**Durham Visual Arts lesson plan – Mrs. Gaut**

|  |
| --- |
| **Unit Overview** |

|  |  |
| --- | --- |
| **Picasso Unit Name** | Complementary Colored Animal Paintings |
| **Lesson Description** | Students will be able to mix colors with paint to create tints and shades of complementary colors. |
| **Lesson Topic** | Color Mixing, Color Schemes, observational drawing |
| **Lesson Essential Questions** | How will you create an aesthetically pleasing 2D painting of an animal using the color scheme; complementary colors? |

|  |
| --- |
| **Student Learning Goals****What concepts or skills should students be able to demonstrate as an outcome of participation?** |

|  |  |
| --- | --- |
| **Standards** |  **VA7PR.1 Understands and applies media, techniques, and processes with care and craftsmanship.** a. Works directly with materials in a variety of ways (e.g., intuitive, spontaneous, and free, thoughtfully from sketchbook ideas or carefully considered plans). b. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner). e. Produces original two-dimensional artworks for intended purpose, using a variety of media f. Uses technology to produce original works of art (BYOD)g. Produces works of art that demonstrate knowledge of various styles of art (realism, formalism, abstraction). h. Understands and practices safe and appropriate handling of art materials and tools. **VA7PR.3 Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art**. a. Purposefully selects and manipulates elements of art and applies principles of design in the development of two-dimensional and three-dimensional works of art. b. Applies color theory (e.g., color schemes, relationships, properties) to create visual effects and communicate ideas. **VA7PR.4 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art.** a. Collects inspirational images, words, thoughts, and ideas. b. Maintains notes and class information. c. Plans artwork, practices techniques. d. Uses thumbnail sketches and visual/verbal notes to plan compositions. e. Evaluates effective use of the Principles of Design within one’s own work. **VA7AR.1 Develops and maintains an individual portfolio of artworks**. a. Distinguishes between complete and incomplete artworks. b. Analyzes and evaluates projects and revises them as needed. c. Compiles a collection of finished works that demonstrate competency in use of a variety of materials and processes; proficiency in craftsmanship and technical skills; and the development of an emerging personal style over time. **VA7C.1 Applies information from other disciplines to enhance the understanding and production of artworks.** a. Makes connections to other subjects that help expand art knowledge and/or skills.  |
| **Student Assessments** |

|  |
| --- |
| **Complementary Colored Animals Rubric****Portfolio- ongoing****Sketchbook assignment and preliminary sketches****Step back and reflect****Peer critiques** |

|  |
| --- |
| **Instructional Procedures** |

|  |  |
| --- | --- |
| **Please document daily instructional procedures. Record any amendments to your lessons below:** | **Lesson One Day One– (VA7PR.1, VA7PR.4)****Activator:** Students will look at and discuss student exemplars with peers at their table and then as a class **Instruction**: 1. Draw at least one animal on 9x12 drawing paper
2. Break entire canvas up into line (negative and positive space)

**Summarizer:** Add your name to the bottom right hand corner**Lesson One Day Two- (VA7PR.1, VA7PR.4)****Activator**: sketchbook drawing**Instruction:** Look at the color wheel on page 16 in “Exploring Art Media” textbook OR look at a color wheel that you have previously created. What is a color wheel and what is the importance of using it in art? What are complementary colors and how are they used?Go over painting expectations,Choose one set of complementary colors to work with, animal will be one hue and background will be the other hue (blue & orange, red & green, yellow & purple)Begin painting**Summarizer:** clean-up (wash brushes, palettes, put work up in drying rack)**Lesson One Day Three, Four, Five (VA7PR.1, VA7PR.4, VA7C.1)****Activator:** sketchbook art**Instruction:** review expectations and art safety,Continue painting animal and background, critique a peers work and/or step back and reflect each day!! **Summarizer:** Clean-up work area and sink, H.W. find out 3-5 interesting facts about the animal you chose that you do not already know!!! Write facts in sketchbook**Lesson One Day Six (VA7PR.1, VA7AR.1, VA7PR.4)****Activator:** sketchbook drawing**Instruction:** Remind students of expectations and get out materials, share your work and your facts with your peer, Students will finish painting, fill our rubric**Summarizer**: Clean-up, glue rubric to the back of your artwork after you have self-assessed, turn in work (painting will become part of portfolio)  |
| **Total number of days for this lesson Topic** | 6 |

|  |
| --- |
| **Materials and Resources Required for Unit** |

|  |  |
| --- | --- |
| **Supplies** | 9x12 paper, brushes, water cups, palettes or egg cartons, tempera paint, wax paper for mixing, paper towels |
| **Resources** | Animal pictures and how to draw sheets |
| **Vocabulary** | Hue, complementary colors, primary colors, secondary colors, tints, shades |

|  |
| --- |
| **Specialized Instruction** |

|  |  |
| --- | --- |
| **Gifted Students** | Create more than one animalOverlap objects or subject matterDraw a backgroundLearning style seatingPeer helper |
| **Special Needs** | Add lines to an already drawn imageUse already mixed paintUse other drawing media besides a pencilGet help from teacher and/or paraprofessionalUse other media besides paintAdditional time for assignmentsReview of directionsPeer SupportConcrete examplespresentations with visualsSpace for movement or breaks (kinesthetic learners too)Extra visual and verbal cues and promptsPreferential seatingHands-on activitiesFollow a routine/scheduleRest breaksVerbal and visual cues regarding directions and staying on taskImmediate feedbackWork-in-progress check**\*\*\*All depends on the individual student** |