

ELEMENTARY ART UNITS

Organization and Teaching
of
Elementary School Art

Helen F. Gleason

"Though we travel the world over
to find the beautiful, we must
have it with us or we find it not."

Emerson

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A UNIT OF WORK

Includes

① TOPIC

②

AESTHETIC
INFORMATION
Involving the points
of emphasis

COLOR
FORM
ARRANGEMENT
LETTERING
CONSTRUCTION

③

INDUSTRIAL
INFORMATION
Relating to the
Organizing topics

FOOD
CLOTHING
SHELTER
RECORDS
TOOLS
UTENSILS

④

RELATED
INFORMATION
Referring to the
courses in

HISTORY
GEOGRAPHY
LANGUAGE
READING
MUSIC
ARITHMETIC

⑤

CREATIVE
INFORMATION
Applying the
art principles in

COLORING
REPRESENTING
DESIGNING
CHOOSING
CONSTRUCTING

ART AND HISTORY ACTIVITIES

	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
	Holidays Indians Eskimos	Early Man Cliff Dwellers Indians	Tree } Cave } Dwellers Sea } Pastoral People	Past and Present Discoverers and Explorers Early and Later Colonial	American Rev. New Republic Pennsylvania Civil War	European background up to American Hist.
FOOD	Illustration of Indian hunting, stories, modeling holiday menus	Illustration of Indian industry, grinding corn, making pone	Dramatization and illustration of hunting, fishing, preparation of foods	Book on foods, bring pictures for mounting (Health unit)	Illustrations of farming, trading, and hunting in revolutionary times in Pennsylvania	Chart of imported foods
CLOTHING	Reconstructing costumes of Indians, Eskimos for sand table. Collect pictures	Sandtable to show experiences of Cliff dwellers in providing clothing	Construction of clothing from skins and fur. Illustrations	Simple weaving problems. Diagrams to show textile processes	Class frieze to show clothing of periods covered Drawing from human figure	Making of puppets for history of costumes pageant
SHELTER	Drawing of Indian and Eskimo dwell- ings. Dramatization.	Reconstruction of Eskimo and Indian village	Reconstruction of homes of tree, cave, and pastoral people. Make a movie	Construction of log cabins. Drawings of explorers' boats	Drawings to show elements of beauty in early Pennsylvania homes, and buildings.	Buildings of boats used in bringing colonists to America
RECORDS	Holiday greetings and decorations Picture language of Indians	How records were kept. Movie	Cutouts to show modes of record keeping.	Visit to printing shop or to museum to show evolution of printing	How records were kept in Colonial times Franklin	Study of pictures of fine buildings in Europe. Pageant posters
UTENSILS	Illustration of Indian grinding corn.	Drawing of implements and weapons	Illustrative stories of "feasting." Clay modeling	Illustrations of Colonial kitchen, clocks, time unit.	Books of best furniture from Washington to Lincoln	Drawings from articles made by pupils themselves.
TOOLS	Make Indian tools from clay, wood, etc. Collect suitable materials.	Toys of Indians and Eskimos reconstructed	Collecting pictures illustrating stories of the hunt.	Tools of Colonial period Drawings of Pilgrims carrying guns.	Bring in tools used by early Penn- sylvanians	Trip to museum or place of historic or art interest.

JULY 10, 1929

HELEN F. GLEASON

A UNIT OF WORK FOR FIRST GRADE

THUMB NAIL SKETCHES



Preparing and Serving Food



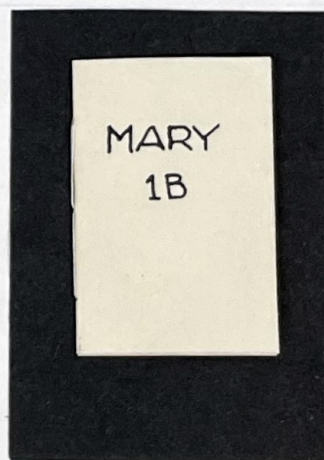
Making Toys



Making and Furnishing House



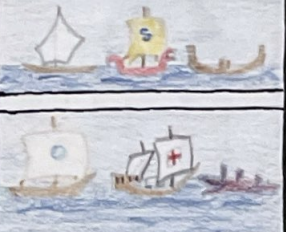



Making and Dressing Dolls



Making Booklet for Pictures

A UNIT OF WORK FOR FIFTH GRADE

① TOPIC: TRANSPORTATION

② INDUSTRIAL	③ RELATED	④ AESTHETIC	⑤ CREATIVE	⑥ ILLUSTRATIONS
How boats for different ages looked.	Early boats Egyptian, Venetian Viking Chinese Medieval etc.	How the lines, color and grace of early boats made pleasing water scenes.	A frieze of the evolution of ships.	
How we travel by water now.	What are the accommodations of a modern ocean liner? The services of ocean freighter.	Pictures from travel magazines of ocean liners. Names of our finest liners.	Make a diagram of the interior of an ocean liner. List all conveniences.	<div data-bbox="1197 714 1420 976"> <p>CONVENIENCES ON AN OCEAN LINER</p> <p>Berths Dining room Steamer chairs Stele room Gymnasium Swimming pool Ball room Saloon</p> </div>
How people of our country have traveled by land	What methods of travel were first used in our country? Later methods	Poem "The Wonderful One Hoss Shay"	Construct various vehicles of wood. Make animals to go with them.	
How land travel has developed.	A study of modern land transportation. Efficiency, speed, safety.	A study of beautiful automobiles. Pictures of trains.	Make a collection of automobiles.	
How travel by air has developed.	A review of air travel up to today's planes and dirigibles	Picture study "The Balloon" Poem "Darius Green and His Flying Machine"	Drawings of balloons, air planes and dirigibles	

DESIGN PROBLEMS

First Grade:

How can we get orderly arrangement?

Second Grade:

How may we arrange things in a design for rhythm?

Third Grade:

How may we arrange things in a design to have balance?

Fourth Grade:

How may we divide space in a design to make it most interesting?

Fifth Grade:

How may we secure variety in a design?

Sixth Grade:

How can we make appropriate use of design by the use of materials and decorations.

First Grade:

Information

Have misplaced furniture in room.
Ask children if they can see something out of place.

Rearrange.

Discuss arrangement

Order means putting things in their right places.

Order at home

Arrange colored papers, sticks

Use pictures to show arrangement.

Expression

Make several arrangements with colored paper. Save the best.

Choose a number of colors and arrange pleasingly.

Second Grade:

Information

How may we arrange things in a design for rhythm. Review lesson in order. Play

Some Modes of Expression

- | | |
|-------------------------|------------------------------|
| 1. Drawing | 9. Painting a frieze |
| 2. Modeling | 10. Sewing |
| 3. Paper Cutting | 11. Dramatizing |
| 4. Paper tearing | 12. Studying pictures |
| 5. Building | 13. Collecting illustrations |
| 6. Constructing | 14. Slides |
| 7. Coloring | 15. Movies |
| 8. Arranging sandtable. | |

- Magazines - Books - Pamphlets -

1. Curriculum Making in an Elementary School -- Lincoln School Staff.
Ginn and Co.
2. Colored prints
Art Extension Society, Westport, Conn.
3. "School Arts" Magazine
Brown Robinson Co. New York
4. The Art Digest -- Hopewell N. J.
5. The American Art Annual -- Amer. Fed. of Art.
6. The Design Magazine -- 307 S. Franklin St. Syrac. N.Y.
7. Every Day Art -- American Crayon Co.
Sandusky, Ohio
8. The Drawing Teacher -- Binney Smith N.Y.
9. The American Magazine of Art
(For art news) American Fed. of Art. Barr Bldg
Washington D.C.
10. Applied Art -- Lemos
11. The Art Center Bulletin -- 475 5th Ave. N.Y.
12. Industrial Arts Magazine -- Milwaukee, Wis.
13. Pencil Points -- 419 4th Ave N.Y.
14. The Poster -- 307 S. Green St. Chicago
15. Fairbairn Art Co. for folders -- N.Y. city
16. Sacred and Legionary Art Jameson

SPRINGFIELD PUBLIC SCHOOLS
Springfield, Massachusetts

A STUDY OF AGRICULTURE AND INDUSTRY WITH PARTICULAR
REFERENCE TO WHEAT

A Unit of Teaching in Grade 6 B, Indian Orchard Elementary School

The main topic assigned in the Social Studies Course of Study in Springfield is the agriculture and industry of North America, with special reference to the United States, and includes the development of such topics as surface, climate, resources, industries, commerce and routes of trade. In launching her class upon this work the teacher, Miss Margaret F. Cole, was eager to discover some unit of teaching about which this subject matter might be gathered. The statement of a problem which seemed to fill this need came about during a class discussion concerning the kinds of food eaten in a day. The class discovered that wheat in some form entered into every meal and that it is the world's most important food. Hence it seemed worth while to the pupils to find the answer to these problems; What is wheat; where can it be raised to the best advantage; and is the raising of wheat an important industry in the United States?

It became evident that the study of seed germination, which is a part of the Grade 6 nature study work, would be an excellent starting point. In subsequent discussions the class discovered that to find out about the raising of wheat it was necessary to make a study of surface and weather conditions in North America, and thus map study became a real need rather than an end in itself. As the work progressed the possibilities of the work continued to unfold themselves until they embraced practically every kind of subject matter in the curriculum. For example, the question, "What is done with the wheat produced on these great farms?" brought out the need to study marketing, transportation, and the manufacture of wheat into edible products, and to gain a knowledge of the centers of distribution. Another question, "What machinery is needed for these manufactures?" led to a consideration of power machinery as well as the raw materials required in the manufacture of machinery. The discussion of transportation led naturally to a consideration of the great markets for wheat products.

Through the cooperation of the supervisor of art and handwork, Mr. Walter H. Klar, and his assistant, Miss S. E. Evalyn Hammond, it was arranged to make the free and creative expression of the pupils' ideas through construction and drawing the class assignment for the semester. When finally assembled these construction units illustrated the complete history of wheat. There was also included a separate but related unit on the tobacco industry, illustrating exchange through commercial channels, with an analogous industry of the Connecticut Valley. Pictures of all kinds, from nicely mounted rotogravures from the public library to gayly colored wrappers from cereal containers, were brought in in large numbers. Pupils also wrote on their own initiative for travel folders and bulletins. Since it was worth while to collect these, it seemed worth while to preserve them and so the notebooks on Wheat began. Explanatory paragraphs to use with the pictures were seen to be necessary and so there was presented the finest kind of motivation for written language. Indeed the whole unit was rich with opportunities for language work. An obvious need was to learn to organize facts for oral presentation to the class, to write invitations to other classes, and to prepare for their benefit explanatory paragraphs about the construction units.

John Granrud
Assistant Superintendent