

Solar Lesson Plan Format

Age Level: 4th grade

Subject(s) Area: Art

Materials Needed: Paper, markers, colored pencils, and crayons

Standards:

Code and description:

- 4.2.1 structures: elements of design (e.g., line, shape, form, color, texture, value*,space),
 - principles of design (e.g., emphasis, balance, rhythm, movement, proportion, pattern, unity, contrast) subject matter (e.g., portrait, landscape, narrative, still life)

Objectives:

- The students will know or be able to show all the different types on lines that are used in art
- The students will apply their knowledge of lines and construct an art project using only lines

Learning Activities:

Opening Element:

- Introduce that the art project we will be doing deals with lines. Can anyone come up to the board and draw a line?
 - Call on one person – someone who is not normally called on. Then discuss with the class if the line drawn is the only type of line there is for art.
 - If they are stuck, help them out and draw some examples on the board
 - Then ask if they know any others and let them draw them on the board.

Technology: Active board to display art project

Required Vocabulary:

- Lines – an element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract
- Texture – Describes the feel of an actual surface. The surface quality of an object; can be real or implied

Instructional Methods:

- Class, today we are going to do an art project using just lines. Point to active board and example on white board
- You do not need to do it exactly like the examples but you do need to do some type of landscape
 - It can be the ocean, mountains, hills...
- We are not going to be using paint because it will not look as nice

- We are going to use markers, crayons, or colored pencils. You decide what you would like to use and what you think will look best.
- When I hand out the sheet of paper, you can start drawing your landscape, but I do recommend drawing in pencil first just in case you want to change something
- I will be walking around the classroom, so if there are any questions just raise your hand and I will come to you.
- When you are finished, put them on the back table and you can read a book silently or work on spelling

Wrap-Up:

- When done discuss with the class about the art project and if they thought an art project could be made out of lines

Assessment:

Formative:

- Fist to 5 if they have any questions on lines before starting the lesson.
- Walking around the classroom and watching to see if they understand lines.

Summative:

- The art project they are handing in to me

Reflection:

- This lesson plan was very fun to teach, the students were engaged through the lesson and had many questions. They really enjoyed coming up to the board and drawing the different lines, and the whole class wished they were able to. When it got to the part about making their art, the lesson started to change and not how I planned. The students were able to draw their own art using examples that I had drawn plus some that I displayed on the board. The drawing part was very complicated for some students and they were really looking for me to spoon-feed them what to draw, but I refused to. Then the coloring part came in and they started coloring in the lines so it did not end up like I had planned. I constantly reminded them through the lesson that the only thing they should be using in lines, but they still ignored it. At this point in the lesson I didn't want to make them start over because some tried really hard on drawing their picture. Some of the art projects turned out amazing, and I was so proud.

