

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Abstract Design</u> Grade Level: Second <u>3rd</u> Nine Weeks Concept: Contrast Objective: Students will produce an abstract design by following verbal instructions strengthening listening skills as well as reinforcing the use of line families.	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: *Drawing with Children* by Mona Brookes pp 63-68
 (this idea can also be done on top of torn paper collage for added texture)

Materials: 9 x 12 paper, markers

Vocabulary: abstract, design, line families: straight, curved, angle, circle, dot, and composition

Procedures:

Teacher will review the line families contrast and discuss what an abstract design is.

Teacher will give verbal instructions (feel free to make up your own but this example is adapted from page 64 in *Drawing with Children*)

Students will follow verbal instructions:

1. Turn paper any direction you want.
2. Make three straight lines anywhere you want on the paper, but start the line on an edge of the paper and end on an edge.
3. Make three dots anywhere you want on the paper.
4. Make a curved line (or series of curved lines) from one of your dots to the edge of the paper.
5. Make one circle anywhere you want in your drawing so that it touches another mark somewhere.
6. Color in your design however you want. Use flat color, which is one color filling in the space evenly, or use textured color, which is using more than one color or making patterns with colors.

Critique: Discuss in small groups what they see in each other's abstract designs and identify contrast in lines or color.

Assessment:

- Composition: use of contrast
- Followed verbal instructions
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Animals in the Rain</u> Grade Level: Second <u>4th</u> Nine Weeks Concept: Unity Objective: Learn how to create harmony and unity in art.	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: cartoonist, animators

Materials: drawing paper, coloring mediums – colored pencils, markers, crayons, etc.

Vocabulary: unity, harmony, shape, space, color, line

Procedures:

1. Teacher defines and discusses harmony, creativity, and unity. Show examples.
2. Students will create a drawing showing different animals holding umbrellas in the rain.
3. Add color.

Critique: Display and discuss harmony, creativity, and unity in student art.

Assessment:

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

Art Lesson Plan

Title: Bottled Textures

Grade Level: Second 2nd Nine Weeks

Concept: Texture

Objective: Students will create a still life of bottles while exploring visual and tactile texture.

Elements

Line
 Color*
 Shape/Form*
 Texture*
 Value
 Space*

Principles

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: bottles in a variety of shapes and sizes for the children to observe, still-life paintings

Materials: textured papers (wallpaper, wrapping paper, paper towels, etc...) in a variety of colors and patterns, glue, pencils, scissors, background piece of paper to glue everything to

Vocabulary: texture, tactile, visual, shapes, vertical, horizontal, cutting on the fold, background, middleground, foreground, overlapping, smooth, rough, bright, dull, still-life, depth

Procedures:

1. Discuss the parts of the work to be created; background including the wall and the table, and in the middleground and foreground, an arrangement of bottles in a variety of textures.
2. Begin with the background by gluing a textured piece of paper to the background piece of paper. For the table, glue a large triangle to the bottom edge of the paper overlapping the piece chosen for the wall.
3. Stop at this point to discuss the shapes and sizes of a variety of bottles. Point out that the bottles shape is the same on both sides and the easiest way for them to achieve this is to cut on the fold.
4. Allow the children to choose the other papers available to them for the bottles. Encourage them to select one of each texture (smooth, rough, bright and dull). Fold and cut the bottles.
5. Once the bottles are cut, allow the students to decorate their bottles with simple labels and tops cut from their scraps. Glue the bottles to the background, being sure that those in the front are lower on the page than those behind them to create the illusion of depth.
6. Flowers or other small finishing touches could also be cut from their scraps.

Critique: Display and discuss the way texture has contributed to their work, how they created the illusion of depth and difficulties with the papers they used.

Assessment:

- Composition: identify foreground, middleground, and background
- Use of variety of textures
- Use of variety of shapes for bottles
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Career Drawings</u> Grade Level: Second <u>1st</u> Nine Weeks Concept: Shape Objective: Student will learn to do figure drawings showing the relationship between the figure and its surroundings.	Line Color Shape/Form* Texture Value Space*	Emphasis* Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

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<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.1.1.2*	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: Andrew Wyeth's *Christina's World*

Materials: paper for drawing and any medium for adding color

Vocabulary: shape, space, figure, drawing, composition, foreground, middleground, background, drawing plane

Procedures:

1. Discuss figure drawing, show examples: relate to drawing plane for showing depth.
2. Talk about background and foreground and composition. Encourage students to draw a picture about people at work.
3. How do they dress and what does it look like at work. Pass out materials.

Critique: Display and discuss the use of figures and shapes.

Assessment:

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

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Cityscape with Weather Clues</u> Grade Level: Second 4 th Nine Weeks Concept: Emphasis Objective: Students will produce a cityscape painting depicting weather conditions. (painting lesson from previous curriculum)	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: works of art with weather as part of the expressive quality, cityscapes
 John Constable – cloudscapes, “Sunnyside of the Street” by Evergood

Materials: 12 x 18 white drawing paper, pencil, eraser, water colors, #6 and #12 round brushes

Vocabulary: cityscape, architecture, atmosphere, variety, balance, repetition, angles, composition, wet on wet technique, emphasis

Procedures:

1. Discuss famous works of art with weather ... what clues does the artist give you about the weather? (sky color, shadows, clothing on people)
2. Students draw a detailed cityscape with clues about the weather in their details
3. Teacher demonstrates proper use of brushes, paint, and mixing colors on the paper with the wet on wet technique.
4. Students will paint the cityscape and all of its details. (a couple of classes)

Critique: Display and discuss how details can provide emphasis.

Assessment:

- Composition: use of emphasis
- Cityscape depicts weather details
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Clay Fish</u> Grade Level: Second <u>3rd</u> Nine Weeks Concept: Texture Objective: Students will use a variety of objects to create texture and pattern in a slab clay fish of their design.	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: books or other visual resources with fish, teacher made examples

Materials: 6 x 9 tag board, pencil, erasers, scissors to make template, white ceramic clay, slab roller or rolling pins, clay cutting tools, objects for textures: combs, shells, straws, pencils....

Vocabulary: parts of the fish: fins, gills, template, tag board, ceramic clay, slab, texture, contrast, pattern, kiln, glaze

Procedures:

1. (1st class time) Teacher discusses and demonstrates drawing the realistic parts of a fish filling the 6x9 piece of tag board and cutting the template out with scissors.
2. Students create a fish template of their own design using realistic parts of a fish in their drawing then cut it out.
3. (2nd class time) Teacher discusses and demonstrates proper use of clay tools and contrasting textures and patterns made with objects.
4. Students place their template on the slab of clay (3/8 of inch thick) and cut slab with clay cutting tool around it.
5. After smoothing the edges students add details of textures and patterns to their fish.
6. Teacher places a hole with straw for hanging fish when complete and writes name on back.
7. (3rd class time) Teacher discusses and demonstrates the glazing process.
8. Students use a variety of color glazes to enhance their pattern and texture in their clay fish. Glazes need to be 3 coats thick on top and side edges (no glaze on back).

Critique: In small groups discuss the textures and patterns in their clay fish.

Assessment:

- Composition: (realistic fish parts)
- Use of texture and pattern
- Well glazed
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
<p>Title: <u>Collage</u></p> <p>Grade Level: Second <u>2nd</u> Nine Weeks</p> <p>Concept: Texture</p> <p>Objective: Students will experience drawing with scissors by producing a construction paper collage using contrasting colors and 5 line families to fill their composition.</p>	<p>Line*</p> <p>Color*</p> <p>Shape/Form*</p> <p>Texture*</p> <p>Value</p> <p>Space*</p>	<p>Emphasis*</p> <p>Contrast</p> <p>Unity</p> <p>Balance</p> <p>Rhythm</p> <p>Proportion</p> <p>Repetition/Pattern*</p>

<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: examples of Matisse collages, teacher made examples

Materials: construction paper, foil, yarn, etc.

Vocabulary: collage, construction, pattern, texture, geometric and freeform shape, space, and line

Procedures:

1. Discuss processes involved in creating a collage and show examples.
2. Relate to principles of art; emphasis, contrast, and pattern. Also relate to elements of art; shape, space, line, color, and texture.
3. Students will choose a variety of contrasting colors to cut out examples of the 5 line families to fill their page.

Critique: Display and discuss the use of textures/patterns to make designs. In pairs, students will identify each of the 5 line families.

Assessment:

- Composition: use of texture
- Use of contrasting colors
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Collage</u> Grade Level: Second <u>4th</u> Nine Weeks Concept: Emphasis Objective: Learn about emphasis and variety, the use of shape and space and the development of color schemes.	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: peer artwork, collage samples, George Braque, Romare Bearden, and Eric Carle

Materials: construction paper, tissue paper, scissors, glue

Vocabulary: emphasis, variety, shape, space, color, texture, collage

Procedures:

1. Teacher defines and demonstrates collage, construction and emphasis. Discuss works by Braque, Bearden, or Carle.
2. Create a collage out of colored paper – (tear out some shapes allowing jagged edges – cut out other shapes for straight edges).
3. Arrange and glue down into pleasing design.
4. Develop color scheme – dark/light, primary/secondary, color/warm, shapes may vary in size.

Critique: Display and discuss emphasis and color schemes in student collages.

Assessment:

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

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Dizzy Op Art</u> Grade Level: Second <u>3rd</u> Nine Weeks Concept: Rhythm and Movement Objective: Students will gain an understanding of Rhythm in art through the production of an optical illusion.	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: *Discovering Great Artists*, by MaryAnn F. Kohl and Kim Solga, artist Victor Vassarely, Op Art, page 92.

Materials: white paper in desired size, rulers, pencils, black markers, glue, black paper for mounting

Vocabulary: Op Art, optical illusion, checkerboard, rhythm, pattern, neutral colors, contrast, straight and curvy lines, repetition and pattern, vertical, horizontal

Procedures:

- Using a ruler, have the students draw 6 to 8 straight lines vertically across their paper, going all the way to the edges of the paper. These lines can be evenly spaced or drawn at random.
- Draw 6 to 8 curvy lines across the paper horizontally, again going all the way to the edges of the paper. These lines can be spaced evenly or drawn at random and they do not need to repeat the exact path of the first line, it can be different, but still curvy.
- Beginning in one corner of the paper, fill in every other shape as you would to create a checkerboard. Remind the students to begin at one point and work from there. They cannot skip around the page and have the pattern work out correctly.

Critique: Display and discuss which works show the most movement. Relate the movement to something in everyday life.

Assessment:

- Composition: use of whole page
- Use of rhythm and movement
- Use of pattern
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Drawing – Positive/Negative</u> Grade Level: Second <u>2nd</u> Nine Weeks Concept: Pattern Objective: Student will learn about positive and negative space as well as color contrast (dark vs. light) by creating a checkerboard and shape 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: face vase, chessboard and pieces

Materials: drawing paper, straight edge, pencils, ink or paint

Vocabulary: space, shape, contrast, pattern, color, dark, light

Procedures:

1. Create a design in a checkerboard pattern.
2. Fill squares with various shapes. Color shapes in every other square – color space in remaining squares. Color with black on white or dark color on light color.

Critique: Display and discuss positive and negative space, contrast and pattern.

Assessment:

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

Art Lesson Plan

Title: Insect – Super-sized!

Grade Level: Second 1st Nine Weeks

Concept: Line

Objective: Students will incorporate science in drawing to strengthen their observational skills in a contour line drawing of an insect that fills their paper.

Elements

Line*

Color

Shape/Form*

Texture

Value

Space

Principles

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*
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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: John James Audubon’s *Birds of America*, books and photos of insects

Materials: 9x12 white drawing paper, pencil, black felt tip pen
(can be continued into painting or printmaking projects)

Vocabulary: Insect parts – head, thorax, abdomen, antennae, 6 legs, eyes, wings
Ornithologist – someone who studies birds; Entomologist – someone who studies insects
Emphasis, Lines – straight, curved, angle, circle, dot, symmetry

- Procedures:**
1. Discuss Audubon’s achievements as an artist and a scientist (ornithologist) and examples of his work.
 2. Review line families used in drawing (straight, curved, angle, circle, dot).
 3. Using realistic photographs/books students look and draw a realistic insect ‘super-size’ to emphasize their subject include head, thorax, abdomen, antennae, 6 legs.
 4. Draw the adult insect in its natural environment (also super-sized or close up).
 5. Go over lines with black felt tip pen.

Critique: Display and discuss the use of line in drawing insects.

- Assessment:**
- Use of line
 - Insect is larger than the size of their hand
 - Insect has realistic body parts
 - Background is natural environment
 - Neat and complete/ filling composition

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Light And Dark</u> (Contrast) Grade Level: Second <u>3rd</u> Nine Weeks Concept: Contrast Objective: Students will experience the painting process by mixing values of gray contrasting from white to black.	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>
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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: SRA *Art Connections* page 52-53, examples of black and white photography or book illustrations

Materials: 12 x 18 paper, liquid tempera in black and white, #8 round brushes, water, paint palettes (plastic lids)

Vocabulary: value, contrast, mood, repetition

- Procedures:**
1. Teacher will discuss contrast (light and dark) and demonstrate mixing different values from light to dark (gray) using a palette.
 2. Students will begin by painting a white shape of their choice then paint an outline around it with a gray that gets darker and darker until black.

Critique: Display and discuss, what mood do you feel in the painting?

Assessment:
 Composition: use of contrast (light to dark)
 Mixed a variety of values
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Masks</u> Grade Level: Second <u>4th</u> Nine Weeks Concept: Balance, Symmetry Objective: The student will gain an understanding of formal balance or symmetry through the production of a mask.	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*
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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: Native American False Face Masks
More Than Moccasins, by Laurie Carlson

Materials: 9 x 12” red, black or white construction paper, same colors of construction paper for facial features and decorations, scissors, glue, hole punchers, stapler

Vocabulary: mask, vertical fold, diagonal cut, geometric shapes, symmetry, balance

Procedures:

1. Fold paper in half vertically and cut a curve from the center of the outside edge of the paper to the bottom of the folded edge
2. Open the paper and make a diagonal cut into the mask from the top two corners
3. Overlap the corners and staple to create a 3-D effect
4. Cut shapes, 2 at a time, by folding paper for the eyes, nose, mouth, decorations and glue in place to show their understanding of symmetry
5. Add hair and beard if desired, after punching holes with hole puncher

Critique: Display and discuss the possible uses of masks. Have the students identify formal balance or symmetry.

Assessment:

Composition: use of formal balance or symmetry
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Me and My Shadow</u> Grade Level: Second 3 rd Nine Weeks Concept: Rhythm and Movement Objective: The students will illustrate an action or movement through the production of a self-portrait and its shadow.	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: model, examples of full figure of self-portraits, Kahlo

Materials: Manila paper, 9 x 12, crayons, black markers, black paper, pencils, scissors

Vocabulary: self portrait, silhouette, action figure, proportion, rhythm, movement

Procedures:

1. As a class sketch a standing figure going over the correct proportion of the body parts. For this age level the paper folded into 9 equal squares is easy for them to understand.
2. On the opposite side of the paper, have the students sketch an action figure, again discussing correct proportion.
3. Using the sketch of their choice, have the students add facial features, hair, clothing, glasses, etc., to make it look like themselves. Outline the figure and details with black marker.
4. Color the self-portrait paying close attention to skin and hair color.
5. Staple their drawing to a piece of black paper and cut it out.
6. Glue the self-portrait and the shadow with the feet touching, on a background.

Critique: Display and discuss the difficulties in drawing a self-portrait and vote on those that look most like the artist. What did they do to make it look like them?

Assessment:

- Composition: use of whole page
- Use of rhythm and movement
- Completion of a full body self portrait and its shadow in correct proportion
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>
Title: <u>Overlapping Lines and Patterns</u>
Grade Level: Second <u>2nd</u> Nine Weeks
Concept: Pattern
Objective: The students will demonstrate their understanding of patterns and overlapping.

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

<u>Principles</u>
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: Teacher made examples

Materials: 9 x 12 white paper, sets of markers – at least 8 colors, construction paper in a variety of colors for mounting, glue

Vocabulary: overlapping, line, straight, curved, zigzag, pattern, repetition

Procedure:

1. Using only one color of marker at a time, draw a line across the paper from one edge to another. Using the same marker, decorate the line with a pattern.
2. Once the pattern is complete, encourage the students to color in part of the pattern, again using the same color marker.
3. Once the first line is complete, have the students do the same thing with another color of marker. Ask them to again draw a line across their paper, but they must “Stop and Hop” over the first line and pattern they created. Decorate the line again using the same color used to draw the line.
4. Continue until all the colors available have been used.
5. Encourage the students to draw a line that goes off the paper and then turns around and comes back into their picture in another spot. Both lines must have the same pattern.
6. Mount on construction paper when finished.

Critique: Display and discuss the kinds of lines and patterns used in the work. Point out a place in each work where the lines overlap.

Assessment:

- Composition: use of pattern
- Use of overlapping
- One color per line
- Neatness/good craftsmanship

<p style="text-align: center;"><u>Art Lesson Plan</u></p> <p>Title: <u>Pennsylvania Dutch Valentines*</u></p> <p>Grade Level: Second <u>4th</u> Nine Weeks</p> <p>Concept: Balance</p> <p>Objective: The students will successfully complete a symmetrical design in a round shape demonstrating their understanding of formal balance or symmetry.</p>	<p style="text-align: center;"><u>Elements</u></p> <p>Line*</p> <p>Color*</p> <p>Shape/Form*</p> <p>Texture</p> <p>Value</p> <p>Space*</p>	<p style="text-align: center;"><u>Principles</u></p> <p>Emphasis</p> <p>Contrast</p> <p>Unity*</p> <p>Balance*</p> <p>Rhythm</p> <p>Proportion</p> <p>Repetition/Pattern*</p>
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<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: *Hexology, The Art and Meaning of the Pennsylvania Dutch Valentines*, by J.E. Herrera, copyright 1964

*I used the term Valentine, because I felt that some parents might object to the term HEX sign.

Materials: 9 x 12 white paper, 8 1/2 inch circle templates, pencil, scissors, red, yellow, blue, green, and white construction paper for shapes

Vocabulary: primary colors, symmetry, repetition, pattern, guide lines, template, overlap, flip-flop, zigzag, scalloped, fractions: 1/2, 1/4, 1/8

Procedures:

1. Have students trace the template on the 9 x 12 paper and cut out carefully.
2. Fold the circle in half, into fourths, and then into eighths, having them fold it in half each time for guidelines.
3. Fold a piece of colored paper into fourths, and drawing a straight, curvy, or zigzag line from folded edge to folded edge. Cut on the line to make the piece for the center of their Valentine. Glue the center in place matching up the guidelines (folds) to place it exactly in the center.
4. Add other shapes as desired around the outside edge, reminding the students that the shapes on the bottom of the Valentine will be the flip-flop of the shape at the top. Shapes placed on the sides will go sideways with the same part of the shape pointing towards the center at all points. 4 or 8 of the same shape must be cut to create their pattern around the outside edge of the circle, placing the shapes on the guidelines or in between them. Continue adding shapes to complete the valentine, encouraging the students to overlap shapes.
5. Mount on another circle of colored construction paper that is about 1/2" larger than the first and then mount on another circle of white about 1" larger than the colored one.
6. To finish their Valentine, the students need to cut a zigzag or scalloped pattern into the white on the outer edge.

Critique: Display and discuss the symbolism of the Valentine. Ask the students which valentine they would choose to send to someone special and why?

Assessment:

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

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Positive and Negative Space</u>	Line	Emphasis
Grade Level: Second <u>2nd</u> Nine Weeks	Color	Contrast
Concept: Space	Shape/Form*	Unity
Objective: The students will create a paper cut design illustrating positive and negative space.	Texture	Balance
	Value	Rhythm
	Space*	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: Teacher made examples

Materials: construction paper in desired size and colors for background, rectangle, triangle, square, circle of another color of construction paper, scissors, glue

Vocabulary: positive, edges, straight, curved, negative, corners, angle, space

Procedures:

1. Using a dot of glue in the center of the paper, glue the smaller piece of construction paper to the larger background piece so that there is a nice border all the way around the centerpiece. Let the paper sit for a few minutes while you give directions and demonstrate the activity.
2. Instruct the students to cut simple shapes from the outside EDGES of the centerpiece of construction paper and lay them back in place like a puzzle. If shapes are cut from the corners this will confuse the students. Keep it to the edges.
3. Once they have a few shapes cut, place a dot of glue on top of each one.
4. Flip the paper over, laying it so that the outside edge of the piece just touches the edge/corners of the space created when you cut the piece out. Do this on all edges of the shape.

Critique: In small groups, identify and discuss positive and negative spaces in famous works of art.

Assessment:

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

<p><u>Art Lesson Plan</u></p> <p><u>Relief Block Cityscape</u></p> <p>Grade Level: Second <u>1st</u> Nine Weeks</p> <p>Concept: Shape</p> <p>Objective: Students will experience the printmaking process by describing and producing prints of a cityscape.</p>	<p><u>Elements</u></p> <p>Line*</p> <p>Color</p> <p>Shape/Form*</p> <p>Texture</p> <p>Value</p> <p>Space*</p>	<p><u>Principles</u></p> <p>Emphasis</p> <p>Contrast</p> <p>Unity</p> <p>Balance*</p> <p>Rhythm</p> <p>Proportion</p> <p>Repetition/Pattern</p>
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<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: Examples of cityscapes

Materials: 6 x 9 tagboard, light cardboard/ posterboard, heavier cardboard can be pre-cut into various geometric shapes and sizes, glue, inking plates, brayers, ink, 9x12 paper to print on to

Vocabulary: cityscape, geometric shapes, symbols, relief block, printing plate, print, ink, inking plate, brayer , balance, composition, series edition

Procedures:

1. Discuss the details that would be seen in a cityscape
2. Show examples of the relief printing process, discuss composition
3. Demonstrate materials, how to use the scissors in cutting cardboard and qualities of a well crafted relief block plate
4. Students create their relief block cityscape by building up layers of cardboard for each detail in their cityscape
5. Use brayer, ink, and inking plate to print their series of cityscape prints

Critique: Display and discuss shapes in relief block prints.

Assessment:

- Use of shapes
- Balanced composition
- Includes cityscape details
- Neat, clean print/good craftsmanship
- Labeled correctly signed, with title and series edition #

Art Lesson Plan

Title: Straight Line Designs

Grade Level: Second 1st Nine Weeks

Concept: Line and Color

Objective: After observing and discussing the work of Piet Mondrian, the children will complete a work of art using straight lines and primary colors.

Elements

Line*

Color*

Shape/Form*

Texture

Value

Space*

Principles

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: *Discovering Great Artists*, by MaryAnn F. Kohl and Kim Solga, Mondrian examples

Materials: 9 x 12 white paper
 glue
 scissors
 strips of black construction paper
 cut squares and rectangles of red, yellow & blue construction paper

Vocabulary: horizontal, straight line, square, rectangle, vertical, primary colors, abstract

Procedures:

1. Begin by gluing black strips around the outside edges of the white paper.
2. Divide the white background with two strips, one strip glued horizontally and one vertically.
3. Where the two lines meet, glue the first color square or rectangle, so that it lays right beside the black strips. The color pieces should not overlap the black strips.
4. Outline the two remaining sides of the color piece using the black strips. Continue adding pieces of color and more vertical and horizontal strips until they feel their piece is complete. Some of the areas should be left white.

Critique: In small groups, display and discuss the use of line and color using appropriate vocabulary.

Assessment:

- Composition: use of line and color
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Tropical Fish</u> Grade Level: Second <u>4th</u> Nine Weeks Concept: Unity Objective: Student will create a drawing to show unity by using fish that are similar and grouped together.	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: Van Gogh's *Starry Night*, books/photos of fish, coral reef, teacher made examples

Materials: drawing paper, markers, colored pencil (option: crayon resist)

Vocabulary: unity, pattern, shape, space, color, tropical, habitat

Procedures:

1. Teacher will define and discuss unity, harmony, and repetition. Show examples.
2. Students will create a drawing using tropical fish as a theme. Include fish that are similar and grouped together for unity and harmony.
3. Add color.

Critique: Display and discuss what creates unity in student art and why.

Assessment:

Composition: use of unity, harmony

Creativity

Neatness/good craftsmanship

Art Lesson Plan

Title: Warm and Cool Seascape

Grade Level: Second 1st Nine Weeks
 Concept: Color
 Objective: The students will be able to distinguish the warm and cool colors through the production of a tissue paper collage seascape.

Elements

Line*
 Color*
 Shape/Form
 Texture
 Value
 Space

Principles

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: examples of seascapes, teacher made examples

Materials: 6 x 12” white paper, warm and cool colored tissue paper cut into 1” squares, diluted glue, brushes, black paper, glue, scissors

Vocabulary: warm colors-red, orange, yellow; cool colors – green, blue and purple, curved line, overlap

Procedures:

1. Turning the paper vertically or horizontally draw a curved line across the center of the paper and cut the paper in two on that line. Have the students write their names on both papers being sure they fit together correctly.
2. On one piece of the paper, begin applying a thin layer of the diluted glue. Stick the warm pieces of tissue to the glue and then apply the glue again to make sure they stick to the paper and lay flat. Cover the paper completely making sure to get the edges.
3. Repeat the procedure on the other piece of paper using the cool colors.
4. Allow the papers to dry completely.
5. Trim the edges, cutting the tissue even with the edges of the white paper.
6. Glue to a background piece of black paper.
7. Using scrap black paper, cut a boat, fish and birds and glue in the appropriate places on their work.

Critique: In pairs, students discuss which colors are warm and cool in their seascapes.

Assessment:

- Composition: use of color
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Weaving with Lines</u> Grade Level: Second <u>1st</u> Nine Weeks Concept: Line Objective: The students will complete a paper weaving demonstrating their understanding of the basic process.	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: sample of weaving from a variety of cultures

Materials: construction paper for loom/warp, strips of a variety of widths and colors or painted papers for weft (limit the colors to three or four), scrap paper for decorations, scissors, glue

Vocabulary: line-straight, zigzag, weaving, loom, warp, tabby weave-over/under, weft, width length, horizontal, vertical

Procedures:

1. Fold the paper for the loom in half.
2. Across the top open edge of the paper, draw a line about 1” down from the edge.
3. Leaving the paper folded, cut a triangle from one of the sides of the paper, and make a diagonal cut from the fold to the top corner on the other side.
4. Make 5 or 6 cuts from the folded edge up to the line at the top of the paper, following the shape of the paper (zigzag) to form the warp.
5. Using the cut (straight) strips for the weft, begin the basic tabby weave, over 1 under 1, weaving the second strip the opposite of the first one.
6. Continue weaving until the warp is completely filled.
7. Decorate the weaving by reweaving using thinner strips or strips cut with fancy scissors.

Critique: Display and discuss the way lines in a weaving create patterns.

Assessment:

- Completion of paper weaving
- Use of line
- Neatness/good craftsmanship