

Art Lesson Plan	Elements	Principles
Title: <u>A, B, B, A, B, A, B, B, A, B</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Pattern Objective: Student creates patterns.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: study and discuss abstract painting: (modern art) *Zett* by Victor Vasarely, work from Kandinsky

Materials: scissors, glue, pencils, paper (option: use die cut shapes – make ahead)

Vocabulary: repetition, pattern, abstract, geometric shapes

Procedures:

1. Teachers define abstract and show examples.
2. Students cut strips of paper into small squares.
3. Students cut other paper into circles.
4. Students glue their circles and squares to background paper, keeping a repeated pattern i.e. circle circle square, circle circle square, circle...etc.

Critique: Display and discuss pattern and how patterns are created.

Assessment:

Composition: use of whole page
Use of patterns
Neatness (cutting and gluing)
Good craftsmanship

Art Lesson Plan	
<u>Title: Aborigine Bark Painting</u>	
Grade Level: First	<u>1st</u> Nine Weeks
Concept: <u>Shape</u>	
Objective: <u>The student will learn how the Aborigines used symbols to create a story within their artwork.</u>	

Elements
<u>Line*</u>
<u>Color*</u>
<u>Shape/Form*</u>
<u>Texture</u>
<u>Value</u>
<u>Space</u>

Principles
<u>Emphasis*</u>
<u>Contrast*</u>
<u>Unity</u>
<u>Balance</u>
<u>Rhythm</u>
<u>Proportion</u>
<u>Repetition/Pattern</u>

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Sunshine State Standards				
Skills & Techniques	Creation & Communication	Cultural & Historical	Aesthetic & Critical	Application to Life
VA.A.1.1.1*	VA.B.1.1.1*	VAC.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2*	VA.D.1.1.2*	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Aborigines' Bark Painting examples

~~Deleted: Resources:~~ . study and discuss abstract painting: (modern art) *Zett* by Victor Vasarely, work from Kandinsky

Materials: construction paper crayons, construction paper, pencils (optional warm colors), white paint and paint brushes

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Vocabulary: original artwork, reproduction, abstract, shapes and lines

~~Deleted:~~ repetition, pattern

Procedures:

1. Discuss artwork of the Aborigines, recognizing free form symbols, lines, and dots used to fill the background.
2. Have students draw free form symbols on the construction paper creating a story (extra free form shape of a kangaroo or Koala bear).
3. Inside the free form shapes, students can create different line designs.
4. Use crayons to trace symbols and lines.
5. Use the brush on it's tippy toes to paint dots. Dip gently into container and tippy toe across the background creating a dot pattern. (Optional: have fun using warm colors)
6. (Optional – tear corners off by tearing with hands not scissors giving a rough edge.)

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 2. Students cut strips of paper into small squares. ¶
 3. Students cut other paper into circles. ¶
 4. Students glue their circles and squares

~~Deleted:~~ paper, keeping a repeated pattern i.e. circle circle square, circle circle square, circle...etc.

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 Critique: **Display and discuss pattern and how patterns are created.**

Critique: In small groups, have student tell their story about the Aborigine Bark Painting, describe the symbols within their work of art.

Assessment:

- Composition: use of whole page
- Use of shapes
- Use of symbols to illustrate a story
- Neatness/good craftsmanship

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Art Lesson Plan	Elements	Principles
Title: <u>Baroque Still Life</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Shapes Objective: Student will use contour free-form shapes to draw a still life.	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>
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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Pieter Claez's *Still Life*, Clara Peeters's Still Lifes

Materials: still life objects, drawing paper, pencil (optional: colored pencils, water colors or markers)

Vocabulary: still life, Baroque, overlapping, freeform, contour, geometric

Procedures:

1. Students will study the Baroque painting recognizing the objects within the painting.
2. Students will draw the still life objects on display drawing the contour free form shapes.
3. Students can draw different line textures within each overlapping object, and color with desired medium.
4. Create a background or cut out still life and glue it on construction paper.

Critique: In small group, display and discuss shapes found in their still lifes.

Assessment:

Composition: use of whole page
Use of shapes
Demonstrates overlapping
Demonstrates free form contour drawings
Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Best Invention Since the Wheel</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Shape Objective: Student will design a unique vehicle, with one similarity to others...circle wheels. The rest of the design will be a creative assortment of triangles, rectangles and squares stacked upon each other to create the "body" of the vehicle.	Line Color Shape*/Form Texture Value Space	Emphasis Contrast Unity Balance* Rhythm Proportion Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Pissarro's *Blvd Montmartre*, examples of inventions with wheels
daVinci inventions

Materials: paint, brushes, paper

Vocabulary: geometric shape, circle, square, triangle, rectangle

Procedures:

1. Define and discuss inventors.
2. Students will design a unique vehicle, with one similarity to others...circle wheels. The body of the vehicle will be a creative assortment of triangles, rectangles, and squares.
3. Paint vehicle.

Critique: In small groups, students will name and describe their unique vehicle and identify the shapes used to design it.

Assessment:

Composition: use of whole page
 Use of geometric shapes
 Creativity of vehicle
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Clay Pockets</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Texture Objective: The student will demonstrate how to use a clay slab and create it into a pocket that will hang.	Line Color Shape/Form* Texture* Value Space	Emphasis Contrast Unity Balance* Rhythm Proportion* Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3*	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: examples of clay slab pockets

Materials: Day 1 – clay, slip, clay tools, newspaper, clay boards (some type of work surface for students to work on that clay will not stickie canvas)
Day 2 – glaze, brushes

Vocabulary: smooth, form, texture, mold, wedge, slab, slip, clay

Procedures:

1. Students will roll out the clay 1/2” thick. (option: pre-roll clay using slab roller)
2. Fold the bottom to the middle of the slab creating a pocket.
3. Score and slip the edges and create a design on the front using the clay tool (example: draw different lines to create texture abstract or realistic drawing).
4. Bisque fire then glaze, fire again.
5. Fill pocket with dried flowers and hang.
6. Literacy tie in, create flow chart of clay stages on overhead.

Critique: In pairs, students will discuss how their clay pocket was created and why they came up with their specific design for the pocket.

Assessment:

- Use of texture
- Well constructed
- Well glazed
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Evening Landscape</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Space Objective: Student will paint an evening landscape recognizing space and colors.	Line* Color* Shape/Form Texture* Value Space*	Emphasis* Contrast Unity Balance Rhythm Proportion Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3*	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Van Gogh's *Starry Night*

Materials: 12 x 18 white construction paper, paint brushes, water, paper towels and tempera

Vocabulary: foreground, middle ground, background, landscape, detail, darker

Procedures:

1. Define and describe landscapes, show difference between an original and a reproduction.
2. Have students study *Starry Night* – texture, movement, foreground, middle ground and background.
3. Have students sketch a landscape adding detail within their scene.
4. Students will paint with tempera (best to use light bright colors first then painting darker). Students can create texture if desired. Emphasize the evening sky and how light would be different as the sun sets.

Critique: Using overhead and Venn diagram have students compare and contrast Van Gogh's *Starry Night* and their artwork.

Assessment:

Composition: use of whole page
 Details in foreground, middleground and background
 Use of space
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Figure Drawing</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Lines Objective: Students will experience the drawing process by composing a picture showing figures in action.	Line* Color Shape/Form Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

Sunshine State Standards				
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VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Mary Cassart's *Young Mother Sewing* or Chagall's *Birthday*

Materials: white chalk, 12 x 18 manilla paper, 12 x 18 construction paper, crayons (options: water color, markers, oil pastels)

Vocabulary: portrait, figure, action, size, bending joints, shape, background, signature white chalk, construction paper, contour lines

Procedures:

1. Look and talk about full figure action portraits. Discuss proportion, bending, and placement of body parts.
2. Have students demonstrate action and movement posing (kicking a ball, etc.).
3. Discuss contour lines (starting and ending at the same place) i.e. start at the top of the head and continue around the body.
4. Warm-up exercise (5-7 minutes) have students use chalk and manilla paper to practice use "whole page."
5. Once practiced, have students copy their best practice drawing on construction paper, add a background that best fits the action figure.
6. Add color and details with desired medium.

Critique: In pairs, discuss the bending of their action figures.

Assessment:

Composition: use of whole page
 Use of lines
 Gesture drawings
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Fish Kites</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Balance Objective: The student will create their own Japanese 3-D fish using construction paper.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Japanese kite examples, teacher made examples

Materials: streamers, construction paper 24 x 18 of all colors, paint, markers, sequins, foam shapes, long wooden dowels for holding the fish

Vocabulary: 3-D, balance, symmetry, detail

Procedures:

1. Have student study Japanese kites and fish designs. Have students recognize shapes and textures within the fish designs.
2. Have student create thumbnail sketches and then choose their favorite fish to draw on one folded 25 x 18 construction paper, cut and stuff out of the large construction paper. Before stuffing have students color or paint both sides of the fish symmetrically and glue other objects to the fish like sequins or streamers.
3. Once the fish is stuffed and stapled around, hang on a wooden dowel.

Critique: Display with a parade of fish kites then describe the symmetry in their fish kites.

Assessment:

Creative fish design
 Use of balance (symmetry)
 Forming process followed
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Frottage</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Texture Objective: The student will create a texture rubbing by creating their own paper texture plate.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Max Ernst's *Loplop*

Materials: two colors of construction paper, scissors, glue, string, textured objects (leaves...), unwrapped crayons, white drawing paper

Vocabulary: texture, high contrast, rubbing, frottage, layering, overlapping, bond paper (thin)

Procedures:

1. Use two colors of construction paper: one for the plate, or background and one you can cut for the shapes.
2. Glue shapes and other textured items on the solid construction paper. (A theme works best i.e. a house for loved pets.)
3. Cover picture with bond paper and use an unwrapped crayon to rub over the entire design using even pressure.
4. Options: use different colors of crayons over one another.

Critique: Display and discuss how different textures can help create the overall artwork.

Assessment:

Composition: use of whole page
 Use of texture
 Use of theme and details
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Geometric and Free Formed Cat</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Pattern Objective: Student will create a cat using the shapes mentioned in title.	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.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: prints of Egyptian art, featuring cat symbol

Materials: 9 x 12 or 12 x 18 paper, felt tip pens

Vocabulary: geometric shapes = circle, square, triangle, rectangle, free form shapes are fluid, organic

Procedures: Student listens and follows directions as teacher instructs:

1. Draw a head with a circle,
2. Add 2 triangles for ears,
3. One in middle of circle for nose,
4. Diagonal lines for whiskers,
5. Free form shape for body,
6. Rectangles for legs,
7. Free form for tail,
8. Add curvy lines or straight lines or a combination all over cat's body for textures.

Critique: In pairs, students give their cats a name and tell why that name was chosen.

Assessment:

Composition: use of whole page
 Followed directions
 Use of pattern to show texture
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Impressionistic Landscape</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Unity Objective: Student will paint a landscape focusing on the same size brush strokes in the foreground, middleground and background for unity.	Line* Color* Shape/Form Texture* Value Space	Emphasis Contrast Unity* Balance Rhythm Proportion Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3*	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Van Gogh's *Starry Night* or other landscapes

Materials: tempera paint, brushes, water, paper and paper towels

Vocabulary: landscape, unit, texture, foreground, middleground, background

Procedures:

1. Teacher will introduce Van Gogh and his artwork, discuss original and reproductions using paints, then demonstrate using only one brush and keeping the brush strokes the same size. (unifying elements)
2. Students will create a landscape using paint and one brush, keeping brush strokes same size.

Critique: Display and discuss the quality of brush strokes in students' landscapes.

Assessment:

Composition: use of whole page
 Use of unity (same size brush strokes)
 Use of details in foreground, middleground, and background
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Kachina Dolls</u> Grade Level: First <u>3rd</u> Nine Weeks Concept: Contrast Objective: Symmetrical balance is achieved when both sides are identical.	Line Color Shape/Form* Texture Value Space	Emphasis Contrast* Unity* Balance* Rhythm Proportion* Repetition/Pattern

Sunshine State Standards				
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VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: example of project, *Arrow to the Sun* (book), photos of Kachina Dolls

Materials: toilet paper tubes, paper scraps, 4 1/2 x 6 cut paper, 2 x 6 paper

Vocabulary: Kachina Doll, Hopi Indians, contrast (light and dark colors), paper sculpting

Procedures:

1. Teacher will introduce the Hopi culture and explain the history of Kachina Dolls and their symbolism, show examples.
2. Then demonstrate paper sculpting techniques.
3. Students will create a 3-D paper sculpture of a Kachina doll using toilet paper tubes as the base then adding contrasting color paper scraps cut, shaped, and glued on the tube.

Critique: Display and discuss contrasting colors and symbolism in the Kachina Dolls.

Assessment:

- Use of forming process
- Use of symbols
- Use of contrasting colors
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Media Squares</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Unity/Harmony Objective: Student will cut shapes and glue them on construction paper creating unity.	Line Color Shape*/Form Texture Value Space	Emphasis Contrast Unity* Balance Rhythm Proportion Repetition/Pattern

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VA.A.1.1.4	VA.B.1.1.4			

Resources: examples that demonstrate unity – book illustrations, photographs

Materials: construction paper, scissors, glue, magazines (option: precut shapes from magazines using paper cutter)

Vocabulary: unit, unity, collage

Procedures:

1. Teacher defines and demonstrates unity.
2. Students cut small, rectangular shapes from magazine ads and pictures.
3. Students arrange the shapes on a neutral color paper into any subject they select achieving unity because the similar shapes make an overall pattern.

Critique: Display and discuss student works identifying unity within each work.

Assessment:

Composition: use of whole page
Use of unity
Development of pattern
Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Paint Like Rousseau</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Emphasis Objective: Student will paint a landscape focusing on one color demonstrating shades, tints and monochromatic colors.	Line Color* Shape/Form Texture Value Space	Emphasis* Contrast Unity Balance Rhythm Proportion Repetition/Pattern

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VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Rousseau's jungle paintings, teacher made examples

Materials: tempera paint, brushes, paper, palettes for mixing paint

Vocabulary: tints, shades, monochromatic, landscape, foreground, middleground, background

Procedures:

1. Teacher will introduce Rousseau and his work and identify dominant color, foreground, middleground, and background.
2. Students will make a landscape painting using one dominant color.
3. Students will mix (dominant color with black to make darker and dominant color with white to make lighter, mix in primary colors...)

Critique: Display and discuss dominant color in each landscape.

Assessment:

Composition: use of whole page
 Use of emphasis (dominant color)
 Mix dominant color lighter (tints) and darker (shades)
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Pizza Pie Lines</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Lines Objective: Student will draw a circle and draw a half circle, and divide them with lines using mathematical terms.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2*	VA.D.1.1.2*	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: Frank Stella's *Darabjerd III*

Materials: felt tip markers and/or crayons

Vocabulary: vertical, horizontal, diagonal, 1/2, 1/4, 1/8

Procedures:

1. Student draws one large circle, is guided to draw a line that divides it in half, then in quarters, then 1/8's.
2. Somewhere near that circle, draw a half circle and divide it.
3. Color the segments.
4. Encourage student to continue adding circles and half circles with segments to fill composition.

Critique: Display and discuss how we assimilate shapes to "see" familiar designs.

Assessment:

Composition: use of whole page
 Use of lines
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Positive/Negative</u> Grade Level: First <u>2nd</u> Nine Weeks Concept: Space Objective: Student will create design by filling negative space with pattern.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: artwork by Matisse, finished project examples

Materials: paper, felt tip pens

Vocabulary: background, foreground, negative space

Procedures:

1. Students place and trace various art tools on paper. (plastic scissors, ruler, bottles of unopened glue)
2. Then students fill in the background negative space with a variety of repeated lines and shapes using felt tip pens.

Critique: Display and discuss student success at emphasizing negative space.

Assessment:

- Composition: use of whole page
- Use of space
- Identify negative space
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Primary Apple</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Color Objective: The student will learn how to create an apple using shapes and lines. Students will use different mediums for coloring.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: primary and secondary colors chart, Cézanne's still life pictures of fruit

Materials: 6" x 6" manila paper, 9" x 18" white drawing paper, pencil, erasers, oil pastels, watercolors, tempera paint (red, blue and yellow), colored pencils, paint brushes, water cups

Vocabulary: primary and secondary colors, form, 3-dimensional, still life

Procedures:

1. Have the students recognize the shapes and colors of fruit (realistic and within Cézanne's still life).
2. On the manila paper, have students learn how to draw an apple using a heart shape, or drawing the letter "M" on top and the letter "U" at the bottom. Connecting the letters to create the form. Draw a stem within the apple and a leaf shape attached to the stem.
3. Cut out the apple and trace it six times on the long white drawing paper. Spacing the apples equally.
4. Each apple will be colored with a different medium, one in pencil, watercolor, colored pencil, tempera and oil pastels. Have the students color the apple red or green or yellow and they will repeat the same colors and techniques within each apple. Color one side with a darker shade (i.e. red apple color blue, green apple color blue and yellow color green for the shade). Color the opposite side with the lighter color demonstrating light (i.e. red apple color yellow, green apple color yellow and for the yellow apple color white). Color the stem and leaf.

Critique: Display and discuss the mixing of colors to create light and dark and how the colors are different in each media.

Assessment:

- Composition: use of whole page
- Recognition of colors (light and dark)
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Relief Print in Clay</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Balance Objective: The student will demonstrate symmetry by creating a cardboard image of shapes and pressing it into a slab of clay.	Line Color Shape/Form* Texture* Value Space*	Emphasis* Contrast Unity Balance* Rhythm/Movement 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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Hiroshige's *Night Rain on Kirasaki Pine*
Hokusai's *Stormy Sea off Kanagawa*

Materials: clay, rolling pin to create slab of clay, clay tools, 5" x 5" cardboard squares, scissors, glue (option: pre-roll clay using slab roller)

Vocabulary: balance, symmetry, relief block, relief print, slab, bisque, glaze

Procedures:

1. Students will cut the cardboard into shapes (smooth or corrugated).
2. Glue shapes to cardboard square demonstrating symmetry within the design.
3. Roll clay into a slab and cut into the clay a 5" x 5" square or have the students have a free formed shape.
4. Press cardboard image into the clay creating a relief print.
5. Bisque fire, then glaze clay using many colors, fire again.
6. Have students use tempera paint on the cardboard print using similar colors.

Critique: Compare and contrast cardboard relief block art and their clay relief print then discuss how symmetrical balance is seen in their finished works of art.

Assessment:

Composition: use of whole page
 Use of balance (symmetrical design)
 Well constructed cardboard relief block
 Clean clay relief print
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Shape It!</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Emphasis Objective: Student will create a collage by cutting geometric shapes and one freeform shape and arranging to emphasize the organic shape.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2*
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3*	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Matisse collage examples

Materials: construction paper, scissors and glue

Vocabulary: free form, geometric shapes, focal point, emphasis

Procedures:

1. Teacher introduces Matisse's life and artwork.
2. Students cut different geometric shapes of different sizes of colored paper.
3. Cut one freeform shape from a contrasting color paper.
4. Then arrange shapes on a large paper making the freeform shape the focal point.

Critique: Display and discuss the emphasis (focal point) of each collage.

Assessment:

Composition: use of whole page
 Use of emphasis
 Use of contrasting colors
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Shape It!</u> Grade Level: First <u>4th</u> Nine Weeks Concept: Emphasis Objective: Student will create a collage by cutting geometric shapes and one freeform shape and arranging to emphasize the organic shape.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2*
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3*	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: Matisse collage examples

Materials: construction paper, scissors and glue

Vocabulary: free form, geometric shapes, focal point, emphasis

Procedures:

1. Teacher introduces Matisse's life and artwork.
2. Students cut different geometric shapes of different sizes of colored paper.
3. Cut one freeform shape from a contrasting color paper.
4. Then arrange shapes on a large paper making the freeform shape the focal point.

Critique: Display and discuss the emphasis (focal point) of each collage.

Assessment:

Composition: use of whole page
 Use of emphasis
 Use of contrasting colors
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Weaving On a Cup</u> Grade Level: First <u>3rd</u> Nine Weeks Concept: Movement Objective: Student will weave yarn around a cup to make a basket with visual movement.	Line Color Shape/Form Texture* Value Space	Emphasis Contrast Unity Balance* Rhythm* Movement* 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.1.1.1*	VA.B.1.1.1	VA.C.1.1.1	VA.D.1.1.1	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: baskets (real and pictures)

Materials: plastic cups, scissors, yarn, tape

Vocabulary: weave, weaving, movement

Procedures:

1. Have students observe the weaving process (over-under, in and out).
2. Give cups to students, have them cut from the top of the cup down to the bottom. Cutting even strips around the cup.
3. Tape yarn in side the bottom of the cup and begin weaving in and out. Continue process until entire sides of cup are woven with yarn.

Critique: Display and discuss movement and how the eyes visually move with the woven pattern.
How do color choices effect movement?

Assessment:

- Use of weaving process
- Development of movement
- Use of balance
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>What Colors Are In Your Garden?</u> Grade Level: First <u>1st</u> Nine Weeks Concept: Color Objective: The student will recognize colors in artwork and in their environment and demonstrate their creative expression by coloring their own garden.	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.1.1.1*	VA.B.1.1.1	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4			

Resources: pictures of gardens, Van Gogh's *Sunflowers*, Monet's *Field of Poppies*

Materials: paper, crayons, pencil, erasers

Vocabulary: red, blue, yellow, orange, purple, green, black, brown, and white; environment, gardens

Procedures:

1. Have students discuss different examples of different gardens. Discussing the colors that they see in the artwork or photograph.
2. Students will draw a creative garden of their own using examples from the discussion and personal experiences they know.
3. Students will use crayons to color the garden.

Critique: Display and discuss their favorite flower that is in their garden artwork and why they choose certain colors.

Assessment:

Composition: use of whole page
 Use of color
 Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Wire Animals</u> Grade Level: First <u>3rd</u> Nine Weeks Concept: Contrast Objective: Student will create a wire animal sculpture then contrast realistic and abstract artwork of animals.	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.1.1.1*	VA.B.1.1.1*	VA.C.1.1.1*	VA.D.1.1.1*	VA.E.1.1.1*
VA.A.1.1.2*	VA.B.1.1.2	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3*		VA.D.1.1.3*	VA.E.1.1.3
VA.A.1.1.4*	VA.B.1.1.4*			

Resources: study prints of Lascaux, *Black Cow* and Calder's *Cow*

Materials: chenille stems (pipe cleaners), wire

Vocabulary: abstract, realistic, sculpture, contrast

Procedures:

1. Teacher display and discuss animal prints.
2. Demonstrate how to bend, twist, twist together and coil the wire.
3. Using chenille stems (pipe cleaners) students will create an animal with head, ears, neck, body, legs, and tail.

Critique: Using overhead, discuss contrast of student work with Lascaux and Calder.

Assessment:

- Use of forming process
- Include all animal body parts
- Sculpture freestanding
- Neatness/good craftsmanship

Art Lesson Plan	Elements	Principles
Title: <u>Yarnimals</u> Grade Level: First <u>3rd</u> Nine Weeks Concept: Movement Objective: Student will design an animal with yarn on paper inspired by Chinese art of dragons.	Line* Color* Shape/Form* Texture* Value Space*	Emphasis Contrast Unity Balance Rhythm* Proportion Repetition/Pattern

Sunshine State Standards				
Skills & Techniques	Creation & Communication	Cultural & Historical	Aesthetic & Critical	Application to Life
VA.A.1.1.1*	VA.B.1.1.1	VA.C.1.1.1*	VA.D.1.1.1	VA.E.1.1.1
VA.A.1.1.2*	VA.B.1.1.2*	VA.C.1.1.2*	VA.D.1.1.2	VA.E.1.1.2
VA.A.1.1.3*	VA.B.1.1.3		VA.D.1.1.3	VA.E.1.1.3*
VA.A.1.1.4*	VA.B.1.1.4			

Resources: study print of Chinese art, Ming Dynasty *5 Clawed Dragon*; read Eric Carle's book *Dragons Dragons*

Materials: yarn, diluted glue, paper

Vocabulary: fiber art, free from shape, movement

Procedures:

1. Teacher introduces Chinese art of dragons.
2. Then instruct students in process of dipping a strand of yarn all the way into a shallow bowl of diluted glue, then arranging the wet yarn in a flowing line onto paper.
3. Student continues adding glue soaked yarn onto paper to create the symbol of an animal in movement like the Chinese dragon.

Critique: In pairs, discuss movement of each yarn animal and explain why it was created this way. Compare and contrast.

Assessment:

Composition: use of whole page
 Use of movement
 Creativity of animal (or dragon)
 Neatness/good craftsmanship