

LESSON PLAN for QUALITY EDUCATION

Each student shall gain an understanding and appreciation of the breadth of human accomplishment through the Arts and shall have opportunity to practice creativity of thought and action and to demonstrate talent in the Arts.

STUDENT LEARNING OUTCOMES:

KNOWLEDGE: All students analyze the vocabulary, symbols and skills associated with the Arts. All students analyze the relationship of the Arts to other academic disciplines and potential careers.

SKILL: All students utilize skill developed in the Arts by completing a long-term project, either collaboratively or independently, including documentation of developmental progress and a reflective essay on the process.

ATTITUDE OR VALUE: All students value the arts as part of a life-long education process that fosters fulfillment of self, family and community.

THE LESSON:

ACTIVITY: All students enhance the sense of self through the creation of original works in the arts reflecting developmentally appropriate knowledge, skills, and attitudes.

CRITIQUE: All students respond critically to artworks, presentations, and performances on the basis of aesthetic or functional merit.

REFERENCE TO ARTISTIC HERITAGE: All students evaluate contributions by individuals and cultures in the Arts.

ART with a WHOLE LANGUAGE approach

The whole language approach integrates Language Arts throughout the curriculum, creates a language-rich classroom environment and uses a wide variety of teaching materials. Using this approach in coordination with the classroom teacher the following activities combine Art and Whole Language:

LETTER CREATURES - Ask students to draw the letter on a large piece of paper. Have them "turn it into" an animal, a person or a monster.

TACTILE ALPHABET - Students can make tactile letters by using sand to form an "s," beans to form a "b," noodles to form an "n," etc. These letters can be stapled into a tactile alphabet book.

ALPHABET CRAFTS - Have students make simple alphabet crafts: a caterpillar, with "short a" words or pictures on each body section; a spider, with "long i" words or pictures on each leg; an octopus, with "short o" words or pictures on each tentacle.

BREAD DOUGH LETTERS - Using frozen bread dough, students can form a specific letter, various letters or short words. Bake the letters and enjoy them at snack time.

MY NAME - Using students own name create a picture using objects of their favorite pasttime. For example, baseballs for "O's," bats for "T's," etc.

CLAY I.D. - In clay, have students roll out or stencil cut their names and bake clay to bisque form. The students can then glaze their names, bake, and mount for display.



INTEGRATING ART AND ACADEMICS

The integration of academic subjects into the Art curriculum extends the learning time for the subjects. Visualization of a concept enhances the ability to remember the topic by helping students who respond to visual and tactile sensory stimuli in the learning process. An effective way to integrate subjects is to work with the classroom teacher with projects appropriate for integration:

Elementary Level: Reading to students and asking them to draw from their mental visualizations help students to use their visualizations to their advantage.

Middle School:

Botany - plant seeds and draw seedlings

Genetics - Red flower + White flower = 1 Red, 1 White, 2 Pink. Students can illustrate.

Upper School:

Environmental Science - Posters on pollution

English - Term papers written using different essay structures such as summarizing, criticizing, evaluating, etc.

OBJECTIVE

Elementary Level - ART Elements of Art

The Objective of the curriculum is to provide an Elementary level class with a Disciplined-Based approach to studying Art. To accomplish this, I am presenting a curriculum with an "Elements of Art" orientation. Each of the five elements: Line, Space, Color, Texture, and Value will be defined as separate units of the curriculum. Each unit will include at least one introductory lesson plan and all units will include lessons in Aesthetics, Art Criticism, Art History, and Production.

When the student completes the program of instruction, he/she must be able to visually indentify each of the five elements of art. The student must be able to demonstrate her/his understanding of the subject matter by being able to answer correctly questions of the following type:

- A) What are the Primary Colors of a Color Wheel?
- B) Who is Matisse?

The final grade will be an accumulation of grades given to all drawings. Good behavior will enhance the grade.

OBJECTIVE

Middle School Level - ART Elements of Art

The Objective of the curriculum is to provide a Middle School level class with a Disciplined-Based approach to studying Art. To accomplish this, I am presenting a curriculum with an "Elements of Art" orientation. Each of the five elements: Line, Space, Color, Texture, and Value will be defined as separate units of the curriculum. Each unit will include at least one introductory lesson plan and all units will include lessons in Aesthetics, Art Criticism, Art History, and Production.

When the student completes the program of instruction, he/she must be able to visually indentify each of the five elements of art. The student must be able to demonstrate her/his understanding of the subject matter by being able to answer correctly questions of the following type:

- A) What is the mood of the painting?
- B) What are complementary colors?

In addition, the student must be able to identify from slides or pictures names of the studied Artists and their named works of art.

The final grade will be an accumulation of all written tests. To complete the minimum acceptable standard of performance, the student must be able to answer questions given on these tests with 80% accuracy. Also, the student must complete a portfolio of assigned art work and show improvement throughout the semester. Good behavior will enhance the grade.

CURRICULUM OUTLINE - FINE ART
Grades 4 - 8

FALL SEMESTER

September

- 7 Theme: "Back to School"
Introduction to Curriculum, Rules, Seating
Krieble Theory
Project: "Group Photo" enlargement and cutout
- 14 Theme: "Get to know you"
Project: "Self portrait" color zerox cutouts

LINE

- 21 Curvilinear/Rectilinear Lines
Project: "Tracing paper & pencil"
Reference to: Architecture of 16c & 17c
- 28 Contour/Blind Contour
Project: "Newsprint & Charcoal stick"
Reference to: Architecture 18c & 19c

October

- 5 Sketching & Gesture
Project: "Newsprint & Charcoal stick"
Reference to: Figure drawings in Art
- 12 Drawing
Project: "Still Life"
Reference to: 16 & 17c Art
- 19 Drawing
Project: "Still Life"
Reference to: 18c & 19c Art
- 26 Halloween - Color
Project: "Maskmaking"
Reference to: African Art

TEXTURE

November

- 2 Printmaking
Project: "Linoleum cut stamps"
Reference to: American Culture
- 9 Printmaking
Project: "Linoleum cut stamps"
Reference to: American Culture
- 16 Texture uses
Project: "Rubbings - Found objects"
Reference to: American Indians
- 23 Thanksgiving
Project: "Rubbings - Fall leaves"
Reference to: Discovery of America

30 Project: "Fabric design from old cards"
Reference to: Christian Art

December

7 Christmas
Project: "Stuffed figures from Dickens"
Reference to: Christmas Art

14 Christmas
Project: Stuffed figures from Dickens"
Reference to: Art in Liturature

21 Christmas
Project: "Stuffed figures from Dickens"
Reference to: Art in Liturature

SPRING SEMESTER

SHAPE

January

3 Intro to Shape
Project: Torn Paper"
Reference to: Matisse

11 Tribute to M.L.King
Project: "Collage Art"
Reference to: African art in American

18 Clay
Project: "Pots & Bowls"
Reference to: Aztec Art

25 Clay
Project: "Pots & Bowls"
Reference to: Island Art

February

1 Valentine's Day
Project: "Cards"
Reference to: Victorian Art

8 Project: "Cover heart shape box"
Reference to: Traditions

15 Washington's & Lincoln's Birthday
Project: "Mobile"
Reference to: Early American Art

22 Washington's & Licoln's Birthday
Project: "Mobile"
Reference to: Early american Architecture

VALUE

March

- 1 Gradation
Project: "Stamp pad fun"
- 8 Contrast - Shadows
Project: "Pen & Ink - crosshatch, dark & light"
Reference to: Durer
- 15 Contrast - Night Pictures
Project: "Black construction paper & white chalk"
- 22 Balance
Project: "Light and Dark"
- 29 Project: "Value & Color"
Reference to: Fantasy Art

COLOR

April

- 5 Intro to Color - mixing
Project: Color wheel
- 12 Mosaics
Project: "Paper Mosaics"
Reference to: Stain glass in Cathedral Arch.
- 19 Mosaics
Project: "Egg shell mosaics"
Reference to: Wall Mosaics in Architecture
- 26 May Day
Project: "Paper Flowers"
Reference to: Flowers in Art

May

- 3 Painting
Project: "Rainbows & Spectrums"
Reference to: Children's Art
- 10 Painting
Project: "Frescoes"
Reference to: Early Roman Art

MULTI MEDIA ART

- 17 Multi Media class project
Project: "Board game design"
Reference to: Modern Art
- 24 Multi Media class project
Project: "Board game design"
Reference to: Graphic art
- 31 Multi Media class project
Project: "Board game design"
Reference to: Commercial art

MONTH	(MEDIA) ART FORM	SUBJECT MATTER	ELEM. OF ART	ART HERITAGE	ENVIRONMENT ORDINARY EXP.	UNIT TITLE LESSONS	CORE ELEMENTS
SEPT.	PHOTOGRAPHY XEROXING COLORING	STUDENTS NAMES SEATING	INTRO TO CURRICULUM RULES.	INVENTION OF THE CAMERA ANSEL ADAMS	THEMSELVES CLASSROOM SCHOOL	"BACK TO SCHOOL" "GROUP PHOTO" "GET TO KNOW YOU"	CAMERA FILM LIGHTS ZERO MARKERS
OCT.	DRAWING	DETAILS OF BUILDINGS ELEMENTS OF STILL LIVES	LINE	16c-19c ARCHITECTURE 16c-19c ART	OBJECTS OF ART IN EVERY DAY LIFE	"ART & ARCHITECTURE ABROAD"	PENCIL ERASER TRACE PAPER CHARCOAL NEWSPRINT
NOV.	RUBBINGS PRINTMAKING	FOUND OBJ. LEAVES STAMPS	TEXTURE	AMER. INDIANS DISCOVERY OF AMERICA THANKSGIVING	FALL POST OFFICE HOLIDAY MEANING	"AMERICA THE BEAUTIFUL"	FOUND OBJ. & LEAVES. LINOLEUM INK BRAYER TOOL
DEC.	FABRIC + FIBERS	OLD CARDS CHARACTERS FROM DICKENS	TEXTURE	CHRISTIAN ART ART IN LITERATURE	READING DICKENS HOLIDAY MEANING	"STUFFED FIGURES FROM DICKENS"	THREAD MARK NEEDLES FELT FABRIC STUFFING
JAN.	COLLAGE CLAY	M.L. KING POTS/BOWLS	SHAPE	AFRICAN ART IN AMERICAN AZTEC ART	WORLD PEACE UTENSILS	"INFLUENCES OF OTHER CULTURES"	PAPER GLUE PICTURES CLAY PAINT
FEB.	CARDS MOBILES	VALENTINES FLAGS & PRESIDENTS	SHAPE	VICTORIAN ART EARLY AMERICAN PORTRAITS	GIVING PRESIDENTS	"BE MINE" "STARS AND STRIPES"	PAPER PAINT POETRY STRING WIRE
MARCH	DRAWING	GRADATION CONTRAST BALANCE	VALUE	DÜRER	SHADOWS DARKNESS	"STAMP PAD FUN" "NIGHT PICTURES"	STAMP PAD INK PEN CONSTRUCT PAPER & WHITE CHALK
APRIL	MOSAICS	STAIN GLASS & MOSAICS	COLOR	CATHEDRAL ARCHITECTURE WALL MOSAICS IN ARCH.	TEMPLES CATHEDRALS	"PUZZLES TO ART"	EGG SHELLS DYE GLUE COLORED PAPER SCISSORS.
MAY	PAINTING	RAINBOWS SPECTRUMS FRESCOS	COLOR	CHILDREN'S ART EARLY ROMAN ART	NATURE LIFE	"MIXING COLORS" "BIG PEOPLE DRAW ON WALLS"	TEMPURA PAINT PAPER PLASTER BRUSHES
	MULTI MEDIA	GAMES	MULTI MEDIA	MODERN ART GRAPHIC ART COMMERCIAL	PAST TIMES	"BOARD GAME DESIGN"	CARDBOARD PAINT PENCIL DESIGNING