

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Abstract Design</u> Grade Level: Third Concept: Contrast <u>3rd</u> Nine Weeks 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.1.2.1*	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: *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 x1 2 paper, markers

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

Procedures:

Teacher will review the line families, contrast, and discuss what an abstract design is.
 Teacher will give 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 whole page
- Use of contrast
- Followed verbal instructions
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Butterfly Construction</u> Grade Level: Third <u>4th</u> Nine Weeks Concept: Emphasis Objective: The student will create a design using butterflies as a theme where all butterflies are the same except for one that's different to show emphasis (focal point).	Line Color* Shape/Form* Texture Value Space*	Emphasis* Contrast Unity Balance Rhythm Proportion Repetition/Pattern

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

Resources: Georgia O'Keefe examples, teacher made examples

Materials: construction paper, scissors, glue, color pencil

Vocabulary: emphasis, focal point, color, shape, space

Procedures:

1. Teacher will define and discuss emphasis and focal point. Show examples.
2. Students will cut out butterflies and arrange and glue down to a background. All butterflies except one will be the same.
3. Add symmetrical pattern to butterflies using color pencils.

Critique: In small groups, display and discuss emphasis and focal point in each artwork.

Assessment:

Composition: Demonstrates emphasis

Creativity

Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Coil Pot</u> Grade Level: Third <u>2nd</u> Nine Weeks Concept: Texture Objective: Students will experience the forming process by making coil pots inspired by the Native American culture (including Anasazi – ancient pueblo people).	Line* Color Shape/Form* Texture* Value Space*	Emphasis Contrast* Unity* Balance Rhythm Proportion Repetition/Pattern*

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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: visual resources showing Native American pottery examples (if time show the video “Maria” that shows Maria Martinez making her famous black San Ildefonso pottery), examples of coil pots, United States map, examples of pottery shards, charts of Native American symbols

Materials: paper, pencil, eraser, ceramic clay, comb pieces, clay cutting tools, water, tools and objects for texture, underglaze, clear glaze, brushes

Vocabulary: slab, coil, scoring, smoothing, texture, pattern, symbols, Anasazi, archeologist, vessel, pottery shard, bisqueware, underglaze, glaze

Procedures:

1. (1st class time) Teacher describes and discusses the coil process and making of vessels for everyday use out of clay going back centuries.
2. Students add examples from their daily life to the discussion (dishes, mugs...) then draw a plan of a coil vessel they would like to create from clay. Include Indian symbols that repeat in a pattern around the coil pot perhaps telling a story or having an important meaning to the artist. If time, students can practice making coils with modeling clay.
3. (2-3 class time) Teacher demonstrates making a coil, then connecting coils to a slab base, the connecting coils to coils with scoring and water to build a vessel, adding texture to coils using a variety of objects.
4. Students make slab base, coils and connect coils with scoring and water, then smoothing the inside to help coils stay connected. Bisque fire coil pots.
5. (4-5 class times) Teacher demonstrates using an underglaze and drawing symbols that have meaning onto the bisqueware coil pot with a #6 or smaller round brush.
6. Students refer to their drawing to paint their Indian symbols on their bisqueware coil pot. Then cover with 3 layers of clear glaze.

Critique: On overhead compare and contrast student coil pots with Maria Martinez’ coil pots (Venn diagram), discuss textures in student work.

Assessment:

- Composition: (well built)
- Use of texture and pattern
- Use of symbols
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Concentric Shapes</u> Grade Level: Third <u>4th</u> Nine Weeks Concept: Unity Objective: The student will create a stencil print of concentric shapes to show unity through repetition and pattern.	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: Target’s logo, bull’s eye from archery

Materials: white paper, silkscreen, fingerprint, squeegee, thin white paper (8 1/2 x 11)

Vocabulary: stencil, silkscreen, squeegee, concentric shapes, odd and even numbers, abstract, unity

Procedures:

1. Teachers will introduce concentric shapes and discuss unity through repetition and pattern. Then demonstrate silkscreen process.
2. Fold the 8 1/2 x 11 paper in half either way.
3. Place your finger on the center of the folded edge. Draw a shape around your finger making a line from fold to fold much like you would draw a heart.
4. Continue to draw shapes, repeating the first line so that they do not touch each other. They too go from fold to fold around the first shape.
5. Keeping the paper folded. Cut on the drawn lines and place back together as you would a puzzle.
6. On the background paper, lay the even numbered bands together on one side and the odd numbered bands together on the other side. Do not let the bands touch.
7. Lay the paper with the stencils on top under the silkscreen and apply the finger paint.
8. Allow to dry completely.
9. Repeat the process, overlapping the first set of shapes with the second, using a second color of paint.
10. Literacy tie in: create a flow chart of silk screen process on overhead.

Critique: Display and discuss how the elements create unity in student art.

Assessment:

- Composition: use of whole page
- Demonstrates unity
- Demonstrates silk screen process
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Crayon Rubbing</u> Grade Level: Third <u>2nd</u> Nine Weeks Concept: Texture Objective: Student will learn about printing and texture by creating a crayon rubbing.	Line Color* Shape/Form* Texture* Value Space*	Emphasis Contrast Unity Balance* Rhythm Proportion Repetition/Pattern*

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

Resources: Jackson Pollock, Rouault, teacher made examples

Materials: unwrapped crayon or chalk, newsprint, cardboard shapes, or textural surfaces (flat)

Vocabulary: texture, balance, color, shape, space

Procedures:

1. Teacher will define and discuss texture and crayon rubbing technique. Show examples.
2. Students place shapes or textured surfaces under newsprint and rub over with unwrapped crayon or chalk to print (transfer) image to front of paper.

Critique: Display and discuss texture, balance, color, shape, and space in student work.

Assessment:

Composition: Use of texture
 Creativity
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Fantasy Animals</u> (in color) Grade Level: Third <u>4th</u> Nine Weeks Concept: Emphasis, Unity Objective: The student will use their imagination to draw a fantasy animal by combining two or more life forms into one mythical being. (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.1.2.1*	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: examples of myths and legends like centaurs, griffin, basilisk, sphinx, visual resources of real animals, fish, birds, reptile, teacher made examples

Materials: crayons or oil pastels, paper, pencil

Vocabulary: imaginary, fantasy, composition, emphasis, focal point, background, foreground, details, unity

Procedures:

1. Teacher will discuss fantasy creatures found in myths and legends
2. Students will add in any fantasy animals they may know to the discussion and how they make them feel.
3. Teacher will demonstrate combining realistic animal parts into a fantasy animal emphasizing one part of the animal. Discuss what kind of environment it would need in its background and foreground.
4. Students will draw and color a fantasy animal emphasizing their favorite part, create a foreground and background for it to live in filling their composition and then name it.
5. Literacy tie in: students will write their creative name for their fantasy animal and write about its characteristics.

Critique: In small groups share the new creatures name and how they came up with it. Next students will compare what part of the fantasy animal is emphasized and why they think so. Then find any repeating textures or patterns in each other’s fantasy animal. (Round Robin Kagan structure works well)

Assessment:

- Composition: creativity
- Demonstrates emphasis and unity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Fantasy Creatures</u> (in black pen) Grade Level: Third <u>3rd</u> Nine Weeks Concept: Contrast Objective: Students will create a fantasy animal using shape, space, line, color, and contrast.	Line* Color* Shape/Form* Texture Value Space*	Emphasis Contrast* Unity Balance Rhythm Proportion Repetition/Pattern

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

Resources: cartoonist, animators, peer artwork, teacher made examples

Materials: white paper, pencil, black markers, or black ink and pen points

Vocabulary: contrast, dark, light, shape, space, color, line, fantasy, imaginary

Procedures:

1. Teacher will introduce fantasy animal and habitat.
2. Students will create a drawing about imaginary creatures and show their habitat (ocean, volcano, a nest, etc.). Creatures can be made up of various animal body parts.
3. Use only black marker or black ink to outline and/or color in.
4. Literacy tie in: create a name for fantasy animal combining using letters from the various animal from which it is made. Write a paragraph about its characteristics and habitat.

Critique: Display and discuss line quality in drawing. Compare and contrast shape and space, dark and light.

Assessment:

- Composition: creativity
- Use of contrast
- Use of line
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Linear Action Figures</u> Grade Level: Third <u>1st</u> Nine Weeks Concept: Line Objective: The student will gain an understanding of straight and curved lines.	Line* Color Shape/Form* Texture Value Space	Emphasis Contrast* Unity Balance Rhythm* Proportion Repetition/Pattern

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

Resources: paintings of figures, photos of sports figures

Materials: white paper, pencils, thin black markers

Vocabulary: figure drawing, silhouette, straight line, horizontal, outline, sketch, curved lines, vertical

Procedures:

1. On a piece of white paper, lightly sketch some action figures, drawing only the outline or silhouette of the shape. Encourage the students to draw lightly so their mistakes can be erased easily. Sports figures are popular choices.
2. Using the black marker, draw straight horizontal lines on the background, going right up to the figures. Stop and hop over the figures as necessary.
3. Draw curved lines over the action figures. The lines do not need to come together and the figures are not outlined.
4. Mount on black paper for show

Critique: Display and discuss the effect of line as a visual element.

Assessment:

- Composition: use of whole page
- Use of line
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Matisse Collage</u> Grade Level: Third <u>1st</u> Nine Weeks Concept: Line Objective: Students will experience drawing with scissors by producing a construction paper collage using contrasting colors and 5 line families to fill their composition.	Line* Color* Shape/Form* Texture Value Space*	Emphasis Contrast* Unity Balance* Rhythm Proportion Repetition/Pattern

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

Resources: collage examples by Matisse, *Drawing with Children* by Mona Brooks (for the 5 line families)

Materials: all colors of construction paper, scissors, glue, scrap box
(note- I have used this project on the outside of student portfolios in grades 3-5)

Vocabulary: Matisse, collage, contrast, positive and negative space, organic or free-form, families of lines-straight, curved, angle, circle, dot and composition

Procedures:

1. Teacher introduces Matisse and discusses examples of his collages.
2. Students choose a background sheet of color construction paper. (can be glued to outside of portfolio)
3. Teacher discusses and demonstrates choosing contrasting colors; using proper scissor technique for cutting the families of lines from color paper scraps; then arranging them to fill the composition and proper gluing technique
4. Students cut out at least one example of each line family using contrasting colors and glue to their background filling their composition.

Critique: Compare and contrast their collage with Matisse's collage (Venn diagram)

Assessment:

Composition: use of line (all 5 line families)
 Use of contrasting colors
 Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Movement Like Vasarely</u> Grade Level: Third <u>3rd</u> Nine Weeks Concept: Movement Objective: The student will produce a painting showing movement using a color scheme.	Line* Color* Shape/Form* Texture Value* Space	Emphasis Contrast Unity Balance Rhythm* Proportion Repetition/Pattern*

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

Resources: examples of Vasarely op art

Materials: paper, tempera, palette (plastic lids), shape template (like a small lid)

Vocabulary: color scheme i.e. neutral, complementary, warm, cool..., movement, rhythm, tints, shades

Procedures:

1. Teacher will discuss and show examples of op art showing movement then demonstrate drawing a shape design with movement.
2. Students will draw a design using shape and movement. (imagine a bouncing ball or spring)
3. Teacher will demonstrate mixing paint values to go with chosen color scheme.
4. Students will paint their design with values from light to dark and/or dark to light showing rhythm and movement.

Critique: In small groups students will identify and discuss the movement in their paintings.

Assessment:

- Composition: (shows movement)
- Mixes values
- Identifies color scheme
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Multiple Action Figures</u> Grade Level: Third <u>3rd</u> Nine Weeks Concept: Rhythm Objective: The student will illustrate rhythm and alternating movement through the creation of multiple action figures. Textures can be used to create details using collage technique.	Line Color Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance Rhythm* Proportion Repetition/Pattern*

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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
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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: Jacob Lawrence examples, teacher made examples

Materials: thin white paper for drawing, scissors, construction paper in skin tones, glue, printed papers or fabric for clothing, pencil erasers, background paper as desired

Vocabulary: action figures, sketch, rhythm, pattern, texture

Procedures:

1. Teacher will demonstrate the drawing of simple yet proportional figures standing and doing an action.
2. Instruct the students to try drawing an action figure on their own.
3. Once students have a good figure, staple it to a piece of construction paper in the desired skin color that has been folded at least 3 times, in order to give them four identical figures. Cut them out.
4. Glue the figures on the background paper all going the same direction, except for one or two.
5. Using the original drawing as a pattern, cut clothing and headpieces for the figures.

*This can easily be tied into a study of multi-cultural peoples, costumes, dances, etc.

Critique: Display and discuss how rhythm is created through repetition.

Assessment:

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

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Paper Weaving</u> Grade Level: Third <u>2nd</u> Nine Weeks Concept: Pattern Objective: Students will learn about weaving by creating a paper weaving from half-inch and one-inch (width) paper strips.	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: examples of weavings from different cultures – African, Asian, Indian, and Native American

Materials: construction paper (9 x 11), half-inch paper strips and one-inch paper strips

Vocabulary: loom, warp, weft, line, vertical, horizontal, parallel, primary and secondary color, pattern

Procedures:

1. Discuss processes of weaving. Show examples of weavings – different cultures.
2. Students will create a weaving including pattern.

Critique: In pairs, discuss pattern created in weavings.

Assessment:

- Correct weaving technique
- Use of pattern
- Neatness/good craftsmanship

<p style="text-align: center;"><u>Art Lesson Plan</u></p> <p>Title: <u>Positive and Negative Space</u></p> <p>Grade Level: Third <u>2nd</u> Nine Weeks</p> <p>Concept: Space</p> <p>Objective: The students will create a paper cut illustrating positive and negative space.</p>	<p style="text-align: center;"><u>Elements</u></p> <p>Line Color Shape/Form* Texture Value Space*</p>	<p style="text-align: center;"><u>Principles</u></p> <p>Emphasis Contrast Unity Balance* Rhythm Proportion 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>
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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: teacher made examples

Materials: black or white construction paper for background-6 x 9" or 9 x 12" (1 per student)
rectangles in a variety of colors-4 ½ x 6" or 9 x 6" (2pcs. per student)
scissors
glue

Vocabulary: positive, fold, symmetrical, angle cut, negative, edges, vertical, curved, mirror image, horizontal, straight, positive

Procedures:

1. Instruct the students to fold each of the 2 small pieces of paper in half, folding them both the same, vertically or horizontally.
2. Just as you would cut a heart on the fold, cut a shape out of the paper, beginning and ending the cut on the fold. Do not cut to the outside edges. Encourage the students to cut some very odd shapes and allow them to draw it first if necessary. The shape cut is the positive and what is left over is the negative.
3. Glue the negative shape to one side of the background matching the edges, and glue the positive shape to the other side of the paper giving you a mirror image.
4. Do the same to the other piece of paper and glue the positive on top of the positive and the negative on top of the negative. Encourage students to cut a shape that is completely different.

Critique: In pairs, have the students identify the positive and negative side of their work by writing it on the back of the paper then share and explain.

Assessment:

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

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Radial Design</u> Grade Level: Third <u>4th</u> Nine Weeks Concept: Shape, Balance, Color Objective: Students will use shape, balance, and color to create a pattern with radial symmetry.	Line Color* Shape/Form* Texture Value Space*	Emphasis Contrast Unity Balance* Rhythm Proportion Symmetry* Repetition/Pattern*

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

Resources: round stained glass windows, Notre Dame rose window, teacher made examples

Materials: paper, coloring mediums (chalk, oil pastel, colored pencils, markers, crayons)

Vocabulary: radial design, balance, symmetry, pattern, shape, space, color, stained glass

Procedures:

1. Teacher will discuss and demonstrate radial design. Show examples.
2. Students will create a design by repeating shapes (theme such as butterflies, fish, bugs, etc.). In a radial pattern – shapes arranged around the center in a circular motion like hands on a clock.
3. Add color.

Critique: In small groups, display and discuss radial design – point out use of pattern, shape and balance.

Assessment:

- Composition: use of shape, balance and color
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Self Portrait</u> Grade Level: Third <u>1st</u> Nine Weeks Concept: Shape/Color Objective: Students will experience the drawing process by describing and producing drawings using facial proportions.	Line* Color Shape*/Form Texture Value Space	Emphasis Contrast Unity Balance Rhythm Proportion* Repetition/Pattern

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

Resources: Vincent Van Gogh's self portraits, Rembrandt's self portraits, Da Vinci's Mona Lisa, pp 118-121 in *SRA Art Connections*

Materials: paper, pencil, erasers, color pencils, hand mirror

Vocabulary: portrait, artist, size, shapes, proportion, approximate symmetry, pattern, foreground, middleground, background, details, repetition, texture, complimentary colors

Procedures:

1. Teacher will introduce self-portraits by Van Gogh, Rembrandt, and Da Vinci.
2. Teacher will discuss and demonstrate facial proportions.
3. Students will pair up to discuss and confirm these proportions.
4. Then draw a self-portrait using proportions. Mirrors can be used to observe details.
5. Next students can use complimentary colors for the background, clothing and details.
6. Compare and contrast student self-portrait with artists self portrait like Rembrandt and Van Gogh. (Venn diagram)

Critique: Display and discuss the use of shapes and colors in self portraits.

Assessment:

Composition: correct facial proportion
 Use of shape and color
 Used pattern and texture
 Neatness/Good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Spot Surprises</u> Grade Level: Third <u>4th</u> Nine Weeks Concept: Balance Objective: The student will demonstrate their understanding of symmetry through the creation of a symmetrical inkblot and asymmetrical background.	Line* Color Shape/Form* Texture Value Space	Emphasis Contrast Unity Balance* Rhythm Proportion Repetition/Pattern

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

Resources: teacher made examples, ink blot examples

Materials: black paint, white paper, black markers, colored pencils if desired

Vocabulary: spot, blot, symmetrical, asymmetrical, balance

Procedures:

1. Fold paper in half vertically or horizontally.
2. Place a glob of paint on one side of the fold.
3. Fold the paper and press or rub gently to transfer paint to the opposite side of the paper.
4. Open the paper and try to decide what the blot might be by turning it around and looking at it from all angles.
5. Allow the blot to dry completely.
6. After deciding what the blot could be, create a background using lines.
7. Color if desired.
8. Literacy tie in write a sentence describing what is seen in the blot.

Critique:

Assessment:

- Composition: use of balance (symmetrical, asymmetrical)
- Creativity
- Neatness/good craftsmanship

<u>Art Lesson Plan</u>	<u>Elements</u>	<u>Principles</u>
Title: <u>Still-Life Drawing–Bicycle</u> Grade Level: Third <u>2nd</u> Nine Weeks Concept: Space and Pattern Objective: Student will create a still life drawing of a bicycle.	Line* Color Shape/Form* Texture Value Space*	Emphasis Contrast Unity Balance* Rhythm Proportion* Repetition/Pattern

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

Resources: examples of still-life drawings and paintings – Van Gogh’s *Sun Flowers*, Warhol’s *Campbell’s Soup Can*

Materials: drawing paper, pencils, erasers, felt tip pens, bicycle

Vocabulary: still life, contour, shape, space, symmetry, balance, color scheme, pattern, overlapping, point of view, view point

Procedures:

1. Teacher will define and discuss still-life drawings and show examples. Demonstrate overlapping.
2. Have students draw bicycle from their unique viewpoints. Include overlapping and details.

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

Assessment:

Composition: use of whole page
 Use of space and pattern
 Use of line
 Neatness/good craftsmanship