

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Draw Your School</u> Grade Level: Fifth <u>2nd</u> Nine Weeks Concept: Space Objective: The student will create the illusion of three-dimensional objects seen in two-point perspective.	Line* Color* Shape/Form* Texture Value Space*	Emphasis Contrast Unity* Balance* Rhythm Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1*
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: appropriate prints and illustrations that show two-point perspective, teacher made examples

Materials: drawing paper, pencil, ruler, drawing board, watercolors and colored pencils

Vocabulary: space, perspective, vanishing points, coverage, horizon line and watercolor wash

Procedures:

1. Display prints and illustrations of two-point perspective. Discuss and demonstrate how to use a ruler for two-point perspective.
2. After drawing several three-dimensional objects on the board, ask the student to draw exterior scene of the school using two-point perspective.
3. After working outside and drawing the school, return to the classroom and paint pictures using a watercolor wash. Details should be added with colored pencils after watercolor is dry.

Critique: Display and discuss which part of the school was drawn and where they were successful in using two-point perspective.

Assessment:

- Composition: use of space
- Use of two-point perspective
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Fabric/Wallpaper Collage</u> Grade Level: Fifth <u>2nd</u> Nine Weeks Concept: Texture Objective: The student will use textural qualities creating a fabric/wallpaper collage.	Line* Color* Shape/Form* Texture* Value Space	Emphasis Contrast* Unity* Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1*	VA.D.1.2.1*	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Margaret Burrough’s *Still Life* and examples of collages

Materials: poster or tag board, scissors, glue, fabric scraps or wallpaper

Vocabulary: texture: tactile, visual and invented, collage, fabric, pattern, repetition, unity and color scheme

Procedures:

1. Display still life print by Margaret Burroughs. Discuss how Burroughs’ print shows visual and invented textures.
2. Show examples and discuss the process of making a collage.
3. Students will select fabric (scraps and upholstery samples) or wallpaper (scraps and samples) showing color scheme.
4. Cut fabric or wallpaper into pieces of random shapes and sizes.
5. Encourage students to use unity, pattern, balance and contrast.
6. Arrange fabric or wallpaper to create collage on poster or tag board.
7. Glue each piece of fabric or wallpaper to poster or tag board.

Critique: Display and discuss the use of texture (tactile, visual, and invented) in making collage.

Assessment:

- Composition: use of texture (tactile, visual, and invented)
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Figure Drawing–Symmetry</u> Grade Level: Fifth <u>4th</u> Nine Weeks Concept: Balance Objective: Students will create a full figure drawing showing balance and symmetry.	Line Color Shape/Form* Texture Value Space*	Emphasis* Contrast Unity Balance* Rhythm Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: paintings, drawings and photos of people (adults and children) showing symmetry of body

Materials: paper, pencils, color

Vocabulary: balance, symmetry

Procedures: Discuss symmetry of body, left to right.

1. Students will draw a person either from front or from behind.
2. Place arms and legs in similar positions as in shooting a basketball, holding a puppy, being a catcher on a baseball team, etc.
3. Draw figure large on page. Folding paper in half lengthwise will help student see relationship of left to right proportion.
4. Color with any medium and add appropriate background.

Critique: In small groups, display and discuss balance and symmetry of each figure.

Assessment:

- Composition: use of balance/symmetry
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Found Object Sculpture</u> Grade Level: Fifth <u>4th</u> Nine Weeks Concept: Unity Objective: The student will create an imaginative assemblage sculpture using found objects that show unity.	Line Color Shape/Form* Texture* Value Space*	Emphasis* Contrast* Unity* Balance* Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1	VA.D.1.2.1*	VA.E.1.2.1*
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Jerry Ross Barrish’s *CitroTn* and Principles of Art chart, teacher made examples

Materials: found objects, cardboard, plastic containers, glue gun, glue sticks, masking tape, glue, scissors and scraps of colored paper

Vocabulary: found objects, recycle, assemble, assemblage, sculpture, unity, pattern, texture, form and imagination

Procedures:

1. Students will bring in found objects, cans, plastic containers, cardboard, recycled materials, etc.
2. Display Jerry Ross Barrish, *CitroTn*, students will identify some of the found objects from print.
3. Discuss Principles of Art and demonstrate how to assemble found objects together to show unity, balance, and pattern.
4. Tell the students they will create an assemblage sculpture. They should try several arrangements of found objects showing unity, balance and texture.
5. After forming sculpture, students will tape, glue or hot glue (supervise glue gun) objects together.
6. Encourage imagination and use of paper, color, and patterns applied to the sculpture.
7. Literacy tie-in: write a paragraph about their assemblage – theme, how elements were used and processed.

Critique: Display and discuss the unity of each assemblage and what elements helped to create the unity.

Assessment:

- Composition: use of unity
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Garden Tomatoes</u> Grade Level: Fifth <u>1st</u> Nine Weeks Concept: Color Objective: The student will use pastels on cut colored construction paper tomatoes to create shades and tints.	Line Color* Shape/Form* Texture Value* Space	Emphasis Contrast Unity* Balance* Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3*	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: color wheel, tomato plants or pictures, teacher made examples

Materials: colored construction paper, scissors, glue, pastels

Vocabulary: value, tint, shade, balance, unity

Procedures:

1. Through observation students will draw and cut tomatoes, leaves, and vines from colored construction paper.
2. Establish a light source. Use pastels to color over the cut shapes to create shades, tints, and highlights.
3. Arrange the tomatoes, leaves and stems into a balanced composition and glue to a 12 x 18 light blue piece of construction paper.

Critique: Display and discuss color: tints, shades, and highlights then have students identify their most interesting tomato and tell why it looks interesting.

Assessment:

- Composition: use of color
- Mixing of tints and shades
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Gold Fish Underwater</u> Grade Level: Fifth <u>3rd</u> Nine Weeks Concept: Movement/Rhythm Objective: The student will use cut paper to show the movement of gold fish under water.	Line* Color* Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance Rhythm* Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1*	VA.D.1.2.1*	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Duchamp’s *Nude Descending a Staircase*, Bruegel’s *The Peasant Dance*, teacher made examples

Materials: 12 x 18 white construction paper, scrap construction paper, colored foil paper, glue

Vocabulary: repetition, movement, rhythm, refracted light, viewpoint

Procedures:

1. Discuss the viewpoint of looking down into water. Discuss refracted light and broken images.
2. Students cut the shapes of fish swimming as seen from above the water. Cut and glue eyes, fins, and tails.
3. The fish are then cut into two or three pieces to create the broken image.
4. Cut flowing strips of color for water. Spiral and twirl the water to show the movement of the fish.
5. Glue fish and water to 12 x 18 paper. Cut and glue small pieces of foil to create highlights in the water.

Critique: Display and discuss the movement in each and what in the artwork creates the movement.

Assessment:

- Composition: use of movement/rhythm
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Imaginary Animals</u> Grade Level: Fifth <u>1st</u> Nine Weeks Concept: Shape/Form Objective: The student will describe and use techniques in forming and shaping expressive objects in clay.	Line Color Shape/Form* Texture* Value Space	Emphasis* Contrast Unity* Balance* Rhythm Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1*	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2*	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Dr. Seuss’ books (animals), posters of dragons, print of sphinx, teacher made examples

Materials: modeling clay, tools, newspaper and textured found objects (tip: use newspaper or canvas on work surface)

Vocabulary: clay, modeling, forming, shaping, sculpting, sculptor, imaginary, exaggeration and texture

Procedures:

1. Show illustration of historical and contemporary imaginary animals (dragon, sphinx, Dr. Seuss’ animals, etc.). Discuss what makes them imaginary.
2. Give each student a ball of clay.
3. Ask the students to use their hands as tools. Have the students practice forming and shaping the clay into spheres, cylinders, cones, and pinching and smoothing the clay.
4. Have students begin forming imaginary animals by pulling out or adding legs, wings, head, etc. to the clay.
5. Enhance details by smoothing or adding texture (tools or found objects) to clay form.

Critique: Display and discuss techniques used in forming their own work and in the works of classmates.

Assessment:

- Composition: use of shape/form
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Line Collage</u> Grade Level: Fifth <u>1st</u> Nine Weeks Concept: Line Objective: The student will create a collage using parallel, angled, curved, vertical, horizontal, thick, thin, broken, and congruent lines.	Line* Color Shape/Form* Texture* Value Space*	Emphasis* Contrast* Unity Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1*	VA.D.1.2.1*	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: line chart and Van Gogh’s *Street at Saintes Maries*

Materials: scissors, papers, construction paper, glue and foil

Vocabulary: lines: parallel, angles (oblique), curved, vertical, horizontal, thick, thin, broken, congruent, and collage

Procedures:

1. Discuss different types of lines from line chart and identify those lines in Van Gogh’s *Street at Saintes Maries*.
2. Divide paper into eight equal parts by folding paper. Select eight different types of lines.
3. Create a collage by cutting construction paper or foil into strips to form different types of lines for each of the eight spaces.
4. Glue construction paper or foil that represents each line on the paper of the eight spaces.
5. Black felt tip pen or markers may be used to trace around construction paper or foil to repeat each line.

Critique: Display and discuss artwork. Students will point out different types of line in each collage.

Assessment:

- Composition: use of lines
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Metamorphosis–A World of Change</u> Grade Level: Fifth <u>3rd</u> Nine Weeks Concept: Contrast Objective: The student will choose one item that can undergo visual change and draw it in sequence views.	Line* Color Shape/Form* Texture Value Space*	Emphasis* Contrast* Unity Balance Rhythm* Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: M.C. Escher prints, figure drawing proportion charts, student samples

Materials: white drawing paper, pencil, color (colored pencil, crayon, marker, paint, pastel)

Vocabulary: metamorphosis, contrast, size, texture, shape

Procedures:

1. Discuss things that change (people, animals, plants, food, etc.).
2. Students will choose one item and draw it at the left side of their paper.
3. Continue adding new views next to last one as it changes (morphs) into next size, texture, shape, etc.
4. Add an interesting background.

Critique: Display and discuss the contrast in each view of the sequence.

Assessment:

- Composition: use of contrast
- Creativity
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Mobile with a Theme</u> Grade Level: Fifth <u>4th</u> Nine Weeks Concept: Unity/Harmony Objective: The student will choose a theme for a mobile and design three to seven shapes to balance and hang together.	Line* Color* Shape/Form* Texture Value Space*	Emphasis* Contrast Unity* Balance* Rhythm* Proportion Repetition/Pattern

Sunshine State Standards				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: Calder mobile and stabile examples, some wind chimes

Materials: paper, posterboard, string or yarn, thin dowel rods or coat hanger wire, hole punch

Vocabulary: mobile, stabile, sculpture, unity, harmony

Procedures:

1. Students will select a theme (cowboys, whales, flowers, construction trucks, shoes, etc.)
2. Draw three to seven shapes of items that fit the theme. Cut out and trace on posterboard, or color, then glue to posterboard and cut out, then redraw on backside.
3. When all shapes are cut out, punch a hole in top of each shape.
4. Tie a short length of string or yarn to each shape.
5. Tie string to thin dowel rod or coat hanger wires.
6. Hang one wire of longer length at top and shorter ones underneath to allow for movement. Be sure strings don't bump into each other. Students will need to help each other with balancing (sliding strings left and right) while one holds top piece.

Critique: Display and discuss the unity, harmony, and balance in each mobile.

Assessment:

- Composition: balance
- Use of unity/harmony
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Onomatopoeia Pattern Design</u> Grade Level: Fifth <u>2nd</u> Nine Weeks Concept: Pattern Objective: The student will create original patterns that illustrate an onomatopoeia.	Line* Color* Shape/Form Texture Value Space	Emphasis Contrast* Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1*
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2*	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: a list of onomatopoeia words (words that imitate the sound it represents)

Materials: 9 x 12 colored construction paper, oil pastels

Vocabulary: repetition, pattern, onomatopoeia

Procedures:

1. Students select an onomatopoeia word to illustrate on their choice of colored paper.
2. Use one pastel to write the word in a manner that helps to illustrate the word.
3. Trace around the word three times using a different color each time.
4. Create contrasting patterns in the remaining background space.

Critique: In small groups, display which patterns have the most interesting effects and how patterns are used in society.

Assessment:

Composition: use of pattern

Creativity

Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Paper Weaving–Pattern</u> Grade Level: Fifth <u>2nd</u> Nine Weeks Concept: Pattern Objective: The student will decorate papers, with planned pattern in paint, then cut and weave together in basket weave style.	Line* Color* Shape/Form Texture Value Space	Emphasis Contrast Unity* Balance* Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: baskets showing various weaving styles, paper weavings

Materials: two 12 x 18 sheets of white paper, tempera paint and brushes, scissors, glue

Vocabulary: pattern, planned, complex, alternating, complementary, shades, tints, monochromatic, primary, secondary

Procedures:

1. Students will choose a color scheme (primary, secondary, complementary, monochromatic) and paint a pattern on one sheet of paper. On other sheet another pattern is painted with different colors (e.g. primary colors on one, secondary colors on other) or separate complements on each page, etc.
2. Students will fold one sheet in half, side to side so it is 9 x 12 size. With a ruler at open edge, draw a “stop cut” line, then cut from fold to that line, as wide or narrow as you prefer. Nothing comes apart.
3. With second paper, use a ruler and pencil to draw straight lines twelve inches long the entire width of the paper. Numbering them will keep them in order.
4. Weave in and over, under pattern. Slide together and glue at top and bottom.

Critique: Display and discuss contrasts of pattern and color.

Assessment:

- Composition: use of pattern
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Tessellations</u> Grade Level: Fifth <u>3rd</u> Nine Weeks Concept: Movement/Rhythm Objective: The student will create a geometric based shape which fits into others on all sides and draw an image.	Line* Color Shape/Form* Texture Value Space*	Emphasis Contrast Unity* Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: M.C. Escher prints, quilt designs, Islamic tile designs, teacher made examples

Materials: paper, scissors, tape, colored pencil

Vocabulary: tessellation, movement, rhythm

Procedures:

1. Students will use a square (any size will work, but 2” size is good for 12 x 18” paper).
2. Cut any kind of narrow line from left side of square and slide over to right side, then tape flat edge to flat edge.
3. Do the same from top to bottom, again taping flat edge to edge.
4. Place new shape in center of 12 x 18 paper and trace.
5. Slide shape to left, right, top, bottom of central shape and fitting lines exactly, trace again.
6. Continue fitting shape into hollow spaces until entire page is filled.
7. Decide what shape looks like and with colored pencil add details and color.

Critique: Display and discuss variety of shapes, if shapes fit accurately into each other and movement.

Assessment:

- Composition: use of movement/rhythm
- Use of shape
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Torn Flower Collage</u> Grade Level: Fifth <u>1st</u> Nine Weeks Concept: Shape Objective: The student will tear paper into shapes and arrange creating flowers.	Line* Color* Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1*	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Georgia O’Keefe’s flowers, flower pictures, and real flowers

Materials: 12 x 18 black construction paper, scrap construction paper, glue

Vocabulary: repetition, shape, radial symmetry, space

Procedures:

1. View and discuss the shape of flowers and leaves.
2. Students tear colored construction paper to create 3 to 5 radial flowers.
3. Students use torn paper to create leaves, stems, and all details.
4. Arrange and glue shapes onto 12 x 18 black paper so space is used well. Encourage overlapping.

Critique: Display and discuss the differences between cutting the shapes and tearing the shapes. Discuss the differences in the effects of the torn shapes to cut the shapes.

Assessment:

Composition: use of shape
 Use of repetition/pattern
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Two Points Perspective Building</u> Grade Level: Fifth <u>2nd</u> Nine Weeks Concept: Space Objective: The student will design and cut out a building using two-point perspective and contrasting colors.	Line* Color* Shape/Form Texture* Value Space*	Emphasis Contrast* Unity* Balance* Rhythm* Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1	VA.C.1.2.1	VA.D.1.2.1	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2	VA.C.1.2.2	VA.D.1.2.2	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4			

Resources: drawings and photos of buildings in two-point perspective, student samples

Materials: two sheets of contrasting color construction paper (dark and light)

Vocabulary: two-point perspective, horizontal, vertical/diagonal positive and negative space

Procedures:

1. On light sheet, students will place a dot at both of the sides, and draw a straight line between them (horizontal). Vertical lines are draw in three places with the center line being longer than the other.
2. Draw diagonal lines from each vertical to make a two-sided box form. Students will cut on horizontal line, up one side, up diagonal, then down second diagonal and second vertical side to other horizontal line.
3. Light color will be glued onto dark color. Scraps can be used to cut windows and doors, signs and architectural details.

Critique: Display and discuss building styles, similarities, and differences, positive and negative space.

Assessment:

- Composition: use of space
- Use of two-point perspective
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Winter Scene</u> Grade Level: Fifth <u>3rd</u> Nine Weeks Concept: Contrast Objective: The student will produce stencil prints showing contrast.	Line* Color Shape/Form* Texture* Value* Space*	Emphasis* Contrast* Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills & Techniques</u>	<u>Creation & Communication</u>	<u>Cultural & Historical</u>	<u>Aesthetic & Critical</u>	<u>Application to Life</u>
VA.A.1.2.1*	VA.B.1.2.1*	VA.C.1.2.1*	VA.D.1.2.1*	VA.E.1.2.1
VA.A.1.2.2*	VA.B.1.2.2*	VA.C.1.2.2	VA.D.1.2.2*	VA.E.1.2.2
VA.A.1.2.3*	VA.B.1.2.3*		VA.D.1.2.3	VA.E.1.2.3
VA.A.1.2.4*	VA.B.1.2.4*			

Resources: Suzor-Coté’s *Settlement on the Hillside* and examples of stencil prints

Materials: black construction paper, drawing paper, scissors, pencil, sponge, white tempera and container for paint

Vocabulary: contrast, winter, landscape, stencil, printing, positive and negative space

Procedures:

1. Display *Settlement on the Hillside* by Suzor-Coté and examples of stencil prints. Discuss how contrast is shown using lights and darks, shadows, color, positive and negative space.
2. Explain how stencils are planned, cut-out compositions from which one or many prints may be made. Demonstrate process of cutting stencils and printing.
3. Draw winter composition on drawing paper, evergreen trees, trees with bare branches, rocks, buildings, etc.
4. Cut-out shapes of winter composition, place stencil over black construction paper, secure with tape.
5. Using a sponge and white paint, dab white paint over the stencil cut-out until negative shapes have been covered.
6. Repeat process by moving stencil or adding second stencil cut-out.
7. Lift stencil from paper and let dry.

Critique: Display and discuss stenciling process and have students explain how contrast was achieved.

Assessment:

- Composition: use of contrast
- Use of space: positive and negative
- Neatness/good craftsmanship

