



Falling for Leaves

Examples of Possible Academic Standards to Incorporate

Kindergarten:

- 1.1 Use selected tools and materials in a safe manner to create a work of art.
- 1.2 Apply a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.
- 2.1 Identify elements of art (e.g., line, shape, color, texture).
- 2.2 Identify principles of art (e.g., pattern, repetition).
- 2.3 Demonstrate an understanding that anyone can express themselves visually.
- 3.1 Demonstrate an understanding that subject matter can be real or imaginary.
- 3.2 Demonstrate an understanding that symbols are used to convey meaning.
- 3.3 Know that pictures tell a story.
- 5.1 Understand that there are various purposes for creating works of visual art.

1st Grade:

- 1.1 Use tools and materials in a safe and responsible manner.
- 1.2 Demonstrate an understanding of how to use selected tools and materials to create a work of art.
- 1.3 Explore a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.
- 2.1 Identify and use elements of art (e.g., line, shape, color, texture).
- 2.2 Identify and use principles of art (e.g., pattern, repetition).
- 2.3 Demonstrate an understanding that anyone can express ideas and feelings in original works of art.
- 3.1 Know that subject matter can be real or imaginary.
- 3.2 Know that symbols are used to convey meaning.
- 3.3 Know that pictures tell a story.



- 5.1 Identify various purposes for creating works of art.
- 5.2 Express personal preferences after viewing specific works of art.
- 6.1 Gain an awareness of connections between visual arts and other disciplines.

2nd Grade:

- 1.1 Consistently use tools and materials in a safe and responsible manner.
- 1.2 Demonstrate an understanding of how to use selected tools and materials to create a work of art.
- 1.3 Explore a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.
- 2.1 Identify and use a combination of elements and principles of art to communicate ideas.
- 3.1 Use visual symbols to communicate meaning in works of art.
- 3.2 Create works of art using a variety of themes.
- 5.1 Recognize that artwork is created for a variety of reasons.
- 5.2 Express personal preferences after talking about his/her own works of art and the works of others.
- 5.3 Describe influences on his/her own artwork.
- 6.1 Demonstrate an understanding of similarities and differences between visual arts and other disciplines.

3rd Grade:

- 1.1 Use a variety of tools and materials to create a work of art.
- 1.2 Use a variety of techniques and processes to produce original works of art that reflect personal experiences, imagination, and observations.
- 1.3 Use tools and materials in a safe and responsible manner.
- 2.1 Recognize and identify elements and principles of art.
- 2.2 Use the elements and principles of art to communicate ideas.
- 2.4 Create art with a specific function
- 3.1 Explore and understand content in works of art by others.
- 3.2 Select subject matter and content in their own artworks.
- 5.1 Recognize that artists create work for a variety of purposes.
- 5.2 Discuss the characteristics and merits of their work and the work of others
- 5.3 Understand that viewers have different responses to artworks.
- 6.1 Experience similarities and differences between the visual arts and other arts disciplines.
- 6.2 Identify connections between the visual arts and other disciplines in the curriculum.

4th Grade:

- 1.1 Use a variety of tools and materials to create a work of art.
- 1.2 Use a variety of techniques and processes to produce original works of art that reflect ideas, concepts, symbols and themes.
- 1.3 Use tools and materials in a safe and responsible manner.
- 1.4 Demonstrate levels of craftsmanship.
- 2.1 Consistently recognize and identify elements and principles of art.
- 2.2 Use the elements and principles of art to communicate ideas.
- 2.3 Discuss the functions of art in different environments.
- 2.4 Create art works to meet various functions.
- 3.1 Discuss subject matter, symbols, and ideas in works of art by others.
- 3.2 Utilize subject matter, symbols, and ideas in their own artworks.
- 5.1 Understand that artists create work for a variety of purposes.
- 5.2 Discuss the characteristics and merits of their work and the work of others
- 5.3 Interpret different responses to art works.
- 6.1 Examine characteristics of visual arts and other arts disciplines.
- 6.2 Practice making connections between the visual arts and other disciplines in the curriculum.

5th Grade:

- 1.1 Demonstrate an understanding of a variety of tools and materials used to create a work of art.
- 1.2 Develop skills in a variety of techniques and processes to produce original works of art that reflect ideas, concepts, symbols and themes.
- 1.3 Use tools and materials in a safe and responsible manner.
- 1.4 Demonstrate levels of craftsmanship.
- 2.1 Use the elements and principles of art to communicate ideas.
- 2.2 Discuss and analyze the functions of art in different environments.
- 2.3 Create artworks to meet various functions.
- 3.1 Discuss artistic intent by evaluating subject matter, symbols, and ideas in works of art by others.
- 3.2 Experiment with subject matter, symbols, and ideas to create meaning in their own artworks.
- 5.1 Compare multiple purposes for creating works of art.
- 5.2 Appraise the characteristics and merits of their work and the work of others.
- 5.3 Examine different responses to artworks.
- 6.1 Find relationships between the visual arts and other arts disciplines.
- 6.2 Examine ways in which other disciplines are interrelated with the visual arts.

6th Grade through 8th Grade Arts Standards are Combined:

- 1.1 Demonstrate the use of knowledge in select media, techniques and processes to create two and three dimensional art.
- 1.2 Compare and contrast the effective use of communication of ideas through the use of media, tools, techniques, and processes (and compare and contrast the different effects created by various two- and three-dimensional works of art.)
- 1.3 Reflect upon the effectiveness of a variety of media (to reflect, express and communicate ideas symbolically and realistically).
- 2.1 Develop an awareness of the elements of design and the principles of composition through their application.
- 2.2 Create and evaluate art works that exhibit various sensory and expressive qualities.
- 2.3 Develop an awareness of the function or intrinsic purposes of works of art.
- 2.4 Apply problem-solving skills that lead to solutions to specific visual art tasks.
- 3.2 Use subjects, themes and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.
- 5.1 Compare multiple purposes for creating works of art.
- 5.3 Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
- 6.2 Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

High School: Arts

- 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.
- 1.2 Produce visual art that exhibits a communication of ideas through the use of media, tools, techniques, and processes.
- 2.1 Demonstrate an understanding of art elements and design principles.
- 2.2 Analyze and critique organizational components and expressive qualities of artworks.
- 2.3 Evaluate the function of artworks as to utilitarian or intrinsic purposes.
- 2.4 Apply problem-solving skills to create solutions to specific visual art tasks.
- 3.1 Demonstrate critical thinking in the selection of content in works of art.
- 3.2 Evaluate meaningful images that reflect personal experiences and environments.
- 5.1 Assess visual artworks and their meanings by using a variety of criteria and techniques.
- 5.2 Reflect on and evaluate artworks in order to understand various interpretations.
- 6.1 Examine the materials, technologies, processes, and terminology used in the visual and performing arts.

- 6.2 Integrate ideas, issues, and themes in the visual arts with other subject areas.

Examples of Possible Academic Vocabulary to Incorporate

Kindergarten:

- | | | |
|----------------|------------|--------------|
| • Author | • Print | • Difference |
| • Illustrator | • Retell | • Location |
| • Beginning | • Sentence | • Number |
| • Ending | • Speech | • Pattern |
| • Drawing | • Title | • Position |
| • Letter | • Word | • Shapes |
| • Picture book | • Classify | • Sort |
| • Story | • Compare | • Read |

1st Grade:

- | | | |
|--------------|--------------|-------------------------------------|
| • Character | • Direction | • Media (e.g.,
book, video, art) |
| • Setting | • Estimate | • film,
illustrations) |
| • Illustrate | • Symbol | • Summarize |
| • Sequence | • Ruler | • Information |
| • Predict | • Part | |
| • Question | • Reality | |
| • Statement | • Vocabulary | |

2nd Grade:

- | | | |
|--------------|--------------|-----------------------|
| • Fiction | • Main idea | • Author's
purpose |
| • Nonfiction | • Message | • Plot |
| • Folktale | • Dimensions | |
| • Fables | • Interpret | |
| • Discussion | • Predicting | |

3rd Grade:

- | | | |
|----------------|--------------|-------------------------|
| • Cause | • Internet | • Character |
| • Effect | • Sequential | • Setting |
| • Opinion | • Singular | • Summarize |
| • Organization | • Area | • Supporting
details |
| • Plural | • Multiple | |

4th Grade:

- | | |
|------------|-----------|
| • Accuracy | • Analogy |
|------------|-----------|

- Audience (as listeners)
- Author's purpose
- Compare
- Edge

- View
- Contrast
- Drawing conclusions
- Genre

- Making inferences (inferring)
- Outline
- Prediction

5th Grade:

- Comparative
- Implied
- Main ideas
- Metaphor
- Narrative

- Oral
- Edge
- Surface area
- Presentation
- Personification

- Point of view
- Prompt
- Theme
- Visual image

6th Grade:

- Features
- Employ
- Genre
- Imagery
- Similarity

- Inference
- Random
- Sample
- Personification
- Point of view

- Relevant
- Relevancy
- Sequential order
- Symbolism

7th Grade:

- Interaction with texts
- Paraphrase
- Connotation
- Denotation
- Stress
- Pitch

- Juncture
- Accent
- Function
- Repetition
- Mood
- Foreshadowing
- Tone

- Inferences
- Viewpoint
- Property
- Nuance
- Climax

8th Grade:

- Coherent order
- Composition
- Debate
- Elaboration
- Facilitator (role identification/groups)
- Inferring

- Infinite
- Sequence
- Inductive reasoning
- Deductive reasoning
- Inflection
- Enunciation

- Rate
- Pitch
- Reliability
- Sensory detail
- Tension
- Mood/tone

High School

- Audience
- Protagonist
- Antagonist
- Coherence
- Drama
- Elements of plot
- Point of view
- Figurative language
- Logical fallacies (e.g., appeal to fear [ad baculum], personal attack [ad hominen], false dilemma, and false analogy)
- Paraphrase
- Questioning
- Revision
- Themes

Falling for Leaves

=Leaves are actually little “factories” that manufacture food to help the plant grow. In the spring and summer, these factories run at top speed, taking in carbon dioxide from the air and water from their roots.

Then sunlight enters the leaf and sets the factory in motion. But a leaf could not begin its manufacturing process without a chemical already present in its cells. That chemical is chlorophyll, which also gives the leaf its green color.



There are other colors present, too, in most leaves (red, orange, yellow, purple), but they have been hidden behind the green of the chlorophyll.



When the fall comes, bringing cold weather, the veins in the leaf, which once brought water to it, become blocked. This causes the chlorophyll to break down and stop its job of keeping the leaves green and making food. As the green chlorophyll fades away the reds, oranges, yellows, and purples are able to appear.

The color that each tree turns in the fall depends on the hidden pigment, or coloring matter, that is in the leaf: xanthophyll, for the yellows; carotene, for the oranges; and anthocyanin, for the reds and purples.

When an autumn leaf falls from a tree, the scar, or mark, it leaves on the branch actually has a tiny “face,” with two eyes, a nose, and even an expression!

The World’s Biggest Leaf!

Can you imagine a tree as tall as a seven-story building? Sure, some trees in your neighborhood may be that tall. But can you imagine a single leaf that big?

The raffia palm is a tree that grows in the tropics of South America and Indian Ocean islands.

While the average size of most palm leaves ranges from 4 to 20 feet long and 1 to 4 feet wide, a single leaf of the raffia palm can be more than 70 feet long and 19 feet wide!

Leaf Art

Natural leaf carving is actual hand cutting and removal of a leaf's surface to produce an art work on a leaf.

The process of carving is performed by artists using tools (special tiny knives) to carefully remove the surface without cutting or removing the veins. The veins add detail into the subject matter of the carving.

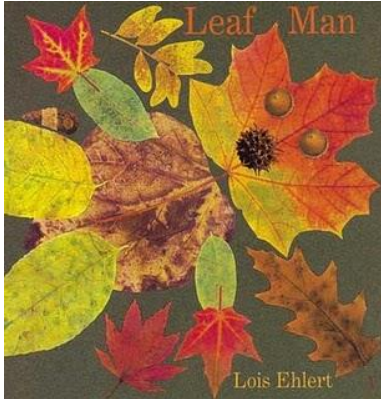
The material or most common leaf used in leaf carving is the leaf of a Chinar tree. The Chinar tree is native to India, Pakistan and China. Chinar leaves have a close resemblance to maple leaves.



Branching Out With Art

Read Leaf Man or another book about fall leaves and inspire your students to make some wonderful creations!

Fall has come, the wind is gusting, and Leaf Man is on the move. Is he drifting east, over the marsh and ducks and geese? Or is he heading west, above the orchards, prairie



meadows, and spotted cows? No one's quite sure, but this much is certain: A Leaf Man's got to go where the wind blows.

Leaf Man is a fantastic book by Lois Ehlert where the leaves transform into people, birds, fish, vegetables, trees, and more.

Image Credit: Butterfly leaves image and idea from Art Projects for Kids at www.artprojectsforkids.org/2008/10/fall-leaf-...

Materials:

- Lots of different leaves in varying colors
- Sheet of white or black paper
- Glue
- Pencils
- Books for inspiration

Directions:

First, gather leaves. Gather a variety in different colors. We try to pick leaves that have already fallen to the ground. Next, decide what type of animal you want to make and begin assembling the leaves on a white sheet of paper. This may take some experimentation. Try not to alter the shapes of the leaves – work with what you have. Creating leaf illustrations is like assembling a puzzle.





Options: Experiencing the real thing is always best for students. But in case of foul weather or other prohibitive factors here are a few ideas to help you continue the project and to make dozens of flat, easy-to-cut and glue leaves. If you are so fortunate as to live near some fall foliage, you can take the real thing to a color copier and make lots of prints of multiple leaves. If you live nowhere near any color-changing trees, you can go to

www.gettyone.com or Google or Clip Art and search for "leaves, close-up". On GettyOne download the preview images, which are free, and print out on a color printer. If you use photo paper the color seems to be about 10 times brighter but it is more expensive, especially for bulk projects.

Tips: If using copied leaves, young students can cut out the leaves leaving about an 1/8" of white around the outside. The reason is that intricate leaf shapes can be tricky to cut right on the edge, but because the background will be white, the excess paper will blend in. Older students can be more precise and cut out the leaf exactly.



To make butterflies: The leaves are then to be cut in half right down the middle, along the spine. The two sides are then glued down with a little space left in between. A body and antennae are cut from scraps pieces, or from leftover stems.

Leafy Beans



This project is a great way to celebrate the origins of leaves. Read a book such as *Leaf* by Stephen Michael King (When a little boy runs in a panic from a haircut, a bird sees to it that his luxuriously follicated head is put to good use and drops a single seed right on top. Time passes, and wait...could it be? Something grows. A leaf! . . .)

Materials:

- Pencil
- Canvas boards/cardboard squares
- Small paintbrush
- Craft glue
- Dried beans (ex. Lentils, kidney, white beans, peas, etc)
- Ruler

Directions:

1. Have students start by drawing a pattern in pencil on their cardboard.

Have students create a fallen leaf pattern, flying leaves, leaves and pinecones, etc (other options are geometric designs, a still life, or even a portrait in dried beans) – have them think of it as a color-by-numbers painting. Have students arrange leaves on the canvas in a way that looks good to them, then trace shapes with a pencil, maintaining design. Remove the cutouts and set the cardboard aside.

2. "Paint" a thin layer of glue in one area of your pattern, and sprinkle the area with colorful beans. Use a single color in each area.

3. Use the ruler to tidy up the edges of the beans before moving on to the next area.

4. Repeat steps 1 through 3 until the board is covered. Let dry for 1 hour.

Tip: Be sure to give the beans a good layer of glue over the top. This will keep bugs away.

