

Action Verb Mural*

Kindergarten

Adapted by Nancy Gibson

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Visual Art

Drawing

Painting

Line

MSCCR STANDARDS

SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.

SL.K.5 Add drawing or other visual displays to descriptions as desired to provide additional detail.

L.K.1b Use frequently occurring nouns and verbs.

L.K.1f Produce and expand complete sentences in shared language activities.

L.K.5d Demonstrate shades of meaning among verbs by acting out the verbs.

MSCCR CREATIVE ARTS STANDARDS

VA: Cr2.1.K Organize and develop artistic ideas and work.

VA: Pr6.1.K Convey meaning through the presentation of artistic work.

VA: Re8.1.K Interpret intent and meaning in artistic work

LESSON SEQUENCE

Show the students various artworks by Keith Haring by viewing his website www.haringkids.com

Discuss what the figures seem to be doing.

Have the students act out the poses; no facial expressions are needed.

Act out other verbs. Make a list of these verbs

We are going to make a mural using our own bodies showing action.

DURATION

1 hour per day for two days, or 30 minutes for 4 days.

OBJECTIVES

To share the work of Keith Haring with young children. To show movement and expression without using facial expressions. To explore using bold lines and colors to tell a story. To emphasize working collaboratively in small groups.

MATERIALS NEEDED

Pencils

Rolls of colored paper

Scissors Glue (and glue brushes)

black paint

White roll of paper (mural)

VOCABULARY

Numbers

Counting/number words

Lines (vertical and horizontal)

Resist

RECOMMENDED RESOURCES

www.haringkids.com

You and a partner will take turns tracing each other on colored paper.

Make sure you freeze your action!

STEP 1 Students choose a color paper they wish to be traced on.

STEP 2 Students pair up and trace one another onto the colored paper.

STEP 3 Students cut out the tracings, adults help if needed.

STEP 4/Day 2 Students then apply glue to the cutouts using paint brushes.

STEP 5 Adults help the students place their person onto the mural paper (encourage creativity here, upside down, sideways, overlapping one another)

STEP 6 Students take black paint and outline their person and add squiggly lines, etc. to the mural, to show movement as Keith Haring did in his paintings.

STEP 7 Make a list of the verbs they acted out while being traced. Compare this list to the list made at the beginning of the lesson. Have students compare their person to others. Can you guess what they are doing?

EXTENDED LEARNING ACTIVITIES

The students can write about their artwork.

They can describe what their person is doing using a verb and where they might be (setting).

“I am (verb) at the, in my, etc. (setting) because _____.

SOURCES

www.haringkids.com

Whole School 2017 Winter Institute, Tupelo MS Lauren Burg: Parent (PTA Art Smart program participant)

*TIPS + FREQUENTLY ASKED QUESTIONS

Do not allow the students to view Keith Haring’s official website: www.haring.com ; images are not appropriate for children!

