

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Animal Patterns</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Pattern Objective: The student will identify and recreate natural animal skin patterns.	Line Color* Shape/Form Texture* Value Space*	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** pictures of animals (may use strictly African animals), Hick’s *Peaceable Kingdom* teacher made examples

**Materials:** black 9 x 12 construction paper, pencils, pastels

**Vocabulary:** camouflage, silhouette, patterns, negative space, texture

**Procedures:**

1. Students choose an animal and draw its silhouette on black construction paper.
2. Study and recreate the animal skin texture and pattern in the space around the silhouette.
3. Use pastels to blend and recreate the pattern colors.

**Critique:** Display and discuss the effects of texture, pattern, and negative space in student art.

**Assessment:**

- Composition: use of pattern
- Use of space
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Action Figures</u>  Grade Level: Fourth <u>3rd</u> Nine Weeks Concept: Movement/Rhythm Objective: The student will sketch people in action (dance, sports, on stairs, etc.) to create movement and rhythm.	Line Color Shape/Form Texture Value Space	Emphasis* Contrast Unity Balance Rhythm* Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** magazine photos of people in action, teacher made examples

**Materials:** paper, drawing materials, color medium choice

**Vocabulary:** movement, sequencing, random, regular, alternating

**Procedures:**

1. Study photo or have students pose in classroom.
2. Focus will be on one figure (large) but others in similar stance and activity could be in background, smaller.
3. Think about body proportions, joints and how they bend.
4. Add details of clothing and hair also showing movement.

**Critique:** In small groups, display and discuss movement and rhythm in student art.

**Assessment:**

- Composition: use of movement/rhythm
- Demonstrate proportion (bending)
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Creative Color Chart</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Color Objective: The student will create a 12-step color wheel.	Line* Color* Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; Critical</u>	<u>Application to Life</u>
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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

**Materials:** pencil, drawing paper, brushes and tempera paint

**Vocabulary:** color wheel, primary, secondary and tertiary colors, creative

**Procedures:**

1. Display and discuss color wheel, introduce careers that use color: i.e. designers, identify primary, secondary and tertiary colors.
2. Demonstrate mixing primary colors to create secondary and tertiary colors.
3. The students will make a creative color chart by dividing drawing paper into twelve parts, drawing various lines to create shape on the paper.
4. Have the students mix the primary colors to create secondary and tertiary colors to paint creative color chart.
5. Make sure colors are in correct order for the creative color chart.

**Critique:** Display and discuss how secondary and tertiary colors are made.

**Assessment:**

- Composition: correct order of colors
- Use of twelve different colors
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Crowds of People</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Space Objective: The student will draw crowds of people demonstrating use of space to indicate close up or far away.	Line Color Shape/Form Texture Value Space*	Emphasis Contrast Unity Balance Rhythm* Proportion* Repetition/Pattern*

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<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; Critical</u>	<u>Application to Life</u>
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VA.A.1.2.3*	VA.B.1.2.3		VA.D.1.2.3	VA.E.1.1.3
VA.A.1.2.4*	VA.B.1.2.4*			

**Resources:** Jacob Lawrence’s *Parade*, Shiavax Chavela’s *Naga Dancers*, José Clemente Orozco’s *Zapatistas*

**Materials:** 12 x 18 white drawing paper, pencils, color of choice (colored pencil, crayon, marker, tempera or watercolor)

**Vocabulary:** overlapping, foreground, middle ground, background, depth

**Procedures:**

1. Review places where there could be crowds of people (parade, concert, athletic event, mall, etc.).
2. Discuss space and placement in an artwork (things which are close are placed low on page, things far away are high on page).
3. Discuss relative size in an artwork (things which are close are larger, things which are far away are smaller).
4. Discuss clarity of vision (things which are close show great detail, things which are far away are blurred, more gray and show little detail).
5. Have students draw the closest people (or objects) near bottom of page, large and with good detail.
6. Proceed up the page with smaller, less detailed people or objects until page is filled, showing only the top portions of the figures.

**Critique:** Display and discuss the use of space in student work.

**Assessment:**

- Composition: use of space
- Use of proportion
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Cut Paper Still Life</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Shape Objective: Students will cut geometric and free form shapes and arrange them into a pleasing still-life composition.	Line Color Shape/Form* Texture Value Space	Emphasis Contrast Unity* Balance* Rhythm Proportion* Repetition/Pattern

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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:** still life paintings by Matisse, Cézanne

**Materials:** various colors of construction paper, scissors, glue

**Vocabulary:** geometric, free form, symbolic shape, still life

**Procedures:**

1. Teacher will define still life and discuss examples by Matisse and Cézanne.
2. Set up a still life for students to observe.
3. Cut geometric and/or free form shapes that resemble items from the still life.
4. Arrange geometric and free-formed shapes in a similar order to the still life display.
5. Pay attention to proportion: items that are larger and smaller than others.
6. Be sure to overlap items that are in front of or behind others.
7. Glue one item at a time working from the center out, and back to front.

**Critique:** In small groups, display and discuss work looking for similar and different shapes within a work and comparing works.

**Assessment:**

- Composition: use of shape (geometric and free form)
- Use of proportion
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Expressive Self-Portrait</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Emphasis Objective: The student will learn to use color for expression and emphasis.	Line Color* Shape/Form Texture Value Space	Emphasis* Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
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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:** Van Gogh’s *Self-Portrait*, Henri Matisse’s *Self-Portrait*

**Materials:** 12 x 18 white construction paper, pencils, markers, watercolors

**Vocabulary:** emphasis, self-portrait, proportion, mood

**Procedures:**

1. Teach portrait drawing and proportions.
2. Students look in mirrors to draw self-portraits. Begin with eyes and include a lot of detail.
3. Students choose one marker color that represents their personality and use it to trace all draw lines.
4. Teach formula for mixing flesh color and encourage students to add tones that suit their personality.
5. Paint portraits with watercolor paints. Markers will bleed into paint.
6. Backgrounds may be abstract or drawn with one marker and painted with water.

**Critique:** Display and discuss pictures and allow students to guess who they represent based on features and expressiveness.

**Assessment:**

- Composition: use of color
- Use of proportion and emphasis
- Neatness/good craftsmanship

<b><u>Art Lesson Plan</u></b>	<b><u>Elements</u></b>	<b><u>Principles</u></b>
Title: <u>Foil Relief</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Rhythm/Unity Objective: The student will identify and show unity and rhythm in creating foil relief design.	Line* Color* Shape/Form Texture* Value Space*	Emphasis Contrast Unity* Balance Rhythm* Proportion Repetition/Pattern*

<b><u>Sunshine State Standards</u></b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; Critical</u>	<u>Application to Life</u>
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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:** Susan Stinsmuehlen's *Knight Giant, Oil and Wind*, teacher made examples

**Materials:** glue, string or yarn, buttons, beads and other found objects, foil, brush, markers and cardboard

**Vocabulary:** relief, unity, rhythm, design and pattern

**Procedures:**

1. Discuss and show examples of unity found in objects.
2. Draw design on cardboard showing unity and rhythm.
3. Glue string, yarn, buttons, beads, and other found objects to design on cardboard.
4. Sponge or brush a mixture of glue and water over a sheet of aluminum foil. Let it dry.
5. Gently press the aluminum foil onto the surface of the decorated cardboard. Fold it over the edges.
6. Use colored markers to color foil. Emphasize lines and shapes by drawing on the aluminum foil.

**Critique:** Display and discuss different types of unity and rhythm found in foil relief designs.

**Assessment:**

Composition: use of rhythm and unity  
 Creativity  
 Neatness/good craftsmanship

<b>Art Lesson Plan</b>	<b>Elements</b>	<b>Principles</b>
Title: <u>Matisse Slabs</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Line Objective: The student will create various line patterns on clay slabs.	Line* Color Shape/Form Texture* Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<b>Sunshine State Standards</b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** works of Henri Matisse, teacher made examples

**Materials:** clay slabs, rulers, wooden clay tools, found objects for printing

**Vocabulary:** parallel, horizontal, angled, curved, thick, thin, broken line, abstract, texture, slab

**Procedures:**

1. Teacher discusses works of Matisse.
2. Students roll clay slabs.
3. Divide the slab into five sections by pressing with the edge of the ruler.
4. Use wooden tools and found objects to create various line designs in each section.
5. Bisque fire then glaze each section with a different color of under or over glaze, fire again.

**Critique:** Display and discuss the use of lines in their designs.

**Assessment:**

Composition: use of line  
 Creativity  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Mechanimals</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Texture Objective: The student will draw their own invention of a combination of machines and animals.	Line Color Shape/Form Texture* Value Space	Emphasis Contrast* Unity Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** René Magritte, Vincent Van Gogh, teacher made examples

**Materials:** 12 x 18 white drawing paper, black marker, 12 x 18 colored construction paper

**Vocabulary:** texture (implied), contour, creative

**Procedures:**

1. Brainstorm ideas for inventions of machine and animal combinations. What would they do? How would they look? Would a dog have wheels? A cat have springs? Would a vacuum cleaner have a nose to smell dirt?
2. Draw the invention with simple contour line, then fill various areas with implied textural variations.
3. Cut out and glue on colored paper.
4. Literacy tie-in: title artwork, write about it.

**Critique:** Display and discuss the uses of the “Mechanimals.” Determine if implied texture is effective.

**Assessment:**

Composition: use of texture

Creativity

Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Monochromatic Painting</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Unity Objective: The student will learn to mix tints of a color by adding the color to white and shades by adding black to the color.	Line Color* Shape/Form Texture Value* Space	Emphasis Contrast Unity* Balance Rhythm Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** Rousseau's *Carnival Evening*; Wyeth's *Ground Hog Day*; magazine landscapes

**Materials:** paper, tempera paint

**Vocabulary:** monochromatic color scheme

**Procedures:**

1. Display and discuss landscape photos where there is a predominant color.
2. Students will draw their landscape and paint only with one color, plus tints and shades mixed with white and black.

**Critique:** Display and discuss paintings with similar colors. Then discuss value and unity in the compositions.

**Assessment:**

Composition: use of Unity  
 Use of color  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Pine Flatwood Print</u>  Grade Level: Fourth <u>3rd</u> Nine Weeks Concept: Movement/Rhythm Objective: The student will learn to use line to create rhythm in a print.	Line Color* Shape/Form Texture Value* Space*	Emphasis Contrast Unity Balance Rhythm* Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** Hiroshige's *Mountain Lake* (print), *Storm On the Great Bridge*, teacher made examples

**Materials:** tempera paint, 12 x 18 white paper, large brushes, wooden rulers and plastic forks for printing

**Vocabulary:** rhythm, movement, background, middle ground, foreground, repetition, depth

**Procedures:**

1. Orient paper as desired and draw a horizon line 1/3 of the way up from the bottom.
2. Using the wooden ruler print dark tempera pine trees on the horizon line.
3. Print lighter tempera trees in the middle ground.
4. Use plastic forks to print palmetto plants in foreground.

**Critique:** Display and discuss effective use of repetition to create rhythm.

**Assessment:** printing process (neatness, etc.), application of background, middleground, and foreground

Composition: use of movement/rhythm  
 Use of space  
 Neatness/good craftsmanship

<b><u>Art Lesson Plan</u></b>	<b><u>Elements</u></b>	<b><u>Principles</u></b>
Title: <u>Red Couch</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Emphasis Objective: The student will learn to use color and context to create emphasis.	Line Color* Shape/Form Texture Value Space*	Emphasis* Contrast* Unity* Balance Rhythm Proportion* Repetition/Pattern

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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:** works by Rene Magritte, teacher made examples

**Materials:** 12 x 18 white construction paper, tempera paint, pencils, colored construction paper

**Vocabulary:** emphasis, focal point, unity

**Procedures:**

1. Students draw and cut a large couch from colored construction paper.
2. Discuss unusual places to find a colorful couch.
3. Students draw and paint a scene in which to place their couch.
4. Glue the couch in place and use paint on the couch to unify it with the picture.

**Critique:** Display and discuss their pictures and share where they choose to place their couch.

**Assessment:**

Composition: use of emphasis  
 Creativity  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Rose Window Kaleidoscope Drawings</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Balance Objective: The student will use radial balance to draw a design using interesting line and shape.	Line Color* Shape/Form Texture Value Space	Emphasis Contrast Unity Balance* Rhythm* Proportion Repetition/Pattern*

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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:** Notre Dame Rose Window, Maria Martinez pottery, various plate designs

**Materials:** paper, colored pencils, markers, ruler, compass

**Vocabulary:** radial balance, mandala, repetition, symmetry

**Procedures:**

1. Arrange rose window/kaleidoscope drawings in a radial pattern, perhaps with one centered and others circled around. Compare with the Notre Dame window.
2. Using a compass or large bowl, students will draw a circle. Find the center and using a ruler, divide the circle in half then into equal wedges around the wheel. (option: fold divisions)
3. Draw shapes in spaces opposite each other.
4. Color shapes in same way opposing each other around the space.
5. Black line may be used to separate the shapes and give definition to the color.

**Critique:** Display and discuss the radial balance.

**Assessment:**

Composition: use of balance (radial)  
 Use of line and shape  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Space in a Special Room</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Space Objective: The student will learn to use one point perspective and variation of size to create depth in a room.	Line* Color Shape/Form Texture Value Space*	Emphasis Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

<u>Sunshine State Standards</u>				
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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:** Van Gogh's *Bedroom at Arles*, teacher made examples

**Materials:** 12 x 18 white construction, pastels, magazines, collage items

**Vocabulary:** perspective, depth, foreground, middle and background, vanishing point, unity, collage

**Procedures:**

1. Use rulers to create one-point perspective guidelines with vanishing point in upper center. Draw back wall of room.
2. Paint walls, ceiling and floor with tempera. Note: Room is to be a special place to the student.
3. Cut, paste, and draw room items by size to fit in various depths of the room.
4. Use pastels on all objects to unify the collage.

**Critique:** In pairs, display and discuss collages and why this room is special to them.

**Assessment:**

Composition: use of space  
 Use of line  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Spheres and Ribbons</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Color Objective: The student will learn to use value changes to create three-dimensional effects.	Line Color* Shape/Form* Texture Value* Space	Emphasis Contrast Unity Balance* Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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 drawings, teacher made examples

**Materials:** 12 x 18 black construction paper, colored chalk, pencil, pearl pink erasers, tape

**Vocabulary:** value, overlapping, balance, blending, sphere, depth, dimension

**Procedures:**

1. Students draw (may trace) and balance three to five spheres on black paper.
2. Use two pencils taped together with an eraser between to draw twisting ribbons over and under lapping the spheres.
3. Use chalk to color each sphere and ribbon.
4. Use dark and light chalk to blend and create value changes to show dimension and depth.

**Critique:** Display and discuss student art close up then from a distance. Note pictures with good depth and dimension.

**Assessment:**

Composition: use of color  
 Use of value  
 Neatness/good craftsmanship

<b>Art Lesson Plan</b>	<b>Elements</b>	<b>Principles</b>
Title: <u>Stencil Still Life</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Shape Objective: The student will create and cut bottle shapes to use in stencil printing.	Line Color* Shape/Form* Texture Value Space*	Emphasis Contrast* Unity* Balance* Rhythm Proportion Repetition/Pattern

<b>Sunshine State Standards</b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** assorted bottles, examples of stencil prints

**Materials:** two sheets each of 12 x 18 tag board, scissors, paper clips, tempera or acrylic paint, sponges

**Vocabulary:** printing, stencil, positive and negative space, unity

**Procedures:**

1. Draw a still life of 3 to 5 bottles overlapping on tag board.
2. Cut one shape from the still life (creating a stencil) and lay entire picture over a second 12 x 18 tag board.
3. With both boards paper clipped together sponge through the stencil onto the second board.
4. Replace the first cut shape and cut a second shape.
5. Continue cutting, sponging and replacing shapes until all bottles, objects, and background have been stenciled.
6. Highlights and details may be added.

**Critique:** Display and discuss prints that show the most skill in printing. Then display and discuss the used stencils and the use of negative and positive space.

**Assessment:**

- Composition: use of shapes and space
- Printing process
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Textured Coil Pot</u>  Grade Level: Fourth <u>3rd</u> Nine Weeks Concept: Contrast/texture Objective: The student will experience forming coil pots showing contrasting textures.	Line Color Shape/Form* Texture* Value Space	Emphasis Contrast* Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** McKelvey – *Whirling Rainbow Goddesses*, ceramic samples with contrasting textures

**Materials:** clay, slip, clay tools, newspaper and objects with texture (tip: cover workspace with newspaper or canvas so clay does not stick)

**Vocabulary:** coil, scoring, slip, texture, kiln, firing and glaze

**Procedures:**

1. Demonstrate how to roll out coils and base for coil pot.
2. Encourage the students to make interesting forms by placing coils on inner and outer edge of previous coil.
3. Show the students how coils can be smoothed out and how textures can be pressed into the clay, using found objects.
4. Fire, glaze, and fire again.

**Critique:** Students will describe the process of making coil pots and displaying clay pieces after glazing.

**Assessment:**

- Composition: use of contrasting textures
- Well constructed, well glazed
- Neatness/good craftsmanship

<b><u>Art Lesson Plan</u></b>	<b><u>Elements</u></b>	<b><u>Principles</u></b>
Title: <u>Textured Drape Models</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Texture Objective: The student will create textured free form ceramic.	Line Color Shape/Form* Texture* Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<b><u>Sunshine State Standards</u></b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** ceramic samples with various textures

**Materials:** clay, slabs, rolling pins, plastic knives, plastic containers, objects to create textures, rulers

**Vocabulary:** slab, geometric, organic, drape mold, texture

**Procedures:**

1. Roll large slabs two rulers thick.
2. Cut as large a shape from the slab as possible.
3. Press textures into the slab or lay the slab onto textures and press.
4. Lay the slab over a plastic container.
5. Shape the slab as desired over the mold, let dry.
6. Bisque fire, glaze, and fire again.
7. Literacy tie-in: by creating a flow chart of the clay stages on overhead.

**Critique:** Display and discuss the question: “If I could make my pot again I would...”

**Assessment:**

Composition: use of texture  
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Torn Paper with Line Design</u>  Grade Level: Fourth <u>1st</u> Nine Weeks Concept: Line Objective: The student will learn to create a variety of complicated line designs.	Line* Color Shape/Form Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion Repetition/Pattern*

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** work by Piet Mondrian, teacher made examples

**Materials:** 9 x 12 white paper, large scraps of construction paper, black markers, glue

**Vocabulary:** parallel, angled, curved, horizontal, thick, thin, broken, abstract, balance

**Procedures:**

1. Teacher introduces work of Mondrian.
2. Students tear three large shapes, two of one color and one of another.
3. Balance and glue the shapes to the white paper. Overlapping may be incorporated.
4. Students use black markers to create a variety of lines and patterns in the negative spaces.

**Critique:** Display and discuss use of line and choice of most unique line design.

**Assessment:**

Composition: use of line

Creativity

Neatness/good craftsmanship

<b><u>Art Lesson Plan</u></b>	<b><u>Elements</u></b>	<b><u>Principles</u></b>
Title: <u>Transfer Prints</u>  Grade Level: Fourth <u>4th</u> Nine Weeks Concept: Balance Objective: The student will identify and use symmetry in creating transfer prints.	Line* Color* Shape/Form Texture Value Space*	Emphasis Contrast Unity* Balance* Rhythm Proportion Repetition/Pattern*

<b><u>Sunshine State Standards</u></b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** pictures of bugs and insects, lithograph print – Jasper Johns – *Cups 4 Picasso*

**Materials:** square drawing paper, pencil, scissors, magazine, watercolor and markers

**Vocabulary:** unity, balance, symmetry, transfer, printing insects/bugs, repetition

**Procedures:**

1. Discuss process of transfer print, identify unity and balance.
2. Display and discuss pictures of insects and bugs.
3. Using drawing paper, cut a square, fold paper in half and then in quarters.
4. Unfold paper and draw, pressing very firmly, an insect or bug surrounded by natural objects in one square.
5. Fold paper, place magazine under paper and transfer drawing by rubbing with handle of scissors on the back of first square. After transferring drawing from first square to second square, trace over second drawing. Repeat this process for third and fourth square.
6. Use watercolor for painting transfer prints and markers to add details.

**Critique:** Display and discuss unity and balance in transfer prints.

**Assessment:**

- Composition: use of balance (symmetry)
- Demonstrate unity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Warm and Cool Neighborhood</u>  Grade Level: Fourth <u>3rd</u> Nine Weeks Concept: Contrast Objective: The student will learn to use warm and cool colors to create contrast.	Line* Color* Shape/Form* Texture Value* Space	Emphasis* Contrast* Unity Balance Rhythm Proportion Repetition/Pattern

<u>Sunshine State Standards</u>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** Romare Bearden, *Pittsburgh Memories*, teacher made examples

**Materials:** 9 x 12 white paper, drawing pencils, tempera paint, brushes, mixing trays

**Vocabulary:** warm and cool colors, contrast, contour, background, middleground, foreground, emphasis

**Procedures:**

1. Students choose and draw the contour of a car in the school parking lot.
2. Behind the car draw the contour of the homes and buildings that are around the school. These can be made up if there are not buildings.
3. Paint the car warm or cool and paint the background with buildings the opposite type of color.

**Critique:** Display and discuss warm or cool backgrounds. Then contrast between the car and the background.

**Assessment:**

Composition: use of contrast (warm and cool)  
 Demonstrate contour drawing  
 Neatness/good craftsmanship

<b><u>Art Lesson Plan</u></b>	<b><u>Elements</u></b>	<b><u>Principles</u></b>
Title: <u>Weaving Patterns</u>  Grade Level: Fourth <u>2nd</u> Nine Weeks Concept: Pattern Objective: The student will create a weaving.	Line* Color* Shape/Form* Texture* Value Space	Emphasis Contrast Unity* Balance Rhythm* Proportion Repetition/Pattern*

<b><u>Sunshine State Standards</u></b>				
<u>Skills &amp; Techniques</u>	<u>Creation &amp; Communication</u>	<u>Cultural &amp; Historical</u>	<u>Aesthetic &amp; 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:** southwest Navajo blanket/American Indian, teacher made examples

**Materials:** construction paper, pencil, oil pastels, scissors, and glue

**Vocabulary:** pattern, embellish, loom, weft, warp and alternate

**Procedures:**

1. Discuss and plan patterns using oil pastels to embellish construction paper.
2. Cut embellished construction paper into uniform or irregular shaped strips.
3. Demonstrate making a loom from construction paper and the process of weaving.
4. Students may weave embellished strips together or make a loom and weave strips into loom.

**Critique:** Display and discuss weavings and ask the students to explain the process used to make weaving.

**Assessment:** Making a flow chart on the overhead.

Composition: (alternating strips)

Use of pattern

Use of unity

Neatness/good craftsmanship