

Visual Arts Lesson Plan 1

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Activity: Lesson 1: Using Straight Lines to create a Natural Curve

Grade: 5th

Big Idea and Essential Questions (Look at National Visual Art Standards for Inspiration)
<p>Students will understand how to identify specific angles after seeing how straight lines can create a curve.</p> <p>Essential Questions: Can the student use a ruler? Can the student use their pencil to see specific angles?</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	
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 use a ruler to create a strong foundation and to learn how to use measuring to establish this. Students will create a Natural Curve by using straight lines only.
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 identify measurements on a ruler and how to use them to establish a firm foundation for their work.
Key Vocabulary in Lesson:	Elements of Art, Line, Proportions
Key Artwork in Lesson:	MC Esher's "Print Gallery"

Materials
White Drawing Paper, Pencil, Eraser, Ruler

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 some prior knowledge and basic understanding of a ruler.
Misconceptions: What you think that the students might struggle with in these lessons. •How would you address them?	This project will be difficult for those students who have not used rulers. I will have to work with those students on an individual basis or allow for their classmates who understand to help as well.

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? <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. Delete them before typing your lesson outline.</i>
Instructional Strategies: <ol style="list-style-type: none"> 1. <i>We will begin the lesson by reviewing the ruler and how to read a ruler.</i> 2. <i>I will demonstrate how to properly measure using the ruler and have the students work along side of me.</i> 3. <i>We will begin by measuring off the sides of the paper to establish a center point.</i> 4. <i>After we have create a cross hair in the middle of our paper creating four quadrants, I will demonstrate how to measure the precise points.</i> 5. <i>After all of the point have been established, I will show the students how to draw the curve using the ruler.</i> 6. <i>The students will draw their curves focusing on one quadrant at a time.</i> 7. <i>After the students complete their curve, I will give a brief lesson on value and shading and give the opportunity for the students to shade their projects.</i> 8. <i>When the project is complete, I will show them examples how they can use what they created to create other projects on their own.</i> 9. <i>I will show hoe those edges are what is created when looking at rounded objects.</i>
Independent Practice/Application: <ol style="list-style-type: none"> 1. <i>Students will practice independently on measuring their grid while I walk around the room to “coach or instruct” each child individually as they need help.</i>
Closure: <ol style="list-style-type: none"> 1. <i>Students will show what they have learned by creating their project. They will have the opportunity to show the class and talk about their drawings.</i>

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 demonstrate proper measuring and control when using a ruler and does it create the natural curve.

Accommodations and Modifications

How might I differentiate instruction for the range of learners

I may have to help students with the ruler and pencil control with the ruler.

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