Teacher Notes: My Creative Work Grades K-1

Materials and Preparation

• Prepare a fictitious time capsule with a container (e.g., a shoebox)

containing a few doodles or simplistic sketches that do not have names

associate with them. You may want to provide hints in the sketches

showing that you are the artist.

• Copy the Time Capsule Self-Portrait Student Handout, one for

every two students, and then cut the handouts in half.

• Optional: Preview the free online drawing tool picassohead (www.picassohead.com).

• Optional: Print your template for crediting work on address labels.

(**slide 1)**

**Introduce** the topic: My Creative Work

**(slide 2)**

**Ask and discuss**: How can you give credit to your own creative work?

**(slide 3)**

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**Warm up**

**discuss** the lesson objectives

**(slide 4-5)**

**Review** the Key Vocabulary

time Capsule

credit

original

self-portrait

publish

**(slide 5)**

Go over Key vocabulary and define

**(slide 6)**

**Tell** students that you recently found a time capsule.

**Explain** that you are trying to figure out whose artwork is inside the time capsule. Then open the time capsule box and display on the drawings.

**(slide 7)**

**Ask**: Who do yo think drew this picture?

Answers will vary. Kids may guess, but emphasize that there is no way to know for sure who did the artwork because there is no name. The artist did not give himself/herself credit.

**Explain** that artists sign their original works to let people know who created it long after they are gone.

**(slides 8-9)**

Show the two examples of famous artists who are long gone but we know their work because they signed their name on it.

Picasso

Van Gogh

**(slide 9)**

After showing the two examples, tell students you are the artist of the original sketches in the shoe box and sign them.

**(slide 10)**

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**Explain** to students that, as a class, they are going to create their own time capsule.

**Invite** each student to create a self-portrait to be included in a class time capsule.

**Distribute** the time capsule Self-Portrait handout

**(slide 12)**

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**Ask** students if they are proud of the artwork they created. If they say yes, emphasize that part of showing this sense of pride is giving themselves proper credit.

**Encourage** students to think about what information they should include on their artwork in anticipation of "publishing" their work.

**(slide 13)**

**Introduce** a classroom norm, or template, for crediting all creative work. Consider including:

Title of work

Name of the author

Date of completion

Note: Sometimes classes will consider a fictitious publishing company, and even include the publishing company name.

**Invite** students to put all of their artwork in a class container and at the end of the year have students find it again.

**Encourage** students to always check all their work to see if they gave themselves credit.

**(slide 14)**

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You can use these questions to assess your students' understanding of the lesson objectives.

**Ask**: How can you tell who created a piece of artwork?

You can look for the title of the piece, the name of the artist, and/or the date of completion.

How did you give yourself credit on your self-portrait?

title, name, date

Why is it important to give yourself credit on your artwork?

artist show that they are proud of their work. Others, can learn more about the artist and share (cite) the work in the future.