

Course Name	Elementary Art	Grade Level	4 th grade
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<p>Enduring Understanding (s): (Statements summarizing important idea(s) and core process(es) that are central to an art topic and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular area of art. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to art. These statements link two or more concepts.)</p>	<p>Prepared Graduate Competency (ies): (List, in bullet form, which <u>Prepared Graduate Level Competency [ies]</u> will be addressed in this lesson as it [they] relate [s] to the enduring understanding [s].)</p>
<p>Artists utilize shape to construct an effective composition.</p>	<p>Comprehend:</p> <ul style="list-style-type: none"> • Recognize, articulate, and debate that the visual arts are a means for expression • Make informed critical evaluations of visual and material culture, information, and technologies • Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives <p>Reflect:</p> <ul style="list-style-type: none"> • Use specific criteria to discuss and evaluate works of art • Critique personal work and the work of others with informed criteria • Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information <p>Create:</p> <ul style="list-style-type: none"> • Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research • Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design <p>Transfer:</p> <ul style="list-style-type: none"> • Transfer the value of visual arts to lifelong learning and the human experience

<p>Objectives/Outcomes/Learning Targets: Student will be able to... (Measurable) (Aligned to: Bloom’s-Standards-GLEs/ and, when appropriate, Numeracy, Literacy and Technology. Should be written as: Objective. Bloom’s: ____ - Standard: ____ - GLE: ____ . Numeracy, Literacy, and/or Technology)</p>
<p>The student will be able to observe and draw an object for 5 minutes in order to practice the skill of careful looking. (Bloom’s: Analyze, Standard: Comprehend, GLE: Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design)</p>
<p>The student will be able to construct three effective still life composition drawings including a single object drawing, whole composition, and part composition. (Bloom’s: Evaluate, Standard: Comprehend, GLE: Art has intent and purpose)</p>
<p>The student will be able to create at least one successful print of a still life, with thoughtful color choices. (Bloom’s: Create, Standard: Create, GLE: Use basic media to express ideas through the art-making process)</p>
<p>The student will be able to define and use the terms printmaking, still life, print, ink, brayer, realistic, and abstract to describe his/her artwork. (Bloom’s: Understand, Standard: Reflect, GLE: Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design)</p>

The student will be able to write a reflection telling about the meaning of his/her or artwork and how he/she is going to use what was learned in future artworks.
(Bloom's: Evaluate, Standard: Transfer, GLE: Works of art connect individual ideas to make meaning)

Pre-Assessment: (Hint-Turn objectives into questions.)

(This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/objectives of the lesson. Be specific in describing what you would recognize as proficient skill/knowledge.

Raise your hand if you have heard of a still life before.
What is the difference between realistic and abstract?
What does a single object mean?
What does multiple objects mean?
What is part of a still life? What is the whole still life?
What does vertical mean? What does horizontal mean?
Raise your hand if you have done printmaking before.
Raise your hand if you have ever used a stamp.

Can the student observe and draw an object for 5 minutes in order to practice the skill of careful looking?

Can the student construct three effective still life composition drawings including a single object drawing, whole composition, and part composition?

Can the student create at least one successful print of a still life, with thoughtful color choices?

Can the student define and use the terms printmaking, still life, print, ink, brayer, realistic, and abstract to describe his/her artwork?

Can the student write a reflection telling about meaning of his/her or artwork and how he/she is going to use what was learned in future artworks?

Accommodations and modifications:

(Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives. The curriculum does not change; access, process and product are reconsidered. NOT about doing more or less.**)

- Students will be given instructions in steps so that they are able to stay on task. There will be a couple of instructions and then students will be asked to pause and wait for the next set of instructions.
- Students will be asked to repeat back some instructions to make sure that they understand what is expected.
- Students will hear directions and see instructions on a document camera.
- Students may choose what size of print they would like to do, some students like to work small while other like to work larger.

Vocabulary/Literacy Integration:

(List terms specific to the topic and describe how literacy is integrated into the lesson.)

Composition, single object, whole, part, still-life, printmaking, print, ink, brayer, realistic, abstract.

- Students will respond to questions during the keynote presentation.
- Students will write thoughtful reflections after they finish their print.

Materials:

(Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**)

- Still life materials (fake flowers, fruit, glassware, etc.)
- Still life packets
- Pencils
- Erasers

- Printing plates (Styrofoam, Plexiglas, etc)
- Printing inks, paint, marker
- Printing paper
- Brayers
- Still life PowerPoint
- Paint shirts
- Paper bags with random objects inside
- timer

Resources:

(List all visual aids and reference material (books, slides, posters, etc.) Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.)

Still life images- Images from google.com

Preparation:

(What do you need to prepare for this experience? List steps of preparation in a bulleted format.)

- Set up PowerPoint
- Set up still lifes
- Paints/ink ready in containers
- Paint shirts ready
- Printing Materials set out
- Still life packets ready
- Pencils and erasers in trays

Safety:

(Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format.)

- Students will need to put on paint shirts to help keep and paint/ink off of clothes
- Students will need to be reminded to use tools with care
- Students should be reminded that paint is not safe to put in the mouth
- Students will be asked to not touch glassware since it can break

Action to motivate/anticipatory set:

(Describe how you will begin the lesson to stimulate student's interest. How will you pique their curiosity and make them interested and excited about the lesson? What inquiry questions will you pose? Be specific about what you will say and do to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: presenting a skit, telling a story, posing a series of questions, role-playing, etc.)

Students will be given a surprise bag that has a random object it. They don't know what they are going get. The students will end up drawing that random special object.

Ideation/Inquiry:

(Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.)

Questions:

What is a still life?

What is the difference between realistic and abstract?

What can you see in the still life?
 What objects are most important and why?

Students will be asked to draw 3 different perspectives to find different ways that they can draw. They will also be shown several different types of still lifes so that they may start getting some ideas of color and placement of objects.

Procedures: (Align with instructional methodologies and approximate times for instruction.)

Give a detailed account (**in bulleted form**) of how you will present the lesson logically and sequentially (**include approximate time for each activity**). Include motivation and ideation/inquiry where appropriate.)

Day 1:

Teacher will:	Students will:	Time:
1. Students will be asked to come in and sit on the rug quietly.	1. Students will come in and sit on the rug.	1 minute
2. Tell students that they will be learning about still lifes today which is part of the “things” unit	2. Students will pay attention	1 minute
3. Here are some examples of still lifes, we will take a little closer look at what exactly a still life is.	3. Students will look at the screen	1 minute
4. A still life is painting or drawing of an arrangement of objects typically of flowers, fruit, and glassware sitting on a table. So in this image we see some fruit and a coffee cup all sitting on a table.	4. Students will actively pay attention to the presentation	1 minute
5. A still life can include personal objects and living things such as flowers and plants. In this painting, the artist included some toys like the giraffe and duck.	5. Students will actively pay attention to the presentation	1 minute
6. There are three parts to a still life, the objects, table or surface, and a background. Here in this painting we have the fruits or objects, the surface or table and then a background. Are our objects just floating in nothing? We should always think about the background.	6. Students will actively pay attention to the presentation	1 minute
7. Just like with the landscapes, we will have some choices about how we create our still life. The first choice we will make is whether we want our artwork to be realistic or abstract. What is realistic? What is abstract? How are these still lifes similar or different?	7. Students will actively pay attention to the presentation	1 minute
8. We will also need to decide single or multiple. What do you think single means? What do you think multiple means?	8. Students will actively pay attention to the presentation	1 minute
9. We will need to decide whether or not we want to do part of the still life or the whole thing. I like to think as part being like zooming into one part like a camera. We are just picking one part and looking closely, we don't include all of the objects. When we do the whole still life, we are including all of the objects.	9. Students will actively pay attention to the presentation	1 minute
10. The last decision we will have to make is whether we want to do horizontal, vertical, and then what paper size. What does horizontal mean? What does vertical mean?	10. Students will actively pay attention to the presentation	1 minute
11. How many of you have ever done or heard of	11. Students will actively pay attention to the	1 minute

printmaking? Here are some of the processes, we will look at what these are.	presentation	
12. Printmaking is the transfer of an image on a surface to a piece of paper or other material. So here the artist has inked an image and then put the paper on top to transfer the image.	12. Students will actively pay attention to the presentation	1 minute
13. How many of you have used a stamp before? A stamp has a raised image that is inked and will show the image when printed. Can we only use a stamp one time? We can get a lot of the same image.	13. Students will actively pay attention to the presentation	1 minute
14. A collagraph is a simple form of printing using found materials, such as paper, that are arranged in a collage. The collage is then inked and printed. We can also get several prints from this kind of printmaking.	14. Students will actively pay attention to the presentation	1 minute
15. A relief print is kind of like creating your own stamp. We use a flat surface to cut away material we don't want to see. We leave the image we want to print, which is a the raised surface such as wood, foam or rubber. We can get 100 prints of this image if we wanted to.	15. Students will actively pay attention to the presentation	1 minute
16. The last kind of printmaking we can do is a monotype which means one print. Color is applied to a surface and damp paper is placed on top of the plate. The image is then transferred to the paper, similar to a temporary tattoo.	16. Students will actively pay attention to the presentation	1 minute
17. Here are some examples of student artwork and how they used still lifes. What kinds of choices did they make? Now it's your turn to think like an artist and make choices as you plan your still life.	17. Students will actively pay attention to the presentation	1 minute
18. I know that you may have noticed the white bags, we are going to use these today, but it's going to be a surprise. I went on a scavenger hunt to find random objects. You are going to get a design sheet and one bag, you can look at the object when you get it. We are going to write our name on the top of paper and set our object and pencil down. Then wait for the next instructions, you may go back to your seats.	18. Students will listen to the instructions, ask questions if they have any, and then return to their seats.	5 minutes
19. Double check that your name is at the top and set your pencil down. We are going to draw our object for a total of 5 minutes. That is a long time, even for me, but I know you all can do it, we want to look really closely at our object and break it down into shapes. If I think I can't add one more detail, I can add a background and surface to my image. The table who is focused and drawing the whole time will get golden feathers. We are just drawing our one object in one of the boxes. Set the	19. Students will write their name at the top and get prepared to draw.	3 minutes

timer, ready, set, draw!		
20. Give golden feathers to the table who is most focused. If the students have time, they may do 2-3 more rounds and switch objects with someone at their table.	20. Students who were focused will get feathers, students may complete another round if there is time.	Rest of class time
21. When there is 3-4 minutes left, table helpers will pick of pencils, objects in bags, and packets that are in folders. The table that is quiet and ready to go may line up first.	21. Helpers pick up supplies and students show they are ready to line up quietly.	Rest of class time

Day 2:

Teacher Will:	Students Will:	Time:
1. Ask students to come in and sit on the rug quietly, do not touch the still lifes as they come in.	1. Sit on the rug quietly	1 minute
2. Today we are going to practice drawing our still lifes. Here I have my packet and then I have a still life set up. The first thing I am going to draw is my whole still life. What does that mean? I am going to include all of the objects. I will pick one box to draw in, I can do it horizontally or vertically.	2. Students will listen to instructions.	4 minutes
3. I want to include all of the objects that I see. What are my objects sitting on? What is in the background? I can add my own designs and patterns!	3. Students will answer questions	4 minutes
4. We are going to draw this still life for 15 minutes! I want to see tables who are drawing and focused to possibly get golden feathers!	4. Students will listen to instructions	2 minutes
5. Students may go to their seats and receive packets, pencils, and erasers. When they are ready, I will set the timer for them to start and students will start drawing.	5. Students will return to their seats and start drawing once the timer starts. They should be focused and drawing.	16 minutes
6. After the timer goes off, students will look at what they have done and assess how well they have drawn, did you get a lot of detail?	6. Students will assess how well they did on their still life	2 minutes
7. Now we are going to do something a little more advanced! You will each get a view finder, this helps us find the view. We are going to draw part of the still life, what does that mean? I am going to zoom into a part I like and then draw what I see. My objects are going to really big because I zoomed in so far! I also want to think about my background and surface again. This time we are going to draw for ten minutes since we are doing less objects. I will let you know when I start the timer.	7. Students will use a view finder to find a composition that is interesting. They will draw this composition in a new box for 10 minutes.	17 minutes
8. The last thing we are going to do is a single object. We are getting more and more focused. I am going to pick one objects and really focus on it. I want to draw every detail that I see. I also want to add a background and surface just like the other pictures. How long do you	8. Students will choose one object to draw for 5 minutes and add details. The students will try to stay focused.	8 minutes-rest of class

think we are going to draw this time? Just 5 minutes, but I know you can do it!		
9. Students should now have three drawings that they may eventually choose from. When they are done, they need to put the still lifes back if they were moved, put packets in their folder, put away pencils and erasers and show that they are ready to line up.	9. Students will organize their table and table helpers will pick up supplies and materials.	Last 3-4 minutes

Day 3:		
Teacher will:	Student will:	Time:
1. Starting printmaking with still life's. Does anyone remember what a collagraph is?	Define what a collagraph is and describe how to create one.	2 minutes
2. In a collagraph we will cut out shapes to create the background, large shapes and then details. Think about layering.	Recall that a collagraph uses shape to create different layers.	2 minutes
3. What is a relief print? Can we create more than one print from a relief plate?	Define what a relief print is and describe how to create one.	2 minutes
4. Once we push in our design we want to dampen our paper and then lay down our colored design.	Be able to create a sample print using the printmaking process.	4 minutes
5. We will do a sample for about 5 minutes it doesn't have to be perfect just practice.	Assess if their paper was too wet or dry or if enough color was added.	5 minutes
6. What is a monoprint? We can only get one print from a monoprint. We will color and print it similar to the relief print. We will do this for about 5 minutes.	Define what a monoprint is and create a simple monoprint using the printmaking process.	10 minutes
7. Now we will choose one print to make larger based on our still life's. You will need at least two final prints by the end of next week.	Begin their final print by either starting a collagraph, relief print, or monoprint.	Rest of class
8. When there are five minutes left students will be asked to clean up and put away packets and materials. Prints go on drying rack with the name on them.	Clean up and put away all the materials that were used during the class period.	4 minutes before end of class

Day 4:

Student reflective/inquiry activity:
 (Sample questions and activities [i.e. games, gallery walk, artist statement, interview] intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will answer the following:
 Title: _____
 Explain the meaning of your artwork
 Describe how the characteristics of art (line, shape, color, etc...) relate to the meaning of your art.
 Express an opinion about your artwork and use facts about your artistic choices to explain your reason for each opinion you give.
 Discuss what worked/didn't work in your artwork. What would you change?
 The biggest challenge for me was... (Why?)
 One thing that I want someone to notice about my artwork is... (explain why)
 I can apply what I learned from this artwork to my next project by...

Post-Assessment (teacher-centered/objectives as questions): (Have students achieved the objectives and grade level expectations specified in your lesson plan?)	Post-Assessment Instrument: (How well have students achieved the objectives and grade level expectations specified in your lesson plan? Rubric, checklist, rating scale, etc.)				
Can the student observe and draw an object for 5 minutes in order to practice the skill of careful looking? Can the student construct three effective still life composition drawings including a single object drawing, whole composition, and part composition? Can the student create at least one successful print of a still life, with thoughtful color choices? Can the student define and use the terms printmaking, still life, print, ink, brayer, realistic, and abstract to describe his/her artwork? Can the student write a reflection telling about meaning of his/her or artwork and how he/she is going to use what was learned in future artworks?		Advanced 4	Proficient 3	Partially Prof 2	Developing 1-0
	Observation	Student completed an observational drawing with several details	Student completed an observational drawing with some details	Student completed a non observational drawing with few details	Student did not complete any observational drawings
	Composition	Student created 3 successful compositions, including single object, part and whole	Student created 3 somewhat successful compositions including single object, part and whole	Student created 1-2 somewhat successful compositions including single object, part or whole	Student created 0-1 compositions including single object, part or whole

	Printing	Student created one successful print with thoughtful color choices and proficient printing skills	Student created one somewhat successful print with somewhat thoughtful choices and developing printing skills	Student created one print with no obvious thoughtful color choices and developing printing skills	Student did not create a final print and is not attempting to improve printing skills
	Vocab	Student can use 3 or more printing terms to describe his/her artwork and process	Student can use 2 printing terms to describe his/her artwork and process	Student can use 1 printing term to describe his/her artwork and process	Student can not use any printing terms to describe his/her artwork and process
	Reflection	Student can write a thoughtful reflection describing the meaning of the artwork, and how they will use this information in future projects.	Student can write a somewhat thoughtful reflection describing the meaning of the artwork, and how they will use this information in future projects.	Student can write a basic reflection describing the meaning of the artwork, and how they will use this information in future projects.	The student did not write a reflection describing the meaning of the artwork, and how they will use this information in future projects.
	Studio Habits	Comes to class fully prepared, works all class, positive attitude	Comes to class mostly prepared, works almost all class, positive attitude	Comes to class somewhat prepared, works part of class, doesn't always have a positive attitude	Does not come to class prepared, chooses to not work during class, doesn't have a positive attitude

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

