

# Sharing Elementary

## Lesson Plans

### Duval County Public Schools

#### A Compilation of Lesson Plans Submitted by Duval County Elementary Art Teachers June 2010

Teachers are always looking for new lesson plans. In 2010, elementary art teachers were asked to provide the District Art Office with a lesson plan from one of their most successful lessons during the 2009-2010 school year. It is hoped you will find these very useful.

Gr. Level	Lesson Title	Teacher	Pg
K	MOUSEPAINT	T. Woodlief	003
K	ERIC CARLE BUTTERFLIES	P. Sadler	005
K	ERIC CARLE UNDERWATER SCENE	N. Rieger	007
K-1	PANDA PAINTINGS	C. Blackwell	009
K-2	COLOR WHEEL STILL LIFE	A. Mullaney	012
K-2	PICASSON CUBIST PORTRAIT	J. Bruile	014
K-2	AFRICAN CLAY MASK	J. Harris	016
K-2	SUSPENDED BUTTERFLY	S. Tamburrino	020
K-5	PAPER SCULPTURE	S. Wojciak	022
1	CHEESBURGER ON A BUN	M. Corley	024
1	VISUAL TEXTURES/SAILBOAT COLLAGE	W. Sanders	026
1	LINES MAKE SHAPES/NEIGHBORHOOD	S. Coleman	028
1-2	CITY SKYLINES	S. Bivens	030
1-2	MONDRIAN MAPS	S. Mann	033
1-3	ANIMAL HABITATS/3-D SCULPTURE	P. Laffan	035
2	SYMMETRICAL BUTTERFLIES	A. Sznakowski	038
2	DEPTH OF FIELD	D. Blakely	040
2	MIXING COLORS: TINT & SHADES FISH	P. Patterson	042
2	PRINTING USING RECYCLED CDs	S. Schwarzer	044
2	CLAY MASKS		046
2-5	COMPLEMENTARY COLORS	K. Parlette	048
3	SEASCAPES	A. Kirby	050
3	PAINTING SUBJECTS FROM NATURE	E. Sauk	053
3	IMAGINARY MOUNTAIN LANDSCAPES	J. Hedman	055

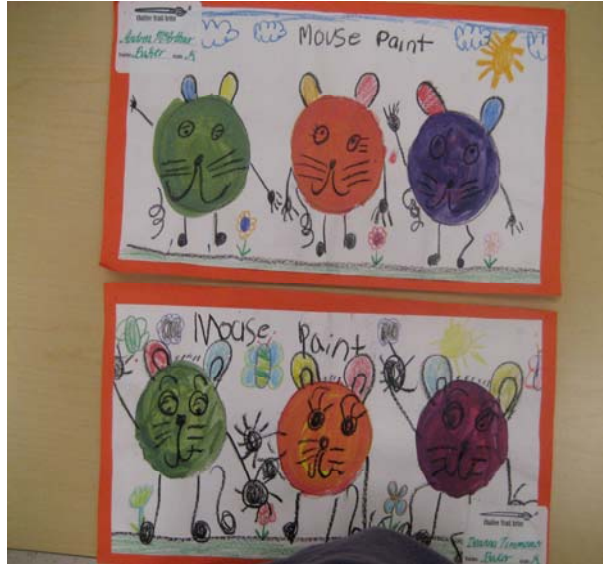
3	RHYTHM DECORATED CONTAINERS	E. Cheek	057
3	PICASSO'S BLUE GUITARS	J. Herig	059
3	LANDSCAPE: FOCUS ON DEPTH	J. Snead	061
3-4	MONET'S GARDEN	J. Huebner	063
3-5	SUNRISE/SUNSET SILHOUETTES	J. Petry	066
3-5	MODIGLIANO PORTRAITS	K. Schmidt	068
3-5	AFRICAN MASKS	M. Welch	072
3-5	JUNGLE LANDSCAPE	L. Barauskas	077
3-5	BEFORE/AFTER POP ART STILL LIFE	P. O'Bannon	079
3-5	EGYPTIAN SARCOPHAGUS	T. Ashe	081
3-5	FRACTURED PORTRAITS	J. Dennis	084
4	ROY LICHTENSTEIN SELF PORTRAITS	E. Ludwinski	087
4	ART HISTORY: POP ART FOOD	S. Cannizzaro	089
4	VAN GOGH SUNFLOWERS	S. Grogan	091
4	LINES AND SPACE	P. Gilder	093
4	RADIAL DESIGN/BALANCE	M. Viafora	096
4	MEXICAN YARN LANDSCAPES	E. Miron	098
4	COMPLEMENTARY COLORS	D. Guthrie	100
4-5	BI-LATERAL SYMMETRY	A. Campbell	102
5	SCRIMSHAW	S. Coffey	104
--	SOLAR SYSTEM	J. Bott	107
--	FISH PAINTING	D. Goodling	109
--	FLORIDA HIGHWAYMEN LANDSCAPE	J. Marrara	111
--	ADVENTURES IN ROLLER COASTING/COLLAGES	K. Bailey	113

# Art Lesson Plan

T. Woodlief - Art Resource Teacher

<b>Grade Level:</b> Kindergarten	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Mousepaint	Part 1: Color mixing activity  Part 2: Draw Mice
<b>Medium:</b> Tempera, crayon	<b>Art Element/Principle:</b> Color
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( x ) Applications to Life	<b>Goals/ Objectives:</b> Students will show knowledge of basic color theory
<b>Vocabulary:</b> Primary colors, secondary colors, red, yellow, blue, green, violet, orange	<b>Resources:</b> <b>Book:</b> Mousepaint by Ellen Stohl Walsh
<b>Activity/Procedures:</b> Part 1: Read children's book <i>Mousepaint</i> by Ellen Stohl Walsh. Distribute supplies. Have students trace the circle pattern with pencil 3 times horizontally across page, equally spaced, using hand as measuring tool. Squeeze a quarter size dollop of red, yellow, and blue paint onto a paper plate. Using document camera, lead students through color mixing, making a different secondary color in each circle. Remind them to rinse brush between colors. Place on drying rack. Part 2: Lead students through steps to add body parts to circles to create mice. On each one, have students color ears to show knowledge of primary colors mixed to create secondary colored body. Add background.	<b>Materials/Supplies:</b> Part 1: Paper (white, 6" x 18"), Pencil, 3" circle pattern, tempera paint: red, yellow, blue paintbrush, paper plates, water cups  Part 2: Painting from part 1 and crayons
<b>Assessment:</b> ( ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)	<b>Technology:</b> document camera and projector to display book as it's read and to demonstrate color mixing

Notes:



<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Shows accurate knowledge of color mixing			
Completed within 2 class sessions			

# Art Lesson Plan

Teacher: Patricia L. Sadler

School: 234/236

<b>Grade Level: K</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Eric Carle style of artwork ( <u>The Very Hungry Caterpillar</u> ) & life cycles of a butterfly	Part 1: Student's making different papers Part 2: Student's assemble artwork
<b>Medium:</b> crayons, watercolor paint, paper	<b>Art Element/Principle:</b> Color, Shapes, Patterns, Textures
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( x ) Applications to Life	<b>Goals/ Objectives:</b> Using different elements and principals of design, student will learn to make an illustration similar to the artist Eric Carle. Integrated with science and reading
<b>Vocabulary:</b> collage, cut, glue, scribble, patterns, color, shapes, textures, crayon resist, life cycles of butterflies: egg, caterpillar, cocoon, butterfly,	<b>Resources:</b> Eric Carle books, life cycle of a butterfly chart, student examples of papers and artwork
<b>Activity/Procedures:</b> Part 1: <ol style="list-style-type: none"> <li>1. Teacher models how Eric Carle's books are made. Eric Carle is the author &amp; artist. He makes different types of papers to use in his collage illustrations.</li> <li>2. Students will scribble or make patterns evenly over entire paper with different color crayons. Students water colors over entire paper, and make a crayon resist.</li> </ol> Part 2: <ol style="list-style-type: none"> <li>1. Review. Students select various patterned papers to trace and cut out shapes to make a picture. Some pieces may be precut (butterfly, bush, flowers). Students will make an Eric Carle's style picture. Add google eyes and mouth.</li> </ol>	<b>Materials/Supplies:</b> Part 1: 12"x18" white drawing paper, crayons, watercolor paint, brushes, water bowls Part 2: Paper strips from Part 1, 9"x12" white paper, scissors, glue, forms to trace, navy bean, 2"x2" brown tissue paper, google eyes, marker. Teacher prep: Cut paintings into smaller pieces for students to make collage (i.e.: strips for legs to be cut from). Have basic patterns for students to trace (i.e.: circle/lids for caterpillar body, sun)

<b>Assessment:</b> ( x ) Teacher Observation ( ) Class critique ( x ) Project Rubric (self assessment)		<b>Technology:</b>	
<b>Notes:</b> Project can last 3 days or more depending on what you have students cut and class times. Students can cut strips for bottom of picture or have them color green grass and blue sky. Glue on sun, bush with flowers, navy bean (egg), cocoon (wad- up tissue paper), butterfly, and caterpillar body parts with legs/fur. *This project can be done with any grade & any subject genre.			
		<b>Differentiated Instruction:</b> Visuals, directions posted and modeled, special tools for students needs (i.e.: large handled brushes), teacher assistance.	
<b>RUBRIC</b>	<b>1 Mastered</b>	<b>2 Satisfactory</b>	<b>3 Unsatisfactory</b>
	Picture has extra details and textures to create an outstanding picture story of a butterfly life cycle. Proper use of tools and techniques. Artwork done neatly.	Student meets standard. Picture has details, done neatly, uses proper tools and techniques to show a butterfly life cycle.	Student is working toward the standard. Picture doesn't have enough details. Artwork not completed. Techniques not done neatly. Needs additional help using tools.

# Art Lesson Plan

Teacher: Nora Rieger

School: Merrill Road Elementary

<b>Grade Level:</b> Kindergarten	<b>Date:</b> 3-29-10 (lesson takes four sessions to complete)
<b>Instructional Focus/Project Title:</b> Eric Carle underwater scene	Part 1:  Part 2:
<b>Medium:</b> Paint and collage	<b>Art Element/Principle:</b> color, line, shape, texture
<b>Visual Art Standard:</b> ( ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (x) Applications to Life	<b>Goals/ Objectives:</b> Student will be exposed to Eric Carle's work, and use Eric Carle as a model for their own art.
<b>Vocabulary:</b> neutral, texture, primary colors, secondary colors	<b>Resources:</b> Any Eric Carle book <b>Maps:</b>  <b>Reproductions:</b>
<b>Activity/Procedures:</b>  Day 1- Vocabulary-neutral/ texture <ul style="list-style-type: none"> <li>- discuss standard/vocabulary (being an artist/writer is Eric Carle's career)</li> <li>- examine Eric Carle books</li> <li>- Texturize paper with sandpaper and neutral crayons</li> <li>- "Play Piano" on paper with neutral colored watercolor sets</li> <li>- Closing (review what we learned)</li> </ul> Day 2 Vocabulary- Primary colors <ul style="list-style-type: none"> <li>-review standard/ learn new vocabulary</li> <li>-texturize paper using texture sheets and primary colored crayons</li> <li>-paint on paper using primary colors (exploratory)</li> </ul> Day 3 Vocabulary- Secondary colors, line <ul style="list-style-type: none"> <li>-Review standard, learn what secondary</li> </ul>	<b>Materials/Supplies:</b> Day 1- Sandpaper, neutral watercolors, neutral colored crayons, 12x18grey paper Day 2- 9x12 white paper, various texture sheets, primary color crayons, yellow/red/blue tempra paint Day 3- 12x18 paper, green/yellow/blue crayons, green/yellow/blue/paint Day 4- papers created on three previous days

<p>colors are</p> <ul style="list-style-type: none"> <li>-students create freeform lines on paper with yellow, green, and blue crayons</li> <li>-students paint paper with yellow, blue, and green paint (exploratory examination of secondary colors) students can try scraffito as well</li> </ul> <p>Day 4</p> <p>Vocabulary- collage</p> <p>Review standard/ talk about new term, collage</p> <ul style="list-style-type: none"> <li>- students cut paper from day 1 to resemble sand at bottom of ocean</li> </ul> <p>And glue to paper</p> <ul style="list-style-type: none"> <li>-students cut primary colored paper in half- then cut one half of that paper into a half circle</li> <li>-remaining piece of primary paper is cut into strips</li> <li>-strips glued to jellyfish to resemble tentacles</li> <li>-students can do an accordion fold on jellyfish legs</li> <li>-fast finishers can create another jellyfish or fish to go in their background</li> </ul>			
<p><b>Assessment:</b></p> <p>(x ) Teacher Observation          ( ) Class critique          ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:</p>			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			



# Art Lesson Plan

## PANDA PAINTINGS – “PANDA-MONIUM” PART I

Teacher: C. Blackwell

School: MLK Elementary

<b>Grade Level:</b> K - 1	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Panda-monium Panda Paintings	Part 1: Drawing the Panda Part 2: Painting the Panda Part 3: Painting the Panda
<b>Medium:</b> Tempera Paint / Oil Pastel	<b>Art Element/Principle:</b> Shape/Size
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life  VA.A.1.1.1 VA.A.1.1.2	<b>Goals/ Objectives:</b> <i>The student will understand:</i> How to draw a panda and know that pandas come from <b>China/Asia</b> . Compare and contrast a picture of a “real” panda with a pretend panda (Kung Fu Panda). Understand the meaning of <b>proportion</b> . <i>The student will create:</i> a work of art that shows the use of overlapping shapes in correct proportions to create a panda, and bamboo. The students will paint the pandas and <b>bamboo</b> using correct techniques for <b>tempera paint</b> .
<b>Vocabulary:</b> Asia China Panda Tempera Paint Proportion Endangered Animal/Species Bamboo Zen	<b>Resources:</b>  <b>Maps:</b>  <b>Books:</b> <i>Zen Ties</i> by Jon J. Muth <i>Zen Shorts</i> by Jon J. Muth (Caldecott Honor Book)  <b>Reproductions:</b> Pictures of “real” pandas Pictures of Kung Fu Panda
<b>Activity/Procedures:</b>  Part 1 (Drawing Pandas) - Show the pictures of the pandas and where they live on the map. - Discuss what endangered animals are. - Handout paper - Step-by-step draw the pandas with	<b>Materials/Supplies:</b> Light Blue Construction Paper Tempera Paint: Black White Green Brushes Pencils Pictures of Pandas

<p>the students using a series of overlapping circles and ovals.</p> <ul style="list-style-type: none"> <li>- Have the students make sure that they don't have any UFO's (un-identified floating objects) in their pictures.</li> <li>- The panda's body parts should be "connected" and overlapping and the panda should be sitting on the ground not floating or levitating.</li> <li>- Talk about the word proportion...making sure that the panda parts look like the sizes belong together.</li> <li>- Collect the pandas.</li> <li>- Show the pictures of Kung Fu Panda and ask if that is a "real" panda? What type of panda is he? What do we call it when we make believe?</li> </ul> <p>Compare and contrast the pandas.</p> <p>Part 2 (Painting Pandas)</p> <ul style="list-style-type: none"> <li>- Review vocabulary.</li> <li>- Handout pictures.</li> <li>- Demonstrate how to hold paint brushes correctly.</li> <li>- Talk briefly about how tempera is different from the watercolor paints they have already used this year.</li> <li>- Have the students identify the white parts of the panda that they will be painting this week.</li> <li>- Have the students paint the grass and bamboo...turning their paper to reach all the areas...not reaching across their paintings.</li> <li>- Clean up and set paintings aside.</li> <li>- Read from <u>Zen Ties</u>...make the connection that this is another pretend panda. Ask how they know that this panda is also a pretend panda?</li> </ul> <p>Part 3 (Painting Pandas)</p> <ul style="list-style-type: none"> <li>- Pass out Pandas</li> </ul>	<p>Pictures of Kung Fu Panda Elmo and Projector <u>Zen Ties</u> and <u>Zen Shorts</u> by Jon Muth</p> <p>For displaying the paintings: Large Cardboard Tube ...like the bulletin board paper comes on Paper Grocery Bags Lt. Green Construction Paper Dk. Green Construction Paper</p> <p>I had my Art Club students take grocery bags...open them and wrinkle them like the bark on bamboo...they hot glued the bags around the tubes making bamboo stalks...then hot glued leaves onto them. When I put the panda paintings up at school we propped the "bamboo" stalks under them for a great display.</p>
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<ul style="list-style-type: none"> <li>- Review vocabulary</li> <li>- Have students identify the parts of the panda that are black that they will be painting this week.</li> <li>- Have the students clean up when they are done.</li> <li>- Set the paintings aside to dry.</li> <li>- Read from <i>Zen Ties</i>.</li> <li>- If time permits...compare and contrast some of the pandas in the class.</li> </ul>	
<p><b>Assessment:</b></p>	<p><b>Technology:</b></p> <p>Elmo Projector Laptop</p>
<ul style="list-style-type: none"> <li>( x ) Teacher Observation</li> <li>( ) Class critique</li> <li>( ) Project Rubric (self assessment)</li> </ul>	
<p>Notes:</p> <p>I send all participating teachers an e-mail with a link to the "Panda-cam" at the National Zoo. It is a good tie in for the classroom. It can be made into a class job to be the "panda monitor". They can then use this for charting or report writing instead of charting the weather. It is up 24/7 and they can even check it from home.</p>	

<http://nationalzoo.si.edu/Animals/GiantPandas/>

# Art Lesson Plan

Teacher: *Angela Mullaney*

School: *Twin Lakes Academy Elementary*

<b>Grade Level:</b> K-2	<b>Date:</b> June 10, 2010
<b>Instructional Focus/Project Title:</b> Color Wheel Still Life	Part 1: Use the primary and secondary colors to paint a still life Part 2: Complete background and add details
<b>Medium:</b> Tempera	<b>Art Element/Principle:</b> Color
<b>Visual Art Standard:</b> ( ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Knows primary colors Knows secondary colors Mixes primary colors to make secondary colors Recognizes /understands Still Life Knows background and foreground
<b>Vocabulary:</b> Knows primary colors Knows secondary colors Mixes primary colors to make secondary colors Recognizes /understands Still Life Knows background and foreground	<b>Resources:</b> Color wheel  <b>Reproductions:</b> "The Blue Vase" by Cezanne "Sunflowers" by Monet
<b>Activity/Procedures:</b> 1. Discuss primary and secondary colors in regards to the color wheel 2. Begin with primary colors. Have each student paint three yellow circles spaced apart in the top half area of their paper. 2. Students will then paint a blue vase in the lower area of the paper but not touching the bottom. Any organic shape for the vase is fine. 3. Have students then draw a curved or diagonal line across their paper slightly below the middle of the paper. The line should disappear behind the blue vase and reappear on the other side for a background table edge. 4. Students will then fill in from the back edge of the table downward to the bottom edge of the paper and around the bottom of the blue vase with red paint to create the table top. 5. In an empty section of the egg carton, each student will mix yellow and red paint to make orange and paint orange petals in a radial pattern around their yellow circles 6. Use another empty egg carton section to mix yellow and blue for green, and paint the leaves and stems for the flowers.	<b>Materials/Supplies:</b>  Primary colors (tempera), Brushes egg cartons (cut into sections of 6 cups) with the three primary colors for each student water containers paper towels white paper

<p>7. Next use the last empty egg carton section to mix purple and use a small paintbrush to fill in the remaining background.</p> <p>8. When paint is dry, use craypas or black marker to add details.</p>			
<p><b>Assessment:</b></p> <p>( x ) Teacher Observation  (x ) Class critique  (x ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:</p> <p>This lesson could be used for different subject matter broken down into 6 color areas.</p>			
<p><b>RUBRIC</b></p>	<p><b>1</b> Mastered</p>	<p><b>2</b> Satisfactory</p>	<p><b>3</b> Unsatisfactory</p>
<p><b>Craftsmanship and neatness</b></p>			
<p><b>Knows primary and secondary colors</b></p>			
<p><b>Knows background and foreground</b></p>			

# Art Lesson Plan

Teacher: J. Brule

School: Loretto/ Kings Trail Elem.

<b>Grade Level:</b> K-2	<b>Date:</b> 6-10
<b>Instructional Focus/Project Title:</b> <b>PICASSO CUBIST PORTRAIT</b>	<b>Part 1:</b> 45 min. class discussion of Picasso and his many styles (focusing mainly on Abstract Cubist Portraits) <b>Part 2:</b> 45 min. class for creating the portrait using the various materials
<b>Medium:</b> Oil Pastel on Construction Paper	<b>Art Element/Principle:</b> Color, Shape, Texture, Line
<b>Visual Art Standard:</b> ( ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections (x) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Students will learn about Picasso's Cubist period and create abstract portraits in that same style, using excellent craftsmanship!!!
<b>Vocabulary:</b> Picasso      Facial Feature Abstract      Portrait Cubism      Profile Geometric	<b>Resources:</b> <b>Maps:</b> Spain and Paris <b>Reproductions:</b> Any Picasso work during his Abstract Cubist period; DORA MAR is great! <b>Video:</b> Dropping in on Picasso , 25 min.
<b>Activity/Procedures:</b> <b>Day 1:</b> Start out the lesson by introducing the students to Picasso and his life, art and influence. As you go through the timeline of his life, discuss the related style of art during that period (Blue, Rose, Cubist) Make sure to have lots of examples of each style to accompany the discussion, especially Cubism. See if you can get your hands on the video "Dropping in on Picasso," it's very good for younger kids. Also, discuss facial features and how Picasso portrayed them in his abstract cubist portraits. Break down each individual part so they can grasp the technique he used; hair is made from various lines, ears are letter c's, nose is letter L, eyes are totally different shapes and colors, and do not line up. Discuss profiles and how Picasso used them in his portraits. <b>Day 2:</b> Pass out 6 pre-cut geometric shapes	<b>Materials/Supplies:</b> *9x12' any color construction paper *6 various sized geometric shapes on various colored const. paper *Glue Stick *Oil Pastels

<p>from various colored constr. paper and have students use oil pastels to rub over each piece to add texture. Then they will draw 1 facial feature on each piece; 2 ears, 2 eyes, 1 mouth, 1 nose. They are to position the pieces on a 9x12' colored paper how they imagine Picasso might. Next they will glue them down and add hair and other textured marks with oil pastel. They come out very bright and very imaginative, and the kids won't be able to stop saying his name for weeks, so get ready!</p>			
<p><b>Assessment:</b>  <input type="checkbox"/> Teacher Observation  <input checked="" type="checkbox"/> Class critique  <input type="checkbox"/> Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:</p>			
<p><b>RUBRIC</b></p>	<p><b>1</b> Mastered</p>	<p><b>2</b> Satisfactory</p>	<p><b>3</b> Unsatisfactory</p>
<p>Craftsmanship And neatness</p>			
<p>Showed Radial Symmetry/Balance</p>			
<p>Completed within 1 class session</p>			

# Art Lesson Plan

Teacher: Julie Harris

School: Hendricks Avenue Elementary

<b>Grade Level:</b> k-2	<b>Date:</b> 10/2009
<b>Instructional Focus/Project Title:</b> African Clay mask	Part 1: see procedures  Part 2:
<b>Medium:</b> clay and mixed	<b>Art Element/Principle:</b> texture, additive and subtractive technique, slip, clay
<p><b>Visual Art Standard:</b></p> <p>Benchmark VA.A.1.1.1 – The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experience, observation, or imagination</p> <p style="padding-left: 40px;">GLES: K – uses forming techniques with materials such as clay and paper  1<sup>st</sup> – demonstrates additive and subtractive forming techniques  2<sup>nd</sup> – utilizes additive and subtractive sculptural techniques in creating clay</p> <p>Benchmark VA.A1.1.3 – The student distinguishes within and among art materials, techniques, processes, and organizational structures, such as elements and principles of design</p> <p style="padding-left: 40px;">GLES: K – identifies elements of art (for example, line, shape, color, texture)  1<sup>st</sup> – applies different materials, techniques, and processes to works of art  2<sup>nd</sup> – compares, contrasts, and applies elements of art (for example, line shape, color, texture)</p> <p>Benchmark VA.C.1.1.1 – The student knows specific works of art belong to particular cultures, times, and places</p>	<p><b>Goals/ Objectives:</b></p> <p>For the Kindergarten – 2<sup>nd</sup> grade art students to create an African clay masks and understand the concepts of texture, additive and subtractive clay techniques, African masks and clay by producing a clay mask so that, when given clay, and textured items, and press moulds the students create a clay mask with African characteristics using texture and the additive and subtractive method.</p>



<p>GLEs: K – views and discusses art from various cultures, time periods, and places</p> <p>1<sup>st</sup> – demonstrates knowledge of art that represents specific cultures, time periods, and places</p> <p>2<sup>nd</sup> – groups similar works based on specific cultures, time periods, and places</p> <p>( ) Skills &amp; Techniques  ( ) Creation &amp; Communication  ( ) Cultural &amp; Historical Connections  ( ) Aesthetic &amp; Critical Analysis  ( ) Applications to Life</p>	
<p><b>Vocabulary:</b></p> <p>Clay - granite-type rock that has been decomposed</p> <p>Slip – liquefied clay</p> <p>Texture- surface quality of an object</p> <p>Additive Technique – adding to the clay</p> <p>Subtractive Technique – taking away from the clay</p>	<p><b>Resources:</b></p> <p><b>Maps:</b> map of world and africa</p> <p><b>Reproductions:</b> masks from Africa in personal collection and African mask posters from visual education center</p>
<p><b>Activity/Procedures:</b></p> <p><b>Mini- Lesson</b></p> <ul style="list-style-type: none"> <li>- Show students several examples of African masks and discuss the art elements (line, shape, color, texture) found in the masks. Ask the question, “What masks are used for?” Locate Africa on the map.</li> <li>- Emphasize and state the definition of texture.</li> <li>- Demonstrate the additive clay technique using slip and a press mould</li> <li>- Demonstrate the subtractive clay technique using a spoon</li> <li>- Demonstrate how texture can be applied using the various art tools in the bin that each table will be supplied with</li> <li>- Lastly, demonstrate the use of shoe polish for the finishing coat</li> </ul>	<p><b>Materials/Supplies:</b></p> <p>Cardboard, textured items (plastic spoons and forks and other texture items), clay, Ziploc bags, raffia, slip, press moulds</p>

<p>on clay</p> <p><u>Work Period:</u></p> <ul style="list-style-type: none"> <li>- Students will be provided with clay that has been rolled into a slab</li> <li>- Students create a geometric shape for the head</li> <li>- Using the additive or the subtractive method students form eyes, nose and a mouth</li> <li>- Texture can then be added to the mask.</li> <li>- Unfinished masks will be stored in a Ziploc bag to hold in moisture.</li> <li>- Once student completes mask, teacher will fire the masks in the kiln.</li> <li>- Finishing of mask will be done with shoe polish to add color to the clay.</li> <li>- Lastly, raffia is hot glued to the back of the mask to represent hair.</li> <li>- Teacher will walk around to assist students in the mask making process.</li> </ul> <p><u>Closing:</u></p> <ul style="list-style-type: none"> <li>- Clean up process to include a 5-minute warning before time to clean up</li> <li>- Closing to include the definitions of texture and additive and subtractive clay techniques</li> </ul>	
<p><b>Assessment:</b></p>	<p><b>Technology:</b></p>
<p>(I used this one ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p>	<p>none</p>
<p>Notes:</p>	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

Rubric:

- Content: Concepts of texture, additive and subtractive techniques in clay, and African masks
- Creativity: Use and personal choice of textured items and color of raffia, Choice of facial expression on mask
- Composition: Mask representing Africa no bigger than a one-gallon Ziploc bag
- Craftsmanship: Mask must be of average thickness and additive components must be applied using slip

# Art Lesson Plan

Teacher: Steve Tamburrino

School:

<b>Grade Level: K-2</b>	<b>Date: June 15, 2010</b>
<b>Instructional Focus/Project Title:</b> Suspended Butterfly	Part 1:  Part 2:
<b>Medium:</b> Tempera on tag board and Chinette plate; glitter, salt, dirt, sand, river rocks, pipe cleaner	<b>Art Element/Principle:</b> Line, shape, form, space, color, value, texture; pattern, balance, unity, variety, movement
<b>Visual Art Standard:</b> (V.A.A.1.1.1, 1.1.2, 1.1.3, 1.1.4 ) Skills & Techniques (V.A.B.1.1.4 ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> To create imaginative, 3d assemblies of butterflies suspended from platforms
<b>Vocabulary:</b> Shape, line, space, color, value, pattern, balance, unity, variety, movement, form, wings, antennae, landscape, blending	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b>
<b>Activity/Procedures:</b> Fold tagboard in half width-wise and draw half set of butterfly wings. Cut out and paint "underside" a single, blended color of the students own creation using blending skills already taught.  In the second session, the top will be painted in colorful patterns using photographs of butterflies as examples, keeping in mind the unity created by the mirror-image designs. The (upside down) plates will then be painted as landscapes. Grass, logs, trees, sky, rivers, etc. will be discussed.  In the third session, students will be instructed in the careful application of glue to decorate the top side of their wings with glitter and salt, and the landscape with the aforementioned plus dirt, sand, small river rocks, etc. Students can also select two pipe cleaners of the same or different	<b>Materials/Supplies:</b> 6 x 9 tag board Pencil Scissors Tempera paint & brush Pipe cleaners Staples Glue Glitter Salt Fine dirt and/or sand Small river rocks Jumbo paper clips Paper tape Duct tape

<p>colors, which will then be twisted together the length of the wings with the exception of an extra inch to be formed into antennae. The instructor will then fold the wings together in order to staple the pipe cleaner (the body) in place, with just the antennae sticking out. The wings will then be folded back down by the instructor at the point where the staples are located.</p> <p>At a separate time, the instructor will then attach the butterflies to their respective landscapes using a partially unfolded, jumbo paper clip. The more you unfold, the higher the butterfly will be off the landscape. Keep most of the two "U-turns" intact, but spread out the ends a little for stability. The smaller U-turn will be attached to the underside of the butterfly using paper tape. The larger U-turn will be used to attach the butterfly to the landscape by piercing a hole into the plate with the tip of the paper clip, slipping the large U-turn of the paper clip through the plate and taping it to the underside using a square piece of duct tape. Instructor, use your eye to locate the butterfly in the most appealing position before you pierce the plate!</p>			
<p><b>Assessment:</b></p> <p>( ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:</p>			
<p><b>RUBRIC</b></p>	<p><b>1</b> Mastered</p>	<p><b>2</b> Satisfactory</p>	<p><b>3</b> Unsatisfactory</p>
<p>Craftsmanship And neatness</p>			
<p>Showed Radial Symmetry/Balance</p>			
<p>Completed within 1 class session</p>			

# Art Lesson Plan

Teacher: Shavaun Wojcik

School: Itinerant

<b>Grade Level:</b> K-5	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Paper Sculpture	Part 1: Discuss what a sculpture is. Part 2: Design a sculpture. Part 3: Build armature. Part 4: Wrap in paper mache.
<b>Medium:</b> Paper Mache	<b>Art Element/Principle:</b> Line, Form, Balance, Unity
<b>Visual Art Standard:</b> (x ) Skills & Techniques ( x ) Creation & Communication ( x ) Cultural & Historical Connections ( x ) Aesthetic & Critical Analysis (x ) Applications to Life	<b>Goals/ Objectives:</b> Students will learn the basics of building a paper sculpture.
<b>Vocabulary:</b> Armature, Form, Sculpture, Balance, Scale, Proportion	<b>Resources:</b> Magazines and pictures of nature: Owls, sea turtles, fish, etc. <b>Reproductions:</b> Chihuly works, Claes Oldenburg
<b>Activity/Procedures:</b> K-2 Students will cover a bottle with paper strips dipped in liquid starch/ water, or glue/ water. They can make “flowers” to put in the vase with pipe cleaners and tissue paper. Photos are from an ASD class. 3-5 Students will make a free form armature using foam pieces from TSD, pipe cleaners, and other found objects to create turtles, owls, fish, etc. Use the masking tape to hold the dry armature together. Then they can use the strip method to layer the paper for 2-3 class periods	<b>Materials/Supplies:</b> Liquid Starch Strips of craft paper in various colors Foam scraps and pads from Teacher’s Supply Depot Pipe Cleaners Masking Tape  <b>ESE/ESOL:</b> One on One and peer help



<b>Assessment:</b>		<b>Technology:</b>	
( x ) Teacher Observation ( x ) Class critique ( x ) Project Rubric (self assessment)		Chihuly DVD from the Bellagio	
Notes: This may take some practice. For special effects you can use bleeding tissue paper, but use analogous colors. I prefer the non- bleeding craft paper that is plentiful at Elementary Schools.			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship and Neatness			
Showed Balance			
Completed Project			
Creative Approach			

# Art Lesson Plan

Teacher: M. Corley

School: Alimacani Elementary

<b>Grade Level: 1</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Cheeseburger on a Bun	Part 1: Draw burger and surrounding shapes. Start craypas color Part 2: Apply paper to buns: continue craypas; crayon resist to table and background
<b>Medium:</b> mixed	<b>Art Element/Principle:</b> Shape, color, texture
<b>Visual Art Standard:</b> (x) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (x) Applications to Life	<b>Goals/ Objectives:</b> Claes Oldenburg Recognizing art in everyday objects; Identify food, color and shape; drawing enlarged and overlapping items
<b>Vocabulary:</b> Pop Art, overlap, shape, color, texture, curvy lines	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Claes Oldenburg visuals pg. 52 large book Art Connections
<b>Activity/Procedures:</b> 1. Intro to Pop Art with visuals 2. Draw step-by step starting at top of burger 3. Draw milkshake, overlapping burger 4. Color appropriate shapes with craypas 5. Consider size proportion of other items and add mustard, ketchup 6. Pickles, fries, etc.; allow student to use imagination 7. Tear paper to fill in bun shapes to create texture 8. Watercolor resist on table and background; more advanced calss can use tempera with patterns. 9. Accommodations for less materials crayons and craypas or use stencils to start shapes	<b>Materials/Supplies:</b> Large white paper Pencil Craypas Tempera or watercolor sets Paint brushes Torn brown paper Glue



<b>Assessment:</b>		<b>Technology:</b>	
<input type="checkbox"/> Teacher Observation <input type="checkbox"/> Class critique <input type="checkbox"/> Project Rubric (self assessment)			
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Wandrea Sanders

School: Hyde Park Elementary, #77

<b>Grade Level: 1</b>	<b>Date:</b>
<b>Instructional Focus / Project Title:</b> Visual Texture/ Sailboat Collage	<b>Part 1:</b> Cutting out shapes  <b>Part 2:</b> Sunset and Ocean Painting
<b>Medium:</b> Mixed: Scrapbook paper, Wall Cover Paper, Tempera Paint	<b>Art Element/Principle:</b> Shape, Color, Texture/ Pattern
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( x ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Make a collage using geometric shapes cut from patterned paper, and paint a seascape using warm and cool colors to support the collage.
<b>Vocabulary:</b> Collage, Warm Colors, Cool Colors, Geometric Shapes, Trapezoid, Triangle, Seascape, Horizon Line, Lines	<b>Resources:</b> <b>Maps:</b> <b>Reproductions:</b> Van Gogh's Seascape at Saints-Maries, Fishing Boats on the Beach At Saints-Maries; Jennifer Bonaventura's Race at Sea; Lisa Lorenz's Colorful Regatta
<b>Activity/Procedures:</b> Students are led in an oral discussion of the art reproduction prints presented. Using the geometric shape patterns, students trace one of each three shapes on the back of the three different pattern papers provided, then cut each shape completely out. The three shapes are then placed in an envelope, labeled with the student's name. Students are then assigned placement on the floor station designated for painting and led in a demonstration of the technique of using the paint brush and methods of painting after all painting supplies have been handed out. After wavy lines are drawn in the paint to imitate water movement, paintings are then placed on the drying rack. Collages are assembled for completion at the second art class session.	<b>Materials/Supplies:</b> Patterned Scrapbook Paper, Wall Cover Paper, Tag Board, Tempera Paint, Scissors, Paint Brushes, Water bowls, Styro-form Plates, Pencils, Geometric Shape Patterns ( Trapezoid, Triangles (large and medium), Glue, Q-Tips, Small Bottle Caps

<b>Assessment:</b>		<b>Technology:</b>	
<input checked="" type="checkbox"/> Teacher Observation <input checked="" type="checkbox"/> Class critique <input type="checkbox"/> Project Rubric (self assessment)			
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Visual Texture and Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Sheryl Coleman  
- #214

School: Hyde Grove Elementary

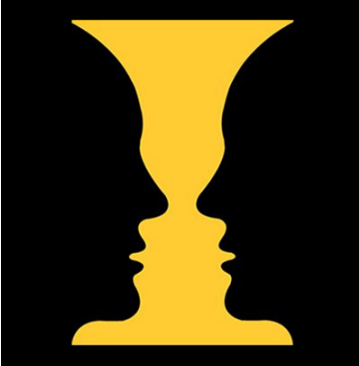
<b>Grade Level:</b> First	<b>Date:</b> June 15, 2010
<b>Instructional Focus/Project Title:</b> Lines Make Shapes/Neighborhood Collage	Part 1: Trace and cut-out paper shapes.  Part 2: Add details to some of the shapes such as lines and texture, then glue and attach shapes.
<b>Medium:</b> paper(construction) - various colors, oil pastels	<b>Art Element/Principle:</b> Elements: line, shape, color, texture Principles: unity, balance, rhythm
<b>Visual Art Standard:</b> (X) Skills & Techniques (X) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> * Identify lines and shapes in art and the human-made environment. * Use shapes (circles, triangles, rectangles, squares, ovals, free-form shapes) in a collage.
<b>Vocabulary:</b>  shapes (circle, triangle, rectangle, square, oval, free – form shapes)	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Paul Klee's, "Castle and Sun,"
<b>Activity/Procedures:</b> 1. Briefly discuss information associated with a neighborhood, shapes, line variations and Paul Klee's "Castle and Sun." 2. Distribute pencils and scrap drawing paper. Draw a picture of what a neighborhood might look like using shapes (circles, triangles, squares, rectangles, ovals). 3. Distribute oil pastels, scissors, a variety of colored construction paper, also circle, triangle, rectangle, square, and oval templates for tracing. Demonstrate paper techniques for grass, and line variations for rooftops, chimneys, and grass. 4. Use scissors to cutout objects that will help create a neighborhood.	<b>Materials/Supplies:</b>  <b>Construction paper (various colors)</b> <b>18" X 24" black construction paper - (One per student)</b> <b>pencils</b> <b>oil pastels</b> <b>glue</b> <b>scissors</b> <b>paper towels</b>

<p>5. Add line variations to show rhythm, texture, and details using oil pastels.</p> <p>6. Distribute an 18" X 24" piece of black construction paper to each student. Arrange objects in a likeable position, glue, and then attach.</p>			
<p><b>Assessment:</b>  (X) Teacher Observation  (X) Class critique  ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b>  <b>Elmo and Projection Screen - Use to demonstrate how shapes and line variations can be used to create a neighborhood.</b></p>	
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And Neatness			
Showed Unity, Balance, Rhythm, Texture			
Completed Within 2 Class Sessions			

# Art Lesson Plan

Teacher: Samantha Bivens

School : ( John Love, RV Daniels, Neptune Beach, & Gregory Drive Elementary)

<b>Grade Level:</b> 1-2	<b>Date:</b> 6/14/2010
<b>Instructional Focus/Project Title:</b> City Skylines (using pos./neg. space and warm/cool colors)	Part 1: Creating skylines  Part 2: Creating skies
<b>Medium:</b> watercolor & cut paper	<b>Art Element/Principle:</b> Color & Space
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( x ) Applications to Life  SSS's: VA.A.1.1.1, VA.A.1.1.2, VA.A.1.1.3, VA.A.1.1.4, VA.B.1.1.3, VA.B.1.1.4, VA.D.1.1.2, VA.E.1.1.1	<b>Goals/ Objectives:</b> Students will be able to distinguish between positive and negative space in works of art and how an object or lack thereof affects the artwork. Students will also be able to create their own works of art showing understanding of positive and negative space relations as well as warm and cool color schemes.
<b>Vocabulary:</b> Space (positive and negative), warm and cool colors	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> The Starry Night (cool color scheme), The Scream (distinguishing between warm colors in the sky and cool in the mid-section).
<b>Activity/Procedures:</b>  <b>Day 1:</b> <u>Warm – up:</u> Ask students: what does it mean if you did something positive? Something negative? How can we translate those words to describe the space on a piece of paper?  <u>Illusion Examples:</u> Show students examples of illusion artwork (like the candlestick and faces). Have students pick out the positive space on the work and the negative space on the work. Does negative just mean that nothing is there, or can we create something out of our negative space?	<b>Materials/Supplies:</b>  Pencils, erasers, black construction paper, scissors, glue, watercolors, paint brushes, cups with water, paper towels, teacher examples of project, warm and cool t-chart, optical illusion examples to show positive and negative space (see image below).  

Cityscape project: Show students teacher example of project and have them pick out the positive and negative space. Explain that today we will begin constructing our buildings.

Hand out strips of black paper (an 8 ½ x 11 sheet cut in half vertically) and show students how to cut out buildings by keeping them together. \*demonstrate how to keep paper horizontal, and cut out entire city so it remains in one piece\* when they are finished with buildings show them how to cut out windows without cutting through buildings.

## **Day 2:**

Warm-up: Place a blank t-chart on the board labeled warm & cool. Have students close their eyes and imagine they are visiting a cool place like the north pole – describe to them the snow blowing in their face, the wind, and their surroundings. While their eyes are closed have them think about the colors they are feeling. Open eyes and then show them six colored squares (blue, red, orange, yellow, green, and purple) and have them choose colors that made them feel cool. Do the same thing with warm colors – use imagination then pick out different colors.

Then ask students about things they see in real life that have color indicating temperatures. (faucets, thermometers, the sun, etc.).

Painting search: Show students *The Starry Night* and have them explain which color scheme it is, warm or cool. Repeat with *The Scream* which has both color schemes.

Demonstration: Demonstrate to students how to make a warm or cool background for their cityscape. Show them how to make horizontal lines with

<p>the watercolors that blend together. *If this is the first time the class has used watercolors, make sure to explain proper care and use*.</p> <p><u>Project:</u> Have students do their entire background on the watercolor paper by blending colors. Allow time to dry and then have students paste buildings on the bottom.</p> <p><u>If finished early:</u> Students can add subtle hints of color to silhouetted buildings with oil pastels.</p>			
<p><b>Assessment:</b></p> <p>( x ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p> <p><b>Elmo and overhead for demonstration</b></p>	
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Understanding of Cool & Warm Colors			
Aesthetic use of positive and negative space			
Completed within allotted class session			



# Art Lesson Plan

Teacher:

Seth Mann

School:

GWC/Sabal Palm


<b>Grade Level:</b> 1 <sup>st</sup> /2 <sup>nd</sup>	<b>Date:</b> ANY
<b>Instructional Focus/Project Title:</b> Mondrian Map	Part 1: This is art from the kart!
<b>Medium:</b> Marker/Crayon-(paint an option)	<b>Art Element/Principle:</b> Line, Shape, Balance, <i>etc.</i>
<b>Visual Art Standard:</b> (!) Skills & Techniques (!) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (!) Applications to Life	<b>Goals/ Objectives:</b> Create art, that resembles artist Piet Mondrian, influenced by the great city of Jacksonville
<b>Vocabulary:</b> See Art Element/Principle above PLUS negative space, Piet Mondrian, Neo-Plasticism, De Stijl , AND all terms found on map key	<b>Resources:</b> <b>Map:</b> City of Jacksonville  <b>Visuals:</b> Any Mondrian works including Primary Colors
<b>Activity/Procedures:</b> <ol style="list-style-type: none"> <li>1. Pass out materials</li> <li>2. Ask students to look at map then discuss it aloud (go over map key, perhaps point to school as class, locate an airport/road/highways)</li> <li>3. Talk to students about Mondrian's history and show slides/reproductions.</li> <li>4. Ask students to look at map again, and this time locate lines they find visually appealing. Have students draw these lines on paper in pencil first, then ink with black marker.</li> <li>5. Have students use crayons to fill in shapes created with lines and stress balance, perhaps good time to go over reproductions.</li> <li>6. That's it! A Mondrian Map!</li> </ol>	<b>Materials/Supplies:</b> <ol style="list-style-type: none"> <li>1. 11/12x17/18 size white construction paper</li> <li>2. Crayons (red, blue, yellow)</li> <li>3. Pencil</li> <li>4. Thick black marker</li> <li>5. Copy of map (Jacksonville)</li> </ol>

<b>Assessment:</b> ( ! ) Teacher Observation ( ) Class critique ( ! ) Project Rubric (self assessment)		<b>Technology:</b> ELMO helpful if available	
Notes: The map can obviously be switched to a different city/region. Map can focus on individual's location and altered for ESOL class or student.  Limited color so could be easier for teacher to translate			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Peggy Hayden

School: Oak Hill Elementary School

<p><b>Grade Level:</b> 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup></p>	<p><b>Date:</b> June 15, 2010</p>
<p><b>Instructional Focus/Project Title:</b> Animal Habitats – 3d sculpture creations</p> 	<p>Part 1: Create 3d box with sky and ground painted, discuss foreground, background, etc.</p> <p>Part 2: Create animal with clay, trees, landforms and details. Note: this part may take another class period. I have found this lesson will extend to 3 lessons without children losing any interest at all. They love it!</p>
<p><b>Medium:</b> paper, paint, glue, clay, and all kinds of 3d materials</p>	<p><b>Art Element/Principle:</b> We are working in the area of 3 dimensional design with clay, and a whole variety of other materials which can render a replica of real life to the child. The child is brought into the realm of total creation and open ended possibilities as the lesson extends itself to include real and imagined possibilities.</p>
<p><b>Visual Art Standard:</b>  <input checked="" type="checkbox"/> Skills &amp; Techniques  <input checked="" type="checkbox"/> Creation &amp; Communication  <input type="checkbox"/> Cultural &amp; Historical Connections  <input type="checkbox"/> Aesthetic &amp; Critical Analysis  <input checked="" type="checkbox"/> Applications to Life          VA.A.1.1.1 Use of tools and techniques to depict 3 dimensions          VA.B.1.1.1 Knows how subject matter symbols and ideas are used to communicate ideas          VA.D.1.1.1 Understands that art can be rendered to represent life</p>	<p><b>Goals/ Objectives:</b> Students will experience the use of 3 dimensional forms with a variety of materials. The objective is to be able to successfully manipulate the materials by cutting, curling, pinching, pulling and all the ways hands move to create form. This lesson gives them many opportunities to invent new ways to create and to practice instructed ways too.</p>
<p><b>Vocabulary:</b> Habitat          Terrain                      Foreground          Landforms                   background          Environment               surrounding          predator                     diorama</p>	<p><b>Resources:</b>          Maps:           Reproductions:</p>

<p>Survival                    curling paper 3dimentional            create setting Snipping tabs</p>	
<p><b>Activity/Procedures:</b> <b>Part 1: Introduce lesson- high enthusiasm. Create a clay creature and then build an environment where the animal will live. Instruct students in forming a plan for the habitat by painting the sky and land or terrain and discussing with each other the kinds of things their animal will need to survive.</b> <b>Part 2: Step by step instruct the creation of a free standing tree trunk with tabs for feet to glue down. Use tissue paper or other paper for leaves.</b> <b>Complete diorama with details such as rivers, caves, stones, shrubs, grass, clouds, flowers, insects, birds, fruit, etc. These items can be made from a multitude of scraps and materials in the art room. The more the better and the diorama becomes a masterpiece of originality.</b></p>	<p><b>Materials/Supplies:</b> Self hardening clay Paint -water or tempera Box lid or rounded plate Construct. Paper Cotton Cloths scraps Glue String or yarn Aluminum foil Pipe cleaners beads</p>
<p><b>Assessment:</b> (x ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)</p>	<p><b>Technology:</b> Animals could be researched to find the kind of terrain they need for their survival.</p>
<p>Notes: Small children (1<sup>st</sup> grade) need help with ideas to shape the animals they have chosen to make. Showing samples of a diorama helps students orient themselves to the project and gets them motivated. Inspire them to think of how they can provide food and shelter for their animal and add details to the setting like flowers and clouds and things we see every day in our own world environment.</p> <p>Plan to assist one on one for differentiation needs. This lesson is not difficult but for some small students it may be their first time creating 3 dimensional objects and they will need one on one help.</p>	<p>This would be done in a separate lesson and students could plan the details of the project on paper before actually creating the objects.</p>

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Szpakowski

School: Andrew Robinson Elem. 262

<b>Grade Level: 2nd</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Symmetrical Butterflies	Part 1: ?  Part 2:
<b>Medium:</b>	<b>Art Element/Principle:</b> <b>Balance, shape, color, line</b>
<b>Visual Art Standard:</b> ( ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> After completing this lesson, students will be able to recognize shapes and patterns that are symmetrical in form. The student will demonstrate his or her knowledge of symmetry by completing a butterfly with symmetrical patterns.
<b>Vocabulary:</b> Symmetry, Shape, Line, Primary Colors, Secondary Colors. Head, thorax, abdomen.	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Photos of Butterflies
<b>Activity/Procedures:</b> <ul style="list-style-type: none"> <li>• Begin with an introduction to symmetry. Asking students to identify shapes and letters that are symmetrical and not symmetrical.</li> <li>• Show students examples of how symmetry can appear in nature. (faces, insects, etc...)</li> <li>• Show students an example of the butterfly they are going to create.</li> <li>• Pass out paper and have students fold it in half. Don't let students write their name on the paper like they normally would. They will be writing their names last this time.</li> <li>• After all papers are folded pass out black crayons. This is the only color they will need for this part of the lesson.</li> <li>• Using only one half of the paper, have the students draw half of the butterfly. Beginning with the head, abdomen, and thorax. Then the wings.</li> <li>• The students can now design and decorate their wing. Encourage them to use big, simple shapes.</li> <li>• Now have the students open up their</li> </ul>	<b>Materials/Supplies:</b> Drawing Paper, Crayons, Pencils, Watercolor Paint (optional)

<p>papers and fold it over the opposite direction.</p> <ul style="list-style-type: none"> <li>• Pass out pencils.</li> <li>• Students will now trace over the black lines that show through the paper with their pencil. Encourage the students to draw slowly. Show them how the mirror image is being traced onto the opposite side of the paper.</li> <li>• This in turns creates a symmetrical butterfly.</li> <li>• Now the students can have colored crayons and can begin adding color to their butterfly design.</li> <li>• Students must also color their butterfly in a symmetrical pattern.</li> </ul>			
<p><b>Assessment:</b></p> <p>( ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:</p>			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: donna blakely

School: John E. ford K-8

<b>Grade Level: 2</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Depth of field Dog in field of flowers	Part 1: on separate piece of paper paint the field of flowers (smaller on the top and larger as they get to the bottom of the paper) 2 <sup>nd</sup> piece of white paper paint a dog using simple geometric shapes.  Part 2: cut out dog and glue onto the field of flowers. Use oil pastels to enhance drawing face, etc. Use scraps of colored construction paper and cut out individual flowers to glue onto the dog to create the foreground.
<b>Medium:</b> Mixed, collage, paint, oil pastels	<b>Art Element/Principle:</b> space
<b>Visual Art Standard:</b> (* ) Skills & Techniques (* ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (* ) Applications to Life	<b>Goals/ Objectives:</b> Student will understand what depth of field is by overlapping subject matter.
<b>Vocabulary:</b> Overlap Space Collage Middle ground , foreground, background Shapes	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> I used some pictures that I downloaded on the computer of George Rodrigue (Blue Dog)
<b>Activity/Procedures:</b> 1. Talk about vocabulary words focus on depth of field and overlapping 2. Demonstrate how to paint a field of flowers on a piece of light green construction paper. 3. Draw and paint a dog using simple geometric shapes on the white paper. 4. Let dry 2 <sup>nd</sup> class 1. Cut out dog and glue onto the field of flowers. 2. Use oil pastels to enhance drawing face, fur etc. 3. Using scraps of colored construction	<b>Materials/Supplies:</b> 12X18 white drawing paper 12 X 18 light green construction paper Glue Scissors Scraps of colored construction paper Oil pastels Tempera paint of choice Paint brush Water Paper towels Chalk to draw with



paper cut our shapes to create larger flowers to glue on top of the dog.  
 4. Use oil pastels to enhance picture where you see fit  
 By overlapping you have created depth ask students what is in the foreground, middle ground and back ground.



**Assessment:**

- ( ) Teacher Observation
- ( ) Class critique
- ( ) Project Rubric (self assessment)

Notes: Adaptation – use stamps for background and pre-cut shapes for challenged students

**Technology:**

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Pam Patterson

School: John Stockton, Twin Lakes

<b>Grade Level: 2nd</b>	<b>Date: June 9, 2010</b>
<b>Instructional Focus/Project Title:</b> Mixing Colors: Tints & Shades on a FISH	Part 1: draw large fish with black crayon, fill fish space with geometric shapes to create a pattern  Part 2: mix white and black with yellow paint inside fish shapes
<b>Medium:</b> Tempera paint, crayon, oil pastel	<b>Art Element/Principle:</b> Color (tints and shades)/ Pattern
<b>Visual Art Standard:</b> ( VA.A.1.1.1 ) Skills & Techniques ( VA.B.1.1.4 ) Creation & Communication (VA.C.1.1.2 ) Cultural & Historical Connections ( VA.D.1.1.1 ) Aesthetic & Critical Analysis ( VA.E.1.1.1 ) Applications to Life	<b>Goals/ Objectives:</b> Student will understand what happens to colors by mixing black and white with a primary or secondary color on a fish drawing
<b>Vocabulary:</b> Line, shape, pattern, tints, shades, primary colors, secondary colors	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Paul Klee: <i>Sinbad the Sailor</i>
<b>Activity/Procedures:</b> <b>1<sup>st</sup> session: Using Feldman’s methods of looking at art, analyze Paul Klee’s <i>Sinbad the Sailor</i></b> <b>Introduce tints and shades looking at the works of Paul Klee</b> <b>Using a black crayon, draw a fish that is almost as large as the 12 x 18 in paper</b> <b>Divide up the space inside the fish with geometric shapes and patterns – (make sure the patterns will be large enough to paint the shapes)</b> <b>Paint the shapes inside the fish with tints and shades of one color – either yellow or orange work well.</b>  <b>2<sup>nd</sup> Session: Prepare a background for fish collage. Using construction paper, use black and white paint to create lines like waves.</b> <b>Cut out the fish and place it on the background.</b>	<b>Materials/Supplies:</b> 12 x 18 construction paper(two sheets) Black crayons Tempera paint: yellow, black, and white Paint brushes Mixing pallets Oil pastels Scissors Glue

<b>3<sup>rd</sup> Session: Use oil pastels (limit the colors to two or three) to enrich the background around the fish painting. Have class critique with all student work.</b>			
<b>Assessment:</b> ( ) Teacher Observation ( X ) Class critique ( X ) Project Rubric (self assessment)		<b>Technology:</b> <b>Elmo Projector to demonstrate mixing colors on a palette.</b>	
Notes: To demonstrate mixing colors, it is helpful to use the Elmo projector so students can watch the correct method. For students with special needs: have the large oval (for the main body of the fish) drawn on construction paper. Have cardboard geometric shapes for the student to trace inside the fish shape.			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed different shades and tints of one color. Showed pattern with geometric shapes. Showed wavy lines in background.			
Completed within 3 class sessions			

# Art Lesson Plan

Teacher: S. Schwarzer

School: Oceanway Elem.

<b>Grade Level: 2</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Printing using recycled Cd's	Part 1: Printing  Part 2: Drawing
<b>Mixed Medium:</b> <b>Paint, Construction Paper, Pastels</b>	<b>Art Element/Principle:</b> Radial Balance, Texture, Emphasis
<b>Visual Art Standard:</b> (x) Skills & Techniques (x) Creation & Communication (x) Cultural & Historical Connections (x) Aesthetic & Critical Analysis (x) Applications to Life	<b>Goals/ Objectives:</b> Student will use a printing technique to create a large sunflower showing emphasis and texture and creating radial balance.
<b>Vocabulary:</b> radial balance, emphasis, printing, free form and geometric shapes, background	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> "Girl with Sunflower" or "Sunflowers" by Van Gogh Still Life with Flowers by Rachel Ruysch.
<b>Activity/Procedures:</b> <b>1<sup>st</sup> lesson: 2 parts: Use a sticker label for each student to cut into free form and geometric shapes to peel &amp; stick onto their cd. Show example of a finished cd with stickers. Give printing demonstration, then rotate students to printing table to use brayer and roll paint onto cd. Make print, then cut out circle.</b> <b>2<sup>nd</sup> lesson: trace petal pattern on construction paper. Cut out petals and arrange under cd print creating radial balance.</b> <b>*opt. Last, use oil pastels to create a background for the flower. Integrate life science by adding insects around or on the flower. Blend oil pastels with paper towel to finish.</b>	<b>Materials/Supplies:</b> <i>Lesson 1:</i> <ul style="list-style-type: none"> <li>• Pencils</li> <li>• Cd's (available at teacher depot)</li> <li>• Paint- black</li> <li>• Plain labels</li> <li>• Brayers</li> </ul> <i>Lesson 2:</i> <ul style="list-style-type: none"> <li>• Construction paper: yellow, orange, yellow-green</li> <li>• Scissors</li> <li>• Oil Pastels</li> <li>• Paper Towels</li> </ul>

<b>Assessment:</b>		<b>Technology:</b>	
( x) Teacher Observation ( x) Class critique ( ) Project Rubric (self assessment)		<b>Visuals of art with sunflowers or other types of flowers.</b>	
Notes: Special Needs:  -Students who are not able to use scissors will need pre-cut petals. (*Great practice and simple shape to cut for students working towards cutting shapes.) -Hand-over hand technique to roll brayers. -Lesson can easily be broken into 3 lessons to adjust to needs and time frame.		<b>Science integration: Show still life by Rachel Ruysch and the scientific influence of the artists work with insect specimens that she depicted in her still life paintings.</b>	
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher:

School:

<b>Grade Level: 2</b>	<b>Date: 2 one-hour classes</b>
<b>Instructional Focus/Project Title:</b> Clay Mask	Part 1: make the mask  Part 2: glaze or paint the mask
<b>Medium:</b> Clay, glaze	<b>Art Element/Principle:</b> Texture, shape, line, proportion,
<b>Visual Art Standard:</b> ( VA.A 1.1.1, VA.A 1.1.2 ) Skills & Techniques ( VA.B.1.1.2, VA.B.1.1.3 ) Creation & Communication ( VA.C.1.1.1 ) Cultural & Historical Connections ( VA.D.1.1.2 ) Aesthetic & Critical Analysis ( VA.E.1.1.1 ) Applications to Life	<b>Goals/ Objectives:</b> Students will create an original clay mask using a slab, cut away, and additive methods
<b>Vocabulary:</b> Clay, glaze, texture, shape, additive, cut away, culture, tribal, symmetry, slip, score	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Wooden mask from the Congo, clay masks (student and teacher work), Art Connections visual reproduction
<b>Activity/Procedures:</b>  <ol style="list-style-type: none"> <li>1. Discuss masks, what cultures use them and what for...etc, look at visuals</li> <li>2. Students then cut a slab of clay into the shape they want</li> <li>3. Using additive or cut away methods, drawing into the clay , adding designs and texture, create a clay mask</li> <li>4. Let dry, fire</li> <li>5. Glaze or paint with acrylic paint</li> </ol>	<b>Materials/Supplies:</b> Clay, toothpicks or skewers, cups of water, sponges, clay tools, visual
<b>Assessment:</b> ( ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)	<b>Technology:</b>  <b>Transparencies on an overhead or elmo</b>
Notes:	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Shows symmetry, uses one of the methods (additive, cut- away)			

# Art Lesson Plan

Teacher: K. Parlette

School: Sabal Palm

<b>Grade Level:</b> 2-5	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> COMPLEMENTARY COLORS	Part 1: Discussion and intro.  Part 2: Finish and frame.
<b>Medium:</b> CRAY-PAS	<b>Art Element/Principal</b> Color Space
<b>Visual Art Standard:</b> (1) Skills & Techniques (2) Creation & Communication ( ) Cultural & Historical Connections (3) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> The student will draw a still-life using directional lines, complementary colors with an understanding of space and depth.
<b>Vocabulary:</b> COMPLEMENTARY COLORS – blue - orange; red - green; violet - yellow Foreground ,middle ground, background	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Still-life paintings by Impressionist artist
<b>Activity/Procedures:</b> <b>1. Discuss STILL LIFE artwork. Show examples.</b> 2. Demonstrate using complementary colors to create shadows. Example – draw pumpkin, draw with blue along the directional lines, then overlap with orange. Other fruits and vegetables can be used such as red apples with green and violet grapes with yellow. Demonstrate use of directional lines to create three-dimensional space 3. Students will create a still-life.	<b>Materials/Supplies:</b>  1. drawing paper 2. cray pas/oil pastels 3. still life objects-fruit, vegetables, vases, drapery, etc.
<b>Assessment:</b> (1) Teacher Observation (2) Class critique ( ) Project Rubric (self assessment)	<b>Technology:</b> Research Impressionism and still lifes.
Notes: Students can work on research or set up their own still-life after turning in artwork to teacher.	



<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed use of complementary colors			
Completed within 2 sessions			

# Art Lesson Plan

Teacher: A. Kirby

School: Lone Star Elementary

<b>Grade Level:</b> 3	<b>Date:</b> 09-10 School Year
<b>Instructional Focus/Project Title:</b> Seascapes	
<b>Medium:</b> Mixed Media	<b>Art Element/Principle:</b> Color, Line, Shape, Space, Depth Perspective
<b>Visual Art Standard:</b> ( X) Skills & Techniques ( X) Creation & Communication ( X) Cultural & Historical Connections ( X) Aesthetic & Critical Analysis ( X) Applications to Life	<b>Goals/ Objectives:</b> *Students will learn about and identify the art of Winslow Homer. *Students will create a seascape using watercolor techniques. *Students will learn about the art of Japanese paper folding - Origami. *Students will review using perspective to give the illusion of depth. *Students will increase hand/eye coordination and fine motor skills.
<b>Vocabulary:</b> Seascape Landscape Horizon line Perspective Illusion of depth Origami Movement	<b>Resources:</b>  <b>Reproductions:</b> The Gulf Stream, Winslow Homer Sailing the Catboat, Winslow Homer Key West, Winslow Homer Snap the Whip, Winslow Homer (as a landscape comparison)
<b>Activity/Procedures:</b> <b>Mini-Lesson:</b> 1. Discuss with students the artist Winslow Homer. Show reproductions of his seascapes and point out how the artist mixed colors on the paper. <i>Ask: What are the various color that you see in the sky? What are the colors the artist used for the sea? How is a seascape different from a landscape? What kind of weather is it? How do you know? Where is the horizon line in the painting? How does the artist show perspective/depth?</i>  2. Tell students they will be creating a seascape utilizing the same	<b>Materials/Supplies:</b> White paper Watercolor paints Pencil 5”x 5” pre-cut origami squares Metal markers Glue sticks Artwork by Winslow Homer Examples of Japanese origami

techniques as Winslow Homer. Demonstrate to students before they begin working how to create the sea and sky. Review with students proper watercolor techniques. Begin painting procedure.

3. While the paintings are drying, introduce students to the art of Japanese origami. Show them images and examples. Talk about the different types of subjects used when making origami (animals, plants, etc.).
4. Review Perspective/Depth with the students. Discuss how objects farther away appear smaller, while objects closer to the viewer appear larger. Tell them they will be creating origami sailboats using this technique. They will create three different picture planes – foreground, middleground and background, by creating three differently sized sailboats.

**Procedure:**

1. Pass out the white paper to students. Have students paint a horizon line on the papers. Begin with the sky: use appropriate colors for the type of weather you want to show.
2. Student will paint the sea. Have them use the appropriate brushstrokes and colors for the type of sea they wish to create. Demonstrate a variety of brushstrokes that will give the effect of movement in the sea. Allow the paintings to dry.
3. Demonstrate to students how to fold a sailboat. Pass out the origami paper to students. Have them fold several sailboats in a variety of sizes. Tell students to place the sail boats in the correct area so their pictures will “make sense to their eyes”. Have students decorate the sailboats with metal markers. Glue the boats down on the paper.

<b>Assessment:</b> ( X ) Teacher Observation ( X ) Class critique ( ) Project Rubric (self assessment)		<b>Technology:</b> Document Camera (for displaying reproductions).	
<b>Review/Assessment Technique:</b> <b>Review:</b>  1. Students share their creations by taking an “Art Walk”.  <u>Art Walk Procedure</u> Students are instructed to follow three simple rules as they observe one another’s work: Walk (slowly, all chairs must be pushed in). Whisper (voice level one). Do not touch the art (hands to yourself and off other’s work). Ask: How are the pictures the same? How are they different? What types of were used in the seas of the paintings? How did you create the illusion of depth?			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed correct illusion of depth (utilized three picture planes)			

**ESOL and ESE Strategies:**

Modeling

Dialogue

Repetition

Peer Tutoring


Adult/Instructor Tutoring

# Art Lesson Plan

Teacher: Ed Sauk

School: Gregory Drive Elementary

<b>Grade Level:</b> 3	<b>Date:</b> 5/13/10
<b>Instructional Focus/Project Title:</b> Painting Subjects Found in Nature	
<b>Medium:</b> Pencil and Tempera Paint	<b>Art Element/Principle:</b> Line, Color; Balance and Rhythm
<b>Visual Art Standard:</b> ( X ) Skills & Techniques ( X ) Creation & Communication ( X ) Cultural & Historical Connections ( X ) Aesthetic & Critical Analysis ( X ) Applications to Life	<b>Goals/ Objectives:</b> This lesson allowed me to explain and demonstrate how structure affects appearance in natural subjects. It also incorporated drawing, color and technical matters taught in earlier lessons. It was relevant to social studies because of the scientific study of nature and conservation. It allowed me to share my experience working with zoologist, ornithologist and botanists. The relationship in Art History for this subject is wonderful.
<b>Vocabulary:</b> Careful observation and understanding, construction, structure, composition, line, mass, wash, tone values, light, form, balance, rhythm, proportion, Art History, zoologist, ornithologist, botanist, and conservation.	<b>Resources:</b> <b>Reproductions:</b> Examples from Art History and contemporary artists that have created art from nature: Landseer, Audibon, Homer, Heade, Peterson, and Bateman. Examples of work created by children at their grade level. Images relating subject to science.
<b>Activity/Procedures:</b>  <ol style="list-style-type: none"> <li>1. Review Class Guidelines and C.H.A.M.P.S</li> <li>2. Review line and color principles. Review rhythm and balance.</li> <li>3. Introduce the subject of lesson and write the Guided Question. Show examples as explaining goals. Question children for understanding.</li> <li>4. Demonstrate and review how to compose a subject, establish forms, interpret/mix color and utilize painting techniques.</li> <li>5. Work time: Allow time for children to choose their subject and to work on thumbnail planning. Children create their artwork.</li> <li>6. End of class review, analysis and discussion.</li> <li>7. Clean up.</li> </ol>	<b>Materials/Supplies:</b> Neutral toned paper, pencils, tempera paint, brushes and water.

<b>Assessment:</b> (X) Teacher Observation (X) Class critique ( ) Project Rubric		<b>Notes:</b> Special Needs students- allow for extended work time, scaffolding and more guided learning.		
				
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory	
Craftsmanship And neatness	X			
Showed Rhythm and Balance	X			
Completed within 1 class session	X			

# Art Lesson Plan

Teacher: Jaymie Hedman

School: Itinerant

<b>Grade Level: 3</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Imaginary Mountain Landscape	Part 1: Drawing  Part 2: Fill in with pattern and color
<b>Medium:</b> Crayons, markers, optional: paint	<b>Art Element/Principle:</b> Invention of <b>shape</b> , perception of <b>space</b> (foreground, background)
<b>Visual Art Standard:</b> ( y ) Skills & Techniques ( y ) Creation & Communication ( ) Cultural & Historical Connections ( y ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Students will create a landscape inspired by their imagination.
<b>Vocabulary:</b> imagination, creation, foreground, background, pattern	<b>Resources:</b> Dr. Seuss books, traditional landscapes for contrast/comparison
<b>Activity/Procedures:</b> ART-TALK/EXPOSURE: Show images. Display vocabulary. Discuss how some pictures are drawn from real life and some are created with help from the imagination. Display example pictures and begin a new example. Talk about the possibilities. WORKING/EXPLORATION: 1. Students start in bottom left hand corner of the paper and use a continuous line to draw imaginary landforms in the <b>foreground</b> . 2. Make an irregular line higher up on the page, behind the mountains in the <b>background</b> . 3. Add clouds, sun or moon. 4. Color everything. Sky: optional. Use fantastical color and <b>pattern</b> . RECAP/EVALUATION: 1. Compare the variation in student work. What did different techniques achieve? (color choice, pattern use) 2. What choices did you have to make? Which ones did you like/dislike?	<b>Materials/Supplies:</b> 18 x 12 light blue drawing paper, pencil, crayons, white paint (optional for snowflakes)

<b>Assessment:</b>		<b>Technology:</b>	
( y ) Teacher Observation ( ) Class critique ( y ) Project Rubric (self assessment)		Students could retrieve images from on-line sources to share with the class	
Notes: ADDAPTATION:  <b>2<sup>nd</sup></b> grade: Use zig-zag line to create mountain range. Add mountains in the background. Add snowflakes with finger-painting.  <b>1<sup>st</sup></b> and <b>K</b> : Downsize the paper. Use zig-zag line. Stress filling the entire space with color. TALK: "color like you mean it" and "no fuzzy monsters"			
	<b>GOOD</b>	<b>FAIR</b>	<b>NEEDS IMPROVEMENT</b>
<b>PARTICIPATION</b>			
<b>UNDERSTANDS CONCEPT</b>			
<b>IMPLEMENTS CONCEPT WITH MATERIALS and CREATIVITY</b>			



# Art Lesson Plan

Teacher: Emily Cheek

School: Seabreeze

<b>Grade Level:</b> 3	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Rhythm-Decorated Container	One hour lesson
<b>Medium:</b> Ink, Crayon	<b>Art Element/Principle:</b> Rhythm
<b>Visual Art Standard:</b> ( 1 ) Skills & Techniques ( 4 ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( 1 ) Applications to Life	<b>Goals/ Objectives:</b> The student will learn about different types of rhythm and use them to decorate a container.
<b>Vocabulary:</b> Alternating, Regular, Random, Flowing, Progressive	<b>Resources:</b> Poster with examples of each Rhythm.  <b>Reproductions:</b> Example of a decorated can with different types of rhythm on it.
<b>Activity/Procedures:</b> <ol style="list-style-type: none"> <li>1. Display the poster, ask students what is rhythm? Patterns. Explain that artists use different kinds of rhythm in their art. Ask students to describe each one. Look for examples in the room.</li> <li>2. Pass out practice paper and supplies. Have students fold their paper into 4 sections and label with the different types of rhythm. One can go on the back. Let students practice stamping the different types of rhythm.</li> <li>3. Show example of finished can decorated with rhythm. What kind of rhythm is used? What would they use their container for? Pass out cans and 10" x 4.25" paper. Tell them to decorate the paper using whatever rhythm they choose. Use crayons to add color. Glue the paper onto the can. Write their names on the bottom with permanent marker.</li> </ol>	<b>Materials/Supplies:</b> Ink stamp pads, bottles of ink, erasers cut into stamp shapes- triangles, circles, flowers, hearts, leaves, stars, moons, etc., empty tin cans, 10" x 4.25" paper, glue, crayons.

<b>Assessment:</b>		<b>Technology:</b>	
<input type="checkbox"/> Teacher Observation <input type="checkbox"/> Class critique <input type="checkbox"/> Project Rubric (self assessment)			
Notes: All levels of students can be successful with this lesson. The ink can be messy. Warn students to be careful not to get it on their clothes. It stains and doesn't wash off their hands completely.			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Rhythm			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Jennifer Herig

School: Bayview/Crystal Springs

<b>Grade Level: Third</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Picasso's Blue Guitars	Part 1: Picasso Bio, trace and paint guitars Part 2: Add collage/strings
<b>Medium:</b> Tempera/Collage	<b>Art Element/Principle:</b> Unity/Variety
<b>Visual Art Standard:</b> ( ) Skills & Techniques ( X ) Creation & Communication ( X ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> The third grade art student will understand how to use color, unity, and variety to create a guitar in the style of Picasso
<b>Vocabulary:</b> Pablo Picasso Unity Variety Collage (review)	<b>Resources:</b> Maps: N/A  <b>Reproductions:</b> Images of Picasso's blue period and guitars. Students also enjoy Picasso's artwork from when he was young.
<b>Activity/Procedures:</b> 1. Trace electric/acoustic guitars (students can pick) onto 12x18 paper and outline with a black marker 2. Paint a blue/grey color using tempera paint. 3. Use newspaper, wallpaper samples, black, and white paper in curvy "b" shapes, circles, and vertical lines to suggest strings. Discuss how to use shapes to mimic the shape of the guitar. 4. Students can add actual string if desired. Cut out guitar.	<b>Materials/Supplies:</b> -Tempera paint (blue/grey mix) -Guitar templates -brushes -Perm. Markers -String -Newspaper, black/white paper, wallpaper scraps -scissors, glue
<b>Assessment:</b> ( X ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)	<b>Technology:</b> ELMO for viewing Picasso images
<b>Notes:</b> Modifications: Students may color in the guitar instead of painting. Collage shapes can be pre-cut and students can make placement decisions.	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Unity/Variety			
Completed within 2 class sessions			

# Art Lesson Plan

Teacher: Jennifer Sneed

School: Chets Creek Elementary






<b>Grade Level:</b> 3rd	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Landscape Focus on depth	This lesson takes 3 to 4 50 min. classes.
<b>Medium:</b> Tempera and oil pastel	<b>Art Element/Principle:</b> Space - depth
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> To create a landscape that reflects depth and distance
<b>Vocabulary:</b> Landscape, perspective, tempera, depth, space, overlapping, foreground, middle ground, background, medium, silhouette,	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> calendar pictures of landscapes (lots of them)
<b>Activity/Procedures:</b>  Students will observe photographs of landscapes and notice how objects are placed as they move farther into the background. They will also notice how object appear less detailed as they move farther away.  Students will practice showing depth on newsprint with pencil before beginning painting.  Students will paint directly on final sheet, by layering paint. No pre drawing will be done.  Student will begin painting in the sky, half way down their painting using white, violet, turquoise paint. They will mix and blend as they paint.  They will then begin painting in objects (i.e, mountains) that appear the farthest away. These would be painted in a	<b>Materials/Supplies:</b>  18x24 newspring paper  Pencils or black crayons  18x24 manilla or white drawing paper  Various tempera paint  Egg cartons  Water buckets  Various brush sizes  Oil pastels

<p>silhouette fashion.</p> <p>Students would then begin to paint in various objects (trees bushes, water, etc) from farthest away to closest (middle ground to foreground). As objects got closer, they would be larger and more detailed.</p> <p>Students would finish off the painting by clarifying, detailing and embellishing with oil pastel. Here they would add textures as well.</p>			
<p><b>Assessment:</b></p> <p>( x ) Teacher Observation  ( x ) Class critique  ( ) Project Rubric (self assessment)</p>		<p><b>Technology:</b></p> <p><b>Document camera and projector</b></p>	
<p>Notes:</p> <p>There will be a variety of outcomes as students with different skill levels and abilities work through the project. The main goal is to see that they understand how to create depth. Students who have a hard time will require individual attention/re-teaching, during the work time.</p>			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed depth by overlapping, placement and size			
Completed within time allotted			

# Art Lesson Plan

Teacher: Jeff Huebner

School: Ramona Blvd #79

<b>Grade Level: 3-4</b>	<b>Date:</b>		
Monet's Garden	<b>Part 1:</b> Discussion and construction pinch pot/flower <b>Part 2:</b> Building clay lily pad/plate <b>Part 3:</b> Glazing <b>Part 4:</b> putting it all together		
<b>Medium:</b> Ceramic installation	<b>Art Element/Principle:</b> Form Space		
<p>Art-  <b>Benchmark VA.A.1.2.1:</b> The student uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.  <b>Grade Level Expectations</b>          Fourth          The student:          7. Utilizes clay techniques such as relief, pinch, and coil construction.</p> <div data-bbox="196 1283 492 1409" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>Science</b></p> <p>SC.4.P.9.1</p> </div> <div data-bbox="196 1415 824 1751" style="border: 1px solid black; padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; border-right: 1px solid black; padding: 5px;"><b>Benchmark Description:</b></td> <td style="padding: 5px;">Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant <u>matter</u>, burning, rusting, and cooking.</td> </tr> </table> </div>	<b>Benchmark Description:</b>	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant <u>matter</u> , burning, rusting, and cooking.	<b>Goals/ Objectives:</b>  Students Will: <ul style="list-style-type: none"> <li> Develop new clay techniques including slab Formation, using a slump mold, glazing, and creating a pinch pot</li> <li> Work collaboratively to create an installation</li> <li> Develop an appreciation for functional ceramics</li> <li> Use across the curriculum knowledge of measurement in the formation of the clay lily</li> <li> Create a lily pad cup and saucer</li> </ul>
<b>Benchmark Description:</b>	Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant <u>matter</u> , burning, rusting, and cooking.		
<b>Activity/Procedures:</b> <b>First class period:</b> T-S. Use Feldman approach in discussion of Monet's Water lilies from the SRA book T- discussion of an installation	<b>Materials/Supplies:</b> Clay Glaze Paper bowls Bulletin board paper		

T-? "If each of us were to make one small part of this painting out of clay, what part would it be?"

S. Brainstorm

T. Passes example of fired clay lily and flower

S. Always ask: "Can we use them?"

T. leads discussion of functional ceramics, kilns, clay, and firing

T. demonstrates formation of pinch pot emphasizing care of rim, and bottom thickness

S. Create pinch pot flower cup

### **Second class period:**

T. demonstrates forming a circle slab by pounding with palm.

T. demonstrates how to measure using the paper bowl slump mold.

S. form slab

T. demonstrates cutting of the V notch("Packman's Mouth") using a pencil

S. Cut their slab

T. demonstrates using paper bowl as slump mold

S. slump their slabs into the bowl

### **Third class period:**

T. reviews glaze

T. demonstrates glazing

S. Glaze

### **Fourth class period:**

S. Assemble the finished product on a large "Pond" made from bulletin board paper

S. Discuss what they have learned

S. celebrate functional ceramics by drinking from their cups and eating from the plates





Technology if available:

<http://www.nga.gov/kids/scoop-monet.pdf>

RUBRIC	1 Mastered	2 Satisfactory	3 Unsatisfactory
Craftsmanship And neatness			
Glaze Application			
Pinch pot formation			
Lily formation			

# Art Lesson Plan

Teacher: John Petry

School: Parkwood Heights Elementary

<b>Grade Level:</b> 3-5	<b>Date:</b>
Project Title: Sunrise/Sunset Silhouette	
<b>Medium:</b> Tempera paint and construction paper	<b>Art Element/Principle:</b> Primary colors, secondary colors and free form shapes
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( x ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> This lesson was designed for 30 minute, art on a cart with no transit time! My challenge was how can students create a pleasing piece of wet media artwork with so little time?
<b>Vocabulary:</b> Primary colors Secondary colors Free-form shapes Silhouette	<b>Resources:</b> Sample projects, teacher demonstration, discussion of the science of sunrises and sunsets.
<b>Activity/Procedures:</b> How can a wet media project be accomplished in less than twenty minutes? The procedure for this project was developed as a result of that question and this is as much about the procedure as the resulting work of art.  <b>First session:</b> Pass out newspaper, 9x12 white paper and large easel brushes. Instruct students to write their name on the back! Teacher demonstrates procedure and painting technique then walks by each student's desk with two paint bottles, squirts yellow tempera paint at one end of the paper and red at the other end (Note: You must use more yellow than red). Students should paint UP from the yellow into the red with horizontal brush strokes. Remind students to blend the transition but not to overwork it! As they finish painting, students line up single file to wash their brush grocery-line style then get a piece of "thinking paper" and pencil to plan their silhouette.	<b>Materials/Supplies:</b> 9x12 white drawing paper 4.5x12 sheet of black construction paper "Thinking" paper (cheap copy paper) Newspaper Red tempera paint Yellow tempera paint Wide easel brushes Large container for wet brushes Pencils Scissors White glue

<p><b>Second session:</b> When designing their silhouette image remind students to leave some land at the bottom, try to utilize the full depth of the black construction paper, do not include any details, cut <b>one continuous line</b>, apply glue to the <b>pencil side</b> of the silhouette for a clean image and glue it on the painting <b>right side up</b> (with yellow at the bottom). Scrap black paper can be used for birds or other shapes.</p>			
<p><b>Assessment:</b> ( x ) Teacher Observation ( x ) Class critique ( x ) Project Rubric (self assessment)</p>		<p><b>Cross Curriculum Connections :</b> You can relate this project to classroom curriculum in a number of ways: historical places, moments in history, geographical locations, natural science, botany, ornithology, etc.</p>	
<p><b>Notes:</b> Special needs students may need assistance with designing or cutting out their silhouettes but I have found most of these students paint the background easily by themselves.</p>			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
One continuous contour line cut cleanly and accurately			
Interestingly blended background correctly oriented			

# Art Lesson Plan

Teacher: Kathy Schmidt

School: Beauclerc, Cedar Hills

<b>Grade Level:</b> 3-5	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Modigliani Portrait	<b>Part 1:</b> Intro; Pencil drawing  <b>Part 2:</b> Marker outlining; Coloring in
<b>Medium:</b> Crayon, marker Lesson may be adapted to use paint or oil pastels	<b>Art Element/Principle:</b> line, space, emphasis and proportion
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( x ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Students will learn about the artist Amadeo Modigliani; draw a person in the primitive art style using line, space, emphasis and proportion; use a variety of crayon techniques.
<b>Vocabulary:</b> primitive art, portrait, curved line, proportion, hatching, cross-hatching	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Modigliani portraits African mask or wood face sculptures
<b>Activity/Procedures:</b> <u>Motivational Strategies:</u> <u>Discuss Amadeo Modigliani - born in Italy in 1884, died at age 36. He was very interested in African art. He liked the way African artists made their masks - with long, oval faces and long necks, small eyes, elongated noses and small mouths. He used these features when he painted portraits of people. Show samples of his work and if possible African masks or carvings. What are some of the similarities?</u>  <u>Procedure: Picture will be drawn first lightly with pencil. Then pencil lines will be drawn over with one color of marker. Pass out</u>	<b>Materials/Supplies:</b> 12" x 18" white drawing paper Pencils Markers Crayons or craypas

paper and have students write their names in lower right hand corner.  
FACE - Turn paper upside down so that your name is upside down. Place the hand that you don't draw with in the center of the page with your fingers together. Draw a "rainbow" up the side, over, and down the other side. Be sure students don't trace their hand with finger bumps. Have them use the size and shape of their hand as a guide only. Turn your paper right side up. This will be your person's face. Starting just above the top of the "U" in the center, draw a line down, leaving enough room for a mouth. End the line like an "L." This is the nose.

EYES - Put two small "rainbows", one on either side of the top of the nose. Draw a line underneath so they look like bananas. This is the eyelid. Draw a curved line under each banana like a cereal bowl. Put the colored part of her eye in the center of the eye like a "U."

MOUTH - For the mouth, draw a horizontal line under the nose. Make two bumps for the upper lip. Make a cereal bowl underneath the lower lip.

HAND - For the hand, draw a diagonal "U" pointing toward the cheek. Make the thumb with two big bumps on the side of the "U" closest to the face. Draw two short lines above the thumb. *Space them out evenly as they are the fingers.* Draw a slightly curved long line above the two short lines - this is the pinkie finger and edge of the hand to the palm. Add two lines for the arm

<p>that go from the bottom of the hand to the bottom of the page. (This is the area where most students have problems. Depending on the grade level or class you may want to leave out this step.)</p> <p><u>NECK</u> - For the neck, draw a line starting from the middle, right under the chin, curving down, slightly diagonal and off the bottom of the page. For the other side of the neck, start on the side of the cheek and draw a line curving down to the bottom of the page.</p> <p>Draw hair from the tops of the face line. Fill in to neck. <i>This is where it's important to review or teach facial proportions for hair placement! If a short hair style is used, discuss ear placement.</i></p> <p>Fill in background with vertical and horizontal lines to divide up the background space. You may also want to have students develop a wallpaper "pattern" for the background.</p> <p>Trace over the pencil lines with one color of marker. Color in the face with crayons or craypas. (You may even want to do this as a painting.) Use light and firm pressure. Use shading, layering and hatching. Color each background area a different color.</p>	
<p><b>Assessment:</b></p> <p>(x) Teacher Observation  ( ) Class critique  (x) Project Rubric (self assessment)</p>	<p><b>Technology:</b></p> <p>If available, use of docucam projected images can be used.</p>
<p><b>Differentiated Instruction:</b></p> <p>Students may trace an oval template for the shape of the face, and add on from there. Also, leave out the drawing of the hand behind the head in the above instructions.</p>	

RUBRIC	1 Mastered	2 Satisfactory	3 Unsatisfactory
Craftsmanship And neatness			
Showed exaggerated proportion			
Showed correct hatching and cross- hatching techniques			
Completed within 3 class sessions			

# Art Lesson Plan

Teacher: Megan Welch

School: Pinedale Elementary

<b>Grade Level:</b> 3-5	<b>Date:</b> May/June 2010
<b>Instructional Focus/Project Title:</b> African Mask	Part 1: Laying the foundation with a line drawing.  Part 2: Spice it up with color!
<b>Medium:</b> Mixed	<b>Art Element/Principle:</b> Art History (African Customs) Abstract Collage
<b>Visual Art Standard:</b> Sunshine State Standard: V.A.C.1.2; V.A.D.1.2; V.A.A.1.2	<b>Goals/ Objectives:</b> <b>The student artist will:</b> create a mask the represents those made by African tribes and present day African artists. The student will: use their understanding of abstraction to create a mask that represents a human/animal mask. <b>The student artist will:</b> Evaluate their mask concept and create a brief explanation for the purpose of their mask had it been a “real” mask used for ceremonial purposes.
<b>Vocabulary:</b> Abstract Collage Africa	<b>Resources:</b> <b>Books:</b> Dynamic Art Projects for Children by Denise M. Logan  <b>Reproductions:</b> Visual Education Center: Bull Mask and Twin Mask. Mask videos from SRA and Visual Education Center
<b>Activity/Procedures:</b> 1. <b>Introduce Lesson.</b> – show many examples of student/teacher generated examples, mask video clip 2. <b>Plan-</b> have students plan out their mask on a piece of scrap paper. Before they create their mask they must have the following: A. a ceremony in mind where the mask will be worn. B. a sketch of what their mask will look like. C. an African animal to use as a reference. 3. <b>Draw a mask-</b> On the 12-18 paper draw the mask in pencil. Then	<b>Materials/Supplies:</b> 12- 18 white paper Pencil Scissors Liquid Starch Raffia (any color) Dried Beans (optional) Tissue Paper Oil Pastels Chalk Permanent Markers Water Colors Stamps (I have some made from gum erasers that I had my art club carve with a Speedball) White Glue



<p>cover the lines with a permanent marker. Refer to mask examples. <b><u>This is usually where the end of the first day of this project will come. Students who finish this part early will watch part of one of the mask videos while other students finish.</u></b></p> <ol style="list-style-type: none"> <li>4. <b>Cut pieces of tissue paper for the mask drawing-</b> Choose areas of the mask for the tissue paper. Lay a piece over the drawing and trace the shape of the area to be covered. Then cut out the shape.</li> <li>5. <b>Glue tissue to mask-</b> Brush the liquid starch onto the mask and stick on the tissue paper. Brush the liquid starch over the tissue as well.</li> <li>6. <b>Color Areas of Mask-</b> using markers, oil pastels, chalk etc...</li> <li>7. <b>Spray Mask with Hairspray</b></li> <li>8. <b>Add 3D details-</b> Any materials such as raffia*, beads, pasta, etc will be added last. *- raffia can be untwisted and cut to create "fringe".</li> <li>9. <b>Group critique/ Student evaluation.</b> Students complete self evaluation. (listed below) All work is put up on the board and we have an "art opening" where students are invited to view student work. Each student must name a work that stands out to them and explain why they like the work. After this I ask students if anyone wants to share their self evaluation.</li> </ol>	<p>Glue Sticks Hairspray (for keeping Chalk/Oil Pastels in line) Wooden Beads Dried Pasta Bits of fabric Twine Yarn Sea shells Leaves ANYTHING- this is a great lesson to let your imagination run wild!</p>
<p><b>Assessment:</b> ( x ) Teacher Observation ( x ) Class critique ( x ) Project Rubric (self assessment)</p>	<p><b>Technology:</b> <b>DOCUMENT PROJECTOR</b> <b>ELMO (DOCUMENT CAMERA) - this helps me show students small details and show them exactly how to do some of the most difficult parts.</b></p>
<p>Notes:</p> <ul style="list-style-type: none"> <li>• My classes are 35 minutes long so this project takes me 2-4 classes...I had a class that was really into it and they took 6.</li> </ul>	<p><b>DVD/VCR</b> <b>TELEVISION</b></p>

- I have a huge folder of magazine clippings with animals. I pull all of the African animals out and place them on my tables so students can look through them for ideas when starting. I have found that the more visuals I have the better!
- When I start hearing the chorus of "I'm done! I'm done! What can I do now?!" I give them oil pastels or chalk pastels and ask them to find 5-10 tiny places to add a small "pop" of color.
- I also have my students title their work. I always enjoy reading the titles my students come up with!
- I have a wide range of exceptionalities at my school including autism and hearing impaired students. I do a lot of "hand over hand" with my autistic students for their initial line drawing. I have students who are tactile defensive, which means they don't like being touched or things touching them. This can be a problem with messier materials like chalk and oil pastels. I give them a damp shop towel when we begin that part of the lesson. This way I don't have students running for the sinks when they discover they have blue hands. Often just knowing they have a towel will prevent them from even worrying about their messy hands. I also work slower with them and provide breaks. The end of every autism class I teach we take out Play-Doh, modeling clay, and a variety of clay tools for my students to work with. They know that if they work hard for me they will get to have free time with these materials. I also have turtles in my classroom, a chance to feed or hold one at the end of a successful class

is also a great tool for student success. As for my hearing impaired students, I have found that knowing several basic signs that relate to art has drastically changed my lessons. I don't have to wait for the interpreter or a para-professional to assist me. I can do that myself and my students really appreciate it.

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			
<b>Below is a rubric I found on the Incredible Art Lessons website. I have found it VERY effective!</b>			

Criteria	Goal	Mastery - 3 pts	Advancing -2pts	Novice – 1 pt	Score
Developing skills at grade level – Shows growth - takes risks to discover	I produce high quality, creative work. I show originality and take risks to learn new.				
Understanding and application of Art Concepts and lesson objectives	I apply all art concepts, especially those stressed for the project. I solve problems myself.				

Participation and effort	I always participate in class and always use class time well				
Use and care of Materials	I used all materials appropriately with no reminders. I always clean up				
Behavior	I always follow all classroom rules and never cause a classroom disturbance. I am Always helpful.				

# Art Lesson Plan

Teacher:

School:

<b>Grade Level:</b> 3,4,5	<b>Date:</b> 6/1/10
<b>Instructional Focus/Project Title:</b> Jungle landscape	Part 1: Motivate, Draw.  Part 2: Trace, Paint
<b>Medium:</b> Water color paper, pencil, black crayon, water color paint.	<b>Art Element/Principle:</b> Line, shape, color, value, space, balance, unity, emphasis, pattern, contrast.
<b>Visual Art Standard:</b> (* ) Skills & Techniques (* ) Creation & Communication (* ) Cultural & Historical Connections (* ) Aesthetic & Critical Analysis (* ) Applications to Life	<b>Goals/ Objectives:</b> The students will explore the Elements and Principles that accrue in nature. They will create a detailed picture of jungle landscape
<b>Vocabulary:</b> contrast, complementary colors, depth, overlapping, foreground, middle ground, background, organic, geometric, variety, pattern.	<b>Resources:</b> NGA kids jungle interactive - a website featuring the artist; Henri Rousseau. Maps: Demonstration and examples of student work.  <b>Reproductions:</b> Henri Rousseau - All works.
<b>Activity/Procedures:</b> 1. The students will draw picture of animals and plants in the jungle with a pencil. 2. The students will outline drawing with a black crayon. 3. The students will water color paint the picture. 4. The students will trace the picture one more time with a black crayon.	<b>Materials/Supplies:</b> water color paper, water color paint, pencil, black crayon, computer, LCD projector, white board, posters.
<b>Assessment:</b> (* ) Teacher Observation (* ) Class critique (* ) Project Rubric (self assessment)	<b>Technology:</b> Computer, LCD projector, interactive website.
Notes:	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: O'Bannon

School: North Shore K-8

<b>Grade Level:</b> grade 3 -5	<b>Date:</b> June 4, 2010
<b>Instructional Focus/Project Title:</b> "Before and After" Pop Art Still Life Drawings	Part 1: Draw a soda can Part 2: Crush the can and redraw the soda can.
<b>Medium:</b> Colored pencils	<b>Art Element/Principle</b>
<b>Visual Art Standard:</b> ( x) Skills & Techniques. <b>V.A.A.1.3.1</b> The student uses 2-dimensional or 3-dimensional media techniques, tools and processes to solve specific visual arts problems with refinement and control.	<b>Goals/ Objectives: :</b> The student will use colored pencils to create a still life drawing of a soda can in a "before and after stage" of being dented or crushed.
<b>Vocabulary:</b> Still life / line 2-dimensional shapes, 3-dimensional form , cylinder- Gradation shading/ color Recycle	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> examples of Andy Wharhol's "Campbell Soup Can" lithographs
<b>Activity/Procedures:</b> 1. Observe cans and select one. 2.Begin to draw the cylinder shape of the can in an upright or laying down position. 3. Color & shade the form of the can to look like the can that was chosen. 4.Dent/smash or somehow destroy can. (remind students not to over destroy) 5. Draw the new shape/form of the can next to the first drawing and finish with color and shading. 6. Complete a background.	<b>Materials/Supplies:</b> White drawing paper Colored pencils erasers variety of soda cans. Pepsi/Coke/Fanta/ Sprite/7-Up

<b>Assessment:</b> ( x) Teacher Observation ( ) Class critique ( x) Project Rubric (self assessment)		<b>Technology:</b> Computer search for any artists who have created: 1. creation to destruction art work ie. Thomas Cole 2. Metamorphosis art work ie. M. C. Escher	
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
a 3-d cylinder(can) as to two different images			
Completed within 2 class session			



# Art Lesson Plan

Teacher: Tanya Ashe

School: Greenfield Ele. , Central Riverside Ele.

<b>Grade Level:</b> 3rd-5th	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Egyptian Sarcophagus	Part 1: Research and create design of sarcophagus  Part 2: Color in sarcophagus and paint
<b>Medium:</b> mixed media	<b>Art Element/Principle:</b> line, shape, color balance, rhythm, unity
<b>Visual Art Standard:</b> (X) Skills & Techniques (X) Creation & Communication (X) Cultural & Historical Connections (X) Aesthetic & Critical Analysis ( ) Applications to Life  <b>Social Studies S.S. Standard</b> SS.A.2.2.1, SS.A.2.2.3	<b>Goals/ Objectives:</b> Students will learn the process that the Ancient Egyptians used to bury their dead.  Students will understand the importance of the techniques used by the Ancient Egyptians to preserve their dead.  In groups, students will make a life size replica of a sarcophagus
<b>Vocabulary:</b> heiroglyphics, cartouche, Pharoagh, mummy, symmetry	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> posters of Egyptian sculpture, and various books on Ancient Egypt, and example of papyrus paper
<b>Activity/Procedures:</b> Day 1 <ul style="list-style-type: none"><li>Begin by asking the students to write down as many things they know about Ancient Egypt. Discuss their answers as a class. Some good answers will be the Sphinx, mummies, Great Pyramids, the Nile River, Heiroglyphics, etc. Discuss, as a class, the beliefs and process the Ancient Egyptians used to bury their dead.</li><li>The students practice using</li></ul>	<b>Materials/Supplies:</b>  scrap paper roll of brown paper pencils crayons gold acrylic paint paintbrushes group packets of heiroglyphics, Egyptian Gods and Goddesses, and Egyptian symbols and stylized Egyptian art

<p>heiroglyphics by drawing their own cartouche on scrap paper.</p> <ul style="list-style-type: none"> <li>Put students into cooperative groups of three or four. Give each group a pre-cut, life-size sarcophagus made out of brown paper. Students in each group use the information they found in the packets and books to design their sarcophagus.</li> </ul> <p>The Sarcophagus must contain the following:</p> <ol style="list-style-type: none"> <li>1) A headdress from the time period</li> <li>2) Heiroglyphics</li> <li>3) It must be covered from head to toe with Egyptian symbols and colors of the Egyptian period</li> <li>4) the sarcophagus must be neat and colorful representing the precious gems and stones used on the actual sarcophaguses.</li> </ol> <p>Day 2</p> <ul style="list-style-type: none"> <li>Each student in the groups will sketch their design in pencil onto the paper sarcophagus. They may include their cartouche onto the design. Stress the importance of symmetry on the headdress.</li> <li>The students will firmly color, in with crayons, the design on the sarcophagus with bold colors such as black, blue, green to signify the materials the Egyptians used such as onyx and lapis lazuli.</li> </ul> <p>Day 3:</p> <ul style="list-style-type: none"> <li>The students complete coloring in their group sarcophagus.</li> <li>During final step, the teacher gives each group a container of watered down gold acrylic paint. The students use large paintbrushes and cover the entire paper sarcophagus. When dry,</li> </ul>	
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the sarcogaphus will shimmer like gold and the students' designs will shine through.			
<b>Assessment:</b>		<b>Technology:</b> Third grade studies a unit on Ancient Civilizations. Each student is required to have at least two internet resources for his/her report on an Ancient Civilization. The Ancient Egyptian sarcophaguses are an extension of the third grade Social Studies curriculum.	
(X) Teacher Observation (X) Class critique ( ) Project Rubric (self assessment)			
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Jeannette Dennis

School:

<b>Grade Level:</b> 3-5	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Fractured Portraits	Part 1: Students will discuss/analyze the art visuals in terms of facial proportion  Part 2: Review warm/cool colors; paint
<b>Medium:</b> watercolor	<b>Art Element/Principle:</b>
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( x ) Cultural & Historical Connections ( x ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Create abstract “fractured” portraits as inspired by Picasso and Warhol
<b>Vocabulary:</b> Facial Proportion, warm/cool colors, balance	<b>Resources:</b> <b>Reproductions:</b> SRA Art Connections, Level 5; overhead #10 Picasso - Abstract portrait Warhol - “Double Faced” Raphael, Bindo Altoviti
<b>Activity/Procedures:</b> <b>Warm Up:</b> students will practice facial placement by using a face pattern, dividing it in half and in thirds in order to accurately draw the features. First Class - <ul style="list-style-type: none"> <li>• After discussions, students will trace the head and add the hair/shoulders, and cut out</li> <li>• Students will draw the facial features</li> <li>• Students will “fracture” the face into sections using a variety of lines. The drawing can be outlined w crayon for emphasis</li> </ul> Second Class - <ul style="list-style-type: none"> <li>• Review warm and cool colors</li> <li>• Students will paint the sections of the fractured face using warm and cool colors</li> </ul>	<b>Materials/Supplies:</b> Tag board, construction paper, glue, watercolor trays, brushes, water containers, head patten

<p>Third/Fourth Class –</p> <ul style="list-style-type: none"> <li>• After painting the portrait, students will use it to draw the silhouette in black construction paper, being sure to leave a minimum of 1” border around the head, hair, and shoulders</li> <li>• Students will glue their portraits to the silhouettes</li> <li>• Using crayon or pastels, students will draw lines to repeat the shape of their portrait</li> <li>• Students will write a critique of their work using the 4-step process (see SRA Art Connections)</li> </ul> <p>THREE DIMENSIONAL PORTRAIT</p> <ul style="list-style-type: none"> <li>• Students will trace a head pattern 3 times</li> <li>• Student will draw different faces for each side and then divide into fractured sections; outline in crayon or pastel</li> <li>• Students will paint the portraits using warm and cool colors</li> <li>• Students will fold faces length-wise in half, then glue right half back of one face to the left half back of another face. Repeat process until all three faces are attached</li> <li>• Hair can be attached by using tag board, construction paper, or other materials</li> <li>• Students will write a critique of their work using the 4 step process</li> </ul>	
<p><b>Assessment:</b></p> <p>( x ) Teacher Observation  ( ) Class critique  ( x ) Project Rubric (self assessment)</p>	<p><b>Technology:</b></p>
<p>Notes:</p> <p>Special Needs Students: only do the face once with assistance in tracing and cutting</p>	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Beth Ludwinski

School: San Mateo Elementary

<b>Grade Level: 4</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Roy Lichtenstein Self Portrait	Part 1: Introduction/Lesson/Take student's photo/Sketch Part 2: Trace/Transfer photograph Part 3: Outline drawing/Paint
<b>Medium:</b> Watercolor/Marker	<b>Art Element/Principle:</b> Line/Texture/Unity
<b>Visual Art Standard:</b> (x) Skills & Techniques (x) Creation & Communication (x) Cultural & Historical Connections (x) Aesthetic & Critical Analysis (x) Applications to Life	<b>Goals/ Objectives:</b> Students will create an original self-portrait in the style of artist Roy Lichtenstein
<b>Vocabulary:</b> Primary colors, contour lines, Benday dots, lines, onomatopoeia, unity, self-portrait	<b>Resources:</b> <b>Reproductions:</b> several different examples of Lichtenstein's artwork
<b>Activity/Procedures:</b> Part 1: Introduce student to Roy Lichtenstein and his artwork. Show several examples of his artwork and discuss his style with the class. Point out his frequent use of onomatopoeia, and Benday dots and lines. Note the strong, black outlines and his comic book inspired settings. Allow students to sketch ideas for the background of their self portrait while you take a digital photo of each student. Print an 8x10 photo of each student on copy paper Part 2: Begin by giving each student one sheet of tracing paper, their photo, and two pieces of masking tape. Instruct students to tape their photo to their desk. Then, lay the tracing paper on top of the photo and tape to the desk. (Taping the photo makes tracing much easier) Students write "side 1" in the upper corner of the tracing paper so they don't get confused as both sides will eventually be used. Instruct student to trace the shape of their hair, face, neck, clothes, and features with a pencil. Focus	<b>Materials/Supplies:</b> Several reproductions of Lichtenstein's artwork, digital camera, printer, one sheet of tracing paper and one sheet of 8.5x11 with paper per student, pencils, masking tape, black permanent markers, watercolor paints, brushes

<p>on tracing main SHAPES, not tiny details. When they are finished tracing, students flip the tracing paper over to “side 2” and trace all lines with pencil, using heavy, dark lines. When they are finished, give each student one sheet of white paper. The student must tape the tracing paper to the sheet of white paper (side 1 facing up) and trace the lines. This will transfer the drawing onto the white sheet.</p> <p>When students are finished tracing their portrait onto white paper, they may add their background design, and trace over the whole picture with a black sharpie. Students choose one or two comic book style elements from Lichtenstein’s artwork to include in the background such as an onomatopoeia, thought/speech bubble. Have students include Benday dots and/or lines somewhere in their artwork.</p> <p>Part 3: When all outlining is finished, it is time to paint. Students are limited to primary colors, plus black and white.</p>			
<p><b>Assessment:</b></p> <p>( x ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p> <p>Notes:</p>		<p><b>Technology:</b></p> <p>Digital camera, printer, laptop/computer, digital projector (optional), image editing software (optional)</p>	
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			



# Art Lesson Plan

Teacher: Susan Cannizzaro

School: Kernan Trail Elem. 3231

<b>Grade Level: 4</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Art History: Art Pop Art Food	Part 1:  Part 2:
<b>Medium: Mixed</b>	<b>Art Element/Principle: Form, Texture, Color</b>
<b>Visual Art Standard:</b> ( ) Skills & Techniques (x) Creation & Communication (x) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Student will learn About the Pop Art movement. The student will create a soft sculpture of a food item of their choice using various materials.
<b>Vocabulary:</b> <b>Pop Art-</b> Art that uses a common objects as inspiration, but changes the size, and or medium to cause the viewer to look at a popular icon in a new way. Sculpture- 3D work of art that can be in any medium. Assemblage- A technique that involves assembling various materials to create a sculpture.	<b>Resources:</b> <b>Overheads of Claus Oldenburg: Soft Good Humors, Dual Hamburgers, Spoon Bridge and Cherry</b> <b>Maps:</b>  <b>Reproductions:</b> Pictures of foods Artist study <b>www.claesoldenburg.com</b>
<b>Activity/Procedures:</b> <b>Show and discuss the reproductions and vocabulary. Discuss why this is art.</b> <b>Look at food photos and decide what to make. Look at materials to decide what to use and how to achieve the desired effect.</b> Create and display on appropriate container with implements.	<b>Materials/Supplies:</b> <b>Felt, other cloths</b> <b>Stuffing ( for pillows)</b> <b>Craft glue, hot glue</b> <b>Plastic containers, plates, bowls</b> <b>Silverware, chopsticks, candy boxes, Cupcake liners, yarn, pompoms, etc.</b> Look for stuff at Teacher Depot and ask students to bring in take-out containers and candy boxes.
<b>Assessment:</b> (x ) Teacher Observation ( ) Class critique (x ) Project Rubric (self assessment)	<b>Technology:</b> Overhead projector
Notes: The students really love this lesson.	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Understanding of the food structure, color, and display	•		
Completed within 2 class sessions			

# Art Lesson Plan

Teacher: Sunni Grogan

School: Lake Lucina Elementary

<b>Grade Level:</b> 4	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Composition, Coloring Mixing/ Van Gogh Sunflowers	Part 1: Procedures 1 and 2  Part 2: Procedures 3 and 4
<b>Medium:</b> Tempera Paint	<b>Art Element/Principle:</b> Color, Space, Texture
<b>Visual Art Standard:</b> ( VA.A.1.2.1) Skills & Techniques ( ) Creation & Communication ( VA.C.1.2.1 ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Students will learn about the artist Vincent Van Gogh and draw sunflowers using a viewfinder. They will mix secondary and use brushstrokes to paint in the style of Van Gogh
<b>Vocabulary:</b> Still life, composition, contour line, overlapping, texture	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Van Gogh's "Sunflowers" Other Van Gogh Still lives
<b>Activity/Procedures:</b> 1. Show print "Sunflowers" by Van Gogh. Discuss his life. Ask students what they see, texture, lines? Determine Van Gogh's style. 2. Looking at flower still-life, students are to draw flowers using their viewfinders. Stress observation of what they see. Look for contour lines and overlapping shapes. 3. Review color wheel. 4. Begin painting the still-life.	<b>Materials/Supplies:</b> 12" x 18" white paper or larger Pencils, erasers Viewfinders Tempera paint Brushes Still-life of flowers
<b>Assessment:</b> ( yes) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)	<b>Technology:</b>
Notes: Differentiated Instruction: Spend more time on drawing by doing a practice or thumb nail sketches When reviewing the color wheel have students practice mixing colors on a paper plate first.	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Composition/ Color Variety			

# Art Lesson Plan

Teacher: *Palma Gilder*

School: *Normandy Village*

<b>Grade Level:</b> 4 <sup>th</sup>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b>  <b>Using lines and space</b>	Part 1: drawing  Part 2: painting/assessment
<b>Medium:</b>  <i><b>Pencils, black markers, color pencils or Crayons, water color paint</b></i>	<b>Art Element/Principle:</b> <b>line/space</b>
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (x) Applications to Life	<b>Goals/ Objectives:</b> For the students to use a variety of lines and line directions to create a map or design.
<b>Vocabulary:</b> <b>horizontal, vertical, diagonal, parallel, overlapping, negative space, positive space, viewpoint, birds eye view, pattern, background</b>	<b>Resources: SRA text books</b> <b>Examples of finished artwork</b> Maps: any city map  Reproductions: Joseph Stella <i>The voice of the city of New York...</i> Joaquin Torres-Garcia <i>New York City-birds eye view</i>
<b>Activity/Procedures:</b> First show the students the examples, reproductions, and SRA materials. Then have the students turn the paper in a horizontal direction. Start the lesson with a pencil. Show the students how to start simple By placing the ruler in a vertical direction Anywhere along the bottom edge of the paper approximately 3" to 5" up. Next, Have them trace both sides of the ruler With vertical lines ending at the same height. Show them how to end it by drawing an arrowhead at the top. Now, have them hold the ruler horizontally coming from the right or the left side near the bottom of the paper. Make sure the lines they draw will overlap the previous lines. They need to keep all of Their lines parallel. Now give them some options. Show them how to split their	<b>Materials/Supplies:</b> 12"x18" white paper, pencils, black markers, color pencils/crayons, rulers, tracers, watercolor paints.

<p>parallel lines (like a Y) with the lines going into different directions. Show them how to do curved lines, write cursive letters and words. Show them how to make the parallel lines look like streets by drawing broken lines in the middle of the parallel lines. Show them how to draw simple cars, houses, street signs, bushes, trees, flowers, bridges, etc. Tell them that they can design playgrounds, city maps, games, etc, or you can decide which one of the lessons you want them to do. They need to have parallel lines that come from all directions, top, bottom, and both sides. They also need to continue to overlap their parallel lines. They can do mostly straight or mostly curved lines. After they have all of the lines done, have them fill in the negative (empty) spaces and blocks with patterns and designs. They can fill some sections with grass, water, trees, flowers, and/or houses. This is the fun part. They now need to go over all of their lines with a black marker. If any time is left they can use color pencils or crayons to add color and texture. Before they add any color, think about whether you want them to use a specific color scheme or if you just want them to balance their colors. For the next lesson watercolor paint can be used to brighten it up. Afterwards, do your assessment and you are done.</p>	
<p><b>Assessment:</b></p>	<p><b>Technology:</b></p>
<p>( ) Teacher Observation  ( ) Class critique  ( ) Project Rubric (self assessment)</p>	
<p>Notes:</p>	

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: M. Viora

School: Don Brewer / Sabal Palm

<b>Grade Level: 4</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Radial Design / Radial Balance	Part 1:  Part 2:
<b>Medium: Marker / Crayon</b>	<b>Art Element/Principle:</b> Radial Balance
<b>Visual Art Standard:</b> ( ) Skills & Techniques (@ ) Creation & Communication ( @) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> Student will produce a Radial Design on a square piece of paper.
<b>Vocabulary:</b> Radiate – Symmetry – Radial Balance - Shape	<b>Resources:</b> SRA Text Book Level 4 Pages 174-177  <b>Reproductions:</b> Carved Lacquer Circular Tray. 1127-1279
<b>Activity/Procedures:</b> Student will fold paper in half into a triangle and then half again into a triangle the other way then in half again into a triangle. Then student will open paper and this will provide the lines to help create the design. Student will start in the center and work their way outward with shapes to create the radial design. The shapes and lines should all come from the center of the square paper	<b>Materials/Supplies:</b> Square piece of paper 6 x 6  SRA Art Connections Level 4 Pages 174-177  Markers /Crayons / Rulers
<b>Assessment:</b> ( ) Teacher Observation ( ) Class critique ( ) Project Rubric . Students will use a variety of shapes, lines and colors and create a radial design on a square piece of paper.	<b>Technology:</b> Do an example using the Elmo machine projecting the ongoing image onto the front of the room while students follow along.
<b>Notes:</b> Students can incorporate color theory into the lesson by only using primary colors or by limiting the colors to complementary colors or making the design have a monochromatic color scheme. Differentiated instruction . Pre Fold paper and have patterns or	



stencils of the different shapes that will be used			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Elizabeth Miron

School: Whitehouse Elementary

<b>Grade Level: 4th</b>	<b>Date: May 2010</b>
<b>Instructional Focus/Project Title:</b> Mexican Yarn Landscapes	<b>Part 1: Watercolor Painting</b>  <b>Part 2: Yarn Application</b>
<b>Medium: Mixed</b> <i>(Watercolors &amp; Yarn)</i>	<b>Art Element/Principle:</b> Perspective / Depth
<b>Visual Art Standard:</b> ( x ) Skills & Techniques ( x ) Creation & Communication ( x ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> <ul style="list-style-type: none"> <li>• <i>Explain six perspective techniques used by artists.</i></li> <li>• <i>Plan and create a Mexican landscape painting that will use the six perspective techniques to create the illusion of depth.</i></li> <li>• <i>Use yarn to outline shapes and to create texture in their artwork.</i></li> </ul>
<b>Vocabulary:</b> Perspective, Depth, Overlapping, Size, Placement, Detail, Lines, Color	<b>Resources:</b> PowerPoint depicting images of the geography of Mexico
<b>Activity/Procedures:</b> <ol style="list-style-type: none"> <li>1. Discuss and define <u>perspective</u> and <u>depth</u>.</li> <li>2. Explain the six perspective technique</li> <li>3. Use dry erase board to demonstrate each technique</li> <li>4. Using watercolors, have students paint their entire paper creating a Mexican landscape. Leave no white spots.</li> <li>5. Once dry, use scissors, Elmer's glue, and yarn and apply yarn around shapes.</li> <li>6. Yarn should be wrapped around shapes leaving no large crevasses</li> <li>7. Place art in drying rack</li> </ol>	<b>Materials/Supplies:</b> <ul style="list-style-type: none"> <li>• <i>Completed example</i></li> <li>• <i>White paper</i></li> <li>• <i>Scissors</i></li> <li>• <i>Watercolors</i></li> <li>• <i>Paintbrushes</i></li> <li>• <i>Water containers</i></li> <li>• <i>Water</i></li> <li>• <i>Yarn (assorted colors)</i></li> <li>• <i>Elmer's glue</i></li> <li>• <i>Drying rack</i></li> <li>• <i>Dry erase board</i></li> <li>• <i>PowerPoint or visuals</i></li> </ul>
<b>Assessment:</b> ( ) Teacher Observation ( x ) Class critique ( x ) Project Rubric (self assessment)	<b>Technology:</b> PowerPoint
<b>Notes:</b>	<b>Modifications:</b>  <b>Enrichment:</b> Students may work on a free draw or use the art textbooks.



Remediation: Have students look through the SRA Art Textbook to find five works of art that create the illusion of depth. Ask them to list the title of each work and describe the perspective techniques they find.

ESE: Allow students to point to the perspective technique and use appropriate vocabulary as you would to describe it so that you can check for understanding.

RUBRIC	1 Mastered	2 Satisfactory	3 Unsatisfactory
Craftsmanship And neatness	Artwork is clean. Shapes and design is easily identifiable.	Artwork looks good, but there are some areas that are not painted and string might be falling off.	Artwork is messy. There are large white spots. Yarn is dangling off the paper. Paint is overmixed.
Showed Perspective and Depth	Artwork shows perspective and depth. Art shows the 6 techniques to create depth.	Artwork shows some signs that student understand perspective and depth.	There is no apparent attempt at creating any of the 6 techniques to create depth.
Completed within reasonable time frame	Artwork is completed on time and is clean and neat.	Artwork is complete, but student requires extra time. There are areas where yarn can still be applied.	Artwork is incomplete. Yarn is barely on or not present at all.

# Art Lesson Plan

Teacher: Donna Guthrie

School: Jacksonville Beach Elementary

<b>Grade Level:</b> 4 <sup>th</sup> grade	<b>Date:</b> June 2,2010
<b>Instructional Focus/Project Title:</b> Complementary Colors	Part 1: Essential Questions, Foster Inquiry: Think about contrasting colors used by a sports team, or to celebrate a holiday. Do the colors appear to vibrate and complement each other? Enduring ideas: Complementary Colors found opposite the color wheel. Artist use complementary colors to show contrast and for decorative purposes. Part 2: Art construction
<b>Medium:</b> Cut construction paper	<b>Art Element/Principle:</b> Color
<b>Visual Art Standard:</b> (* ) Skills & Techniques (* ) Creation & Communication (* ) Cultural & Historical Connections (* ) Aesthetic & Critical Analysis (* ) Applications to Life	<b>Goals/ Objectives:</b> Students will identify complementary colors to create three contrasting different design. Students will recognize complementary colors in real life. Students demonstrate good craftsmanship of cutting, gluing and application of design.
<b>Vocabulary:</b> Complementary colors, Color Wheel, contrast	<b>Resources: Quilt Magazine Patterns</b> <b>Maps:</b> <b>Reproductions:</b>
<b>Activity/Procedures:</b> 1. Whole class discussion of essential questions. 2. Hand out black construction paper. 3. Students get 3 sets of complementary color construction paper and begin to create, cut and apply designs on black paper.	<b>Materials/Supplies:</b> 4x4 squares of construction paper. Violet/yellow, red/ green, orange/blue. Scissors, glue.

<b>Assessment:</b>		<b>Technology:</b>	
(*) Teacher Observation (*) Class critique (*) Project Rubric (self assessment)			
Can students name and identify 3 sets of complementary colors? Did students create a contrasting creative design? Did students demonstrate good craftsmanship? Can students give examples in real life?			
Notes: Assessment Evidence: Students are given an exit slip to fill out. <ol style="list-style-type: none"> <li>1. What is your definition of complementary colors? Where are they found on the color wheel? List 3 pairs of complementary colors.</li> <li>2. Which complementary color combination looked best to you? Why?</li> </ol>			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Creative contrasting designs.original			
Completed within 1 class session			

# Art Lesson Plan

Teacher: Audrey Campbell

School: San Jose Elementary

<b>Grade Level: 4&amp;5</b>	<b>Date: June 14, 2010</b>
<b>Instructional Focus/Project Title:</b> Drawing & Painting A Model "A" Ford in Bilateral Symmetry (Principles Of Design)	Part 1: Preliminary blocking of composition/Symmetry of Model "A" Automobile Part 2: Add horizon, Road and Background Part 3: Paint car body/Color background w/ Cray pas oil pastel
<b>Medium: Mixed Media</b> (#2 Graphite, Tempera Paint , Cray Pa Oil Pastel)	<b>Art Element/Principle:</b> Principles Of Design/ Bilateral Symmetry
<b>Visual Art Standard: VAA.123a</b> <b>VAA 121a</b> (* ) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis (* ) Applications to Life	<b>Goals/ Objectives : Drawing &amp; Painting a Model "A" Ford in Bilateral Symmetry. (showing divisions of space in background)</b>
<b>Vocabulary: Principles of Design, Bilateral Symmetry, Balance, Frontal View, Fore shorting, Horizon Line, Divisions of space, Foreground, Middle ground, Background, Overlapping, outlining, planer recession, convergence, Tint &amp; tone.</b>	<b>Resources:</b> <b>Book: Pencil Drawing By Gene Franks</b> Read Page 58 <b>Reproductions: Handouts/ Project 12" The Forgotten Ford" By Gene Franks</b>
<b>Activity/Procedures:</b> <b>Given Materials, Model "A" handout and a sheet of 12x18 white drawing paper the student will begin by blocking in the basic frame of the car and establishing the composition, emphasizing the symmetry and balance of the Auto from a frontal view. Next add the horizon line, and develop the background recession with a road that is wider in the fore ground yet tapers as it rises toward the horizon. Add Palm trees, Bushes, plants, sun, sky, clouds Lamp posts Etc. Choose one color Tempera and paint the main body of the car. Let dry, Finish details, Trees/plants in background with Cray Pas.</b>	<b>Materials/Supplies:</b> #2 Graphite Pencils 12x18 White Drawing Paper Pink Pearl Erasers Students Select One Color Tempera Paint for car body Cray Pas Oil Pastel (for background) ¼ " in. Tempera brush #4 Detail brush #0 Detail Brush

<b>Assessment:</b>		<b>Technology:</b> I recommend the use of an overhead projector or Elmo projector to illustrate a few examples of basic blocking (Guided Instruction), possible horizon line positions, and the tapering of the road (convergence) from wide in the fore ground narrowing towards horizon line (background). I try to keep the explanation simple and I very seldom get into "Point Perspective" at this grade level.	
<input type="checkbox"/> (*) Teacher Observation <input type="checkbox"/> (*) Class critique <input type="checkbox"/> ( ) Project Rubric (self assessment)			
Notes: Differentiated Instruction. You may need to do a little one on one individual help with the special needs students to help give them a confidence building jump start with their drawings. One thing I do with them is to tighten the composition with them. Less emphasis on the background horizon, tapering of the road and more emphasis on the symmetry of the frontal view of the car.			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 3 class sessions			

# Art Lesson Plan

Teacher: Sandi Coffey

School: Crystal Springs Elementary #226

<b>Grade Level:</b> Fifth	<b>Date:</b> June 17, 2010
<b>Instructional Focus/Project Title:</b> Scrimshaw – The sailors’ art of carving onto bone or ivory.	Part 1: Form and carve clay  Part 2: Wax carving and glaze  Part 3: Watercolor black wash
<b>Medium:</b> White bodied clay	<b>Art Element/Principle:</b> VA.A 1.2 ( 1-4 ) VA.C 1.2 ( 3)
<b>Visual Art Standard:</b> (x ) Skills & Techniques ( ) Creation & Communication (x ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> 1. Introduce clay formation, tools and techniques. 2. Study the typical images used on scrimshaw and the historical context.
<b>Vocabulary:</b> Scrimshaw Glaze Watercolor wash Crazing	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Handouts of pages from a book on Scrimshaw showing examples.  Teacher examples: Beginning, middle and end versions of lesson.  Actual full-sized walrus tusk from 1898 with Scrimshaw cribbage board .
<b>Activity/Procedures:</b>  <b>Form clay from cube to ball to cone.</b>  <b>Use thumb to hollow out cone .</b>  <b>Curve cone to more closely resemble a tooth or tusk.</b>  <b>Use toothpick and/or dental tools to carve designs in style of historical examples.</b>	<b>Materials/Supplies:</b>  White bodied clay  Styrofoam breakfast trays  Toothpicks, dental tools, Emery boards  Clear glaze  Liquid wax, small fine brushes



<p><b>Have students sign on the inside of cone.</b></p> <p>-----</p> <p><b>When clay is dry use Emery boards or fine sandpaper to smooth rough spots and dental tools to clean carved lines.</b></p> <p>-----</p> <p><b>On fired clay, use liquid wax to cover carved lines to protect them from the glaze. Apply clear glaze being careful not to over coat the carved lines or the base.</b></p> <p>-----</p> <p><b>Apply several coats of black watercolor wash over fired glazed clay piece wiping off extra paint as needed to keep glazed area white.</b></p>	<p>Black watercolor paint and brushes. Water containers and water.</p>
<p><b>Assessment:</b></p> <p>(x ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)</p> <p>Notes:</p>	<p><b>Technology:</b></p> <p><b>Suggestion to classes to do personal search for additional examples at home or during their technology resource class.</b></p>

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed carvings with historically appropriate images			
Completed within 4 class sessions			

# Art Lesson Plan

Teacher: Julie Bott

School: Thomas Jefferson Elem.

<b>Grade Level:</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Solar System	Part 1:  Part 2:
<b>Medium:</b> Paint, paper and oil pastel	<b>Art Element/Principle:</b> Space Texture Value
<b>Visual Art Standard:</b> (* ) Skills & Techniques (* ) Creation & Communication (* ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> <ul style="list-style-type: none"> <li>• Students will use paint and paper to practice two different painting techniques.</li> <li>• Students will cut shapes from one paper to assemble solar system image.</li> <li>• Students will use black oil pastel to apply shaded areas to planets making them look three-dimensional.</li> </ul>
<b>Vocabulary:</b> Positive space    Negative space Shade Foreground Middle ground Background	<b>Resources:</b> <b>Maps:</b> Any reproduction of the solar system that would typically be used for Science.  <b>Reproductions:</b>
<b>Activity/Procedures:</b> <ol style="list-style-type: none"> <li>1. Use a paint splatter technique with white paint on black paper to create "starry sky background".</li> <li>2. On white paper use a wet-on-wet method with tempera paints and apply plastic wrap over paper- let dry. This will create the textured looking paper for the planets.</li> <li>3. Trace planets using circles, cut out and assemble on black paper.</li> <li>4. Use extra "planet paper" scraps to create a ground line. Use black oil pastel to shade planets and ground line.</li> </ol>	<b>Materials/Supplies:</b> White paint Various bright tempera colors Black oil pastel White paper Black paper Brushes Plastic wrap

<b>Assessment:</b>		<b>Technology:</b>	
(* ) Teacher Observation ( ) Class critique (* ) Project Rubric (self assessment)			
Notes: For students with special need a hand-over-hand method can be used for applying materials.			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 1 class session			

# Art Lesson Plan

Teacher: D Goodling

School: Neptune Beach

<b>Grade Level:</b>	<b>Date:</b> 6/5/10
<b>Instructional Focus/Project Title:</b> Fish paintings	Part 1: Paint a fish  Part 2: Draw the details with pastels
<b>Medium:</b> Tempura paint <b>Oil pastels</b>	<b>Art Element/Principle:</b> Color/ balance/ harmony
<b>Visual Art Standard:</b> (x) Skills & Techniques ( ) Creation & Communication ( ) Cultural & Historical Connections ( ) Aesthetic & Critical Analysis ( ) Applications to Life	<b>Goals/ Objectives:</b> The goal of this lesson is for the student to learn how to paint a symmetrical shape so that when given a brush and paint they will produce a fish shape on a piece of construction paper
<b>Vocabulary:</b> symmetry <b>Balance</b> <b>Harmony</b> <b>Brush strokes</b>	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Klee's "Sinbad the Sailor"
<b>Activity/Procedures:</b> Begin by showing some visuals of fish both realistic and abstract. Discuss the different shapes for bodies and how they show symmetry. Discuss different shapes for tails. They can practice with pencils and paper. Have them paint an oval on their paper using 2 primary colors. Explain that by using two primary color they can mix new colors that will always " look good" next to their other colors (harmony). Demonstrate using brush strokes to smoothly apply the paint. Don't worry about mistakes, they can make the fish bigger or we'll cut off the mistake later. Add a shape for tails and fins. Remind them to let the paint dry before adding eyes and details or their colors will mix and blur. Don't worry about the background, that comes next time. When dried they can cut them out, leaving a little border showing the original color of paper. Select a new color of paper and glue the fish to it. Think about whether the fish is diving or coming up to the surface (before	<b>Materials/Supplies:</b> 2 primary colors of tempura paint plus white Various colors of construction paper Scissors and glue Oil pastels

<p>adding the glue). Use pastels to draw the sea bed and all the things that might be down there; rocks, sand, coral, starfish, seaweed, urchins, etc. They can also add details around their fish like bubbles, sharks, jellyfish, etc.</p>			
<p><b>Assessment:</b>  <input checked="" type="checkbox"/> Teacher Observation  <input type="checkbox"/> Class critique  <input type="checkbox"/> Project Rubric (self assessment)</p>		<p><b>Technology:</b></p>	
<p>Notes:  This lesson can be adapted by using brushes with pvc handles to make it easier to hold. Using inclined table top easels will make it easier to reach for special needs students.</p>			
<p><b>RUBRIC</b></p>	<p><b>1</b> Mastered</p>	<p><b>2</b> Satisfactory</p>	<p><b>3</b> Unsatisfactory</p>
<p>Craftsmanship And neatness</p>			
<p>Showed Radial Symmetry/Balance</p>			
<p>Completed within 1 class session</p>			

# Art Lesson Plan

Teacher: Marrara

School:

<b>Grade Level:</b>	<b>Date:</b>
<b>Instructional Focus/Project Title:</b> Florida Highway Men Landscape	Part 1: Look at Highway Men art and share their story with the students. Direct students to use the colors they see in the sunrises to create their own sunrise.  Part 2: Today look at palm trees with students and discuss the lines found. Students will then practice drawing silhouette palms with black oil pastel. When students are confident they can then create silhouette palms in the foreground of their sunrises.
<b>Medium:</b> Crayon, Oil pastels	<b>Art Element/Principle:</b> Foreground , Background Balance Color Blending Silhouette Drawing
<b>Visual Art Standard:</b> VA.B.1.2.1 VA.C.1.2. V.A.E.1.2.	<b>Goals/ Objectives: Students will use color blending and silhouette drawing to create an artwork that resembles the work of the Highway Men</b>
<b>Vocabulary:</b> Landscape Silhouette Color Blending Horizon Line	<b>Resources:</b> <b>Maps:</b>  <b>Reproductions:</b> Highway Men art work Highway Men book Palm tree and Sunrise visuals
<b>Activity/Procedures:</b> Students will color blend crayons to create a sunrise over their whole paper. They will then draw silhouettes of palm trees on the foreground.	<b>Materials/Supplies:</b> Crayons, Paper , Black oil Pastel

<b>Assessment:</b>		<b>Technology:</b>	
<input type="checkbox"/> Teacher Observation <input type="checkbox"/> Class critique <input type="checkbox"/> Project Rubric (self assessment)			
Notes:			
<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Color Blending			
Time used well			



# Art Lesson Plan

Teacher: Kelly Bailey

School: J. Allen Axson Montessori

<p><b>Grade Level:</b> Upper/Lower Elem.</p>	<p><b>Date:</b></p>
<p><b>Instructional Focus/Project Title:</b> Adventures in Roller coasting</p>	<p>Part 1: mathmovesu.com to sum of all thrills / do math for roller coaster parts / explain engineering design/ architecture design Part 2: pieces of construction paper get bent and shaped to form a 3-D roller coaster on a base paper.</p>
<p><b>Medium:</b> paper collage</p>	<p><b>Art Element/Principle:</b> 3-d design, architectural design, architectural engineering</p>
<p><b>Visual Art Standard:</b> (X) Skills &amp; Techniques (X) Creation &amp; Communication (X) Cultural &amp; Historical Connections ( ) Aesthetic &amp; Critical Analysis (X) Applications to Life</p>	<p><b>Goals/ Objectives:</b> Helps explain theme park planning/design as well as the math skills necessary for planning a successful roller coaster. Gets kids stoked about math and science AND art.</p>
<p><b>Vocabulary:</b> 3-D, design elements, collage, engineering, and some math /engineering vocab: pi (3.14), circumference, velocity, friction, force, acceleration</p>	<p><b>Resources:</b> <b>Website:</b> mathmovesu.com <b>Reproductions:</b></p>
<p><b>Activity/Procedures:</b>  After having watched the roller coaster part of the site, mathmovesu.com, students will begin to build their own theme park using strips of construction paper and glue. They should take into consideration the types of rides, theme of the park, necessity for common areas (seating, shops, restrooms, quiet places, restaurants, etc...) and audience appeal</p>	<p><b>Materials/Supplies:</b>  Construction paper, manila 18x12 paper (for base), pencils, scissors, coloured pencils, glue/ glue sticks, computer w/ internet (for mathmovesu.com) and roller coasting/theme park examples</p>

<b>Assessment:</b>	<b>Technology:</b>  <b>Computer with internet hookup is a must. The students can do a "crowd around".</b>		
( ) Teacher Observation ( ) Class critique ( ) Project Rubric (self assessment)			
Notes:  This is good for all levels, and with two days, this project is really one of the most fun.			

<b>RUBRIC</b>	<b>1</b> Mastered	<b>2</b> Satisfactory	<b>3</b> Unsatisfactory
Craftsmanship And neatness			
Showed Radial Symmetry/Balance			
Completed within 2 class sessions			