

You plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson. Gather information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what they know and what they will need to know to be successful.

Assessment:

What is 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. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- What are some color mixing and mark techniques?
- What are primary and complementary colors?
- How do we create certain colors?
- How do we talk about artists works?

What students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and write about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students who have been given the task to explore the medium of paint in as many ways as you can think of. Your job as a paint adventurer will be to discover and examine how they differ on light and dark paper to share with your peers.

Concepts students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

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e

Understanding (s):

Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two concepts but also demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Use and explore ideas and materials to create art.

All lessons should address all standards.)

- Learn to **Comprehend**
- Critique to **Reflect**
- Discover to **Create**
- Connect to **Transfer**

Outcomes/Learning Targets:

Describe a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning standards for Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Nurture Literacy or Technology)

vided medium, SWBAT create an image that visually shows their choices and exploration of paint by showing new color mixing and mark t
te

nt and Discover to Create

two- and three-dimensional work of art based on person relevance

ideation/Materials(s)/technique(s)

ze, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

uild appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive featur

SWBAT show primary and complementary colors and their relationships in their composition.

erstand

erve and Learn to Comprehend

nd viewers recognize characteristics and expressive features within works of art

Expressive features and characteristics of art

s, interpret, and make meaning of art and design critically using oral and written discourse

work, SWBAT explain how they made their colors and created marks to communicate.

lyzing

ision and Critique to Reflect

that art represents and tells the stories of people, places, or things

Critical reflection

ze, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

les of color fields, SWBAT describe how the artist created colors in their paintings.

uating

ite and Connect to Transfer

nd viewers contribute and connect to their communities

Expressive features and characteristics of art

the value of visual arts to lifelong learning and the human experience

n:

ically 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
efficient 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
t still meet the objectives.

: s for students to access (multiple modes for student to handling.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The instruction for this project will include a verbal group discussion, a demonstration, and a visual graphic organizer/example for reference.	The evaluation of individual art products and process reflective of each student's developmental level proficiency as observed during prior interactions.
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	more than one brush making tool will be available for students to use so they can create a variety of marks	multiple marks and colors will be possible for students to explore for more depth.

ocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

discuss relevant vocabulary including: overlap, mixing, primary colors, complementary colors.
engage in discussion during the demonstration
describe the content of their own graphic depictions and discuss the work of their peers

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.**

r: half sheets light and dark
; s
or paint/color exploration project
over
ers
or palettes
int brushes

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



ineartamerica.com/images-medium-large-5/1-abstract-expressionist-landscape-richard-tuvey.jpg
g.com/originals/bb/e8/c3/bbe8c35f6d9a543b279f47c5a9341940.jpg
[esgram.com/img/33/65/1533809399-Abstract-Expressionism-Pics.jpg](https://www.instagram.com/img/33/65/1533809399-Abstract-Expressionism-Pics.jpg)
erson-ferreira.com/wp-content/uploads/2013/08/nelson-ferreira-penumbra-abstract-painting-2009.jpg
seckhardt.nl/paintings2/roodindonker.jpg

eed to prepare for this experience? **List steps of preparation in a bulleted format.**

- tables placed on the tables with small puddles of paint
- tables set up for use with chairs
- tables covered with plastic
- buckets of water on each table
- paintbrushes for each student
- tables cleaned and ready for projected presentation

- paintbrushes distributed to their owners
- buckets of water for each color to use

out the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

significant safety concerns. There was some throwing of art supplies during the previous class, which may warrant a brief discussion about safety and use of art materials.

Private/Inquiry Questions:

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? **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 learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.



What colors do you see in these images?

Describe how the artist might have made one of the colors using color mixing?

What marks do you think they used?

What is next to the red do anything crazy to anyone's eyes?

Why now?

Inquiry:

The creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visualized and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Artists examples.

What different colors can you make?

when: dark colors on bright paper, bright colors on dark paper, metallic paint, use foam brushes, bigger/smaller brushes?

thick and thin paint?

if you use more water with your paint?

Account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skill include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Action –	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
Lesson will begin with the students seated on the reading rug. The teacher will conduct a short demonstration and dialogue with the students regarding basic color mixing principles and how to get different colors after our explorations last class.		
Students will observe artists images that show uses of color and using paint.		
Questions will include: What kinds of colors do you see in these images? Who can tell me how the artist might have made one of the colors using color mixing? What kind of marks do you think they used? Does the blue next to the red do anything crazy to anyone's eyes? Does anyone know why?	listening critically analyzing or evaluation art	10 M 15 M
Students will be told that they will receive a light and dark piece of (starting with the light paper) and will receive metallic paints to use. They will be prompted to continue paint explorations with questions such as: How many different colors can you make?		5 min

<p>What happens when: dark colors on bright paper, bright colors on dark paper, metallic paint, use foam brushes, bigger/smaller brushes? Can you use thick and thin paint? What happens if you use more water with your paint? What would happen if you paint over your paper and then paint over top of that with different colors?</p> <p>Students will be dismissed to their tables where they will have a sheet of white paper. They will be able to continue to explore color mixing and mark making. After about 5-10 minutes we will use metallic paints and they can add those to their images.</p> <p>When students finish their white papers, they will engage in a gallery walk to observe others work.</p> <p>Students will bring their white papers up to the drying rack and be a dark piece of paper. Students will be able to explore the use of colors and their techniques and how they appear on dark paper along with the original colors and then adding in the metallics.</p> <p>Before, when students finish their works we will do a short walk around to see others works and art choices and students will bring second page to the drying rack.</p> <p>Finally, students will push their chair under the tables. They will clean their hands as necessary and remove their paint smocks and take a seat on the rug.</p> <p>Students will discuss any new observations and how the marks and mixing differed with the light and dark paper.</p>	<p>developing one's perspective clarifying and analyzing art medium</p> <p>comparing and contrasting generating solutions</p> <p>clarifying issues</p>	<p>15 min</p> <p>5 Min</p> <p>10 M</p>
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Formative/inquiry activity:
 ons and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings pr grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring abo s and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

to a gallery walk, during which they will observe other students' work and have their own work viewed by peers and teachers

ask the students questions and prompts so that they may consider and explain their own artistic choices.

ion of the main project, the students will be able to stand and share their work and the stories that they tell.

Formative (teacher-centered/objectives as questions): achieved the objectives and grade level expectations specified in your	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectat in your lesson plan? Include your rubric, checklist, rating scale, etc.
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create an image that visually shows their choices and exploration of using new color mixing and mark techniques?

show primary and complementary colors and their relationships in their composition?

explain how they made their colors and created marks to their work?

describe how the artist created colors in their paintings?

○Students created exploring paint using color mixing and mark making t

○Students showed primary and complementary colors in their composition

○students explain how they made their colors and marks in their art

○students can describe how artists created colors in their paintings

✓ +Above expected level, very creative, very experimental using color and marks, showed many color relationships, above average skills, they explained how they made colors in their art, effectively discuss art

✓ At expected level, creative, mostly experimental using color and marks, showed some color relationships, average skills, mostly explained how they made colors in their art, discussed artist's works

✓- Below expected level, not creative, uses minimal color and mar
minimally color relationships, basic skills, hardly explains how they
colors in their art, minimally discusses artists works

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

is our second attempt at having the kindergartners use paint. I think moving forward we need to try to focus on having an end goal that results in r
uct instead of just showing exploration/experimentation. I think the students still gained something out of the lesson and it was a learning e
t we have certain things we need to work on and think about more in depth to improve our lessons.

II.
explored mark making with all of the different brush tools and could explain the differences with using them. The students discussed how the colors
the light paper and understood that some stood out more while others were harder to see. They also did well making new marks with the new brush
tudents also played with using more water with their colors and understood that it thinned out the paint.

d do differently.

g them the tools we would use, it would have been good to instead of just telling them about the different brushes, (the sponge, stick brush, and tooth
m a demonstration on how to use them and the different marks they could have made using them. Julie keeps telling us we need to demonstrate ever
y know how to do things. it was hard not having something in the middle that allowed for time to reset between the white paper and black p
een nice to be able to reset the paints and paper plates and get the waters changed out like we did in the previous lesson. The plates were al
olors so the black papers did not show as much color exploration and ended up being a lot more of one big mixed color. We cold have had th
d discuss their uses of the new brushes or any new discoveries they found and reset the tables and I think the second half would have worke

ude all handouts, prompts, written materials, rubrics, etc. that will be given to students.