

Art Lesson Plan

Teacher: Mrs. Bianchi

Title: Monochrome Me Grade Level:3/4

Time Needed : 3-4 sessions

I. Learning Objectives (in outcome-based format)
Art Production: Student will be able to discern between simple concentric and radial designs by using pencil and paper as prep for painting project. Student will be able to create monochromatic color scheme by using paint color, white, and black (hues, tints, shades). Student will be able to create their own personal, posed silhouette by using a photograph of him/herself (taken in class by teacher), glued to black paper and cut out carefully.
Art History: Student will be able to identify and discuss effect of monochromatic color scheme, by exploring examples from Picasso's blue period. Students will be able to explain difference between traditional/ modern (19 th century vs 21 st century) versions of silhouettes; how old ideas can inspire new techniques and how technology can be part of artmaking process by using photos to create their own silhouette.
Art Criticism: Students will consider "how can we distinguish old artmaking processes from new ones?".
Aesthetics: Students will be able to take ownership of project by choosing color to determine mood, radial or concentric design, and choosing pose or profile to create their silhouette.
II. Overview of Lesson (Main message) Students will gain understanding of important color scheme (major artistic influence of Picasso), concentric vs. radial design, and silhouettes old and new by applying concepts through painting and photography.
III. Art Concept(s)/Vocabulary: concentric; radial; monochromatic color scheme; hue; tint; shade; silhouette; profile
Artmaking Processes and Techniques: color mixing; drawing; photography; precision cutting
Art Elements/Principles of Design: color; shape; pattern; composition; positive and negative space
IV. Illinois Learning Standards: A.2d Visual Arts: Identify and describe the elements of 2- and 3-dimensional space, figure ground, value and form; the principles of rhythm, size, proportion and composition; and the expressive qualities of symbol and story. 26.B.2d Visual Arts: Demonstrate knowledge and skills to create works of visual art

using problem solving, observing, designing, sketching and constructing.

27.A.2b Describe how the arts function in commercial applications (e.g., mass media and product design).

27.B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.

V. Learning Experiences:

Motivation: Apple iProducts advertising has become iconic and instantly identified. Plugging into this concept and adding monochromatic color scheme will make concepts unforgettable for students.

Introduction: Day1:PPT- intro idea of concentric and radial- Timeless! Found in nature- where??? Great answers...

Day2: PPT- idea of monochromatic- Pablo is back in the house! (prior knowledge)

Day3: PPT-silhouettes old/new! They are gonna loooooove it. Take photos of them traditional or contemporary- their choice! Old method of creating a silhouette vs. How has technology made old ideas easier and even more available to us in everyday life?

Instruction: (Step-by-step)

Day 1: Students analyze concentric/radial designs- create 2 and choose better one to be painted. Students will need coaching on spacing in design layout. Clean up: pencils/designs

Day 2: Students will choose color and learn to mix tints/ shades and begin painting their design. Practice (reminders) to take only what you need to mix one tint/shade at a time. Students will need coaching on painting smooth bead and ignoring some of line design that is too “tight”.

Take pictures of students! Students will choose between traditional/contemporary silhouette. Clean-up: brushes and paint pallets/tables/artwork

Day 3: Student will finish painting monochromatic color scheme. Student will attach photo to black paper and carefully cut out photo. Clean-up as above, add'l scissors, gluesticks and silhouettes w/name.

Day 4: Student will use black sharpies to highlight value changes of painting(tints, shades,hues)- glue silhouette to center of design! Center on 12 x 12 black mat and glue. share with fellow students. (name/ class)

VI. Modifications (for special needs students)

- “trick” of one finger spacing for visual reference- 2 designs!!! Choose easier one to paint.
- Demonstrate group/ one on one how to simplify design glitches.
- Coaching and supervision at paint station for impulsive student (everything too much and overflowing)
- Send early to clean-up- takes longer to adapt to changes/ directions; “plays” with clean-up materials and takes too long.
- Leftie scissors

VII. Resources (prints, etc.) Visuals of concepts, artistic influences (Picasso), iTunes= PPT Camera, computer/ smartboard, digital camera, computer, printer- black and white 5x 7 print-out of student choice of pose.

Materials:

9 x 9 white sulfite paper, pencils, erasers, tempera paints, trays, brushes, water, w.cups, black sharpies, printer paper, 6 x 9 black construction paper, scissors, leftie scissors, gluestick, glue, 12 x 12 black background mat for finished

VIII. Assessment (aligns with objectives, attach if necessary)

Scale of 1-4, (4 is highest) for each: design/ monochrome color scheme/ silhouette/ craftsmanship. Preliminary Stages Check for 2 designs, 1 each radial/ concentric; color mixing- shades and tints of original color; silhouette is carefully cut and identifiable as a person; black lines define value transitions; signed by student
Group student share- not individual.

IX. Rationale (why is this important)

Student will gain confidence in analyzing/interpreting/adapting ideas for personal use; can be exciting to learn from old ideas and make them cool and contemporary. Student feels confident in ability to mix colors and use monochromatic color scheme- re-assert how color has emotional quality to it- creates tone/mood. Technology enhances our ability to successfully create desired effects in our artwork.