

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 projects 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:***

**Printmaking with Color**



**Essential Question:**

What is printmaking?

**Objectives:**

- Students will be able to demonstrate understanding of basic printmaking skills.

**Materials:**

- **Teacher Materials:** example, materials to demonstrate lesson

- **Learner Materials:** water-based markers, blank paper, pencils, plastic tray filled with water, plastic tray to complete image transfer, paper towels

**Steps:**

1. Take markers and color onto sheet of white paper. (Remember words need to be written backwards.)
2. Have students bring completed image up to the front of the classroom.
3. Take blank sheet of paper and soak in water until you can visually see it is saturated with water. Have students help, if they can.
4. Move wet blank paper into tray.
5. Lay image face-down on top of wet paper and press firmly all over image until image is transferred.
6. Move to drying rack.

**Standards:**

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**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.

Printmaking basics.

Patterns are everywhere and repeat.

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

Artists can create multiple prints.

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:**

At the beginning of class review dots, lines, and shapes. Have students demonstrate understanding by drawing on paper, or allow for free drawing.

**Explore:**

This lesson is a simple introduction into the art of printmaking. These basic skills will come into play through other printmaking lessons. This project utilizes simple materials that are easily accessible and are practical for every student to get a successful print transfer.

**Reflect:**

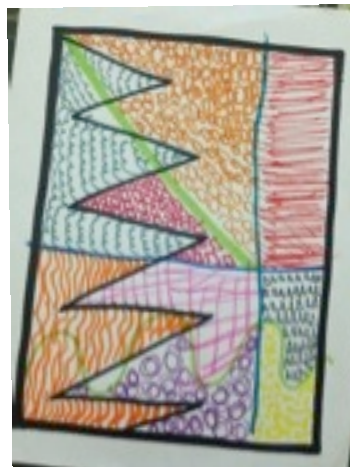
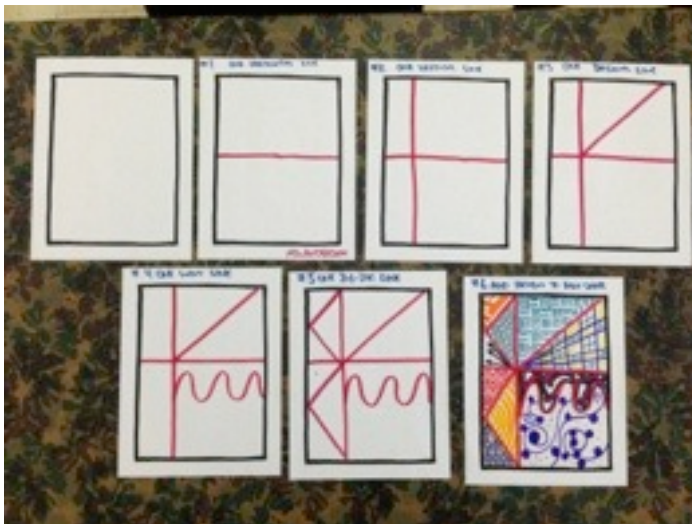
Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned about basic printmaking skills and if they remembered what they did the previous class. Printmaking with color is a visual project where the results are immediate.

**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 3:**

**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 4:**

**Bio-Color Resist Art**



**Essential Question:**

What are layers?

What is positive and negative space?

**Objectives:**

- 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, materials to complete demonstration
- **Learner Materials:** bio-color paint in plastic squeeze bottles, black bio-color paint, wide soft brush, multiple sheets of white paper, scrapper tools

**Steps:**

1. Take white she of paper and squeeze a variety of paint colors onto sheet.
2. Take another blank sheet of paper and push on top.
3. Separate sheets of paper.
4. While colored paint is still wet, take wide/soft brush and paint a layer of black paint on top.
5. Use scrapper tools to draw into paint to reveal colored image below.

**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.

Art can be created using different tools to manipulate the surface.

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

Artists can create multiple prints.

Artists use a variety of materials multiple ways.

Artists can use a variety of marks to create an interesting surface.

**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. Help with monitoring the application of paint.

**Hook:**

When starting class, ask if any students have ever seen or used scratch art paper. During demonstration ask what the students think will appear under the paper when tool is dragged through the wet-black paint.

**Explore:**

Bio-color resist painting is a process similar to creating your own scratch art boards. This lesson will allow students to try a method of art making that involves layering with an additive and subtractive process. The color that will be revealed in the negative space is determined by the creative process lines left on the paper. This can be a simple image to a complex image. Bio-color resist painting allows for the students to explore creating in a new method that deals with time and creating art before the paint dries. It also reviews the idea from printing with color because you are creating two images from one when you first push two sheets of paper together.

**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 5:**

**Scratch Art**



**Essential Question:**

What are layers?

What is positive and negative space?

**Objectives:**

- Students will learn how to make their own material to create art with.
- Students will learn how to follow a set of steps to have a final product.
- Students will learn multiple strategies for solving a problem (this lesson goes along with the bio-art resist project).

**Materials:**

- **Teacher Materials:** examples, steps drawn out and laminated to hang up on the board for learners to follow along with
- **Learner Materials:** crayons, paint, paper, paintbrushes, tools to scrap into paper when dry

**Steps:**

1. Students take a sheet of paper, write name on back.
2. Thickly color with crayon over surface, should be waxy feeling.
3. Paint a thick coat of paint onto crayon covered surface.
4. Place onto drying rack, until next class.
5. Use tools (eg. pencils) to scrap into surface to create an image.

**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.

Artists can create their own materials for art making.

Positive and negative space exploration.

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

Artists use a variety of materials multiple ways.

Artists can use patterns to create an interesting surface.

Positive and negative space.

**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 ever made their own scratch art, then watch the teacher demo how to create scratch art.

**Explore:**

Students will create their own scratch art during this project and learn about positive and negative space through scratching into the surface of the paper. When the paint is scratched away, in the negative space, an image will appear.

**Reflect:**

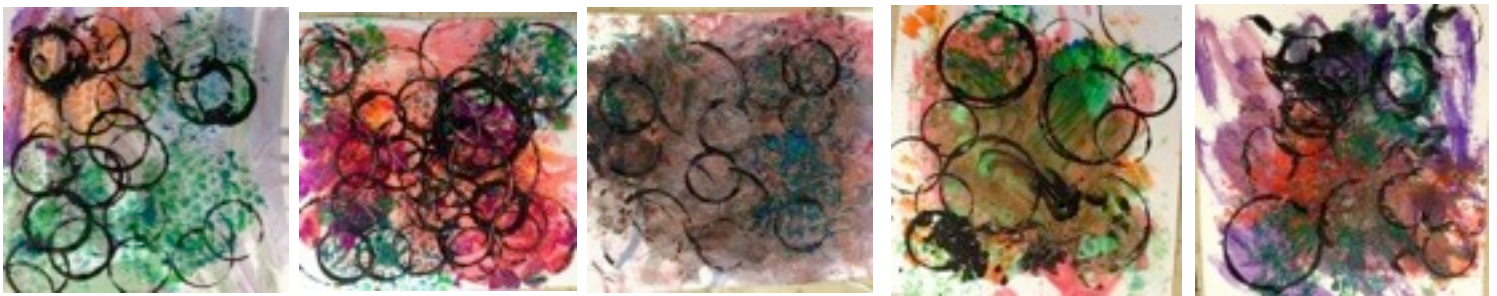
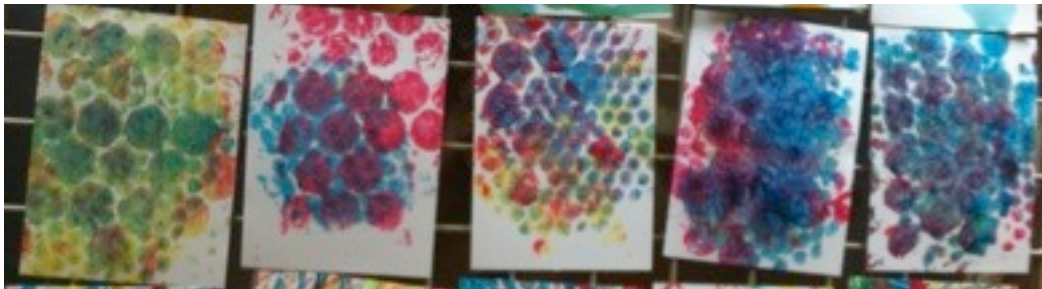
Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

**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:**

**Bubble Wrap Printing**



**Essential Question:**

What is printmaking?

**Objectives:**

- Students will learn about using everyday objects to create prints.
- Students will learn basic printmaking skills.

**Materials:**

- **Teacher Materials:** examples
- **Learner Materials:** bubble wrap, paint, paintbrushes, paper

**Steps:**

1. Students will each get some bubble wrap and feel the material.
2. Students will take paint and paint the bubble wrap.
3. Take painted bubble wrap and lay on top of paper to create prints.

**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.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.
- Using non-traditional materials for art making.
- Positive and negative space exploration.

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

- Artists use a variety of materials multiple ways.
- Artists can use everyday objects as a material to create art with.
- Art can be a sensory exploration experience.

**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 each be given some bubble wrap to explore before printing. Ask students if they remember printing in previous classes and what they think bubble wrap in art could be used for and if they know what it is typically used for everyday.

**Explore:**

This lesson is another basic introduction to printing. It is a sensory activity where students can feel the bubble wrap, and create multiple and colorful prints. Students are able to explore the puffy feeling and try popping them.

**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:**

**Painting with Marbles**



**Essential Question:**

How can you make art/marks on a paper without touching the paper?

What are primary colors and what happens when they mix together?

**Objectives:**

- Students will be able to use motor skills to create art through the use of marbles.
- Students will learn about the primary colors and what happens when they mix together.

**Materials:**

- **Teacher Materials:** examples
- **Learner Materials:** marbles, 3 containers containing red, blue, and yellow paint, cardboard boxes to place paper into and marbles, tape, and paper

**Steps:**

1. Students will write name on their paper.
2. Place paper into cardboard box with tape.
3. Dump one container of marbles into the box at a time, shake box around, remove marbles.
4. Repeat step 3 with other two colors.
5. Students are asked what other colors they see in the paper that weren't used when they started.

**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.

Artists can create artwork without touching their artwork directly.

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

Artists use a variety of materials multiple ways.

The primary colors when mixed together can create other colors.

**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 introduced to the idea of positive and negative space by a series of images. Students will be asked if they ever had themselves traced on the sidewalk outside or on a piece of paper. Teacher will talk to student about how to work in the hallway. Students will then transition into the hallway to work for the rest of the class period.

**Explore:**

This lesson will allow the students to get out of the classroom and work together to create an abstract mural using their bodies. Students will have the chance to work together and demonstrate understanding of positive and negative space. This lesson allows for collaboration and to continue instilling the ideas that art can be shared and created with multiple people, working towards a common goal.

**Reflect:**

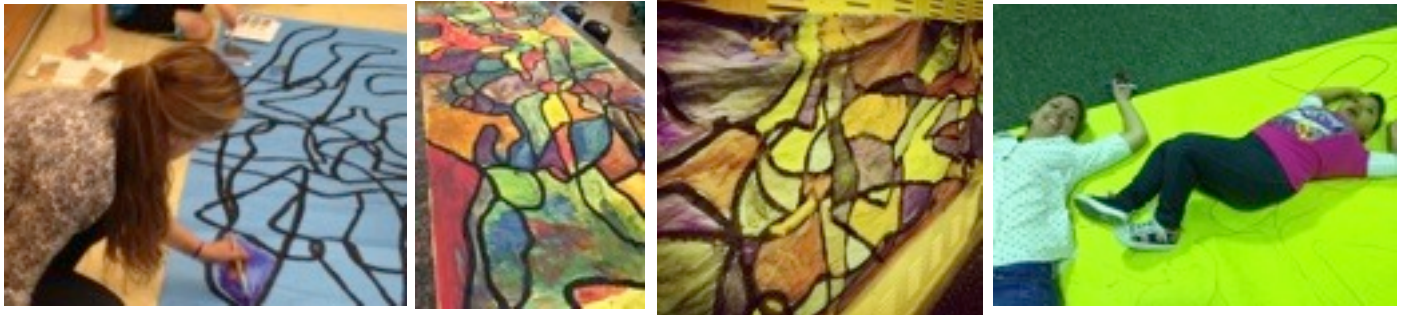
Classes that have time after the lesson or at the start of the the next class before starting the next lesson will review what they learned and if they remembered what they did the previous class.

**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:

## **Painting with Bodies** (positive and negative space, collaborative painting)



### **Essential Question:**

What is positive and negative space?

### **Objectives:**

- Students will learn and be able to identify positive and negative space.
- Students will work collaboratively.

### **Materials:**

- **Teacher Materials:** examples
- **Learner Materials:** long roll of paper, large sharpie markers, paint, paint brushes, buckets of water

### **Steps:**

1. Students will go into the hallway as a class.
2. Students will each take a turn laying down on the paper to wait their turn to be traced by a friend or teacher.
3. Students will each have at least one turn or multiple turns depending on class time to be traced. Make sure drawings overlap to create an abstract line image.
4. Students will begin to paint in the negative spaces created by the lines and try not to cover up the black lines that create the negative spaces.
5. Teacher will allow for the image to dry and hang up in the hallway or classes classroom.

### **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.

Artists can work in different environments and use their bodies to create art.

Positive and negative space exploration.

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

Artists use a variety of materials multiple ways.

Artists can use repeating patterns to create an interesting surface.

Positive and negative space.

**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 introduced to the idea of positive and negative space by a series of images. Students will be asked if they ever had themselves traced on the sidewalk outside or on a piece of paper. Teacher will talk to student about how to work in the hallway. Students will then transition into the hallway to work for the rest of the class period.

**Explore:**

This lesson will allow the students to get out of the classroom and work together to create an abstract mural using their bodies. Students will have the chance to work together and demonstrate understanding of positive and negative space. This lesson allows for collaboration and to continue instilling the ideas that art can be shared and created with multiple people, working towards a common goal.

**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 9:**

# **Printing and Painting with Nature** (work station, multiple lessons)

### **Essential Questions:**

- How can we capture the world around us through art?
- How do we enter into relationship with the natural environment through art making practices?

### **Objectives:**

- Students will have a greater understanding of the elements of art within natural objects.
- Students will learn to compose elements of art through printmaking.
- Students will learn about using natural materials to create art.

### **Materials:**

- **Teacher Materials:** examples of processes, elements of design written on board that have been previously covered

### **Leaf Printing -- Steps/ Materials:**

- **Learner Materials:** paper, newsprint, leaves, twigs, grass, flowers, ink or paint, paintbrushes, brayers
1. Students will coat one side of a leaf that is resting on newsprint in ink or paint.
  2. Students will place leaf onto paper.
  3. Students will lay a fresh sheet of newsprint on top, then rub leaf gently.
  4. Student will peel off newsprint and leaf to reveal the print.
  5. Repeat process.
  6. Teacher will ask students to explain different elements of design discussed throughout multiple classes (eg. dots, lines, shapes).

### **Painting with Natural Brushes -- Steps/Materials:**

- **Learner Materials:** branches with leaves, paint, paper
1. Students will take a sheet of paper, write their name on the back.
  2. Students will take a branch with leaves, dip into paint, and then paint paper.
  3. Students will be encouraged to try painting with different branches and leaves to get different results.

### **Natural String and Long Grass Prints -- Steps/Materials:**

- **Learner Materials:** natural fiber twine/string, long pieces of grass, paint, paper
1. Students will take a two pieces of paper or one large sheet and fold it in half. Write name on back.
  2. Next students will dip string or grass into paint.
  3. Place string or grass dipped in paint onto paper.
  4. Place another clean sheet of paper on top or fold other half of paper over.
  5. Place hand over paper and begin to pull string and grass out.
  6. Repeat process.

7. Open image to reveal different patterns and lines created.
8. Repeat process.

### **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.

Artists can use natural materials to create a variety of art projects.

Printmaking basics reviewed.

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

Artists use a variety of materials multiple ways.

Artists can use nature as an inspiration to create art.

### **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 introduced to the idea of using nature around them to create art by having teacher show different natural materials. The room will be set up in multiple work stations that the students can move around to complete. Each station will have instructions so that the teacher or aids in the classroom can read the instructions to the students and follow along step by step.

### **Explore:**

These lessons were created to have students explore natural materials and how they can be used in the art making process.

### **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 10:**

# **Mono-Printing**



### **Essential Question:**

What are prints?

What are the primary colors?

What are the secondary colors? What do you mix to get them?

### **Objectives:**

- Students will learn the primary and secondary colors.
- Students will learn how to make multiple prints through color mixing.
- Students will work on fine motor skills.

### **Materials:**

- **Teacher Materials:** examples, materials to do demo of color mixing
- **Learner Materials:** pink, blue, and yellow bio-color resist paints, plastic magazine like paper tapped down (1-3 sheets per student), 2-6 sheets of computer paper, black construction paper, glue, paintbrushes (to use the back of), pencils

### **Steps:**

1. Students take a sheets of computer paper and write their name on every sheet.
2. Teacher discusses color theory and color mixing with students as a group.
3. Students choose which secondary color to mix and print.
4. Teacher helps students put two lines of color on their plastic paper.
5. Teacher helps students use brayers to spread paint out and mix paint.
6. Students draw into paint.

7. Place white paper with name on top.
8. Lightly press down then lift up paper to reveal print.
9. Repeat process of drawing and pulling print.
10. Add more paint if necessary or switch color combinations if student understands process.
11. Allow papers to dry.
12. Teacher cuts and mounts papers to demonstrate process for each individual student.

### **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.

Students can use a variety of materials to explore and manipulate surfaces.

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

Artists use a variety of materials multiple ways.

Artists can use patterns to create an interesting surface.

Artists can create multiples of the same images.

Primary colors can be mixed to create secondary colors.

### **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 what the primary colors are then asked if they know what other colors are missing from the rainbow (secondary colors). Students will aid teacher in demo of mixing secondary colors and get to choose which colors they would like to use to create their projects.

### **Explore:**

Students will create their own mono-prints during class time. Students will explore color mixing, manipulating the surface, and pulling prints. Students will be able

to learn about mirror images and having to write text backwards first if they want things to appear in the right order when they pull the prints.

**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. Color theory is a key thing for students to learn because they do not need to have every color to create art. They can mix colors they they do not have right in front of them. This lesson ties into other lessons that deals with colors and printmaking.

**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 11:**

## **Styrofoam Printing**



**Essential Question:**

What are prints?

**Objectives:**

- Students will learn the process of making prints using another material.
- Students will work on fine motor skills.

**Materials:**

- **Teacher Materials:** examples, materials to do demo
- **Learner Materials:** Styrofoam plates, computer paper, black construction paper, glue, colored pencils, pencils, water-based markers or paint

**Steps:**

1. Students take a sheets of computer paper and write their name on the back.
2. Teacher will demo how to draw hard lines into the Styrofoam using colored pencils. (Teacher can create a theme for Styrofoam; radial designs, lines, shapes, create your own monster, animals, etc.)
3. Students will receive their own Styrofoam cut-out and colored pencils to create designs.

4. Students will take markers and color the entire surface or roll a layer of paint onto the Styrofoam.
5. Students will flip circle over onto a sheet of paper and press hard, trying not to move the styrofoam.
6. Allow for prints to dry.
7. Teacher cuts and mounts papers to demonstrate process for each individual student.

### **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.

Students can use a variety of materials to explore and manipulate surfaces.

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

Artists use a variety of materials multiple ways.

Artists can use patterns to create an interesting surface.

Artists can create multiples of the same images.

Materials that have another purpose can be used in the art making process.

### **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 ever printed with Styrofoam or drew marks into Styrofoam take-out boxes and what happened. (Styrofoam is a memory material. It records all the marks made on its surface.)

### **Explore:**

Students will create their own Styrofoam prints during the class which is another form of mono-prints. Students will be able to explore a topic or their choosing or the teacher's choosing. Some students will just explore the material and leave marks in the surface, while others will create intricate images. Adapt the project based to each students needs. This is an exploratory project that helps with motor skills.

**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. This lesson ties into other lessons that deals with printmaking.

**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 12:****3D Leaves (Pop-art inspired by Burton Morris, adaptive seasonal lesson)****Essential Question:**

- What is 'pop-art'?
- What is a repeating pattern?
- What is overlapping?
- What is 3D art? (vs. 2D art)

**Objectives:**

- Students will use multiple motor skills to create a final work of pop-art.
- Students will be introduced to a new artist, Burton Morris.
- Students will learn how to follow a set of steps to have a final product.
- Students will be introduced to multiple art terms (eg. repetition, overlapping, 3D)

**Materials:**

- **Teacher Materials:** examples, PowerPoint showing example photos of Burton Morris.
- **Learner Materials:** pre-cut large tag paper leaves, pre-cut small tag paper stencil leaves, variety of torn tissue paper colors, water-downed elmer's glue, paint brushes, markers, matt board for background, construction paper, glue with black paint mixed in to create veins in leaves, extra tag board, tape, regular elmer's glue

**Steps:**

1. Students take pre-cut white mat board write name on back.
2. Students take markers and trace multiple small leaves in a variety of colors that overlap using stencils.
3. Students will take pre-cut larger leaves and have teacher help paint a layer of glue/ water mixture onto entire surface.
4. Students will create a flat layer of overlapping tissue paper.
5. Students will have teacher paint another layer on-top of tissue paper of the glue/ water mixture.
6. Students will take black-paint and glue mixture and paint the veins in the leaves.
7. Allow leaves to dry.
8. Teacher will help students attach leaves to background using tag board to create pop-art stands.
9. Teacher will mount background of pop-art to another sheet of colored construction paper.

### **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.

Artists can be used as inspiration for art projects.

Repetition and overlapping.

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

Artists use a variety of materials multiple ways.

Artists can use patterns to create an interesting surface using repetition and overlapping.

Students will create multiple parts to combine together to create one project.

### **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. Monitor the application of glue through multiple steps in the art making process.



**Hook:**

Students will be asked if they know what pop-art is and if they know any examples of pop-art (eg. greeting cards). Students will be introduced to the work of Burton Morris through a power-point, then be introduced to the project by seeing an example.

**Explore:**

Students will create their own pop-arts inspired by artist Burton Morris. This project is a seasonal project that accommodates the para-professionals/teacher's desires to have seasonal art projects to hang in their classrooms as decorations. This project uses a variety of materials and steps to create the final work of art.

**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 13:****String Painting (painting with mouse tails, mixing colors)**

(Based off book: Mouse Paint)

**Essential Question:**

What are the primary colors?

How can you make art without directly touching the paint?

What happens when you mix primary colors together?

**Objectives:**

- Students will be introduced to the idea of color theory through the book mouse paint.
- Students will be able to demonstrate how to make the secondary colors.

- Students will use their fine motor skills to dip string, place string, pull string, or use hands to mix paints.

**Materials:**

- **Teacher Materials:** examples, Mouse Paint (book), camera
- **Learner Materials:** pre-cut mouse feet from paper or sheets of paper, primary colors of paint (red, yellow, and blue), various sizes of yarn pre-cut into pieces, plastic bins to hold paint and dip yarn into

**Steps:**

1. Students listen to story as the teacher reads and signs the colors.
2. Students will write names on papers.
3. Students will come up to the teacher's work station to dip mouse tails (yarn) into the paint and place onto papers.
4. Students will place a blank sheet over top of their mouse tails and then press down/pull the tails out of the paper to have the colors mix together.
5. Students will repeat process for all three primary colors.
6. Students will move paper to drying area.

**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.
- Color theory/ mixing.

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

- Students will be able to demonstrate color theory mixing.
- Students will be able to recognize colors.
- Students will use fine motor skills to create art.

**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. Monitor the application of paint through multiple steps in the art making process.

**Hook:**

Students will be asked if they know what the different colors of a rainbow are and if they know what primary and secondary colors are. Students will listen to the book *Mouse Paint* to learn about color theory and then use mouse-tails (yarn) to mix their own colors like in the book.

**Explore:**

Students will create their own prints using mouse-tails to demonstrate color theory.

**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. The next lessons in centers will also use the three primary colors and mixing colors in new ways.

**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 14:****Magic Balloon Sculptures****Essential Question:**

What is 3D art? (vs. 2D art)

**Objectives:**

- Students will use multiple motor skills to create 3D sculptures.
- Students will work collaboratively to create 3D sculptures.

**Materials:**

- **Teacher Materials:** examples, camera, exacto knife
- **Learner Materials:** yarn, balloons, plastic cups, tape, water-glue mixture to dip yarn into

**Steps:**

1. Teacher will prepare balloons for students ahead of class. (Blow-up balloon, tape to plastic cup, can fill cup with water to weigh it down)
2. Working in teams of 2-3, students will take turns holding balloon base, while others dip yarn into water-glue mixture, squeeze out excess glue, then turn balloon to wrap yarn around balloon until it has multiple stings and overlapping layers.
3. Students will allow balloons to dry for at least a day.
4. Pop balloon when dry. (Poke an exacto knife into a taped area on the balloon to avoid a loud pop of the balloon).

**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.  
Art can be 3D.  
Instillation Art.  
Repetition and overlapping.

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

Artists use a variety of materials multiple ways.  
Artwork can be created and installed together to create one work of art.  
Art can be 3D.  
Art can be created collaboratively.

**Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions.  
Ensure all students have a chance and work together to create balloon sculptures. 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 3D artwork and instillation art is.  
Students will be shown an example of a magic balloon sculpture. Students will be called up to help the teacher create another sample.

**Explore:**

Students will create their own balloon sculptures that will be hung in the classroom together as an installation piece. Students will be able to create 3D art forms.

**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. Students can help the teacher pop the balloons.

**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 15:**

**Dog's Colorful Day**



**Essential Question:**

Exploring colors and numbers.

**Objectives:**

- Students will use multiple motor skills to fill in coloring sheets by reviewing colors, numbers, and motions to remember parts of the story.

**Materials:**

- **Teacher Materials:** examples, book Dog's Colorful Day
- **Learner Materials:** 10 colored markers from the book, teacher made coloring sheet

**Steps:**

1. Teacher makes coloring sheet for students, with number labeled dots based off book.
2. Teacher reads book to students and makes motions for each color. Review colors and motions frequently.
3. One the page that had numbers count the dots and distribute papers and markers for each dot.
4. Re-read the story coloring the dots in color order.
5. Finish reading story.
6. Let students color dog's in however they want to.

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

**Big Ideas:**

Art can be learned.  
Numbers and Colors.

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

Students will follow directions and participate in class.  
Students will count numbers.  
Students will recognize colors.

**Paraprofessional Responsibilities:**

Help get students seated, focused, ready to learn, and following directions. 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 read the story Dog's Colorful Day with expressions and emotions, and be able to participate in interactive movements that correspond to the pages in the story.

**Explore:**

Students will create their own dog images by matching numbers and colors.

**Reflect:**

Students will have time to review the colors and numbers with motions.

**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.