

Meri Lau's Curriculum Sampler for Grades 1 and 2

In this document, you'll find a sampling of projects Meri has taught in first and second grades over the last few years.



Stories in Art

The curriculum for grades 1 and 2 during third quarter 2019 was based on four works of art from the Madison Museum of Contemporary Art:

- *Moonrise* by Duane Brissette
- *Paul and Babe* by William McCloy
- *La Jaconde (Mona Lisa)* by Nicholas Garcia Uriburu
- *The Spy* by David Bigelow

As part of the museum's [Art on Tour](#) program, these original works of art traveled to Midvale for students to view, analyze, discuss and inspire their own stories.

STUDENT EXHIBITION

227 State Street
Madison, WI 53703
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mmoca.org

WHAT'S GOING ON HERE? STORIES IN ART
CAN YOU IMAGINE THIS? FANTASY IN ART

MMoCA
art
ON TOUR

Reception

Friday, June 7, 2019 • 6-7:30 pm

Celebrate MMoCA Art on Tour!

See student work from participating schools on display in the museum's Works on Paper Study Center, and enjoy live music and light refreshments.

Exhibition Hours

Sat and Sun

June 8 - 23 • 12-4 pm

Tues, Wed, and Thu

June 11 - 27 • 12-4 pm

Friday

June 14, 21, 28 • 12-4 pm





Moonrise by Duane Brissette



Individual and collaborative work inspired
by Moonrise by Duane Brissette





Inspired by McCloy's *Paul and Babe*, students collaboratively painted bacon strips and eggs for Paul and Paula Bunyan and made giant pancakes, too.



Student Teacher Abby gets the grill ready for pancakes, eggs and bacon. Students made their own mini skillets, spatulas and food.

Log Jam Relief Prints



While the class worked on their log jam prints, Meri called small groups over to help her paint the giant Paul and Paula Bunyan figures.





Inspired by David Bigelow's *The Spy*, students made spy kits, unicorn masks as disguises, unicorn cookies, and unicorn land maps.

Eiffel Tower and Fantasy Tower Construction

Objective: Students define landmark and create their own fantasy tower using problem-solving skills, starting with blocks and then moving to cardboard constructions.





Fantasy Skyscrapers: Inside and Out

Fantasy Skyscrapers: Inside and Out

Objective:

Students print the structure of the skyscrapers and draw the details of the interior.

Introduction and Motivation:

What skyscrapers can you find in Madison and around the world?

What does “skyscraper” mean?

Read the book *Sky Boys, How They Built the Empire State Building* by Deborah Hopkinson and James E. Ransome.

Demonstration:

1. Write name on long strip of white paper.
2. Draw a line for the ground with a pencil.
3. Cut a beam out of the cardboard.
4. Use a foam brush and dip it in the tempera thick paint. Brush the paint on the corrugated edge of the cardboard.
5. Press the cardboard beam onto the white paper that will get taller and taller.
6. Print out a long line of several printed beams.
7. Continue making beam prints parallel to the first beams. Print cross and diagonal beams.
8. Print with found objects that make circles and shapes.
9. **Allow to dry.**

Part 2 - Next class

1. Draw and color details of the interior of people and furnishings.
2. Paint sections of the skyscraper.
3. Add background of sky and ground. (blue, green, gray and white.)



Roger Brown Buildings

Students will construct three dimensional structures that are pre-scored to assemble into buildings that resemble Roger Brown's paintings. Students will create shadows/silhouettes in the windows to tell a story.

Roger Brown Buildings

Part 1 (1 class period)

Art teacher shows pictures of Roger Brown's paintings and sculptures of a building. Discuss his life and what you see in the paintings. Review the lesson prior about towers and examine Roger Brown's style. Is he careful or reckless? Read the story *Reckless Ruby*.

Part 2 (1 class period)

Look closely in the windows and what do you see?

Art Teacher creates a silhouette of student or colleague. What do we see behind the window shade?

Do you see any details? Does his paintings tell a story?

What do you think the story is trying to say? (Impending doom....disaster averted!)

Today we are going to work on the windows that tell a story.

You can also tell a story from the pictures you make.

Look at scenes using windows that can be moved about on the board. Art Teacher can mix them up to create new stories.

Demonstration:

Part 1

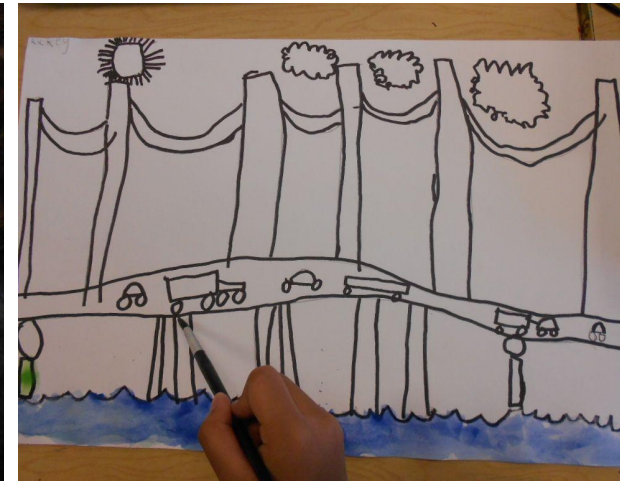
1. Look at the scored side of the matt board. Bend until it forms a building.
2. Write name in the inside of the building with pencil.
3. Lay the building flat onto the newsprint.
4. Paint each section with acrylic paint.
5. Cut windows from the yellow strip of paper carefully.
6. Glue onto the building and allow to dry.

Part 2

1. Draw inside the windows using a black fine marker.
2. Sketch with pencil if you are uncertain of the shape it makes that will make it identifiable through the shade.
3. Color with pencils the windows of the MAIN characters of the story.
4. Continue to draw and color until the building has enough images to tell a story.
5. Fill in the edges of the windows with blue pencil to give it three dimension.

Part 3 - Final class

Assemble the buildings onto a base. Add details with paper cut out of figures and vegetation. (shrubby and trees etc.) Paint connected roads in small groups.



Exploring bridges in 2D and 3D, individually and as a team.

Art has a Home Unit: Roy Lichtenstein Dream Houses

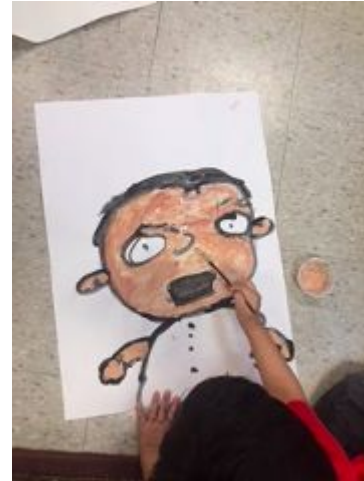


Intro to Self- Portraits

Students investigate front and side view of a face using found materials.



Students draw what they see using a mirror to try to capture their image by using a paintbrush to draw black lines directly onto the paper.



Then, they mix skin tones using brown, yellow and white.



