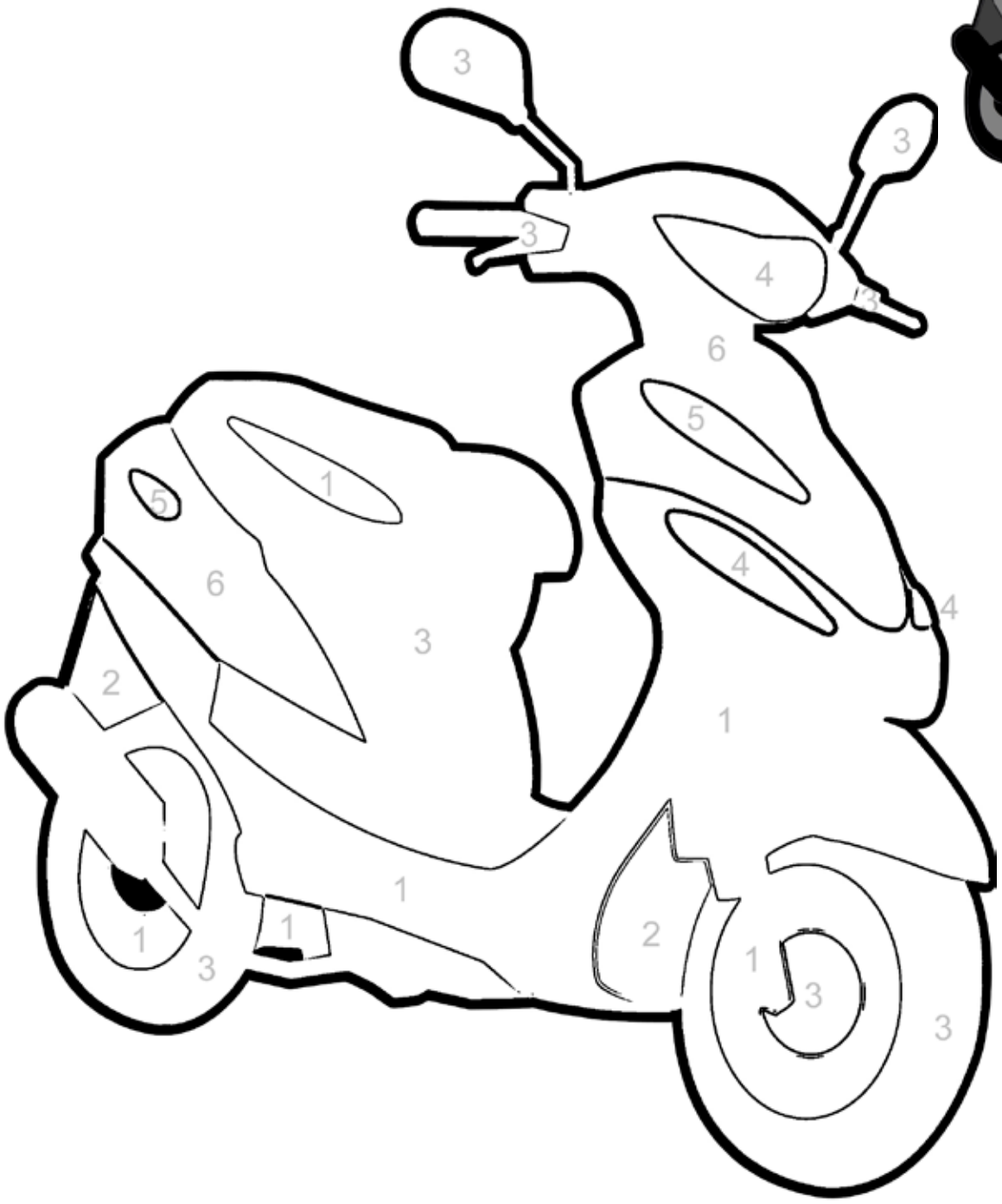


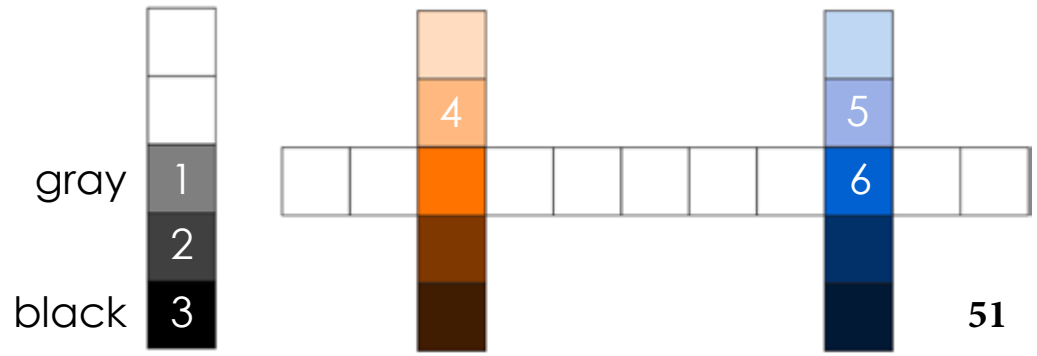




COLOR

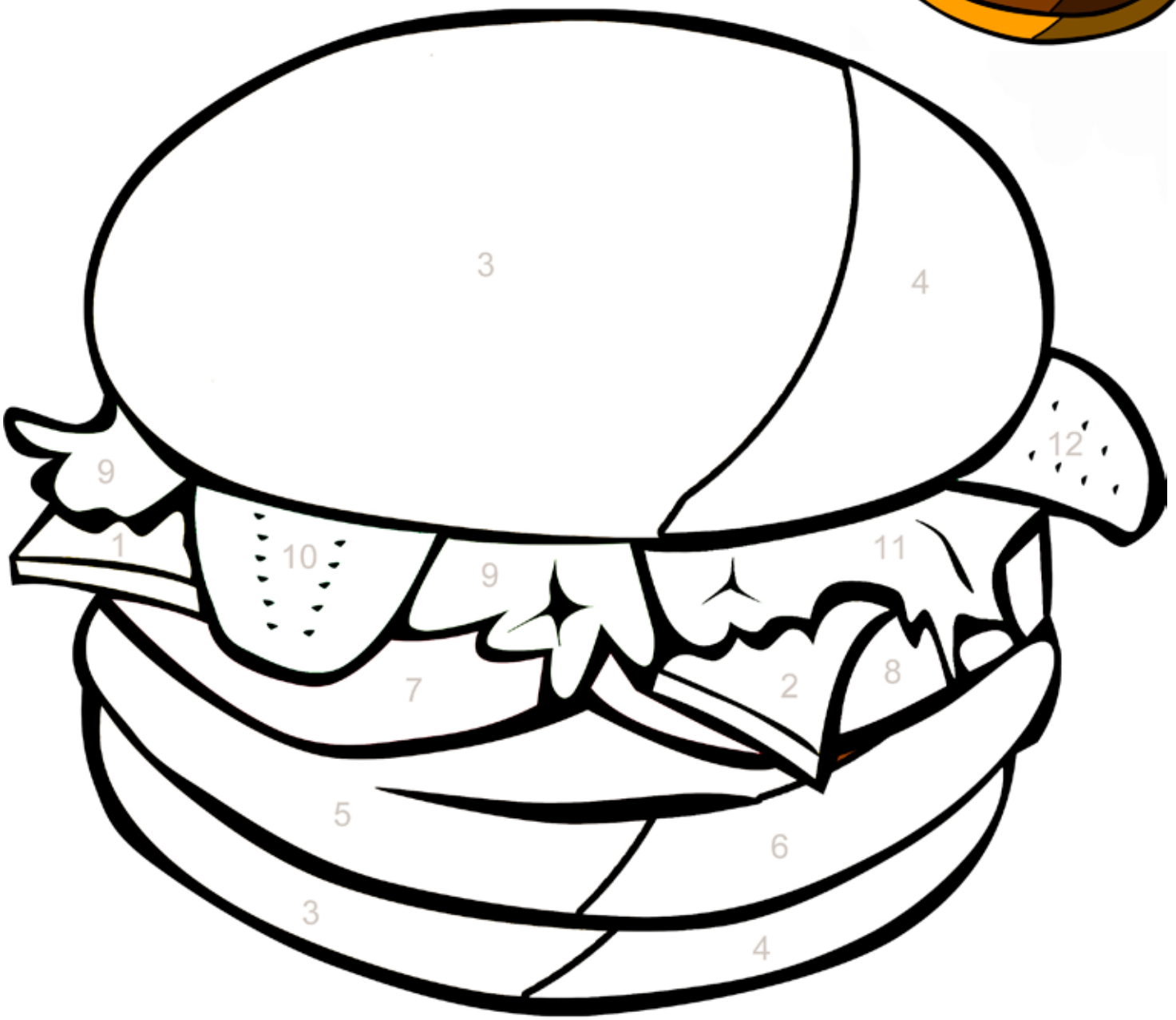
TINTS, SHADES, VALUE AND FORM

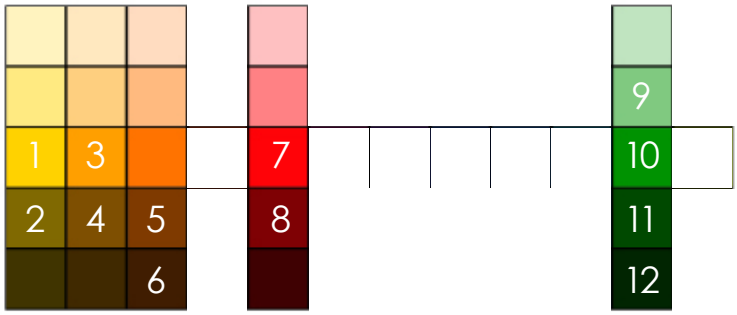




COLOR

TINTS, SHADES, VALUE AND FORM





watchulis

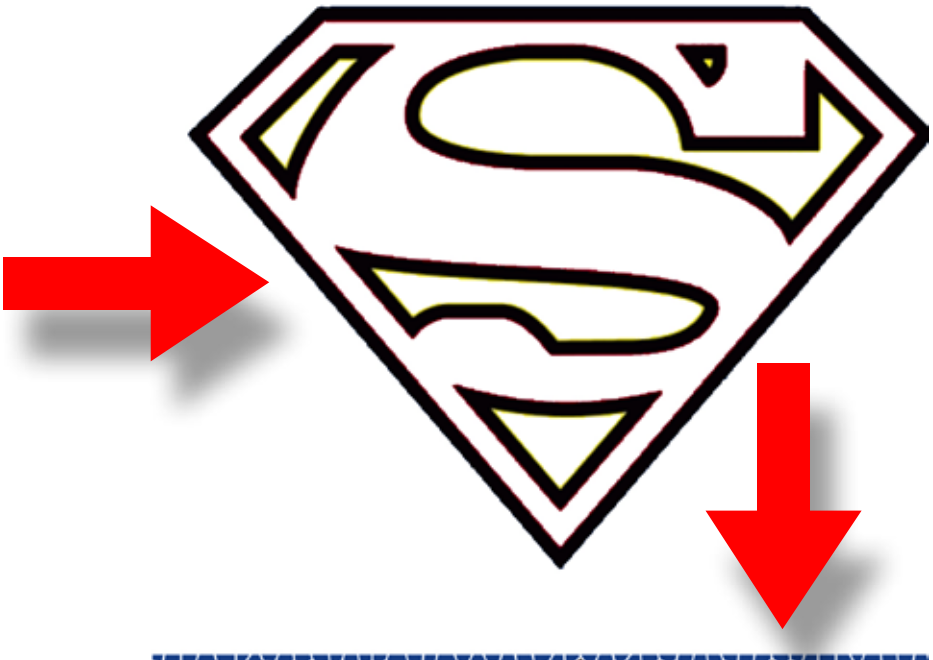
the MOSAIC

Mosaic is the art of creating images with an assemblage of small pieces of colored glass, stone, or other materials. Most mosaics are made of small, flat, pieces of material of different colors.

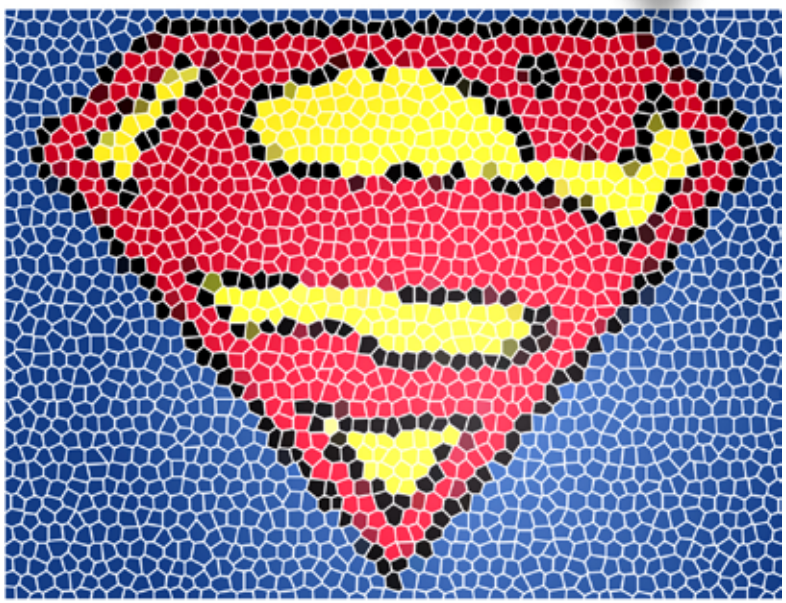
the MOSAIC

1. Choose a design.

2. Draw or print out the design on paper (glue your paper to something heavier like cardboard if you are using stones or tiles).

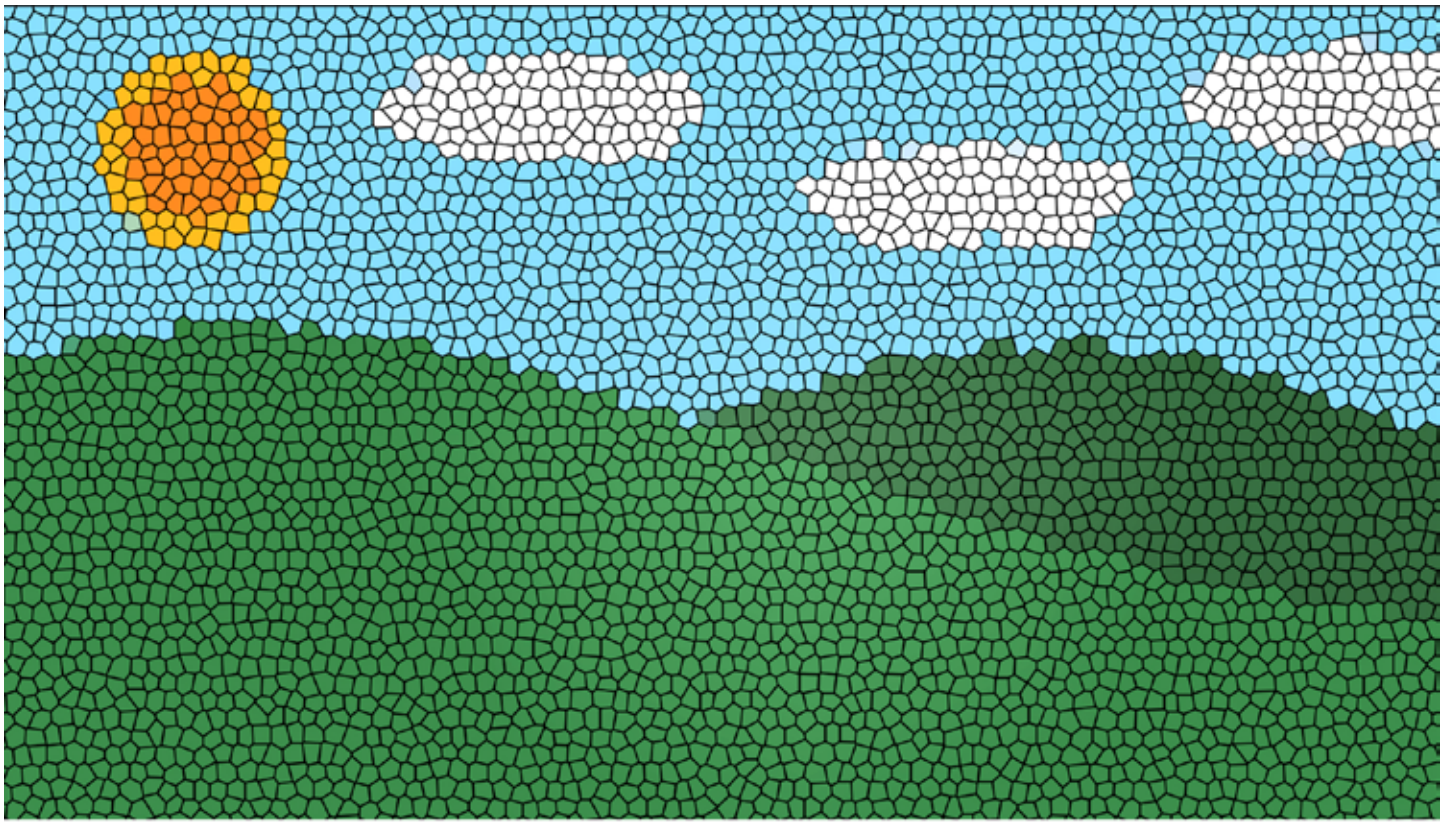


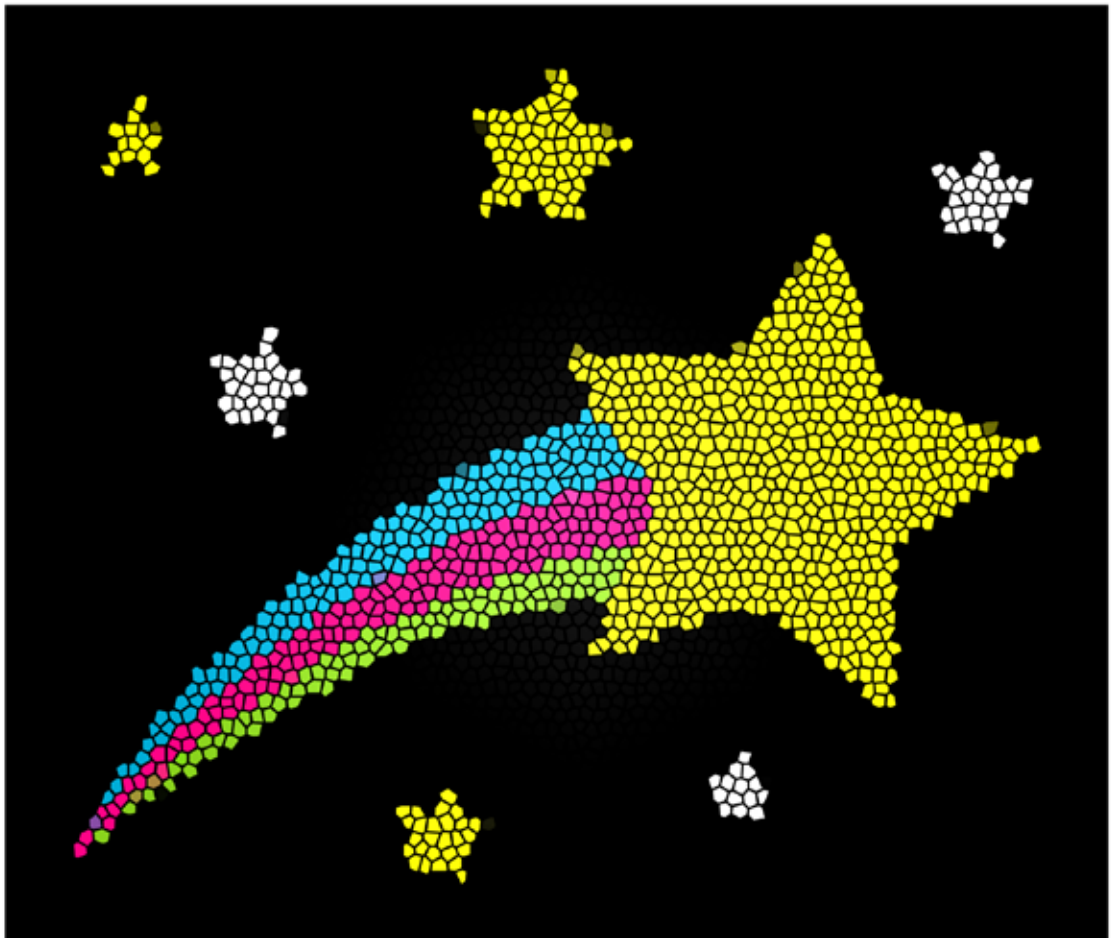
3. Glue the materials to the surface to make the image you wish!



the MOSAIC

You can choose any design you like!





the MOSAIC

You can choose any design you like!

Tints and Shades of your chosen colors

Remember how values made your earlier artwork more 3-D? Use **tints and shades** of your chosen mosaic colors for a greater 3-D effect!