

**ents 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 c about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

or/illustrator writing a book about members of your family. With your art, you will tell the story of your family as a picture. Your picture may inclu its, grandparents, aunts and uncles, pets, and anyone else you feel is part of your family. As an Illustrator you must create a background for your fam favorite place, your home, or a special location you like. By creating this image you will share your family with the rest of the class and share what mique.

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

**ent:**  
**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 conc s/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What is a family portrait?

- How can we talk about our and our peers art?

What is color mixing? What colors can you use to make other colors? What is a composition? (more in depth - primary and secondary colors)

as 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, Ipe, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

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unicate

**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.

network that communicates ideas and information to others.

**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 in Literacy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Number: \_\_\_\_\_ -Technology)

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**ion, students will be able to invent their own ideas to create their unique family portrait.**

ing  
e  
)- and three-dimensional works of art based on personal relevance  
eation  
, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research  
ild appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive feature

**pletion of this art project, students will be able to explain their own work describing the narrative.**

sing  
ct  
at art represents and tells the stories of people, places, or things  
eflection  
, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

**s of artists family portraits, students will be able discuss how the artists depicted their families to tell a story.**

standing  
fer  
l viewers contribute and connect to their communities  
art Context  
ompare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-  
ue of visual arts to lifelong learning and the human experience

**posed to color mixing and painting techniques through demonstration and discussion, students will be able to investigate with this**

reate an interesting composition.  
sing  
prehend  
l viewers recognize characteristics and expressive features within works of art  
aterials and Expressive Characteristics  
nterpret, and make meaning of art and design critically using oral and written discourse

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**ally** 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 s  
icient 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 c  
**still meet the objectives.**

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: s for students to access (multiple modes for student to handling.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (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 processes will be reflective of each student's developmental level and proficiency as observed during prior interactions.
<b>depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students will have options for using different colors and making marks with the brush.	students can explore more color possibilities with color and showing a variety of these and marks in their work.

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: **portrait, organize, author/illustrator, communicate, composition**  
Engage in discussion during the demonstration  
Describe the content of their own graphic depictions and discuss the work of their peers

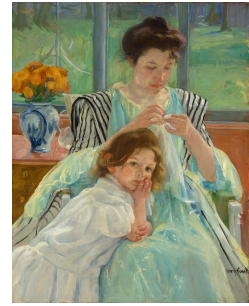
Level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials.**  
Full sheets for project

For paint/color exploration project  
Paper

Colors  
Palettes  
Sticky note pad for demonstration

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

re stored on a USB key. More images may be added or selections may be deleted.



Tom Fedro

ernmet.com/20-most-cool-and-unusual/

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

- ettes placed on the tables with small puddles of paint
- id placed on the easel by the reading rug
- set up for use with chairs
- covered with plastic
- s with water on each table

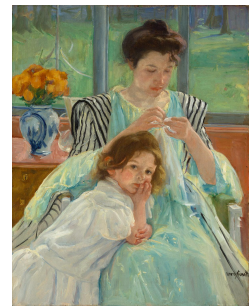
all brush for each student  
led and ready for projected presentation  
project  
distributed to their owners  
s brush for each color to use

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

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

**ivate/Inquiry Questions:**

ou will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson?  
**ons 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  
g styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.





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their artistic skills and to show others their progress  
unity to share something about themselves with the group  
my or interesting observations about members of their family  
the opportunity to share their work and story with the group  
sketchbooks for self-directed work upon completion of the primary project

emo

ghter, she is nine years old, she has red hair, and she likes karate and soccer. How should I draw her to tell her story?  
. She has blonde or yellow hair. She makes the water that comes out of the sink. How should I draw her to tell her story?  
w can I draw me so that my picture tells the story of who I am?  
Charlie. He likes to lay in sunbeams to keep warm. How can I draw Charlie so that someone seeing my picture knows something about him?  
se and the tree out front.... What will be the background content of your image?

rtunity to make inferences regarding example artwork

ry:

reative 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.

an you use art to tell a story?  
nformation do you need to understand a story?  
ou use different art media experimentally to create?  
an I use paint to create art?  
re different ways paint can be applied to a surface?  
appens when I push the paintbrush to the paper softly?  
appens when I paint by pushing the brush to the paper harder?

happens when I mix two different colors of paint?  
 ; painting a picture with a brush different than drawing a picture with a pencil?

emo

ghter, she is nine years old, she has red hair, and she likes karate and soccer. How should I draw her to tell her story?  
 . She has blonde or yellow hair. She makes the water that comes out of the sink. How should I draw her to tell her story?  
 w can I draw me so that my picture tells the story of who I am?  
 Charlie. He likes to lay in sunbeams to keep warm. How can I draw Charlie so that someone seeing my picture knows something about him?  
 se and the tree out front.... What will be the background content of your image?

e artwork

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

<p><b>ation –</b></p> <p>The lesson will begin with the students seated on the reading rug area          We will conduct a short demonstration and dialogue with the students regarding basic color mixing principles in painting and brush techniques.</p> <p><i>(This conversation and demonstration will briefly address:</i></p> <ul style="list-style-type: none"> <li>● <b>primary colors</b></li> <li>● <b>mixing secondary colors</b></li> <li>● <b>avoiding unwanted browns by combining too many colors</b></li> <li>● <b>differences between painting with a lightly loaded brush and painting with a heavily loaded brush</b></li> <li>● <b>basic painting technique</b></li> </ul> <p>Each student will then be given his or her sketchbook and told to take a seat at one of the tables to try the techniques that we discussed using acrylic paints.</p>	<p><b>Learning -</b> Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p> <p>Listening critically</p> <p>developing one’s perspective: creating and exploring art</p>	<p><b>Time:</b></p> <p><b>10 Min</b></p> <p><b>5 Min</b></p>
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Students will return to the reading rug, leaving their wet sketchbook open on their table. The sketchbooks will be collected before the students return to their tables for the second segment of the lesson. Students will be told to sit on the rug near the Smartboard at the front of the room. Students will be shown a short series of art images and asked to make inferences about the people depicted in the art based on the visual information that they are able to observe. This exercise is meant to stimulate ideation for the “My Family” art project.

Still seated, students will engage in a dialogue related to the content of the day’s project and the use of visual art as a communication device. This segment of the demonstration and discussion will center on the process of depicting members of their family and creating a setting for those figures. Q&A during the demonstration will include prompts such as:

***This is my daughter, she is nine years old, she has red hair, and she likes karate and soccer. How should I draw her to tell her story?***

***This is my wife. She has blonde or yellow hair. She makes the water that comes out of the sink. How should I draw her to tell her story?***

***This is me. How can I draw me so that my picture tells the story of who I am?***

***This is my dog Charlie. He likes to lay in sunbeams to keep warm. How can I draw Charlie so that someone seeing my picture knows something about him?***

***This is my house and the tree out front, how can I tell the story of my family at home?***

Students will participate in the creation of a demonstration example that will be created by one of the teachers on a large sticky note pad using a variety of art media as

analyzing or evaluating art

5 Min

10 Min

<p>prescribed by the lesson and student participation. This demonstration piece may include the words, <i>My Family</i>, as an example students may utilize in their own work.</p> <p>The students will return to the workstation tables where they will complete finished “My Family” compositions on full sheets of art paper using acrylic paints. The students will create a finished drawing depicting the members of their families (potentially including objects, apparel, and setting).</p> <p>Students will do a gallery walk, following a demonstration of how to do so, in order to observe the work of their peers and to take a break from the work at an appropriate midpoint in the activity.</p> <p>Upon completion of the drawings, the students will return to the reading rug area in order to discuss the subjects and content of their work. In the likely event that the art is too wet to be transported and handled, the students will move from table to table to conduct this activity.</p> <p>For cleanup, students will push their chair under the tables. They will wash their hands as necessary and remove their paint smocks.</p> <p><b>y instructional methodology. KNOW (Content) and DO</b></p>	<p>developing criteria for evaluation generating ideas</p> <p>questioning deeply</p> <p>listening critically exploring thoughts clarifying and analyzing meanings</p>	<p>20-25  </p> <p>5 Min</p>
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**ive/inquiry activity:**  
ns and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings pre el expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materi reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

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

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

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

<b>Ant (teacher-centered/objectives as questions):</b> achieved the objectives and grade level expectations specified in your	<b>Post-Assessment Instrument:</b> How well have students achieved the objectives and grade level expectations in your lesson plan? Include your rubric, checklist, rating scale, etc.
vent their own ideas to create their unique family portrait? plain their own work describing the narrative? scuss how the artists depicted their families to tell a story? osed to color mixing and painting techniques through demonstration can students investigate with this reate an interesting composition?	Checklist:  <input type="radio"/> students invent unique ideas to demonstrate their family portrait <input type="radio"/> students explain the narrative in their own work <input type="radio"/> students discuss how the artists showed their families in order to tell a story <input type="radio"/> students investigate color mixing and painting techniques to create an interesting composition.  ✓+ above expected level, very experimental with materials, artwork tells a story, able to discuss narrative very effectively, above average skills ✓ at expected level, experimented with materials, artwork mostly tells a story, able to discuss narrative effectively, average skills. ✓ below expected level, not experimental with materials, artwork has a story, minimally effectively discusses narrative, basic skills.

**Reflection:** *At the conclusion of the lesson, students will be asked to write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were the 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 this lesson again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)*

The teacher introduced paint for the kindergartners to explore with. The beginning of the lesson went well with a discussion on paints and colors and talking about how to correctly use the paint and clean your brush. A quick demo was given showing the kindergartners the different line qualities that could be made. The teacher then showed a few color mixing demos and showed them how they could mix two colors to create a new one. Students then explored the medium in their sketches and discussed their findings. We then showed examples of family portraits and a demo to help them think of what they would create. Students went back to their work until it was time to clean up. We continually walked around to talk to students about their process and decisions while painting their family portraits.

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After we watched the demo we allowed them to return to their tables and 'play' and explore with the paint and the techniques we showed in their sketchbooks. A lot of the students made many new colors by mixing paints and could discuss how they got the new colors. Some students even explored different ways to mix colors and found which marks they liked making more.

done differently.

It was difficult to control the water at each table. The students would get the water dirty quickly and it would need to be changed out. This method could have been done a bit easier rather than continually running from table to table, carrying the small containers to the sink and replacing them. It was hard to make sure that all the students while trying to make sure they had clean water. It would have been helpful for the students if we had a method of helping them to mix colors for their family. The idea of portraying their family seemed to be a bit too much for their abilities, especially with the paint as their medium. Nothing simpler could have been more effective rather than introducing a medium and a concept that was also more advanced.

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