



## Essential Question:

How do artists use their senses to experience art and make art?

## Objectives

<b>C</b>	<p><b>Creating</b> Engage in exploration and imaginative play with materials <i>Students will create an original composition with the stones</i></p>
<b>A</b>	<p><b>Articulating</b></p> <ul style="list-style-type: none"> <li>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</li> <li>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</li> </ul> <p><i>Students will do what good artists do: share their ideas, materials, and art with each other.</i></p>
<b>F</b>	<p><b>Finding Connections</b></p> <ul style="list-style-type: none"> <li>3.3 Look at and discuss works of art from a variety of times and places.</li> </ul> <p><i>Students will discover the beauty of natural material.</i></p>
<b>E</b>	<p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>4.3 Discuss how and why they made a specific work of art.</li> <li>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</li> </ul>

## Into the Lesson:

Kindergarteners enter our artist cafe quietly and calmly and sit down on the carpet close to me where we can look at art works, have discussions, and share stories. For this lesson I have two beautiful artworks "River Rocks," by Stephen Stavast and an image of "Stonehenge." We then talk about what we see, what we think, and what we wonder. I share the story, "I Am an Artist," by Pat Lowery, and illustrated by Robin Brickman. Then we are ready to be artists too.

## Through the Lesson

I invite the students to our studio tables to slowly look at and touch the rocks and carefully sort/group similar stones together. I walk around the tables and ask about their sorting decisions.

I have students compose their stones in a beautiful way 3 to 5 times. Then I ask them to arrange them one last time to make their best composition. As they are exploring and creating I am walking about asking them about what senses are they using. We all take a "Walk About," around the room to view each other's sculptures and discuss their own works and share what they like about it. I write their titles on pre-printed labels that have their names and also take pictures of their compositions.

## Beyond the Lesson

We re-gather back in front of the pictures on the carpet and ponder 3 questions for closing.

Did artist Stavast, paint the river rocks exactly as he found them or did he arrange them?

Did Stonehenge happen naturally or were they arranged?

Can stones be art just lying on the ground?

For all images visit

<http://www.wondertimearts.com/artists-cafe-lessons-pre-k-6/kinders-cafe/i-am-an-artist-arranging-stones/>





[WWW.wondertimearts.com](http://WWW.wondertimearts.com)

**Grade: Kindergarten: "I am an Artist: Arranging Stones"**

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