

# What Can A Dot Be?

Primes Division (grades pre-K – 2)

## Goals:

1. Students will begin to understand that there are many decisions you can make in an artwork and appreciate that everybody makes different decisions for different reasons.
2. Students will begin to understand how to use and care for tools and materials.

## Connections to Curriculum:

### A. Making

1. Drawing – Skills: use of colored pencils, oil pastels, and markers.
2. Drawing – Concepts: How are the materials different? Is one better than another for a specific use?

### B. Literacy

1. Visual Art Vocabulary – Are students able to describe their own work?
2. Sharing with Others – Are students supportive of each other's work?

### C. Context

1. Recognize the social significance of art – Do students realize that there are many solutions and none are “wrong”?

## Materials:

9” x 4.5” paper (at least 5 sheets per student), black sharpies, colored pencils, oil pastels.

## Sequence:

1. Read and discuss The Dot by Peter Reynolds.
2. What can a dot be? Draw a dot on a piece of paper and ask students for suggestions on what it can become.
3. Give specific instructions: Make a dot on each sheet of paper and see where it goes! Make four drawings. Add a cover page and staple drawings together into a book.
4. Students work on their dot books.
5. Share dot books. What did each dot become? Why is everybody's drawing different?

## Assessment:

Is the student using tools and materials appropriately?

Does the student understand how the materials are different from one another?

What kind of vocabulary does the student use to describe his or her work?

What is the student's attitude toward other people's drawings?

Does the student understand that there is no “wrong” answer in art?