

Visual Arts Lesson Plan Template

Name: Brandi Neighbors

Date: 10-13-23

Activity: Painting

Grade: 4th Grade

Big Idea/ Essential Questions

The big idea is for the students to learn to observe the Elements of Art and moods in other artworks and how to incorporate them into their own artwork.

North Carolina Essential Standards

List the state academic content standards/benchmarks with which this lesson is aligned.

4.V.1.4 Understand how the Elements of Art are used to develop a composition.

4.V.3.3 Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

4.CX.1.4 Explain how place and time influence ideas, issues, and themes found in art.

Lesson Objectives and Demands

Content Objectives:
What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)

The students know how to objectively look at artwork and identify some of the elements of art and how to use them to create different moods in their artwork by using color temperature.

Language Objective:
What language will students be expected to utilize when illustrating their understanding?

Students will speak of composition, warm and cool colors, and what moods the temperatures create.

Key Vocabulary in Lesson:

Color Temperature, Line, Shape, Focal point, Composition, Emphasis

Key Artwork in Lesson:

Norman Rockwell's "Olde Time Mercantile Boys Fishing"

Materials

Pencil, Mixed Media Paper, Tempura Paint: Red, Yellow, Blue, White, Black, Paintbrush, Water Cup, Sponge, Paper Towel

Lesson Considerations

Prior Academic Learning and Prerequisite Skills:

List the prior knowledge that students will need to use and build upon to be successful in this lesson. Include brief developmental overview.

Students will have learned different elements of art and emphasizing lines, shapes, colors, values and what warm and cool colors are as well as how to arrange shapes to create a composition. They will have had lessons on overlapping shapes to bring emphasis to a focal point.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. Include questions that you might ask your students?

1-2 minutes:

Students will come in the class and sanitize their hands and sit at their desk which are shaped in a "U" shape around the teacher. The teacher stands in the middle of the "U".

Instructional Strategies:
5 Minutes:

Teacher: We have talked about our building blocks of art that we use to create art. Who remembers what they are called?

Students: Elements of Art

Teacher: What are some of the Elements of Art?

Students: Line, Shape, Value, Form, Color, Texture, Space

Teachers: We talked about how line is basically a dot that takes a walk and never returns where it started, but if it does return to its starting point, what does it create?

Students: A shape.

Teacher: We have used shapes to create objects and figures such as people and animals. We learned how to modify them to make the subject look more life like of the subject

Teacher: Who remembers what Value is?

Students: Lights and darks.

Teacher: We used Value to create the “form” of the subject and emphasizing lights and shadows. So we have learned and used the tools to create a piece of artwork.

5 Minutes:

Now lets do a Thinking Routine to identify Line, Shape, and Color in a painting by Norman Rockwell called “Olde Time Mercantile Boys Fishing”

Can you name the lines that you see in this artwork?

Students name lines.

Teachers: What shapes do you see? What shapes look like they can make up the figures in the scene or even create the scene?

Students respond.

Teacher: What colors are used to create a bright summer day?

Students respond.

5 Minutes:

I will build interest by making it personal.

Teacher: What are things that you enjoy doing outside in the summer?

Students respond.

5 Minutes:

Teacher: You are going to begin a painting today that illustrates what you enjoy doing outside in the summer.

Teacher: How can you illustrate this with a painting? What colors would you use? How can you use simple lines and shapes to compose your painting?

I will demonstrate how to begin a painting and thinking in terms in compositions.

Independent Practice/Application: 10 minutes

Today, we will begin the drawing process of our painting and plan the composition.

Closure: 5 minute: Clean up

1 Minute: Students will share what they decided to paint and how they are planning their design with a peer.

2 Minutes: Two or Three Students will share with the class what they are doing. How will students share or show what they have learned in this lesson?

Evidence and Formative Assessment of Student Learning: How will you know whether students are making progress toward your learning goal(s) and/or how will you assess the extent to which they have met your goal(s)?

Assessment Strategy #1: After the first day, I will assess their understanding by the way they arrange their subjects and elements in their composition.

Strategy 2: The next class, I will see how they understand the temperatures by what they paint.

Accommodations and Modifications

How might I differentiate instruction for the range of learners

I will have all students begin with simple shapes, and some may be able to go farther with their drawing depending upon their ability. I will challenge each one individually by walking around and coaching each child at their level.