

Visual Arts Lesson Plan 1

Name: Brandi Neighbors
 Date: 10/10/2024
 Activity: Lesson 1: Identifying Lines
 Grade: 2nd

Big Idea and Essential Questions (Look at National Visual Art Standards for Inspiration)
<p>Students will understand how to identify types of lines and how to use various lines to develop motion in an original work of art while experimenting with techniques used by another artist.</p> <p>Essential Questions: Can the student identify the ten types of lines? What purpose to the lines serve in the work of art? How do they communicate movement?</p>

North Carolina Essential Standards	
List 1-2 state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

Lesson Objectives and Demands	
<p>Content Objectives: What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)</p>	Students will be able to identify different types of lines in artwork. They will also learn how to draw curved, wavy, zigzag, horizontal, vertical, diagonal, curly, broken, dotted, and spiral lines in an original work of art.
<p>Language Objective: What oral and or written language will students be expected to utilize when illustrating their understanding?</p> <p>Include 1 Language function (i.e. describe, explain, analyze, interpret, etc.)</p>	Students will be able to identify the Element of Art called line. Students will interpret each line with hand motions. Students will identify lines in a work of art.
Key Vocabulary in Lesson:	Elements of Art, Line, Movement
Key Artwork in Lesson:	Vincent Van Gogh's Starry Night and Wassily Kandinsky's The Blue Rider

Materials

A variety of colored Construction Paper, Colored Chalk, Black markers, Orange Construction Paper, Scissors, Glue

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 need to have learned to control art mediums and how to compose a drawing on their paper. Because the lines will need to be equally spaced, control of the medium will be very important. Students will also have practiced drawing the different types of lines prior to the lesson.

Misconceptions:

What you think that the students might struggle with in these lessons.
•How would you address them?

Because the students are at different levels in dexterity, they may have a hard time controlling the medium. They also may have a hard time drawing proportionately. I will address this by limiting the size of the paper so that the pumpkin doesn't encompass the whole picture.

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? **Note:** *The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.*

Instructional Strategies:

1. *I will open up the lesson by talking about the Elements of Art being the building blocks of art. There are seven different elements that we use to create art. The first one is line. Today we will learn the different types of lines.*
2. *I will build interest by showing the different types of lines: horizontal, vertical, diagonal, zigzag, wavy, dotted, broken, spiral, curly and curved. Students will stand behind their chairs and learn hand motions for each line.*
3. *Students will return to their seats to complete a worksheet with different types of lines to learn the motions for drawing each one. When completed, I will present Van Gogh's "Starry Night" and Kandinsky's "The Blue Horse" for the students to identify the lines in the painting and how they were used to create motion. The students will walk to the board to point at the line that they answer. I will then discuss ask the students if they feel like the painting is moving and why? Students will respond probably by talking about how wavy the lines are. I will talk about how the lines are repeated creating movement I will also ask the students if they identify movement in "The Blue Horse" and compare the different ways that the artist show movement in their paintings.*
4. *I will then explain that we will be creating our own version of "Starry Night", but designing background of their choice for a pumpkin that we will create in the next lesson. For example, it could be a pumpkin patch, front porch, outer space etc.*
5. *I will demonstrate how to create their own design by using chalk to create the wind lines and stars on colored construction paper. Students will choose which color they would like to use.*

<p><i>After the demonstration, the students will begin designing their background scene.</i></p> <ol style="list-style-type: none"> <i>The next class, I will review Lines and we will practice the motions. Then the students will learn how to use curved lines to create a pumpkin.</i> <i>I will ask the students how we can use lines and repetition to not only create motion, but to create patterns. Students will choose from the various types of lines that we discussed and create their own patterned pumpkin. They will draw patterns in the sections of our pumpkins and cut those out and glue them on their scene.</i>
<p>Independent Practice/Application:</p> <ol style="list-style-type: none"> <i>Students will practice independently on their “starry nights” while I walk around the room to “coach or instruct” each child individually as they need help.</i>
<p>Closure:</p> <ol style="list-style-type: none"> <i>Students will show what they have learned by describing how they used lines to show movement in their piece. They will have the opportunity to show the class and talk about their drawings.</i>

<p>Evidence Assessment of Student Learning: How will you know whether students are making progress toward your learning goal(s) and how will you assess the extent to which they have met your goal(s)?</p>
<p>Assessment Strategy #1:</p> <p>I will know that they are making progress by their work. Does their final artwork demonstrate lines that express movement?</p>

Accommodations and Modifications	
How might I differentiate instruction for the range of learners	I may have to guide some of the student’s hands to show them how to guide their chalk to create wavy broken lines. I may have to teach some students how to cut properly and use glue.

Visual Arts Lesson Plan 2

Name: Brandi Neighbors
Date: 10/10/2024
Activity: Lesson 2: Using Lines to Create Patterns
Grade: 2nd

<p>Big Idea and Essential Questions (Look at National Visual Art Standards for Inspiration)</p> <p>Students will learn about repetition and develop patterns inside of a pumpkin by using various lines.</p> <p>Essential Questions: What is repetition? How can we use lines to create patterns?</p>
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North Carolina Essential Standards	
List 1-2 state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

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)	Students will be able to use lines and repetition to create patterns inside of a pumpkin. Students will also observe a pumpkin and draw what they see.
Language Objective: What oral and or written language will students be expected to utilize when illustrating their understanding? Include 1 Language function (i.e. describe, explain, analyze, interpret, etc.)	Students will be able to develop patterns by repetition of lines. Students will be able to describe and identify the types of lines used to create the patterns.
Key Vocabulary in Lesson:	Principles of Design, Line, Repetition, Patterns
Key Artwork in Lesson:	MC Escher's "Symmetry" and Andy Warhol's Soup Cans.

Materials
Black markers, Orange Construction Paper

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.	Just as students learned in the previous lesson with the background how to equally space lines to create motion, they will use that technique again to develop patterns in their pumpkin. They will choose 5 of the 10 different lines to create patterns in the different sections of the pumpkins.
Misconceptions: What you think that the students might struggle with in these lessons. •How would you address them?	Because the students are at different levels in dexterity, they may have a hard time controlling the medium. They also may have a hard time drawing proportionately. I will address this by limiting the size of the paper so that the pumpkin doesn't encompass the whole picture.

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? Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.

Instructional Strategies:

8. *We will begin our lesson by reviewing the different types of lines using out words and hand motions.*
9. *I will build interest by asking the students what is created when I repeat multiple lines in one area? What do they see developing?*
10. *Once students say "patterns" I will then inform them that they will be choosing 5 different lines to create patterns in the different sections of their pumpkins that we will draw in class.*
11. *I will set up a pumpkin in the front of the classroom so that the students can observe and analyze the various parts of the pumpkin. I will discuss observation briefly, demonstrate different ways that they student could draw their pumpkin and how to approach a drawing so that it fits on the smaller sized paper.*

After the demonstration, the students will begin drawing their pumpkin.

12. *Students will use markers to draws the patterns in the sections of their pumpkins.*
13. *The Next class, Once their pumpkin in completed, the students will cut their pumpkin out and glue it on top of the background scene.*
14. *The students will add the "finishing touches" to complete their drawing.*

Independent Practice/Application:

2. *Students will practice independently on their pumpkins while I walk around the room to "coach or instruct" each child individually as they need help.*

Closure:

2. *Students will show what they have learned by describing how they used lines to show movement in their piece. They will have the opportunity to show the class and talk about their drawings.*

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

Assessment Strategy #1:

I will know that they are making progress by their work. Does their final artwork incorporate patterns?

Accommodations and Modifications

How might I differentiate instruction for the range of learners	If I have students that struggle with drawing, I may have to show them how to approach drawing with the use of simplified techniques or a sample drawing on the back of their paper so that they can get a “feel” for the motions that they can turn their paper over and try it on their own.
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***Submit: instructional materials (slide presentation, worksheets, etc.) and a rubric*

Visual Arts Lesson Plan 3

Name: Brandi Neighbors
Date: 10/10/2024
Activity: Lesson 3: Finalizing an Artwork
Grade: 2nd

Big Idea and Essential Questions (Look at National Visual Art Standards for Inspiration)
Students will learn how to merge two artworks together to develop one piece.
Essential Questions: What does the student need to do to make the artwork unified? How can the student make the pumpkin interact with the background scene?

North Carolina Essential Standards	
List 1-2 state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	2.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value. 2.V.1.5 Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, and proportion.

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)	Students will be able to use textures and emphasis to merge and unify two artworks into one.
Language Objective: What oral and or written language will students be expected to utilize when illustrating their understanding?	Students will interpret how the foreground and background artworks work together.
Include 1 Language function (i.e. describe, explain, analyze, interpret, etc.)	

Key Vocabulary in Lesson:	Foreground, Background, Cut and Paste, Unity, Emphasis, Texture, Overwork
Key Artwork in Lesson:	Disney's Cel of Mickey

Materials
Chalk, Scissors, Construction Paper

Lesson Considerations	
<p>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.</p>	Students will need to know how to cut and glue so they can place their pumpkin on the background, they will also need to have some knowledge of composition before doing it as well so that they can place their pumpkin on their background scene in a place that makes sense.
<p>Misconceptions: What you think that the students might struggle with in these lessons. •How would you address them?</p>	Because the students may have drawn their background without thinking of the size of their pumpkin, they may have their details too small and have to adjust their background drawing with chalk. If these problems come up, I will encourage the students to problem solve and ask them how they can incorporate their foreground object with the background.

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (This should be VERY DETAILED)
<p>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? <i>Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. <u>Delete them before typing your lesson outline.</u></i></p>
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> 15. <i>We will begin our lesson looking at Disney's Cel of Mickey.</i> 16. <i>I will ask the students to compare the background with Mickey to see what they observe. The background is detailed while Mickey is simplified. I will ask the students why they think the two work well together.</i> 17. <i>I will talk about how the image looks like it is cut and pasted onto the background, but is not often noticed.</i> 18. <i>After their input, I will have the students look at their two different artworks and ask them how they can make them work together.</i> 19. <i>The students will cut out their pumpkins and glue down them to the backgrounds. They will then finalize their artwork by using the chalk to add detail around the pumpkin to make it look like it fits into the background.</i>
<p>Independent Practice/Application:</p> <ol style="list-style-type: none"> 3. <i>Students will work independently on their artwork while I walk around the room to "coach or instruct" each child individually as they need help.</i>

Closure:

3. *Students will present their projects to the class and talk about how they made their foreground and background work together.*

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

Assessment Strategy #1:

I will know that they are making progress by their work. Did the student successfully combine two separate artworks into one?

Accommodations and Modifications

How might I differentiate instruction for the range of learners

For the students that struggle with ideas to merging the foreground and background objects, I may make a few suggestions and see how they can take the information and make it their own.

***Submit: instructional materials (slide presentation, worksheets, etc.) and a rubric*