

Visual Arts Lesson Plan

Title: Shape Art → Shapes in our World + Cubism

Grade: 3

Timing: 3 X 40 min periods

Big Idea/Enduring Understanding:

Students already have a strong understanding of line, pattern, space and shape due to their experience during previous art lesson. This lesson has a shape focus and aims to build upon students' awareness and understanding of shapes in their world. Students have a basic understanding of shapes and how they manifest themselves in a mathematical schema. This will work to build students awareness of shape in an artistic manner.

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

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

D2.1 express personal feelings and ideas about art experiences and images

D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

D3.2 demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

Media

OVERALL

SPECIFIC

Materials & Tools:

- images of professional artists who incorporate camouflage into their pieces of art (shared over projector/whiteboard)
- Pastels
- Warm Coloured Construction Paper
- Pencil
- Google Maps – Street Version at given School

Artists/Artworks:

Paul Klee – Castle & Sun

M. C. Escher – Tessellations

Picasso – Weeping Woman

Quality Art Education: have you included...

- ✓ **Learning IN the Environment:** Students will go outside to find shapes in their environment, specifically shapes that make up the composition of their school
 - ✓ **Connection to the life experience of my students:** exploring their world and their outside environment, connection to math and everyday experiences
 - ✓ **Creative Process:** creating art, the actual process
 - ✓ **Critical Analysis:** Talking about art their educational environment/shapes that make up their school
 - ✓ **Integration of other subject areas (Math)**
 - ✓ **Developmentally appropriate, experiential and fun:** Using shapes to recreate their school
 - ✓ **Create a Safe environment where risk taking and creativity are encouraged**
- ✓ Integrated into the 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 of:

- Oral Presentation
- Conference
- Finished Piece

Multiple Intelligences:

- ✓ Verbal/Linguistic
- ✓ Logical/
- ✓ Mathematical
- ✓ Body/
- ✓ Kinesthetic
- ✓ Visual/
- ✓ Spacial
- ✓ 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	
5 Mins	✓			<p>Warm-up/Minds On</p> <ul style="list-style-type: none"> • Activate prior knowledge: Review Shape Anchor Chart: the difference between large and small geometric shapes, the difference between 2D and 3D shapes, the difference between geometric and free form shapes and go over all of the shapes listed. • Prompts: <i>What is a shape? Can anyone tell me the difference between a geometric shape and organic shapes? What is the difference between 2D and 3D shapes? What observations can you make?</i> • Brainstorm the ways that we see shapes in our classroom. See if students can stay seated and find examples of shapes on the anchor chart around the room. <p>Sharing the Purpose/Objectives/Success Criteria</p> <p>I can: use shapes and colour to create a cubist inspired version of my school.</p> <p>Looking for: following instructions, using shape to create form, using bright colours, create a replica of the school (notice similarities in shape)</p>
10 – 15 Mins	✓			<p>Action/Body of the Lesson (Step-by-Step)</p> <ul style="list-style-type: none"> • Input/Guided Practice: Show the students photographs/paintings of art made by 3 professional artists (all 3 artists have pieces that exemplify the use of geometric shapes to create a working piece). <ul style="list-style-type: none"> ○ Introduce Cubism: Started in the 1900's and inspired by African and Native American Art. Painting figures and people who were made up of spheres, cylinders, cones and other geometric shapes. The paintings kind of look like they have been cut into pieces and glued back together. The artists still show important details in the paintings but they are considered "abstract." • Prompts: <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 shape? How? What shapes do you see? How did the artist use shapes to make a face/building? Why do you think the artists used shapes 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). • Input/Model: Explain to students that they will be creating a cubism painting just like Paul Klee's Castle and Sun painting. Explain to the students that they will be using shapes to draw their school. Show students the model you have created. Talk about the techniques you used, shapes you used and how you made it work? Project an image of students' school on the board. While students are sketching they can refer to this. Remind students to use the whole page for their Cubist drawings. <ul style="list-style-type: none"> ○ 1. Our first job is to go outside and look at the front of the school. <i>What shapes make up your school? What shapes do you see? What shapes will you draw when you create your school?</i> ○ 2. Come back inside. Draw the outside shape of the school and major details (windows, doors etc.) using a pencil. ○ 3. Draw the shapes that we are going to use inside of the school using a pencil. ○ 4. Use coloured pastels to colour in these shapes. ○ 5. Use black pastel to outline the shapes in your drawing of your school. • Check for Understanding: TRIBES – thumbs up/side/down. Ask if students have any questions. • Take students outside (complete #1) & Return inside: Post and review step-by-step instructions on the board with examples of each step. Ask students if they are going to be using geometric or organic shapes to create their cubist drawings.
5 Mins	✓	✓		
10 Mins	✓			
75 Mins			✓	

10 Mins	✓		✓	<p>Consolidation/Closure:</p> <ul style="list-style-type: none"> • 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). • Prompts: <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 shapes do you see? Look at all the different ways that your school can be represented.</i> • Have students hand in their art project. Post them on the Gallery Wall. Fill out the Rubric and give descriptive feedback in Friday Folder.
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