

Art 31004-002: Teaching Practicum Lesson Plan Format & Assessment

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Ages to be taught: 6-7

1. Title

The title of this lesson is: “How do you see yourself?” It is connected to our group’s sub theme, “Imagination”, because students will learn that not everything must appear the way it is in real life, and it is okay to exercise imagination to see the world differently. They will also use the power of color to express themselves as an individual, developing their self-expression skills. The sub-theme, “Imagination”, is related to the theme of “A World of Possibilities” because with imagination, anything is possible. Imagination is about creating awareness to important questions in our lives. Imagination is about using creativity to envision a better world than the one we live in and to arrive at dynamic solutions. Imagination is also self-expression.

2. Overview

In this 1.5-hour lesson, 6 and 7 year olds will learn about how they see themselves and the world around them. They will learn this by examining and discussing the artworks of Henri Matisse, Chuck Close, and Marshall Dines. Students will make use of bubble wrap, tempera paint, and paper to create a self-portrait that reflects their self-expression. The students will learn the difference between primary and secondary colors, and they will have to learn to mix colors to broaden the colors in their palette. The use of the color will lead to the emergence of their individual expression.

3. Learners

A. Artistically, six-year-old students are ready to use tempera paint. Because students at this age are particularly drawn to the use and effect of colors, it is important for them to learn the differences between primary and secondary colors, as well as warm and cool colors (Clements & Wachowiak, 2010).

B. According to Clements and Wachowiak (2010), the theme of *Imagination* will relate to six year old children because they enjoy fantasy, creating their own worlds and ideas. They love to pretend and play make-believe games. They are fascinated by and drawn to things with lots of color. Children of this age are very expressive and personal with their use of color, and they generally think color must be applied stereotypically; for example, the sky must always be blue. They have their own unique view of the world and are ready to express it (Clements and Wachowiak, 2009). They do not fully understand who they are as a person at this time, but through the practice of self-expression and creativity they can begin to unlock their inner self. These three artworks will be meaningful to six year olds because they all question the strict use of traditional colors. These three artworks also show color can be used to showcase the individuality of the artist and of their subject. They are not realistic pieces, and these artists do not use flat, monochromatic tones to depict their subjects. A face can be purple, the sky can be green, and the trees can be yellow. This color is used as a powerful tool to attract attention to the piece and reveal expressive qualities of both the artist and the subject.

4. Visual Resources

Woman with a Hat, Henri Matisse, 1905

Self Portrait, Chuck Close, 1997

Cell Portrait, Marshall Dines, 2010

Speech Bubbles for motivation game

Poster indicating the difference between primary and secondary colors as well as how to mix colors

In progress works poster

5. Materials

Expendable

- Newspaper
- Paper towels
- White drawing paper (1 9"x12" sheet per student)
- Scrap sheets of bubble wrap for popping and for test piece
- Scrap sheets of paper for printing the test piece
- Red, Yellow, and Blue tempera paint
- 9"x12" bubble wrap sheet

Non-Expendable

- Paintbrushes
- Paint palettes
- Containers of water
- Painting shirts to protect clothes
- Pencils
- Speech bubbles
- Markers
- Masking tape
- Carpet squares

6. Objectives

II. Creative Expression and Communication (45 minutes)

- A.** Students will make use of tempera paint, bubble wrap, and drawing paper to create a self-portrait to express the way they see themselves. Students will learn about color and the difference between primary and secondary colors by practicing how to mix the primary colors into other colors to broaden their color palette.
- B.** Grade 1: II: 3 Demonstrate beginning skill in the use of art materials and tools.
- C.** My most able students will be able to mix primary colors into secondary colors to create a self-portrait as a means of self-expression. They will use their eyes to direct the viewers into their painting. Students must create their art that is at least 9"x12", uses the whole page, and includes at least two primary colors and two secondary colors.
- D.** I will know when my most able students have completed the objectives when they have completed a self-portrait using color as the primary means of expression that is at least 9"x12", and uses at least two primary colors and two secondary colors.

III. Analyzing and Responding (10 minutes)

- A.** Students will step back from their works at the end of class and examine their own self-portrait as well as others for the use of primary and secondary colors and their expressive qualities.

- B. Grade 1: III: 1 Notice and describe multiple characteristics (e.g., colors, forms, materials and subject matter) in their own artworks and the works of others.
- C. My most able students will be able to identify the differences between primary and secondary colors, and they will begin to not how colors can create expressive qualities and how two colors are related when placed next to each other in their own self-portrait and those of their classmates.
- D. I will know when my students have effectively completed the assessment when students comprehend the difference between primary and secondary colors as well as the different expressive elements in their own portrait as well as their classmates' portraits.

7. Advance Preparation Needed

Classroom setup: Two (or three) tables will be pushed next to each other, and students will work on both sides of the table, sharing their palette and water container with either the person across from them or the person next to them (whatever is easiest depending on the size of the tables). A separate table will be used for the demonstrations.

Visual set up and preparations: The three visuals, *Woman with a Hat, Self Portrait 1997*, and *Cell Portrait* will be posted on the front wall along with the poster that indicate which primary colors make which secondary colors. There will also be space next to the artworks for the different speech bubbles the students will write. The rules poster will also be hung on the front wall so that all students can see.

Discussion corner setup: Students will use carpet squares to sit on the floor in the discussion corner.

Material supply corner setup: The materials necessary to complete the studio project will be on one table off to the side, and they will be transferred to the student's tables when they are ready to begin the studio project after the discussion of artworks. Bubble wrap sheets will be cut to three different sizes (a small one for popping the bubbles, a medium sized sheet for the test piece, and a larger piece for the final project). The drawing paper will also be cut into two different sizes – one for the test piece and one for the final project.

Other setup and preparations: The studio tables and the demonstration table will need to be covered with newspaper, so that no paint gets on the tables. Bubble wrap will be taped down in each students seat to make sure it does not slide while students are painting.

Back-up Activity

If a back-up activity is needed, we will continue to discuss the pieces, and I will ask more in depth questions for the students. I will also have students share their experiences with their work and how it expresses them.

9. Bibliography

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