

Title: Paintball

Length: 3-4 class periods of 45 minutes each

Grade level: 3rd (for the sake of this lesson)

Standards:

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

b. Discovers personal relationship to community, culture, and world through making and studying art.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

c. Makes decisions about surface treatment of sculpture or ceramic form.

VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

Main Idea:

Students will learn about sport commonalities present in diverse cultures. Students will see images from the article, Joy is Round, by author Jessica Hilltout in the February 2013 issue of National Geographic. Students will each paint a unique design on a sports ball (volleyball, basketball, or soccer ball). After the activity, the completed balls will be sent to children in need.

Essential Questions:

1. How could you improve the lives of other kids in your community?
2. Why is it important to help people who have less than you?
3. How could you improve the lives of other kids your age around the world?
4. Why are sports and games a universal connector?

Materials Used: (preferably donated materials)

- Acrylic paint
- Bottoms of Coke bottles (to hold balls still)
- Paint brushes
- Paper Plates
- Paper towels
- Aprons/old shirts
- Balls (Soccer, basketballs, and softballs)

- Painted demo-ball

Activity

Although this is provided as a program available to communities, the activity can be done in any classroom.

Day 1:

As with any beginning art project, this lesson should begin with some background information and a presentation on the importance of play as an escape for underprivileged children around the world.

- Open up with motivational questions
 - Who likes to play sports?
 - What kinds of sports do you like to play?
 - Imagine not having a ball to play with, what would you do?

Expand with a power point of the processes other children around the world use to create soccer balls and kick balls.

End day with giving them something to think about.

Have them go home and sketch ideas for their ball designs.

Day 2:

Begin by doing a small recap on the project.

Time permitting, allow some students to show their sketches to the class.

Discuss some good ideas for designs and why other children might like them.

Begin the project by having the materials already out and ready for the students, if not, employ student helpers.

A quick demo will be required, and you should also have a painted soccer ball ready to display that you made.

Have the coke bottles and balls already on the tables. Emphasise that they must paint the balls they are given, no one is allowed to trade. Remind them they should be able to create an amazing piece no matter the size or shape of the ball. It is their painting that will be important.

Begin painting with time for clean-up at the end of class. (About 10 minutes).

Day 3 and Day 4:

Continue painting. There needs to be a place to store the balls so they can dry.

Accommodations:

For students with motor disabilities, create tools to assist them in the painting.

Assigning a partner student is also a good idea.

There needs to be a way to secure the ball from rolling or being knocked off the coke bottle. Velcro can be attached to the bottom of the ball.

Roll ball on butcher paper with paint on it?

Assessment:

The goal of this lesson is to open the students' eyes to the differing lives of children their age around the world. The lesson is a creative way for the students to become involved in giving another child a unique piece of art that can be used in play.

Assessment should be graded according to effort and understanding.

Keep small notes on the daily progress of each student as well as possible.

Example Assessment: (done by teacher)

Rating: 1 being lowest and 4 being the highest

| Name of Student | Date | Assignment | | | |
|----------------------------|-------------|-------------------|----------|----------|----------|
| Creativity | | 1 | 2 | 3 | 4 |
| Attention to Detail | | 1 | 2 | 3 | 4 |
| Effort | | 1 | 2 | 3 | 4 |
| Completeness | | 1 | 2 | 3 | 4 |

Understanding can be gauged by the asking of the essential questions.

Principia Approval:

It is imperative to seek the principal's approval for the project if you plan on sending the balls away. If you intend to send a picture of the child holding their ball with it, then principal as well as parental permission. The pictures of the students with the balls is not necessary.