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| **Subject:** | Art |
| **Title:** | Jersey Art |
| **Grade Level:** | K-3 |
| **Purpose:** | Students will create a hockey symbol. Students will explore elements of art using a rough texture. Students will observe a negative and positive image transfer. |
| **Curricular**  **Connections:** | * Use a variety of drawing media in an exploratory way to see how each one has its own characteristics. * Use drawing tools to make a variety of lines—curved, straight, thick, thin, broken, continuous. * Use drawing tools to make a variety of shapes—open, closed forms; straight, curved forms; geometric - rectangles, squares, circles, triangles, and free form. * Make drawings from direct observation. * Use drawing media in combination with other media such as painting, printmaking or fabric. |
| **Materials:** | 1. Puckster book: “Puckster’s First Hockey Sweater” 2. White t-shirt OR use fabric and make a class banner, or individual pennants to decorate classroom. Fabric may be cut into squares, or pennant shapes, or left large to make class banner. 3. Sandpaper cut in approx. 5x7 rectangles; adjust depending on project (finer grit sandpaper is less destructive to crayons) 4. Old crayons 5. Iron (set to moderate-high setting) 6. Flat surface 7. newspaper |
| **Activity:** | 1. Teacher reads “Puckster’s First Hockey Sweater”. 2. Teacher asks students what they would want on a hockey sweater if they were going to design one for a team. 3. Share visual samples of team jerseys and discuss symbols and logos. 4. Students are given a square of sandpaper. 5. On rough side of sandpaper, students draw outline of hockey image with pencil. 6. Students are instructed to use a dark colour to create a border around edge of the sandpaper. 7. Students press crayons firmly as they colour in their outlined image. 8. Teacher will transfer image onto fabric with hot iron in safe area. 9. Heat iron, put image side of sandpaper against flat fabric. Place newspaper over back of sandpaper and start to iron. 10. You will see oil come through the newspaper after a few minutes. Gently peel off sandpaper. Let cool for 5 minutes. |
| **Extension:** | 1. Science: students use only primary and/or secondary colours. 2. This activity could be done for each season on classroom banner for students to identify similarities and differences of hockey drawings through the seasons. 3. Students may be encouraged to use only local images to promote pride of community. |
| **Assessment:** | 1. Did student follow directions? 2. Does student’s drawing reflect an understanding of the elements discussed? |