Service Learning Lesson Plan 2

Title: ­­­­­­­­­Monster Painting­­­­                                                                       Group/Date: Cooper Home: 3/05/18

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | Students will be introduced to acrylic paint on canvas; another way artists make art.  Students will consider creatures from video games, cartoons, or movies to create a monster.  Students will also be exposed to introducing 3-D materials on a 2-D surface (if they choose).  This will continue the exploration of materials, and experiment more with color mixing and painting techniques; and introduce 3-D materials to the creative process. |
| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| * Art is a form of communication * Art can incorporate 2-D and 3-D materials | * How can art communicate stories, ideas, or emotions? * How can art describe something? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill?  ...Compare and contrast art work; analyze sketches?  **Students will be able to** | |
| * After discussion, students will be able to list or sketch ideas for their monster painting and explain it to others. I can tell you about my ideas for my art. * Given time to experiment with paint, students will be able to mix and create colors for their art and explain how they were made. I can create new colors by… * Using 3-D materials, students will be able to add expressive characteristics to their artwork.  I can mix 2-D and 3-D materials. * With the time given to use acrylic paint, students will understand the capabilities and limitations of the medium. I can tell you what it’s like to use acrylic paint. * By referencing their lists/sketches, students will be able to create a painting that describes characteristics or a story about their monster.  I can make art that describes something/tells a story. | |
| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| Students will be divided into 3 groups, and teachers will lead the following discussion questions to tell the story of their paintings:   * What is the name of your monster? * What things/activities does your monster do? * Where does your monster live/come from?   Teachers will also ask students the following questions about the art making process:   * What’s your favorite color you made? How’d you make it? * Explain adding 3-D materials to your art * What was one challenge that occurred in the painting process? | Visual and visual documentation uploaded to the blog.  Students demonstrating:   * Brainstorming (sketching) * Acrylic paint mixing * Combining 2-D and 3-D materials * Creative problem solving * Describing their own art process |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? | |
| * Have you ever used acrylic paint? Is it thick or runny? How is it different than using watercolor paint? * How do you mix acrylic paints? * Have you ever used a canvas? What’s it like? * Where have you seen monsters before? Movies? TV Shows? Comic books? * What’s it like gluing objects to paint? How do you do it? | |
| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| * Begin with visuals and teacher examples.   + Teacher sketchbook ideas will be scanned and projected.  Teachers will tell characteristics of their art to the class. (Name, where they live, what they eat, etc.)   + Characters from movie “Monsters Inc.” Students will be asked to consider unique characteristics of each character.   + Image of Medusa - Some historical context. * Both projected images and hard copies will be presented to students.   + Encourage student interaction, walk around the classroom showing the students artwork. Ask for questions? * Teachers share their paintings and tell the story about their monster.   + Engage students by walking around the room, ask for questions? * Create a list with simple drawings on whiteboard for students to reference. * Demonstrate innovative ways to incorporate 3-D materials. | * Students will be given a simple sketchbook to record their thinking/ideas. * We can have a simple monster/shapes lesson. What types of shapes do you see in monsters? * What do you think of when someone says “monster”?   + Nice or mean monster?   + Where would your monster live?   + What does your monster eat? * Where have you seen monsters before?   + Movies/TV shows?   + Video games?   + Books?   + A dream? * How would you paint it? |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Teachers begin with a few slides and show students their painting examples to introduce today’s project. (5 minutes)    1. Teacher sketchbook examples - ideation, form    2. Characters from “Monsters Inc.” - unique characteristics/forms    3. Medusa - historical example 2. Teachers pass out sketchbooks and students begin sketching monster ideas for their paintings. (10 minutes)    1. Pencils, colored pencils, and erasers will be set out at each workstation for students    2. Students will be able to reference ideas/prompts on board       1. Ideas for monster shapes/forms.       2. Where does your monster live/come from?       3. What’s unique about your monster? 3. Class is divided into three groups, teachers will model proper brush etiquette, as well as demonstrate color mixing techniques.  Teachers will show students mixing two colors to create a new color, cautioning students to avoid mixing more than two colors to avoid making brown/grey mud.  Teachers will also demonstrate mixing white or black in order to tint or shade a color. (5 minutes)    1. Rinse brushes in cups so paint doesn’t dry in bristles.    2. Wiping excess water/paint on the side of a cup or on a rag.    3. Model how to use a palette knife to mix two colors to make a new one. 4. Teachers hand out paint, palettes, palette knives, and rags to students. Students experiment with mixing new colors. (10 minutes) 5. Teachers pass out canvases, easels, and brushes to students.  Students begin creating their paintings. (45 minutes)    1. 3-D materials, scissors, and glue will be laid out on a back table for students to use at will. 6. Students clean up workstations. Teachers model proper brush cleaning. (7 minutes) 7. Students share the story of their monster with the students at the table. Teachers help facilitate discussions. (8 minutes)    1. More time may be needed for students to complete their art work.  This step will give further insight if we need to use a portion of the next class period to complete the project. (Paintings may need to dry before adding 3-D materials) |