

TCNJ ART LESSON PLAN:
For K-12 Observations

Overview		
	Teacher(s) Name	Leah LaFevre
	Artwork Example	
	Lesson Title	Mystery Emotion
	Central Focus (of the entire multi-day lesson)	<ul style="list-style-type: none"> In this lesson, students will explore various elements and principles of design and how they can be arranged and used to convey an emotion. In doing so, students learn how imagery can influence how humans understand emotions and how we express it visually. They are charged with creating a large scale collaborative piece that utilizes line, shape, symbols and colors to help convey an emotion. On the final day, students critique all of the works as a class discussion. This assignment is collaborative in that students work with their table group (groups of 5) to create large-scale abstract works that conveys an expression/emotion. Each table will select an emotion at random and are to keep it a secret; this is so that during the final critique, the class can use their knowledge of the elements and principles of design to make educated guesses about the emotion being conveyed by each group. Students can also compare and contrast these works and the characteristics within these works.
	Art Form	<input checked="" type="checkbox"/> 2-D: <input type="checkbox"/> 3-D: <input type="checkbox"/> 4-D: <input type="checkbox"/> Other:
	Grade Level	6th
	Class Name	6th Major
	Class Size	13
	Time	30 Minutes 2 Days/week 5 # Total Days/Lessons

Big Idea and Understandings

Big Idea	Expression of Emotions
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Learning Objectives

Objectives	Lesson # (when it will be taught)
1. SWBAT... identify how emotions are expressed (through imagery) across various time periods by interpreting the use of line, shape and color within them.	#1, 2, 3, 4
2. The student will (be able to)... demonstrate how to paint in layers by experimenting with opacity.	#3, 4
3. The student will (be able to)... critique works of art by evaluating the use of line, shape and color to portray an emotion effectively.	#5

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4. SWBAT... design an abstract expressionist piece by employing techniques of painting line, shape and color.	#2 ,3, 4
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Standards		
	Standards	Objective # (aligned)
NJ Visual Art Standards	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. Strand D. Visual Art</p> <ul style="list-style-type: none"> • 1.1.8.D.1: Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. Strand D. Visual Art</p> <ul style="list-style-type: none"> • 1.3.8.D.5: Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand A. Aesthetic Responses</p> <ul style="list-style-type: none"> • 1.4.8.A.5: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. Strand B. Critique Methodologies</p> <ul style="list-style-type: none"> • 1.4.8.B.1: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 	#1 #1, 4, 2 #1, 3 #3
National Visual Art Standards	<p><u>Responding:</u></p> <p>Perceive</p> <p>Anchor Standard 7: Perceive and analyze artistic work</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p> <p>Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <ul style="list-style-type: none"> • VA:Re.7.2.6a: Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions. <p>Analyze</p> <p>Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <ul style="list-style-type: none"> • VA:Re8.1.6a: Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed. 	#1 #1, 3

Assessment (Objective Driven)				
	Lesson/ Day #	Objective #	Title Assessment	Evaluation Criteria
Pre-Assess.	#1	#1	Image Comparison Discussion	Students compare the painting "Thaw" by Lee Krasner and a film still from an Ulta Beauty Commercial. Students discuss similarities and differences between the 2 images. Students are asked to specifically interpret the images for the way they make them feel or how they believe the image is supposed to make viewers feel. They then share their interpretations and describe how they formulated their idea/opinion. This discussion is used to assess students prior knowledge of how to interpret

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				imagery using the elements of design (line, shape and color). If students have prior knowledge of color, shape and line, they should successfully interpret the images as having a positive feeling (happy, confident, fresh); being that the elements within the images are that of a positive connotation (curved lines: happiness, orange: confidence/happiness, round shapes: non-threatening, organic, positive feeling). To provide students with feedback, for those who's answers were not relevant are far from the "most likely" answer, I'd ask them to reconsider looking at the images. I'd ask them to focus on certain aspects, such as the colors or the kinds of lines they see and interpret them.
Formative	#4	#4	Opening Recap (Entrance Slip): Line and Color	Students will be assessed for comprehension of material covered in the previous classes. Students will receive an entrance slip to fill out in the first few minutes of class. This will assess students' ability to select proper lines and colors that would best portray the given emotion. Thus showing understanding of how to use line and color. The answers will be discussed as a group after completion to ensure that students understand what answers are most appropriate and why.
Formative	#5	#4, 2	Individual Group Conferences	Each group will meet with the teacher to discuss their progress thus far. Their painting will be assessed for the level of success in portraying the assigned emotion. Feedback, in the form of suggestions will be made. Students can ask questions for clarification on anything that may be confusing them.
Summative	# (last day)	#4,2	Mystery Emotion Rubric and Artist Statements	A rubric will be completed to assess students ability to meet the learning goals (objectives) set forth in the lesson. They will be assessed as a group on their ability to efficiently portray an emotion through the use of line, shape and color. They will also be assessed on their participation and craftsmanship. Each group is charged with writing an Artist Statement. Students will describe why they made the aesthetic and technical decisions they did in relation to successfully portraying the assigned

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			emotion. These statements will be assessed for their ability to use artists language, comprehension of materials, and thoughtfulness (pre-planning, addressing line, shape and color). The rubric and artist statement will be graded. Each group will receive written feedback on something they did well and one thing they could have improved on. Students may then chose to meet with the teacher if they have questions or need clarification as to why they received the grade/feedback they did.
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Materials and Artist

Student Materials	Pencil, Sketchbook, Markers and/or colored pencils, Elements & Principles of Art reference sheet, Elements of Abstract Expressionism worksheet, Poster board (20"x16"), acrylic paint, water cup, mixing plate/palette, brushes of various sizes
Key Artist and Artwork	<p>Lee Krasner: "Night Creatures"</p>  <p>Mark Rothko "No. 6 (Violet, Green and Red)"</p> 

Vocabulary and Language Acquisition

Vocabulary	<ul style="list-style-type: none"> ● Expression: The indication of feeling, spirit, character, etc., as on the face, in the voice, or in artistic execution ● Emotion: A state of consciousness (thoughts and feelings) in which joy, sorrow, fear, hate, etc., is experienced ● Abstract: An idea, object or image not from reality ● Opacity: The state or quality of being opaque; how non-transparent an object is. ● Line: <ul style="list-style-type: none"> ○ 2D - a mark or stroke long in proportion to its breadth, made with a pen, pencil, tool, etc., on a surface ○ 3D - The position or arrangement of an object(s) ● Shape: The external surface or outline of a specific object. To give form to an object. ● Color: The light being reflected by an object, giving it a certain hue, saturation and brightness.
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Accommodations (to support learners)	
Adaptations and Accommodations	2 students with IEP's: Learning Comprehension <ul style="list-style-type: none"> • Repeated directions • Verbal, and written/visual directions • Hearing, seeing, and writing down information • Breaks when needed

Lesson # 4		
Central Focus (Lesson Summary for this Day)	On this day of the lesson, students will be exploring the element of shape. They will explore how line creates shape and how different shapes can convey a particular meaning/feeling. Students will explore various artworks from the past and present as well as those from America and Indonesia. They will analyze how different cultures use shape to convey an emotion. They will then have time to add the element of shape to their individual abstract expressionist painting.	
Focus of Lesson # (choose one)	<input type="checkbox"/> Create Visual Art <input type="checkbox"/> Present Visual Art <input checked="" type="checkbox"/> Respond to Visual Art	
Component(s) of Lesson # (choose 1-2)	<input checked="" type="checkbox"/> Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning) <input checked="" type="checkbox"/> Developing works of art/design (using techniques, methods of experimentation, or investigation) <input type="checkbox"/> Relating art to context (personal, social, cultural, or historical perspectives) <input type="checkbox"/> Making personal choices (of content, methods, or styles)	
Lesson # Beginning/Introduction (<u>1-5</u> minutes)	Instructional Methods	
<ul style="list-style-type: none"> • Students are greeted while entering the classroom and instructed to read the board for the “Do Now”. The “Do Now” will read as follows: <ul style="list-style-type: none"> ◦ Good Morning! Please sit in your assigned seats/group. Get out your “Elements of Abstract Expressionism” worksheet, a pencil and get an “Entrance Slip”. Please complete the entrance slip once you are seated. • Upon reading the board, students go to their assigned seats and drop off their books. They then proceed to pick up the items stated on the board. • Students then fill out the Entrance Slip. The slips can be anonymous. • After students complete their slips, a class discussion will be carried out to discuss the answers to the questions. Any confusion will be clarified. Slips will be assessed after class. 	Do Now Entrance Slip Class Discussion	
Instruction (<u>10</u> minutes)	<ul style="list-style-type: none"> • During a powerpoint presentation, students will explore the element of “shape” in Abstract Expressionist painting. • They will write down the definition of “shape” and explore how a shape is created (through creating a closed line). • They will explore how to abstract objects into a shape (abstract form) as well as discuss how various shapes can convey a meaning. Such as triangles representing divinity, religion, perfection, nature, positivity, spirituality. They will draw examples of shapes on their “Elements of Abstract Expressionism” worksheet that they feel would work for their group’s painting. • Students will then analyze the works of Lee Krasner’s “Night Creatures” and Mark Rothko’s “No. 6 (Violet, Green and Red)”. They will analyze and interpret how the shapes in these works helps to convey the desired emotion being portrayed. • If time permits, students will participate in a brief activity. A volunteer(s) will be asked to draw a shape on the board that best portrays an emotion (the teacher will pick the emotion). This will assess students’ comprehension of the material covered thus far. • Students are then excused from their tables to then begin working in their groups. 	
Structured Practice and Application (<u>10</u> minutes)	Class Discussion Worksheet	
<ul style="list-style-type: none"> • Students meet with their groups to continue working on their collaborative painting. • They will get their painting off of the back table and place it on the floor. They will also find their paint pallets, brushes and water cups. • Students will bring their sketchbooks with them, as it contains their brainstorming sketches. They will also bring any worksheets and reference sheet that they feel is needed in order to help the creation of their piece. • They will continue working until it is time to clean up. • The teacher will walk around the classroom to observe and assist the groups. 	Group collaboration (art making)	
Mid-Lesson Critique or Feedback (<u>10</u> minutes --- During Structured Practice)		

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Feedback:	<ul style="list-style-type: none"> While students are working, the teacher will walk around the room to observe and assist the groups. The teacher will ask students how far their progress is. The teacher will ask students about the choices they made in their process and why they made those decisions. The teacher will provide suggestions, guidance and feedback. Students immediate questions will be answered. 	Group Discussions (Mini)
Artist Statement or Final Critique (if applicable) (_____ minutes)	N/A	
Clean-up and Closure (_____ 5 minutes)		
Clean-up	<ul style="list-style-type: none"> Students place paintings on their class drying rack. They place their used brushes and water cups in the sink to be cleaned. Students cover and place their shared mixing trays on the back counter. They then return to their seats and what for closing activity instructions. 	
Closing	<ul style="list-style-type: none"> Students answer a couple questions that review the information learned in class. Questions may include: <ul style="list-style-type: none"> What shapes best represent the feeling of calm? Anger? How does a line create a shape? Students then ask questions they may have regarding the day's lesson. Students are dismissed 	Discussion

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Appendix**RUBRIC******Rubric attached separately/Hard copy provided****

Objective/Criteria	Exemplary (A)	Good (B)	Satisfactory (C)	Needs Improvement
Successful use of line, shape and color (emotion was successfully portrayed using these elements of design)				
Successful layering and use of acrylic paint				
Participation during Critique (Student was respectful, shared their ideas and demonstrated knowledge of how to successfully identify how elements of design are used and interpret abstract expressionist works)				
Artists Statement: demonstrates knowledge of how to use line, shape and color to portray an abstract work . (Syntax)				
Total Points or Grade:				
Teacher Comments:				

SUPPLEMENTAL MATERIAL

You may combine the supplemental material (e.g., handouts, PowerPoint Slides (with 6-9 on a page) and handouts) as an attached pdf file.
****Hard Copies will be given****