

Includes
Read-Along
Option

ART



by Patrick McDonnell

Ages 3-7

Art, a young boy, joyfully draws SCRIBBLES that SQUIGGLE, SPLOTCHES with BLOTCHES, ZIGS and ZAGS, DOODLES and DOGS, and so much more! Children are introduced to the imaginative world of art and how a picture really can be worth a thousand words. Narration and music by Bobby McFerrin. Directed by Konstantin Bronzit. A co-production of Weston Woods Studios, Studio Mir and Rembrandt Films. Includes a bonus interview with author Patrick McDonnell.

Art, Imagination, Creativity
Animated, 6 minutes

Lexile®: N/A; Guided Reading Level: K

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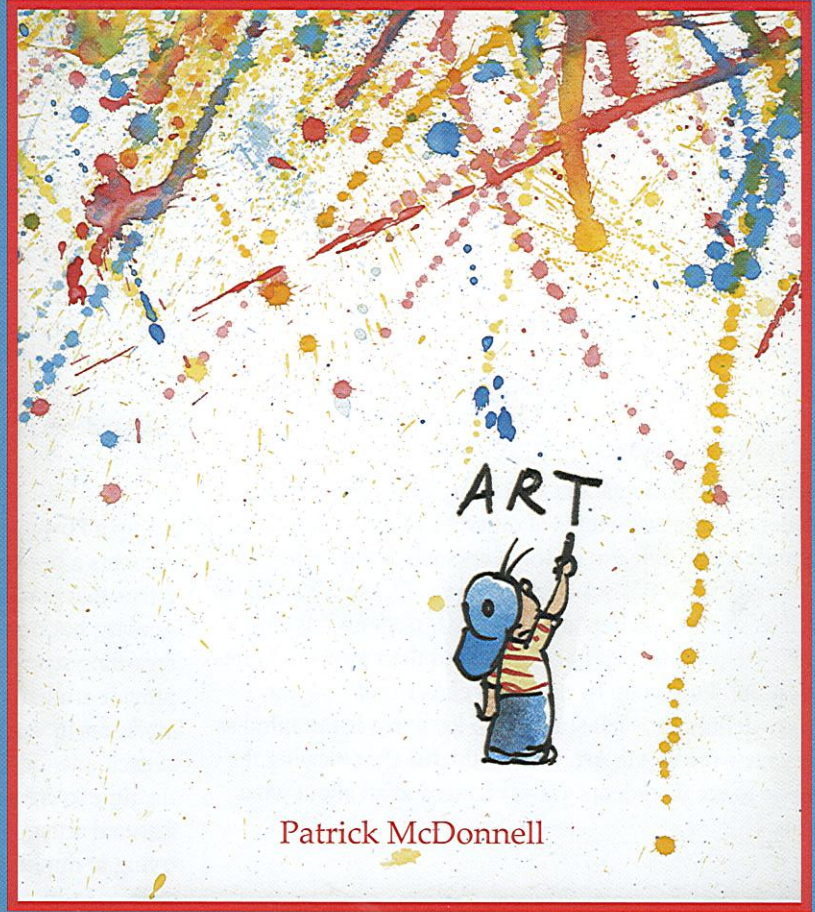


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Public
Performance
DVD



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SCHOLASTIC



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Ages: 3-7

Themes: Art, Imagination, Creativity

Running Time: 6 minutes

SUMMARY

Art loves art! He loves to draw shapes and doodles. He loves squiggles and lines, colors and dots. Sometimes Art's art looks like places he's been, sometimes it takes the form of patterns, and sometimes his art reveals his dreams. No matter what Art creates, his work is always displayed by his biggest fan – Art's mom!

OBJECTIVES

- Students will investigate and create different forms of visual art.
- Students will learn about different artists and their styles.

BEFORE VIEWING ACTIVITIES

Initiate a discussion about visual art. Begin by showing students slides or pictures of different works of art. Include many different styles of art such as works by Monet, Jackson Pollock, Michelangelo, Picasso, Warhol, as well as slides of student artwork. Ask students, "Is this art?" Help students refine and defend their answers to this question. Follow up by making a class list of how the group defines art. Tell students to keep this list in mind as they view the movie *Art*. Revisit the list after viewing the movie to see if students' views changed at all about what art is.

Provide students with different mediums to work with, such as watercolors, pencils, markers, and crayons. Challenge them to create a piece of art using all of the mediums available. Explain that they can make anything that they want. Allow students to work for 5-10 minutes. When they are finished, give students time to share their work in small groups. Then, encourage students to look for art that resembles theirs in the movie *Art*. Tell them that they may not see anything like what they made because one of the most special things about art is that it is original and unique. However, they may see that some of their ideas were similar to Art's in the movie.

AFTER VIEWING ACTIVITIES

Revisit the before viewing discussion about what art is. Ask students if any of their ideas have changed. Ask, "Did Art create anything that didn't look like art to you?" Ask students if any of their artwork resembled Art's. Ask students if they particularly liked or disliked any of Art's work.

Set up a Power Point presentation or slideshow that gives students a brief overview of different styles of art. Use the artists that you showed students in the Before Viewing Activity, but provide them with a little more information regarding style, medium, and history, if applicable. Then, provide students with 4-5 sheets of paper and various mediums to work with. Review the slides slowly, pausing at each one for 5-10 minutes. Challenge students to use the time to create their own piece of art in the style of the featured artist. Make it clear to students that they are not trying to duplicate that artist's work, but are using his/her style as an inspiration for their own piece of work. Model the process for students if necessary. As an extension, set

up an art gallery in the classroom. Divide it into sections such as, "The Pollock Room" or "The Picasso Room", to showcase the different styles of art that the students created. Invite parents and other students to a gallery opening. Serve juice and cookies and encourage students to talk about their work.

Organize a trip to a local art museum. Contact the curator to arrange a guided tour. Provide students with sketch books or make simple sketch books out of printer paper. As students move through the museum, allow them time to sit and enjoy the art, as well as time to create any art of their own in their sketch books. After the trip, allow students to share any drawings that they made with each other and to discuss their museum experience.

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