






AEI Lesson Example Collaboration

Visual Arts Lesson Plan Title: Stop, Think, Decide

Age Group: 4th Grade (K-12)

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select & apply media, techniques & processes	Understand and apply elements and principles of design	Students will consider, select, apply and evaluate a range of subject matter, symbols and ideas.	Understand the visual arts in relation to history and culture	Reflect upon and assess the characteristics of their own and other's work	Students will make connections between the visual arts, other disciplines and daily life
Universal Constructs 						
Critical Thinking	X	X		X	X	
Complex Communication						
Creativity	X	X				
Collaboration						
Flexibility & Adaptability	X	X	X		X	
Productivity & Accountability	X		X		X	

District, Building, or Department Goals or Objectives:

Description: Students work in pairs to collaboratively make a design of shapes. Students alternate making lines that connect to each other. These groups of lines go from one edge of a page to another. Only straight lines, angles, curves and spirals can be used. In turn students add one line segment to the collaborative drawing. Students can then work to finish the work with color collaboratively, or they can make 2 line designs, and then each student finishes a work individually.

Teacher Preparation: 1. Gather supplies/materials 2. Gather visual examples of art work by abstract and nonobjective artists such as Matisse, Kandinsky, Miró, Stella and Mitchell. Preparing a Powerpoint presentation or digital slide show would be useful if the classroom has the presentation technology.

Materials and Resources Needed: Any drawing materials will work. One good choice is black marker on colored construction paper; added color with oil pastel. Pencil or thin marker lines on white sulphite or watercolor paper with added watercolor or tempera also works well.

Vocabulary: Collaborate, Composition, Nonobjective Art, Center of Interest/Emphasis

Plan:

1. If necessary, discuss composition and nonobjective art with students and show examples of art work by nonobjective artists who use line and shape as major elements in their compositions.
2. Discuss collaboration and the concept of respecting what the other person draws.
3. Show what the four kinds of lines look like on the board or with an ELMO.
4. Explain the difference between just randomly making a line and deliberately choosing a line to make a good composition. Students should “Stop, Think, and Decide” before adding each line.
5. Model the drawing with a student “volunteer”.
6. Show students the assessment and make sure they are aware of what high quality work is.
7. Divide the class into pairs.
8. Hand out paper and one drawing implement to each pair.
9. Students create compositions, taking turns adding lines until a good composition with large, medium, and small shapes has been completed. The composition will be enhanced if there is a center of interest created with the line and/or the later added color.
10. Students talk about why their compositions work. In a large class, this can be done in groups.
11. Student pairs can make two compositions so that they each have one to complete in color. They could also work together to finish one art piece that might be added to the finished work of the rest of the class in a montage.
12. Art works are finished by adding color, value, and/or texture to some of the shapes.
13. An assessment check list is filled out and attached to the art work.

Attach/Include any assessment documents; follow up lesson plans, or resource articles needed.

Assessment: Formative: Pair/Share or small group

Summative: Check list

Follow Up Activities:

1. Use the process to make a class art work on large paper. Use circle or rectangle formats on the larger paper. Change partners. Discuss line composition as a class and decide and carry out a strategy for adding color.
2. Use smaller paper and select parts of drawing to make an art work in another medium: metal, glass, clay.

Resources and References:

Brooks, Mona. *Drawing with Children*. Jeremy P. Tarcher/Putnum: New York: 1996

Edwards, Betty. *Drawing on the Artist Within*. Simon & Schuser, Inc. New York: 1986

Vas, Sandy. New Art Basics Lesson VL-73: <http://www.nabdb.design.iastate.edu/index.php>

<http://www.artsconnected.org/toolkit/index.html> Elements and Principles of Art. Interactive

<http://www.goshen.edu/art/ed/images.html> How to get images from the internet to use in class.



Photo by C. Noel of secondary student work



Photo by J. Franken of secondary student work



Photo by S. Vas of elementary student work



Photo by S. Vas of elementary student work

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