

# Visual Arts Lesson Plan

**Title:** Shape Patterning Camouflage

**Grade:** 3

**Timing:** 3 X 40 min periods

## Big Idea/Enduring Understanding:

Students already have a strong understanding of line, shape/form, and space due to experience during previous art lessons. This lesson is approximately around the mid-point of the students Shape/Patterning Unit in Math. Students already have a firm understanding of what a pattern is and how patterns are found in their own lives (in nature, clothes etc. → refer to pattern anchor chart). Students will also have a grasp on Plant adaptations as manifest in their Science unit. This lesson will start to explore the big idea of “camouflage.” Using shape, line, space, colour and patterning, students will choose a stencil of a shape that they will camouflage using pencil crayons and patterns that they see in nature.

## Specific Curriculum Expectations: (at least one from each of the three Visual Art strands and other subjects if integrated)

### VISUAL ART

#### OVERALL

- D1. **Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- D2. **Reflecting, Responding, and Analyzing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- D3. **Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

#### SPECIFIC

- D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- D1.3 use elements of design in art works to communicate ideas, messages, and understandings
- drawing: *use a variety of lines and shapes, drawn with pencil and marker, to show movement in a flipbook about weather*
- D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art
- D3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences

### MATH

#### OVERALL

- describe, extend, and create a variety of numeric patterns and geometric patterns

#### SPECIFIC

- identify, extend, and create a repeating pattern involving two attributes (e.g., size, colour, orientation, number), using a variety of tools (e.g., pattern blocks, attribute blocks, drawings)

### SCIENCE

#### OVERALL

- investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow;

#### SPECIFIC

- investigate ways in which a variety of plants adapt and/or react to their environment, including changes in their environment, using a variety of methods

## Materials & Tools:

- images of professional artists who incorporate camouflage into their pieces of art (shared over projector/whiteboard)
- 20 sheets of legal paper (1 X student)
- Stencils (in all different shapes → circle, heart, triangle, rectangle, square, star, oval, pentagon etc.)
- A multitude of drawing tools (each student will require a pencil and pencil crayons)
- Tactile/Manipulative evidence of patterns in nature (photographs of rainbows, animal print, a variety of leaves, tree bark etc.)

**Artists/Artworks:** (describe how you used them in the lesson below)

**Liu Bolin** → “The Invisible Man” (in child friendly language the real life “Where’s Waldo”).

*Hiding in New York No. 7 — Made in China, 2012. Photo: courtesy of Eli Klein Fine Art, © Liu Bolin*

*Hiding in the City — Mobile Phone, 2012. Photo: courtesy of Eli Klein Fine Art, © Liu Bolin*

*Dragon Series — Panel 3 of 9, 2010. Photo: courtesy of Eli Klein Fine Art, © Liu Bolin*

*Hiding in the City No. 94 — In The Woods, 2010. Photo: courtesy of Eli Klein Fine Art, © Liu Bolin*

**Sabina Keric & Yvonne Bayer** → *Urban Camouflage*

**MC Escher** → *Sky and Water I 1938 woodcut*

(What do you see/what observations can you make? Was anything in the photo hard to see? How does this photo make you feel? Can you find the Invisible Man? Why might Liu Bolin/Keric & Bayer be doing this? What do you think the meaning behind this is? What is the message the artist is trying to send? How does the artist use camouflage in their work? What patterns can you see in these photos? Where do you see camouflage in this piece of work?)

**Quality Art Education: have you included...**

- ✓ **Learning IN the Environment:** Students will go outside to find patterns in nature.
  - ✓ **Learning ABOUT the Environment:** Collective discussions on why living things in our environment use adaptations such as camouflage to survive (some of this discussion will be activating prior knowledge of science concepts previously discussed).
  - ✓ **Connection to the life experience of my students:** exploring their world and their outside environment
  - ✓ **Creative Process:** creating art, the actual process
  - ✓ **Critical Analysis:** Talking about art in nature/patterns in nature and reasons behind it
  - ✓ **Integration of other subject areas (Science & Math)**
  - ✓ **Developmentally appropriate, experiential and fun:** Use of stencils (instead of free hand), in nature experience
  - ✓ **Create a Safe environment where risk taking and creativity are encouraged**
- ✓ Integrated into the Science & Math Curriculum (expectations listed above).

**Special Considerations:**

**Instructional**

- Increase Time
- Provide direct Teacher Assistance
- Use Simplified Language
- Adapt Teaching Materials
- Repeat/Reword Instructions
- Check for Understanding Often

**Environmental**

- Change space/Seating
- Provide a Quiet Area

**Assessment**

**Assessment for/as:**

- Observation
- Anecdotal Notes
- Work Samples
- Conference/Interview
- Oral Reports
- Self Reflection/Assessment

**Assessment of:**

- Conference
- Finished Piece
- Descriptive Feedback

**Multiple**

**Intelligences:**

- ✓ Verbal/Linguistic
- ✓ Logical/
- ✓ Mathematical
- ✓ Body/
- ✓ Kinesthetic
- ✓ Visual/
- ✓ Spatial
- ✓ Interpersonal
- ✓ Intrapersonal
- ✓ Naturalist

**Bloom's Taxonomy:**

- ✓ Remembering
- ✓ Understanding
- ✓ Applying
- ✓ Analyzing
- ✓ Evaluating
- ✓ Creating

## Delivering of the Lesson

Timing	Grouping			Warm-up/Minds On
	W	S	I	
25 Mins	✓			<p><b>Warm-up/Minds On</b></p> <ul style="list-style-type: none"> <li>Have students stay in their outdoor clothes after recess, briefly bring them into the “meeting spot” on the carpet to discuss the following outdoor activities.</li> <li><b>Activate prior knowledge:</b> Review what a pattern is, pattern attributes, look over pattern anchor chart (project it on the board). Have students demonstrate what types of patterns they know → have them demonstrate a pattern through line, drawing or through movements/sound. Review what an adaptation is and how plants use them in their habitats. Ask if someone can explain what camouflage is and how plants use it to adapt in their habitats.</li> <li>Brainstorm the ways that we see patterns in our environment. Take students outside for a short walk around the perimeter of the schoolyard. While they are walking have them look around the yard with the purpose of finding patterns in nature, and how plants in nature use camouflage.</li> </ul> <p><b>Sharing the Purpose/Objectives/Success Criteria (to be created collectively)</b>  <b>I can:</b> use patterns, lines, shapes and colour to camouflage my shape.  <b>Looking for:</b> following instructions, using different patterns found in nature, taking my time, camouflaged shape.</p>
2 Mins	✓		✓	
15 Mins	✓			<p><b>Action/Body of the Lesson (Step-by-Step)</b></p> <ul style="list-style-type: none"> <li><b>Input/Guided Practice:</b> Show students the photographs/paintings/sculptures/tessellations made by the three professional artists (all 3 artists chosen have pieces that reflect patterning and camouflage).</li> <li><b>Prompts:</b> <i>Describe what you see? What observations can you make? What materials does the artist use? How are these pieces of art similar/different? Do these artists use pattern? How? Does the artist use camouflage in their piece? How? Why do you think the artist used camouflage in their artwork? Which piece of artwork was your favourite? Explain why.</i> (Use a Think/Pair/Share for the last question and have some groups share their thoughts).</li> <li><b>Input/Model:</b> Explain to students that they will be using shapes and patterns to camouflage a shape of their choice, just how the aforementioned artists use camouflage. <ul style="list-style-type: none"> <li>1. Students pick their stencils.</li> <li>2. Trace their stencil multiple times on their paper (overlapping) to cover the entire page.</li> <li>3. Students use different patterns they have observed in nature to fill in the spaces made by the stencil to camouflage their shape. Briefly review the self-assessments with the class (reference the Success Criteria). Ask students to brainstorm a title for their artwork as well (write list of steps on the board for students to follow).</li> </ul> </li> <li><b>Check for Understanding:</b> TRIBES – thumbs up/side/down. Ask if students have any questions.</li> <li><b>Independent Practice:</b> Allow students to return to their desks. Hand out the materials. Reminder: no markers (preferably). Circulate around the room. Take anecdotal notes/have informal conferences. Ask students what types of patterns they are using and how where they are seen in nature.</li> </ul>
5 Mins	✓	✓	✓	
45-60 Mins			✓	
15 Mins	✓		✓	<p><b>Consolidation/Closure:</b></p> <ul style="list-style-type: none"> <li>Have students bring their artwork up to the front of the room for a gallery walk (or have the students leave their work at their desks and circulate).</li> <li><b>Prompts:</b> <i>What do you notice? Are all of your pieces of art the same? What is the title of your artwork? Why did you choose this? What patterns do you see</i></li> <li>Review the Self-Assessment checklist and have students independently fill these in and hand them in as their ticket out the door.</li> </ul>

## **Reflections (what worked/didn't work and what changes are needed for next time)**

### **SUCSESSES:**

- Students were extremely engaged in the walk we took in their environment while they were trying to find patterns in nature.
- Stencils were pre-made. Using stencils were definitely appropriate for this age/developmental level.
- Strong connections were made across the curriculum and to the students' lives.
- Strong exemplars of artists who use camouflage/patterning in their work.
- There was lots of meaningful conversation occurring relating to the subject at hand as I circulated around the room.
- Critical Analysis piece of artists work really set the tone for the rest of the lesson and students were very engaged and driven to camouflaging their shapes through patterning.
- Students really loved seeing their work and the work of their peers up in the gallery!

### **CHALLENGES:**

- Students overlapping their stencils too many times, which created small spaces for them to draw their patterns in.
- Lesson was delivered over 2 periods and it was clear that a third period was required for students to be successful.
- Stenciling was still challenging to students who struggle with fine motor skills.
- Instead of patterning every
- Availability of supplies for the lesson (there was no clip boards)

### **CHANGES:**

- To counteract students overlapping their stencils too many times – establish a limit with the students (ie: limit students to stenciling their shape 10-15 times max).
- Include written step-by-step instructions on the whiteboard so that students have a reference point throughout the lesson.
- Have lesson extend over 3+ periods.
- Have students bring paper, pencils and clipboards outside during the observation of nature patterns period. Have students actually sketch the patterns they are coming across in their physical environment.