

An abstract geometric design featuring three concentric circles in shades of gray, arranged vertically. Two thin, intersecting lines cross the page diagonally, creating a large triangular area on the right side. The circles are positioned within this triangular area, with the largest circle at the top right, a smaller one in the middle, and another large one at the bottom right, partially cut off by the edge.

Art Lesson Plans

By Kelly Chien & Marina Moreno
Art 496

Teachers: Marina Moreno & Kelly Chien
Unit Lesson Plan
March 18, 2013

Painting
My Dreams

Color Wagon
Paper & color
pencils

Fan-tastic
3d & mix
media

Dream Jobs
Writing

Masquerade
mix media

World of Art

Pattern Design
2d mix media

Imagination
through
drawing

Flag time
3d & mix
media

FAN-TASTIC LESSON#1

By Kelly Chien

Objectives: students will build and design a fan.
Students will color and assemble a fan.

Goals: students will create their own fan using folded paper and pastel
Students will explore fans from different cultures

Materials: paper 8x11, glitter, color pencils, scissors, tape, and pastels.

PROCEDURE:

1. Fan exploration: show images of fans from different cultures and discuss the designs, and colors.
2. Demo: get the 8x11 paper then fold it like an accordion, then fold the bottom to make a little square ^{after} tape it down and they can use popsicle stick to hold it.
3. Make fan: the student will unfold the fan and create any shape and color on the paper too.

guidance

Reflections: why did you create that? Can you tell me that shape you made? Did you like making a flag?

National Standards:

Grades K–4 Content Standard 2

Using knowledge of structures and functions

Grades K–4 Content Standard 2b

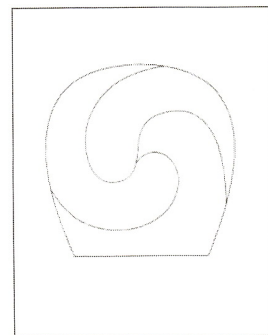
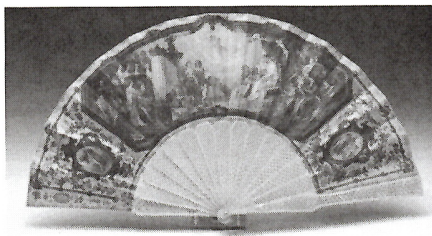
Students describe how different expressive features and organizational principles cause different responses

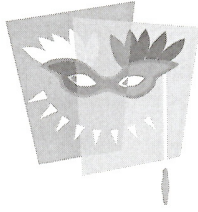
Grades K–4 Content Standard 2c

Students use visual structures and functions of art to communicate ideas

Grades K–4 Content Standard 4

Understanding the visual arts in relation to history and cultures





Masquerade

Lesson # 2

Objective-

- The Children will be shown examples of pictures of masks from different cultures from places around the world, to gain knowledge for a wide variety of different masks.
- The Children will create their own mask using construction paper and the art elements of line and different shapes.

Goals-

- Design a mask as a response to visual artworks from different cultures.
- Combine shape and form to express facial features in mask making.

Materials-

- Images of masks/made examples of masks
- Various colors of construction paper (8 x 12)
- Scissors/glue sticks
- Tape
- Wood sticks
- Drawing pencils
- Cut out feather tissue paper

Procedure-

- 1.) Mask Exploration:

Begin by showing the images one at a time. Discuss how masks from different cultures are made for different reasons. When showing the images explain which part of the world they came from and why they might be made for. State reasons to the children, by giving them examples such as tribal rituals, some are made for protection and some are made for festivals.

- 2.) Demo:

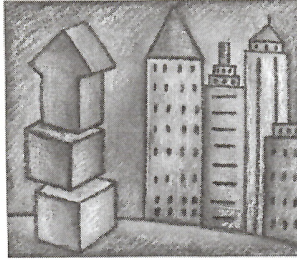
Show examples of masks that you made or from the images, and point out the different shapes and lines used on each mask. Explain to the children that most masks are made to look like someone or something other than yourself. Tell the children that they will create their own unique mask.

- 3.) Make Mask:

Ask children what color construction paper they want as the background which will be the main color of the mask. Then pass out different colors of smaller construction paper for cutting out different lines and shapes for the facial features for the mask. Start with the main color of construction paper and tell the children to cut it any shape for the face. Then next start by making the eyes. Then next have the children name different types of shapes used for the eyes. Ask children to think of lines or shapes for the nose and the mouth. Try to encourage the children to look at the images of masks and have them look for different shapes and lines in those images. This will help them get motivated to create shapes and lines for their mask. Complete the mask by adding ears, hair, eye lashes, eyebrows or other created shapes the children can come up with to make the mask exciting and fun to look at.

Reflection-

- Have children gather around with their finish mask. Next have them point out the shapes in the masks, such as circles, rectangles, triangles, lines, and squares. This will help the children focus on certain shapes elements used to build the mask.
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Drawing Shapes and Lines

Lesson # 3

Objective-

- The children will understand how different lines can create shapes to produce drawings.
- Using lines to make shapes.

Goals-

- Using lines to make shapes can trigger imagination into making drawings that represent people, animals, or places.
- Have children make a drawing using lines and shapes.

Materials-

- White paper (8 x12)
 - Construction paper (8 x12)
 - Drawing pencils
 - Markers
 - Color pencils
 - Rulers
 - Oil crayons
 - Stickers (if children wanted to add to their finish drawing)
 - Regular crayons
 - Erasers
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Procedure-

- 1.) Shapes and Lines Exploration-
Begin this lesson by grabbing the children attention by having them point out objects in the room that has a familiar shape, (clock is a circle, door is a rectangle, tables is a rectangle). By demonstrating this children will gain an understanding that objects are made out of shapes. This will help the children to be inspired to draw lines to make an object into a shape which will help them produce a drawing.
- 2.) Demo-
Show examples of drawings that have lines that produce shapes. For example show an example of a house drawing. Point out to the children that the roof is a shape of a triangle and the shape of the house is a square. Point to the windows and point to the different shapes of windows circles, rectangles, and squares. Also show examples of shapes and demonstrate one at a time how to draw that shape.
- 3.) Make Drawing-
Have the children choose if they want to do their drawing on white or color construction paper. Show examples of drawings with shapes that have line within the shape and show examples of drawings of images that have lines that make shapes to produce images of drawings of a house, cat, car, and flowers. Ask if anyone knows how to take an oval and turn it into a drawing. Encourage them to draw shapes first and have them turn those shapes into lines to make more shapes to produce a drawing.

Reflection-

- Review the difference between line and shape. Ask children again what shapes were around the room that came from objects. Have children look at each other drawings observe the different drawing of shapes and lines. Explain to children that lines are universally and can help demonstrate to us objects in our everyday world.

FLAG TIME lesson#4

by Kelly Chien

OBJECTIVES:

Students will create their own symbol and meaning to represent in their own flag.
Students will look at different colors and shapes

Goals: Student will identify shapes and students will tell about different flags

Materials:

Each child will need popsicle sticks, glue, scissors, pencil, construction papers, crayons and pastels (optional)

Procedure:

1. Exploration: show students the different flags and discuss about the other countries colors, and shapes. (Example: China's flag red, with yellow stars) red-means power, and stars mean unity.
2. Demo: Place supply with enough materials for each group in designated supply area discussion of colors, incorporating shapes.
3. Make flag: The students will decorate the shapes. Then if they wish to use popsicle stick to hold it in their hands.

Reflections: did you enjoy this? What shapes do you like? Would you like to tell me about your flag?

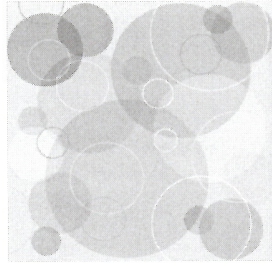
NATIONAL STANDARDS:

Content Standard #1 Understanding and applying media, techniques and processes.

Content Standard #4 Understanding the visual arts in relation to history and cultures.

Content Standard #6 Making connections between visual arts and other disciplines.





Pattern Design

Lesson # 5

Objective-

- Students will learn to use the function of color pencils by creating lines to put together to create patterns of shapes on paper.
- Students will cut from a (9 x 9) folded paper which will be folded into a square and using scissors to cut shapes along the edges to create a pattern around the paper which will act as their paper canvas.

Goals-

- Combine shapes and lines to make a pattern within the folded paper.
- Design a pattern with scissors along the edges of the folded paper.

Materials-

- White paper (9 x 9)
 - Color pencils
 - Scissors
 - Construction paper for the background so that their pattern can stand out
 - Glue sticks
 - Drawing pencils/ Erasers
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Procedure-

- 1.) Pattern Exploration-

Begin by having children name shapes they would be aware of (triangle, square, circle and rectangle). Next, show images of different types of patterns one in color and ones in black and white. They can use these images (examples) to make some of these patterns onto their paper. Next have students choose the color construction paper for their background.

- 2.) Demo-

Begin this lesson by demonstrating to the children first before giving them the paper. Take the white paper (9 x 9) and fold it into a square and grab the scissors and cut along the edges of the paper. When cutting the edges, show and tell them what shape you are cutting out. Next open the paper and the children will see the design on the outside along the paper. You can say "wow look what I did!! I made my pattern." Next lay the paper on the table and start to make a pattern with shapes, for example (little squares and big squares). Grab the color pencil and start to color in the little square and the big square with another color. To show the use of different colors.

- 3.) Make Pattern-

After giving a brief demonstration on how to fold, cut, color, to make a pattern. Next pass out the white paper have the children fold into a square and by having them use scissors cut along the edges. Have the children open their paper and look at what design they made. Encourage children to look at the outside pattern to make a pattern onto the white paper. Have the children look at the made examples and the images of different patterns to get inspired to create shapes and lines. Also encourage children to cover the whole paper with the pattern design. Complete the pattern design by having the children glue the white paper onto the color construction paper. By having the construction paper as the background this will create the pattern to stand out.

Reflection-

- Spend time looking at the works and talk about the different pattern designs the children selected. Have the children point out the different shapes and lines within their pattern design.



Dream Job lesson #6

by Natalie Skeith and Kelly & Marina

Objectives:

1. To make poetry and writing a fun, relevant and approachable subjects for students
2. To make visual/artistic representations of poetry

Materials:

Paper divided in half by a line, pens, crayon or color pencils

Intro:

+we all have dreams about what we want to be when we grow up. Some of us want to be Mommys and Daddys, some of us want to be firemen or firewomen, some may want to be doctors or dancers or mailmen or cops or astronauts or artists or writers or make video games or chefs.
+ ask the students what their dream jobs are one at a time.

Writing exercise:

1. The first line of their poem should read "I want to be a ____"
With their answer filled into blank space
2. The next five lines will be a list of characteristic or duties of that career.
So if I chose "I want to be a nurse" as my first line, my next line could read something like:
"Nurses are kind
Nurses are smart
Nurses give people shots
Nurses always have band-aids
Nurses wear white"
3. the final line will be the same as the first line "I want to be a ____"

Art exercise:

1. have the children draw a picture on the other half of their paper of themselves doing that job (i.e. Johnny draws himself as an astronaut and Megan draws herself as a policewoman)

Color Wagon[?] lesson #7

By Kelly Chien

Objectives:

Students will apply the concepts of color as they use color pencil and construct a color wheel from supplied shapes.

Students will color to create those on the color wheel.

Goals: Students will appropriately apply art elements/principles and those of fractional portions. Students will understand the six basic colors.

Materials:

Paper(8x11) color pencil, example color chart

Procedure:

1.Exploration: show examples of the color wheel, and talk about all the different colors.

(Standard 1a)

2.Demo:while showing the examples, show the students shapes; introduce the first 3 colors: blue, red and yellow, then after when the students complete those colors. Take away the first 3 colors and bring in the last 3 colors such as: purple,green and orange. (Standard 1)

3.Make color wagon: when the students have completed both parts then put it all together and the piece is done!(Standard 1c)

Reflections: what did you make? Was this easy? What color did you like?

National Standards:

Grades K–4 Content Standard 1

Understanding and applying media, techniques, and processes

Grades K–4 Content Standard 1a

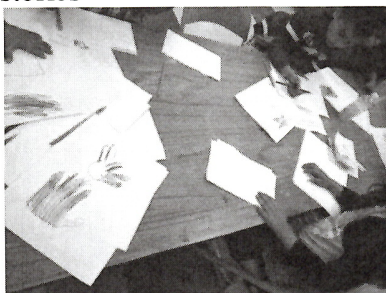
Students know the differences between materials, techniques, and processes

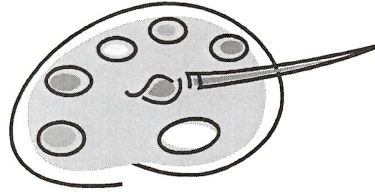
Grades K–4 Content Standard 1b

Students describe how different materials, techniques, and processes cause different responses

Grades K–4 Content Standard 1c

Students use different media, techniques, and processes to communicate ideas, experiences, and stories





Painting My Dreams

Lesson # 8

Objective-

- The children will learn to use tempera paint to create meaningful images of their dreams.
- The children will create their own painting by using poster board and learning to mix different colors to make other colors.

Goals-

- Create a meaningful image from a good dream.
- Encourage them to work large and cover the whole poster board.

Materials-

- Heavy white poster board (11x14)
 - Tempera paint
 - Flat paint brushes
 - Plastic cups for water
 - Paper towels
 - Little containers to hold paint in
 - Plastic bowls to use for mixing colors.
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Procedure-

- 1.) Dream Exploration-

Begin by playing a ball game when passing the ball have the children say out loud what was their favorite dream. The ball game will end after each child had said their favorite dream. When a child doesn't know what to say encourage them by saying "It can be any favorite dream, and then give an example "My favorite dream was of my cat sunflower."

- 2.) Demo-

Show made examples of paintings from different types of fun exciting dreams. Explain to the children that their favorite dreams can be anything for example you would say "My favorite dream was about playing video games, so I'm going paint me or someone playing videos games." Tell the children that everyone has different dreams, and dreams can be about yourself, someone, or something. Tell the children they will create an image of their favorite dream using paint.

- 3.) Make Painting-

Ask children what color paint they want to paint with. If you don't have that color then show children how to mix certain colors to create the color they want. Pass out the poster board, hand each child about two poster boards and have extra on the side if the child wants to paint more they can. Fill plastic cups with cold water half way and pass out paper towels for each child. Have extra paper towels for if it gets to messy and if a child wants more paper towels. The final step is to pass out paint brushes to the children. Ask children to think of their favorite dreams and tell them to start painting. Try to encourage children to cover the whole poster board. Show children how to clean brushes in water and dry with paper towel. When finish with painting lay their work somewhere safe to dry.

Reflection-

- Look at all the paintings and point out interesting colors, shapes, textures, and different arrangements of their work. Try to encourage the children to observe different colors that paint can create by mixing.
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