

Visual Arts Lesson Plan 1

Name: Brandi Neighbors

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Activity: Lesson 1: Identifying Lines and Movement

Grade: 4th

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. Students will also identify the principle of design: movement.
<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 by drawing them. Students will identify lines in a work of art.
Key Vocabulary in Lesson:	Elements of Art, Line, Movement
Key Artwork in Lesson:	Wassily Kandinsky's The Blue Rider, Keith Haring's Untitled (Dance) 1987, Edvard Munch's "The Scream"

Materials
White Drawing Paper, Pencil, Eraser, Colored Pencils

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 have learned about the types of lines and shapes prior to this lesson. They will have also learned about using shapes to create a figure.
<p>Misconceptions: What you think that the students might struggle with in these lessons. •How would you address them?</p>	This project will create a challenge by students having to use lines to create motion in a stick figure and then add the shapes to the lines. Some students may choose positions that are fore shortened and those lessons of perspective will come at a later date. I will work with the students on an individual basis if the problem arises.

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>
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> <i>We will begin the lesson by reviewing the types of lines and having the students draw them on a piece of paper as a "pop quiz."</i> <i>We will then discuss the Principles of Design and how they are used to arrange the Elements of Art. We will discuss movement.</i> <i>I will show the students the different types of paintings by the different artists and ask them first if they see movement or what feels like its moving in the painting. I will then ask how they accomplished this. How did the artist create a sense of movement in a still image.</i> <i>I will open the floor for the students to discuss what they see.</i> <i>The final painting that I will show is Keith Harings' "Untitled, Dance".</i> <i>I will use this to discuss how we are going to create movement in "Bob" our shape guy.</i> <i>I will review what Bob looks like and have the students draw with me as I demonstrate how to create Bob.</i> <i>I will have the students demonstrate how to freeze an action. They will model a sport, etc.</i> <i>I will demonstrate how to capture the frozen action with stick figures.</i> <i>Students will practice a 30 second, 1 minute and 2 minute drawing of frozen actions.</i> <i>I will then show the students how to turn their stick figure into shapes.</i> <i>I will assign the project for students to freeze Bob in an action.</i> <i>The next class Students will color Bob and I will show them how to add motion lines in their work.</i>
Independent Practice/Application:

1. *Students will practice independently on capturing motion while I walk around the room to “coach or instruct” each child individually as they need help.*

Closure:

1. *Students will show what they have learned by capturing motion in their drawings. 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 demonstrate lines that express movement?

Accommodations and Modifications

How might I differentiate instruction for the range of learners

I may have to guide some of the students by drawing broken lined drawings on the back for them to get a feel for the muscle memory of the lines. Then the student can recreate the drawing after they practice. I will have that student model the idea they would like to use.

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