

Lesson Plan Template- 2021

Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting**. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.

Lesson Title: A Landscape of Adventure & Wonder

Targeted grade Level: 4 Anticipated Time Frame: 8 days at 50 minutes per day

	Lesson Plan	Rationale
1.	<p>Conceptual Structure/Big Idea: Adventure & Wonder</p>	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</p> <p>Most children love adventure. It is in their nature to want to discover and learn new things. They regularly wonder how and why things work. They seek adventure in natural and man-made spaces. That being said, they can also be afraid of some of the results of their adventures. This can include being out in the dark, being able to open a door, being left alone, getting lost, etc. The book <i>The House in the Night</i> takes kids on an adventure of a young girl as she goes from receiving a key to a house through the child flying across the skies on the back of a bird! The adventure the child goes through can be used to bring comfort for a child who may be afraid of the dark since the concept of light plays such a pivotal part in the story.</p> <p>With regards to cultural context, children can feel empowered when they are given tools and resources to express their ideas and feelings. In the same way the young girl is given a key, students can be given keys to help them succeed in life. They can be confident that adventures can lead to new ways of thinking and creativity. As artists, they will be equipped with the resources to create unique and original works of art.</p>
2.	<p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <p>1. Students will learn how artists use contrast in a work of art.</p>	<p>Why is it important for students to know these concepts?</p> <p>It is helpful for students to know the elements and principles of art. These knowledge targets can help gauge students' comprehension related to</p>

	<p>2. Students will learn that nature is often used as an inspirational subject for artists.</p> <p>3. Students will learn that works of art can express certain moods and emotions.</p>	<p>various art facts and assist in related these facts to the big idea. (Sickler-Voigt, p27, 2020).</p> <p>It is important for students to know that art can be connected to their everyday lives and the world around them. Creating works around nature is universal. Looking at landscape-themed art made by artists from around the world also reinforces this reality. Students will be asked to consider the natural world and what makes up the natural world and how they are impacted by nature. Students will also be given opportunity to answer questions about how they feel when they are around nature and connect that artists can express their feelings through their work. “To personalize big ideas for artmaking, student artists may do what professional artists do – link artmaking and big ideas to individual interests, background, and experiences. When we introduce big ideas to student artmaking, we encourage students to examine them in relation to their own life...” (Walker, pg20, 2001)</p>
3.	<p>Objectives (what students will DO):</p> <p>1. Students will create value scales using three different art materials</p> <p>2. Students will create a landscape drawing using charcoal, pencil, ink, or watercolor</p> <p>3. Students will use scratchboard to create a fantasy-based landscape drawing inspired by the Caldecott award-winning book, <i>House in the Night</i>.</p>	<p>How do the objectives fully support learning and how do they connect to the students’ lives? (What evidence can you provide that makes you say this?)</p> <p>It is important to give students the tools and resources to learn, grow, and try new approaches to artmaking. We want them to discover new materials that can inform their work and understanding of art they might be observing, responding, and creating. (ART.VA.II.4.1- “Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art.” Value scales, for example, will help them with rendering forms and objects more realistically. This can lead to understanding cross-curricular concepts like volume. Connecting art to literature also connects to our students’ abilities to think critically. “One of the biggest benefits of combining art and literature is the way it helps students improve their reading comprehension and critical thinking skills.”¹ When students are given the opportunity to use their imagination (for example in creating a fantasy-based artwork), it also helps them with problem solving and learning to make connections with the world since it often requires taking what is real and fictionalizing it. “Imagination is the</p>

¹ <https://www.learningthroughliterature.com/combining-art-and-literature/>

		key ingredient that allows artists to push boundaries, experiment with new techniques and styles, and create truly original works of art.” ²
4.	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. How do artists create works of art that effectively communicate an idea? 2. How does knowing art vocabulary terms help us understand and respond to art? 	<p>How are these questions meaningful to the student? How do you know?</p> <p>It is important for children to know that artwork they might see in a gallery, museum, or textbook don’t just “magically” appear. Through observation and analyzation, they can learn that artists take to create works of art and the express ideas they want to communicate through art. (VA:Cn11.1.4a: “Through observation, infer information about time, place, and culture in which a work of art was created.”)</p> <p>Showing students the steps artists take to create works of art also makes the art more accessible. It teaches students that through investigation, processing, creating, and experimenting, compelling and thoughtful original works of art can be made. This helps them connect their own art-making experiences in a broader context and the rest of the world. (VA:Cr2.1.5a: “Experiment and develop skills in multiple art-making techniques and approaches through practice.”)</p> <p>“If we want [students] to think and work like artists, they should be using the correct terms.”³ These critical art vocabulary helps them understand what they are creating and what they are responding to when looking at art. We want students to understand the names of tools and techniques so they can apply it to their everyday art experiences. We want them to know what the names and meanings of the elements of art are; we want them to know what a self-portrait is, and so forth. “...critical art vocabulary words are words and concepts you wish students would always remember in your classroom.”⁴</p>
5.	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1. VA:Re9.1.4a 	<p>NVAS:</p> <ol style="list-style-type: none"> 1. Apply one set of criteria to evaluate more than one work of art. 2. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

² <https://www.wamagazine.ca/blog/the-power-of-imagination-in-art-how-creativity-transforms-the-world>

³ <https://theartofeducation.edu/2019/01/how-to-identify-and-use-critical-vocabulary-in-the-art-classroom/>

⁴ <https://theartofeducation.edu/2019/01/how-to-identify-and-use-critical-vocabulary-in-the-art-classroom/>

	<p>2. VA:Cr2.2.4a</p> <p>Michigan:</p> <ol style="list-style-type: none"> 1. ART.VA.I.4.3 2. ART.VA.II.4.1 	<p>Michigan:</p> <ol style="list-style-type: none"> 1. Analyze and reflect on the elements of art and design to communicate ideas. 2. Synthesize the use of a variety of materials, techniques, and processes to problem solve in the creation of art.
<p>6.</p>	<p>Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>A. Book illustrator Beth Krommes: http://www.bethkrommes.com/illustration/the-house-in-the-night/reviews-for-the-house-in-the-night</p> <ol style="list-style-type: none"> 1. Scratchboard Art Tutorial: https://www.youtube.com/watch?v=8OKDePwCdwI 2. Various Scratchboard Artists, International Society of Scratchboard Artists: https://scratchboardsociety.org/member-gallery/master-gallery/ 3. Mrs. Lundgren’s Art Room: https://lundgrenart.weebly.com/scratchboard-art.html 	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist’s work in your presentation.</i></p> <p>Students will explore concepts of the big idea through artists whose works exemplify the big idea and the key lesson concepts and objectives. We will also reference various websites and online demonstrations showing how to use the materials we will be using such as scratchboard, charcoal, and inks. This will also be accompanied by live demonstrations. Ideally, I would invite a local artist, like Rashaun Rucker, whose work demonstrates ideas about contrast, storytelling through art, value, and fantasy/imagination. Artist websites are also useful in showing students how artists explore big ideas using a variety of materials.</p> <p>I will select at least three individual works of art to respond to using Visual Thinking Strategies. Questions that will be asked when looking at each piece include: What do you see? What more do you see? Why do you say that? To dive deeper into each work, students will be challenged to think about how the artist made the work. This is one way of applying our National Core Standard Re9.1.4a.</p>

4. Vincent van Gogh, The Starry Night & Night Over the Rhone



5. James Whistler, Nocturne in Black and Gold



6. Peter Doig - Milky Way



8. Rashaun Rucker, www.rashaunrucker.com



Guo Xi, <https://www.invaluable.com/blog/famous-landscape-artists/>



Paul O'Neill: <https://www.pauloneillart.com/blog/monochrome-charcoal-landscapes>



Charlene Ellison Works:
<https://www.saatchiart.com/art/Painting-Night-Sky/1885838/8881013/view>

Scratchboard Art By Students:
<https://juliasanderl.com/2013/04/12/scratchboard-art/>



Scrapboard art Dulwich Village Lover's Walk at night landscape.
<https://www.pinterest.com/pin/371687775496744254/>

7.

CREATING

Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*

1. Day 1
 - a. Hook
 - i. Lights in the room are off and kids are divided in groups. Each group has a flashlight and paper with short story or sentence on their table to serve as inspiration for shadow puppet show. Each group presents their show to rest of class.
 - b. Intro Big Idea
 - c. Play *House in the Night* and discuss (<https://www.youtube.com/watch?v=qmBb-uVPDaU>)
 - d. Vocabulary: illustration/illustrator
2. Day 2
 - a. Recap Day 1
 - b. Learning Target #1**

Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

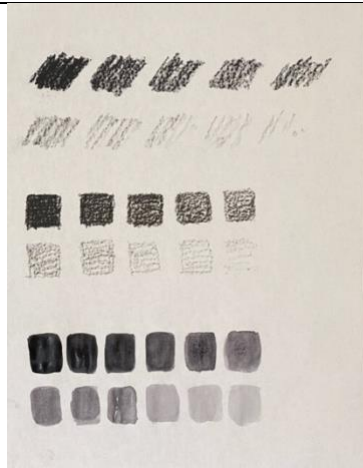
The overarching goals of my lesson is that students would enjoy the process of learning how to use new materials, view and respond to works of art made by a variety of artists, and develop confidence in their artmaking skills and approaches. We will see how all these goals are connected to the big idea of adventure and wonder. Every class will have formative assessments, especially during the first 5-7 minutes of class where we will have a recap of the previous days' lesson. This will let me know what students learned and bring those who were absent up to speed. Introducing students to art vocabulary will also build their thinking skills as it will help them connect art processes with our goals and desired outcomes. For example, if I tell them I want them to create a value scale, they should know what value means. They should also be able to identify works of art that include values.

Lessons will be scaffolded to produce the maximum amount of success for each student. They will begin by experimenting with the various materials and work their way to creating their value scales, landscape drawing, and scrapboard art. As they may get frustrated with learning new materials, I will stress that part of the artmaking process is to experiment and have fun while learning new skills. This will be reinforced

<ul style="list-style-type: none"> i. “I will know what value and shade means and create value scales using three different art materials.” ii. Video reference (https://www.youtube.com/watch?v=TH5eHxPZ7qw) c. Live demonstration using all available materials for value scale d. Students experiment and have fun with materials e. Students will create their value scale piece (see teacher exemplar) <p>3. Day 3</p> <ul style="list-style-type: none"> a. Recap Day 2 b. VTS: Rashaun Rucker <ul style="list-style-type: none"> i. Live Demonstration and/or video reference (https://kresgeartsindetroit.org/artist/rashaun-rucker/) c. Complete value scales d. Formative assessment, self-assessment, and peer assessment making sure students used three different materials to create value scales <ul style="list-style-type: none"> i. Students use laminated rubrics on each table to evaluate piece <p>4. Day 4-5</p> <ul style="list-style-type: none"> a. Recap Day 3 b. Learning Target #2 <ul style="list-style-type: none"> i. “I will create a landscape drawing using charcoal, pencil, ink, or watercolor” c. Introduce vocabulary: contrast, positive space, negative space, line d. Intro Landscapes & Mood/Emotions in Art <ul style="list-style-type: none"> i. VTS: Vincent Van Gogh, Chinese landscape painting, James Whistler (define painter) ii. Video reference: Paul O’Neill charcoal drawings (https://www.pauloneillart.com/blog/monochrome-charcoal-landscapes) iii. Show teacher exemplar e. Students pick one material to create landscape 	<p>when I invite a guest artist to share about their creative process and actual artmaking experiences.</p>
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	<p>5. Day 6-8</p> <p>a. Learning Target #3</p> <p>i. "I will create a fantasy-based landscape scratchboard drawing inspired by the book House in the Night"</p> <p>b. Introduce scratchboard art, & Beth Krommes' art, and tools (use various online references & review safety)</p> <p>c. VTS: Peter Doig, <i>Milky Way</i></p> <p>d. Intro vocabulary: shape, pattern, movement, emphasis, monochromatic</p> <p>e. Create sketch for fantasy-based landscape</p> <p>f. Have students title each piece</p> <p>g. Experiment with scratchboard art, including how to create values on scratchboard</p> <p>h. Create final scratchboard landscape</p> <p>i. Presentations</p> <p style="padding-left: 20px;">i. As students finish work, I will photograph each piece and include them in a PowerPoint slide show that will be presented to each participating class. (TECH USE)</p> <p>j. Final Assessment</p> <p style="padding-left: 20px;">i. A summative assessment will be conducted using a rubric and simple numeric scale</p>	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <ol style="list-style-type: none"> 1. TECH: Interactive Game: Online puzzle of book cover <ol style="list-style-type: none"> a. https://www.teachingbooks.net/jigsawpuzzle.cgi?tid=13857 (Student can select difficulty based on number of puzzle pieces). 2. Students who cannot use pointed and sharp styluses can use pencils on scratchboard. 3. Students given extended time to complete work. 	<p>Share rationale for each</p> <ol style="list-style-type: none"> 1. This tech addition is for students who need a break from the assignment (can be due to attention span, physical challenge, quick finishers) 2. Some students may be scared of using a sharp object. Some students may have a history of injuring themselves or others. 3. Some students need extended time to complete assignments. This can be due to special needs, including having a hard time understanding the assignment/difficulty with comprehension, slow workers/detail-oriented, excused absences. "When teaching art, we take students' differences into account so that all students can experience equal opportunities and achieve learning outcomes. We strive to make a positive difference in all students' lives through quality instruction, a choose-based

		<p>curriculum, fair assessments, and genuine care for students.” (Sickler-Voigt, pg102-103, 2020)</p>
9.	<p>Assessment Strategies: (Connecting and Responding) What evidence from performances and products demonstrate deep understanding and generalizable new knowledge? What evidence of pre-thinking, in process ideation and development will be required?</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it? How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other artwork • How will the students’ voices be represented in the assessment and presentation of their work? <p>Formative assessments will be made during class time and discussions. Students will need to verbally share their thoughts about the big idea. Each student will need to share at least once. This will also be the case when students define terms such as contrast, value, shape, line, positive space, negative space, and other terms. I will keep track electronically or in a notebook. Formative self-assessment and peer assessments will be used when students complete their value scale to determine if they understood how to create their scales. I will use a laminated rubric for students to conduct this assessment. The rubric will include questions like: How many different materials did you use to make your value scale? How many total values did you make in material1, material 2, material 3? A formal summative assessment will be conducted based on the completion of the scratchboard art piece where students will have demonstrated a vast array of knowledge gained through the course of the lesson through 1:1 sharing. They will have opportunities to share about their work during the PowerPoint presentation where we will pause and look at each work.</p>
10	<p>Insert photo of teacher created exemplar here:</p>	<p>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</p> <p>I created three teacher exemplars:</p> <ol style="list-style-type: none"> 1) Value scale using vinyl charcoal, charcoal pencil, and watercolor 2) Landscape drawing using vinyl and compressed charcoal



3) Fantasy-based scratchboard art inspired by the book *House in the Night*

To create the value scale, I needed to know about pressure and weight when paper and mark-making materials connect. Students may need to have a time dedicated to experimenting with this concept before creating value scale. To create the landscape, I focused on where to place the horizon line first. I also was thinking about what mood I wanted to create and that it would be a nighttime scene. This tells me that students need to know the basic make-up of landscape art which includes the horizon line. They will need to know about contrast to create a dramatic effect and be able to distinguish plane fields. Last, to create the fantasy-based scratchboard art, I tapped into words like movement, motion, exaggeration, lines, textures, contour, contrast, dark, light. I regularly looked at the *House in the Night* book to serve as inspiration for my shapes.

After writing this rationale, I realized there are a lot of vocabulary words that I can continually add to the lesson to assist students in understanding how a big idea can be used to create a dynamic work of art made using a variety of mediums and techniques. Some of the vocab words I listed here were not in my original lesson.



11.	<p>Materials/Tools/Art supplies needed</p> <ul style="list-style-type: none"> • Sketchbooks or drawing paper • Watercolor or mixed media paper • Pencils (various weights/types) • Blank ink pens • Erasers • Black coated scratchboard paper • Wooden styluses • Different types of charcoals (vinyl/compressed) • Black watercolor paint • Paint brushes • Water containers • Paper towels • Palettes or small containers for paint • Drying racks 	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>Please see above for additional explanation of prior knowledge.</p> <p>To effectively use materials, students will need to know how to hold pencils, brushes, styluses, and pens. They will need to know how to use water and dried pigment to connect it to the creation of a value scale using watercolors.</p>
12.	<p>Materials Distribution/Clean Up</p> <ul style="list-style-type: none"> • Each table has a cubby which holds the following items used for general purposes and every-day art lessons: <ul style="list-style-type: none"> -Scissors, glue sticks, rulers, pencils, erasers, ink pens, markers • Students have a clean-up routine which includes: <ul style="list-style-type: none"> -Table Leader of the day makes sure their table is cleaned and that their tables do the following: 	<p>Describe possible systems and management strategies</p> <p>Materials are organized and labeled.</p> <p>There is an ongoing rotating list of Table Leaders posted on the chalk or wipe board for students to see at the beginning of class. Table Leader's tasks are clearly written for everyone to see as well. Table Leaders are allowed to delegate one task to a fellow student at their table whom they</p>

	<ul style="list-style-type: none"> ➤ Return all supplies to proper location ➤ Makes sure all lids are closed ➤ Directs fellow tablemate to put wet artwork on racks ➤ Uses spray and paper towels to wipe tables at the end of class 	<p>have identified. Table leaders are given points if tasks are completed based on norms and expectations that were created at the beginning of the school year. All students have a chance to be a Table Leader.</p>
13.	<p>PRESENTING How will your students' work be PRESENTED and curated?</p> <p>Students will present their work to one another during a peer-to-peer evaluation and discussion time. This will be a formative assessment used to help me gauge their understanding of the concept of values and shade.</p> <p>Student work will also be presented using a PowerPoint presentation at the end of the lesson.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Students will be the primary audience for the work. During the peer-to-peer show and tell, students can share what they learned about the various materials they used to create their value scale, the successes, and challenges to create their scale. They will also be able to assess how they did using a simple rubric that asks them to count how many different materials they used and how many gradations within each value scale they were able to create.</p> <p>Their final works will be presented in all classes using a PowerPoint presentation that I prepare for them. As they view the slides, they will be able to see the wide range of artworks that can be made from a big idea and similar materials.</p>

LEARNING TARGETS: WHAT I WILL LEARN

- a. Learning Target #1: "I will know what value and shade means and create value scales using three different art materials."
- b. Learning Target #2: "I will create a landscape drawing using charcoal, pencil, ink, or watercolor"
- c. Learning Target #3: "I will create a fantasy-based landscape scratchboard drawing inspired by the book *House in the Night*"

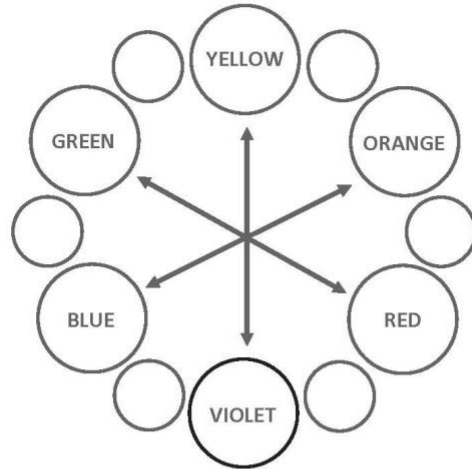
TECH USE

- a. Interactive Game: Online puzzle of book cover
 - a. <https://www.teachingbooks.net/jigsawpuzzle.cgi?tid=13857> (Student can select difficulty based on number of puzzle pieces).
- b. PowerPoint slide presentation of each work shared with all participating classes used for show and tell and assessment.

REFERENCES

- Stewart, Marilyn G. (1997). Chapter 4: Generating Questions for Philosophical Inquiry. *Thinking Through Aesthetics*. Davis Publications, Inc.
- Walker, Sydney R. (2001). Marilyn G. Stewart, Editor. Chapter 1: Big Ideas and Artmaking. Chapter 4: Problem Solving. Chapter 5: Setting Boundaries. *Teaching Meaning in Artmaking*. Davis Publications, Inc.
- Sickler-Voigt, Debrah. (2020). Chapter 3: Assessment and Evaluation for the Visual Arts. Chapter 6: Diversified Learners. *Teaching and Learning in Art Education*. Published by Routledge.

What Will I Learn in Fourth & Fifth Grade Art?



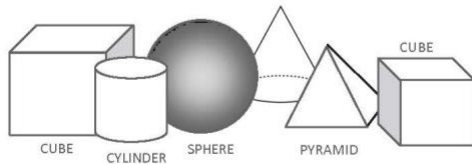
I can discover color schemes and use them when I create artwork.

Color + white= Tint
 Color + black= Shade

Warm= Red, Orange, Yellow
 Cool= Blue, Green, Purple

Monochromatic= One hue plus tints, shades and tones of that hue

Complementary= Two opposite colors on the color wheel



I can identify and experiment with drawing 3D forms.

4th grade vocabulary:

architecture	intermediate	overlapping
artifacts	placement	tint
ceramics	positive space	shade
cylinder	negative space	asymmetry
depth	illusion	radial
contrast	balance	collaborate
pattern	symmetry	emphasis

5th grade vocabulary:

perspective	principles	craftsmanship
point of view	plastic	critical thinking
research	leatherhard	converging
sketch	greenware	monochrome
symbols	bisque	value
contrast	glazeware	tone
culture	hues	intensity
complementary	color theory	movement
proportion	Impressionism	
Cubism	Surrealism	

Elements of Art:

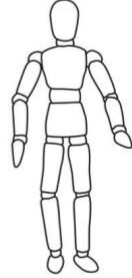
- Line
- Shape
- Color
- Space
- Value
- Form
- Texture

Principles of Art:

- Pattern
- Balance
- Contrast
- Movement
- Emphasis
- Rhythm
- Unity

I can name types of balance and use them in my artwork.

SYMMETRICAL ASYMMETRICAL RADIAL



I can identify & explain different types of art careers.

- Illustrator
- Painter
- Cartoonist
- Sculptor
- Architect
- Graphic Designer
- Art Instructor
- Set Designer

I can demonstrate how to use proportion, especially within the human figure and facial features.

I can learn about artists from around the world.

I can learn about art history periods, movements & styles.