

Autumn Anderson - Fall 2013 Student Teaching  
Pittsburgh Conroy Lesson Plans  
Ages: 5-21

Lessons are all created based on having students be introduced to the basic art elements and overlapping prior knowledge through multiple lessons that repeat the ideas and concepts. All lessons can be adapted for higher or lower functioning classes. Many of the lessons have an aspect of collaboration so that the students can work together and build a sense of community within the classroom walls.

Other areas in the classroom are broken up into centers where the students who are done their daily lesson or need a break can go to continue working or calm down. Some of these centers include jigs, a light table, smart board, iPads, and art puzzles of varying difficulties. One collaborative center in the classroom is a weaving that includes fabric from each student in the school that is a seven-week ongoing center.

Teacher and learner materials vary for each lesson, along with vocabulary.

### **LESSON 1:**

## **Collaborative Circles; introduction to Dots, Lines, and Shapes**



### **Essential Question:**

What is a dot?

What is a line?

What is a shape?

### **Objectives:**

- Students will be able to demonstrate understanding and difference between dots, different lines (thick, thin, straight, wavy, zig-zag), different shapes (basic shapes: circle, triangle, square, diamond, etc.)
- Students will understand that art can be a collaborative process.
- Students will understand that multiple parts can make a whole (by cutting up circle to re-attach to other peer pieces to make a whole circle again).
- Students will demonstrate understanding of how to use a variety of materials.

### **Materials:**

- **Teacher Materials:** example, white board demonstrations to review student prior knowledge and introduce new knowledge of dots, lines, and shapes, scissors, tape

- **Learner Materials:** pre-cut circles in various colors, bingo paint dabbers, markers, crayons, colored pencils

### **Steps:**

1. Students are introduced to dots, lines, and shapes. This can be interactive, where students can answer questions or come and demonstrate prior knowledge by drawing on the board when called on by the teacher.

2. Students will be given a large pre-cut circle or triangle to color in with examples of dots, lines, and shapes.

3. Once colored in, teacher will cut up circles into four pieces and triangles into four pieces. Using tape, rearrange and reassemble the circles and rearrange the triangles into one large triangle quilt pattern.

4. Hang up circles and triangle quilt as a demonstration of the school-wide collaborative project.

### **Standards:**

**9.1.3.A:** Know and use the elements and principles of each art form to create works in the arts and humanities. Elements: • color • form/shape • line • space • texture • value. Principals: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

**9.1.3.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

**9.1.3.C:** Recognize and use fundamental vocabulary within each of the arts forms.

**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.

Elements of art basics introduction and review.

Collaboration.

### **Know's and Do's:**

Artists can work together to create art.

Artists can manipulate their work to turn it into something else.

### **Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.

Ensure all students names are on every piece of paper. Aid in clean-up. Hand over hand with applicable students, upon completion of project take students to activity centers or bring work to student at table.

### **Hook:**

At the beginning of class while continuing to review through the basic elements, ask for class participation verbally or by having a student come up one at a time to demonstrate understanding.

**Explore:**

Students will be introduced to dots, dots that go for walks (lines), and shapes. This lesson was created to assess the starting level and attention spans of each class. Working in a special needs based school, knowing a starting point for each class in order to gauge how to create lessons is essential. Students were introduced to dots, then different types of lines (thick, thin, broken, wavy, and zig-zag), and the differences between lines and shapes. Each class was given different materials and told to fill up a circle. Once the students completed the required circle demonstrating understanding, they were able to create whatever they wanted on another circle or use various jigs that were set up around the classroom (puzzles, games, light table, iPad, etc.) The teacher then collects all the circles, cuts them into fourths, then reassembles four pieces together at random. Once all circles are cut and reassembled, they can be hung up on a wall to create a new pattern in the art room or circle. This project introduces the basic art elements, but also creates a collaborative school wide work of art demonstrating various art making abilities.

Some classes have art twice a week so those classes were broken up more. The last day of the lesson, it was transformed into focusing on shapes and triangles were created. Once complete the triangles were cut up into four pieces, then all tapped together to make a large triangle quilt pattern.

**Reflect:**

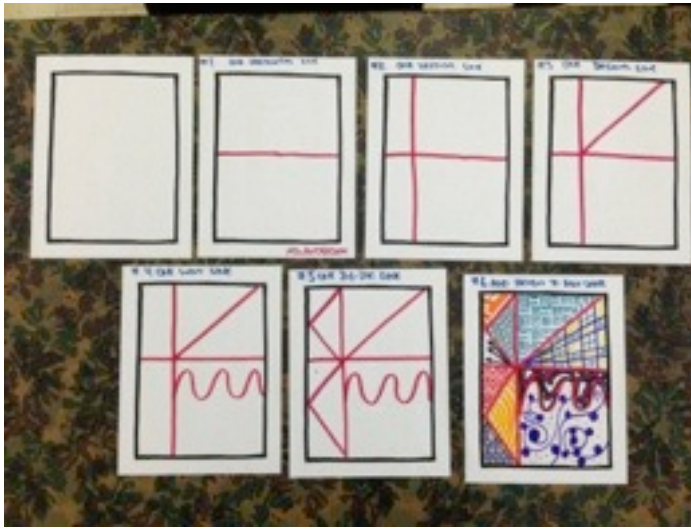
Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned (eg. dots, varying lines, different shapes) and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

**LESSON 2:**

**Patterns Game**; review of dots, lines, and shapes; an introduction to patterns; working collaboratively)



### Essential Question:

What is a a pattern?

### Objectives:

- Students will be able to demonstrate understanding and difference between dots, different lines (thick, thin, straight, wavy, zig-zag), different shapes (basic shapes: circle, triangle, square, diamond, etc.), and different patterns.
- Students will understand that art can be a collaborative process.
- Students will demonstrate understanding of how to use a variety of materials.

### Materials:

- **Teacher Materials:** examples, instructions written on board, step-by-step instructions in visual format to hang-up throughout lesson demonstration, drawn patterns to get students started
- **Learner Materials:** white sheet of paper with pre-drawn border or blank sheet of paper, rulers, pencils, markers

### Steps:

1. Take sheet of paper, use the width of the ruler to make a border.
2. Write name in corner of paper or back of paper with a pencil.
3. Each student takes a turn drawing a different type of line in one color, then passes the paper to the next person. Each line has to touch one of the border lines and continue to the other border or connect to a drawn middle line. (Various lines: horizontal, vertical, diagonal, wavy, zig-zag) Each paper will be broken up into various areas by the different lines.
4. Papers are returned to each student who's name appears on the bottom corner or back.
5. Students are introduced to patterns by looking at images found online, teacher examples, and taking about patterns in the world around us (eg. bricks, fabric patterns).
6. Students will fill each section with a different pattern and color in each block to demonstrate understanding.

### Standards:

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**9.1.3.C:** Recognize and use fundamental vocabulary within each of the arts forms.

**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

**Big Ideas:**

Art can be learned.

Patterns are everywhere and repeat.

**Know's and Do's:**

Artists use patterns and lines to create works of art.

Recognition of various lines, dots, shapes, and patterns.

Artists use a variety of materials multiple ways.

**Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.

Ensure all students names are on every piece of paper. Aid in clean-up. Hand over hand with applicable students, upon completion of project take students to activity centers or bring work to student at table.

**Hook:**

Tell students that we will be playing a game for the class that reviews previous knowledge. Have students help review different lines learned from the first week of classes and explain further horizontal, vertical, diagonal, wavy, and zig-zag lines. Ask students if they know what a pattern is and if they can find one in the classroom.

**Explore:**

This lesson is an introduction to patterns. This lesson is for the medium to higher level classrooms in the school as a foundation for the next lesson in the sequence of imprint painting which students will use various materials to create patterns. The lesson can be adapted to work in the lower functioning classes by using the hand over hand method and having the PARAs in the classroom help out when needed. This activity is an intense teacher participation lesson to keep the students on task and following directions. This lesson also has students learn that art can be collaborative and letting others create on your sheet of paper is okay. It also helps with creating a sense of community within the classroom environment.

**Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned (eg. dots, varying lines, different shapes, patterns) and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

## LESSON 7:

# Imprint Painting



### Essential Question:

What are patterns, textures, and composition?

### Objectives:

- Students will learn about composition and color layering through a new art making process.
- By focusing on texture as the method of transcribing line, students will learn how to approach mark making a whole new way.
- Student's will learn how to use another artist's work as inspiration to create a work of their own.
- Students will learn problem solving strategies.
- Students will learn and demonstrate critique skills.

### Materials:

- **Teacher Materials:** completed example, handouts, presentation on artist Paul Bozzo, camera for documentation
- **Learner Materials:** wooden squares, spackle, various plastic/metal/fiber materials, cups of water, watercolor, paint brushes, rags, clear sealing spray, Elmer's glue

### Steps:

#### \*\*Multi-day lesson..

1. Take wooden square and spread a thin layer of elmer's glue and then spackle onto board.
2. Take objects one at a time, dip into water, then push into spackle, remove object, rinse in water.
3. Repeat process of imprinting objects into spackle until surface is covered in patterns and varying textured surfaces.
4. Allow to dry for at least 24 hours.
5. One color at a time put watercolor onto spackle covered boards. Use rages to rub off excess.

6. Repeat painting process until surface is covered in various colors. (End with a layer of black or burnt umber to show depth.)
7. Seal with a clear coat top coat.

### **Standards:**

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**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.

Patterns are everywhere and repeat.

### **Know's and Do's:**

Artists use patterns and lines to create works of art.

Recognition of various lines, dots, shapes, and patterns.

Artists use a variety of materials multiple ways.

### **Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.

Ensure all students names are on every piece of paper. Aid in clean-up. Hand over hand with applicable students, upon completion of project take students to activity centers or bring work to student at table.

### **Hook:**

Students will first smear a layer of elmer's glue and spackle onto wooden boards. Look at visual examples of Paul Bozzo's work. Complete one more collaborative pattern game to demonstrate understanding. Then begin to work on their imprint paintings.

### **Explore:**

Imprint Painting incorporates dots, lines, shapes, patterns, textures, and layering. This method is inspired by the artist Paul Bozzo, who creates artwork using this method of wood, spackle, pressing objects into spackle, then rubbing color into the images. This method is a hands-on art making process, that records students movement and touch depending on how they manipulate the surface. During class time students will engage in reviewing what patterns are, looking at examples of artist Paul Bozzo's work, creating imprint paintings, and showing everyone in the class one of their favorite patterns that

they made on their imprint painting. Students will be expected to speak about their work and provide feedback for peers.

**Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned (eg. dots, varying lines, different shapes, patterns) and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points. Students will be able to participate in a critique of their work at the end of the lesson. Since the project will take several classes to finish, the end result will demonstrate their understanding of the project. In progress and final photographs of student work will be taken as documentation. The critique will also play a key role in demonstrating the students knowledge and what they've learned. Their ability to discuss both, their own and their classmates work will show that they are thinking critically about what can be done to improve their work. Students should discuss key elements like color choice, how they developed their textured patterns, and their composition.

**LESSON 4:**

**Names with Patterns**



**Essential Question:**

How can you make your name unique?

**Objectives:**

- Students will learn the basics of urban calligraphy as an art form.
- Students will demonstrate understanding of varying patterns.

**Materials:**

- **Teacher Materials:** examples
- **Learner Materials:** paper, pencils, markers

**Steps:**

1. Students will take a large sheet of paper and write name large with spacing between the letters.
2. Students will trace around letters with bubble type letters that includes overlapping.
3. Students will use markers to outline pencil marks and erase unwanted lines.



4. Students will use markers to fill names with patterns.

### **Standards:**

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**9.1.3.C:** Recognize and use fundamental vocabulary within each of the arts forms.

**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.

Patterns are everywhere and repeat.

Basics of urban calligraphy design.

### **Know's and Do's:**

Artists use patterns and lines to create works of art.

Recognition of various lines, dots, shapes, and patterns.

Artists use a variety of materials multiple ways.

Urban calligraphy is all around us and is a form of expression for some artists but is illegal.

### **Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.

Ensure all students names are on every piece of paper. Aid in clean-up. Hand over hand with applicable students, upon completion of project take students to activity centers or bring work to student at table.

### **Hook:**

Students will be asked if they know what urban calligraphy is. Teacher will demonstrate how to make urban calligraphy with student name as example. Teacher can show presentation on examples of urban calligraphy and patterns.

### **Explore:**

This lesson is to review the previous lessons on patterns and help students with creating images from their names. This lesson will continue into the next few lessons dealing with spelling and creating urban light calligraphy. Urban calligraphy is something that surrounds students in an inner city school. This is their way to represent themselves in a unique and creative way, while still including the previous skills from past lessons.

### **Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

**LESSON 5:**

**Names in Nature/ Names Around Us**



**Essential Question:**

Can you find your name in the world around us?

**Objectives:**

- Students will learn the basics of photography.
- Students will learn about composition and how to frame an image.
- Students will demonstrate understanding of finding letters in nature.

**Materials:**

- **Teacher Materials:** examples, website: <https://www.letter-photo.com/>
- **Lerner Materials:** paper, pencils, markers

**Steps:**

1. Students will learn the basics of composition and work as pairs to find letters in their names.
2. Students will write down their name or nickname to spell, and cross out each letter as they find it in nature so they can keep track.

3. Students will go outside with iPads to take photos around school building. Students will be expected to stick together as a class and be in eye sight of the teacher at all times.
4. Students will show teacher images. If student is stuck they can use chalk or natural materials to create letters in their name to take a photo of.
5. Students will use app on iPad to rearrange images to spell name and save file for teacher to print out.

### **Standards:**

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**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.

What is hidden in the world around us?

### **Know's and Do's:**

Artists use nature as an inspiration for art making.

The world around us contains many letters through different objects and nature.

Students demonstrate understanding of iPads and basic camera settings/functions.

### **Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions at the beginning of class. Ensure all students stay together and work collaboratively with the iPads when outside and exploring. Help students make sure they find each letter in their name somewhere in nature or create it using nature or chalk.

### **Hook:**

Students will be asked if they ever saw letters in nature. Teacher will pull up a website that has an examples and use a student in the class to help demonstrate.

### **Explore:**

This lesson is to review the previous lessons on letters and finding natural urban calligraphy. If there is actual letters around the school, students are able to use them to help with the process and limited time period. This lesson will also have the teacher introduce basic camera functions and skills that will be used for the next project.

**Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

**LESSON 6:**

**Urban Light Calligraphy**



**Essential Question:**

How can we use light to create images?

**Objectives:**

- Students will learn about a new form of art making that can be permanent without doing any damage.
- Students will use skills learned in pervious classes to demonstrate understanding.
- Students will work collaboratively to create art.

**Materials:**

- **Teacher Materials:** examples, YouTube links, taped floor area, room rearranged
- **Learner Materials:** tripod, DSLR camera, shutter release button, glow sticks, iPad app with

**Steps:**

1. Students will learn the basics of composition and work as a class to create compositions.
2. Teacher will discuss graffiti with students. (Graffiti can be more than spray paint. Graffiti is making a permanent mark on a surface that you don't have permission to write on - and yes it is illegal. Some art might look like graffiti but are really murals. Graffiti can be a mural when the artist is granted permission to do their art on a specific surface.)
3. After discussing graffiti and murals, teacher can ask students why they think that LIGHT graffiti might be a popular alternative in the art community. Teacher can ask, how do you think LIGHT graffiti would differ from normal graffiti and why might artists like the alternative?! --Light won't make any permanent marks on the surface - so it isn't illegal!
4. Teacher will go over basics ideas behind a camera with having students demonstrate with their eyes. Teacher can also go over shutter release button and what a tri-pod is (stand for camera with three legs to make a stable surface for longer exposed images).
5. Watch example video: [http://www.youtube.com/watch?feature=player\\_embedded&v=qm5\\_Y6OvcS0#t=18](http://www.youtube.com/watch?feature=player_embedded&v=qm5_Y6OvcS0#t=18)
6. Watch example video: [http://www.youtube.com/watch?feature=player\\_embedded&v=ioiMIDhC\\_IU](http://www.youtube.com/watch?feature=player_embedded&v=ioiMIDhC_IU)
7. Teacher goes over materials with students again.
8. Students move to where photo area is set up.
9. 2-3 students at a time can have a chance drawing.
10. Image will be taken by student with shutter release button once teacher says: "Ready, Set, Go."
11. Image will be reviewed by class.
12. Repeat steps 9-11.
13. Students switch roles for remainder of class. Teacher stress to other students in the class that they need to ACTIVELY watch - as they will learn from each other.

### **Standards:**

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**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.  
Creating permanent art through a non-permanent method.  
Exploring light and photography.

**Know's and Do's:**

Artists can use photography to capture things the eye cannot see.  
Urban calligraphy is all around us and is a form of expression for some artists but is illegal.

**Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.  
Ensure all students stay on task and use camera equipment correctly with gentle/ready hands. Help with the rotation of student roles and making sure all other students are watching and learning from their peers.

**Hook:**

Students will review what they learned in the pervious classes about urban calligraphy and patterns. Students will then be asked how light graffiti/calligraphy might be a popular alternative in the art community.

**Explore:**

This lesson is to review the previous lessons on letters, urban calligraphy, and patterns. This lesson will introduce students to a new art form and using new technologies to create images. Students will learn about graffiti and murals and their differences, but also a new way to create interesting graffiti that doesn't harm anyone or anything. This lesson will encourage collaboration amongst the students in the classroom.

**Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

**Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

**LESSON 6:**

**Trick Photography**



**Essential Question:**

How can we use photography to create images that aren't real, to play tricks on the viewer?

**Objectives:**

- Students will work collaboratively to create trick photographs.
- Students will learn about perspective.
- Students will be able to demonstrate understanding of use of various technologies.

**Materials:**

- **Teacher Materials:** examples, camera for documentation
  - **Learner Materials:** DSLR camera, iPad, various furniture around the school or outside
1. Students will learn the basics of composition and work as a class to create compositions.
  2. Students will learn about perspective through examples.
  3. Students will take iPad's or camera and work together to create compositions that play tricks on the viewer. Students will work as a team to discuss how they want the final image to look.

**Standards:**

**9.1.3.A:** Know and use the elements and principles of each art form to create works in the arts and humanities. Elements: • color • form/shape • line • space • texture • value. Principals: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony

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**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

**Big Ideas:**

Art can be learned.

Creating permanent art through a non-permanent method.

Exploring perspective and technology.

**Know's and Do's:**

Artists can use photography to capture things the eye cannot see.

Photography can be used to play tricks on the viewer.

**Paraprofessional Responsibilities:**

Help get students stay focused and following directions. Ensure all students stay on task and use camera equipment correctly with gentle/ready hands. Help students brainstorm ideas if they get stuck.

### Hook:

Students will be review what they learned in the pervious classes about photography. Students will be given example photos to demonstrate the basics of the project and discuss as a group possible ideas to do around the school.

### Explore:

This lesson is to review the previous lessons on photography. This lesson will introduce students to a new art form and using new technologies to create images. This lesson will encourage collaboration amongst the students in the classroom.

### Reflect:

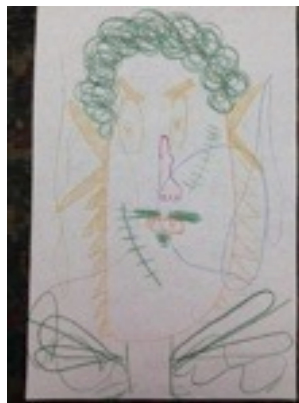
Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

### Assessment:

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.

## LESSON 8:

# Monster Game



### Essential Question:

What is a monster?

### Objectives:

- Students will work collaboratively to create art .
- Students will learn about composition and unity that can be created through a collaborative work of art.

### Materials:

- **Teacher Materials:** examples, camera for documentation
- **Lerner Materials:** paper, markers or colored pencils, example photos of different fascial features

### Steps:



1. Students will learn the basics of composition and unity through discussion.
2. Materials will be distributed and students will be broken up into groups of 2-4 students to rotate the paper between.
3. Students will each take a minute or two to draw on a facial feature at a time (eg. head, eyes, nose, mouth, accessories, hair, ears, etc.) and pass the image between facial features as directed by the teacher who will keep track of time and pace the activity time.
4. Students will continue to pass paper until images are complete.

### **Standards:**

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**9.1.3.C:** Recognize and use fundamental vocabulary within each of the arts forms.

**9.1.3.H:** Handle materials, equipment and tools safely at work and performance spaces.

### **Big Ideas:**

Art can be learned.

Art can be created collaboratively.

### **Know's and Do's:**

Students will demonstrate ability to work together and draw various facial features.

### **Paraprofessional Responsibilities:**

Help get students stay focused and following directions. Ensure all students stay on task. Help students brainstorm ideas if they get stuck.

### **Hook:**

Students will be asked what monsters have that make them be considered a monster. Students will be shown example images and facial features.

### **Explore:**

This lesson will encourage collaboration amongst the students in the classroom, while having the students create a seasonal appropriate art project.

### **Reflect:**

Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

### **Assessment:**

Students will be informally assessed based on progress throughout class. Using the app ClassDojo students will get a positive comment or negative comment for daily participation points.