

SOLAR LESSON PLAN FORMAT

Age Level: 1st Grade

Subject(s) Area: Art

Materials Needed:

- Large black paper for each student
- 2 pieces of white paper per student
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Standards:

Code and description:

4.5.1 Know various purposes for creating works of art.

4.6.2 Know connections between the visual arts and other disciplines in the curriculum.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

Action verb (bloom's taxonomy) + primary learning focus + accuracy level

Students will design an art piece using the concept of Pop Art with a 90% accuracy.

Students will apply their knowledge of their chosen animal from science to design a realistic art piece.

Learning Activities:

Technology:

<http://collection.warhol.org/view/objects/asimages/dept@Art%20Collection/144/title-asc?t:state:flow=183fba8e-2322-4dfe-a0b5-a52d7e9614b2> (p. 13)

Required Vocabulary:

Pop Art: An art movement that started the concept that art can be borrowed from any source.

Realistic Art: art that looks exactly like the person or object it represents.

Opening Element: Gather students at the carpet. Show the students the Andy Warhol website collection (p. 13, pop art cows) Ask the students to look at the pictures. "What do you notice about these pictures? What is the same or different about the?" Have the students come up to the board and point out what they notice.

Reflective Questions: "Thumbs up if you like the pictures, thumbs down if you do not like it. Why do you like it? Why do you not like it?" Have 3 students share.

Instructional Methods:

1. Pop Art History:
 - a. Pop art is an art movement that started the concept that art can be borrowed from any source.
 - b. Before pop art, people did not think that art could be in the form of a soup can or if someone art was of a person, it had to be the same color as what the artist was looking at
 - i. *5 minutes for all the above*

2. "Today we are going to make our own pop art using our animals that we have been researching. We are going to create one piece of art that shows our animals real color and real habitat in the background and one that uses pop art and has bright colors on it."
 - a. Show students examples of what they are expected to do.
 - b. "You will get 2 pieces of white paper, one is for the realistic color of your animal, and one is for the pop art version of your animal.
 - c. "We will be using water color and black crayons to create our art pieces
 - d. The first step in creating our art, is that we must draw our animals
 - i. Once you get your two pieces of white paper, you will bring them back to your seat.
 - ii. Your job is to first write your name on the back of both of your papers
 1. draw your animal on each sheet of paper, making sure you cover the whole piece
 - iii. When you are done, you need to raise your hand and I will come and check your work, and give you a black crayon
 - iv. If you need your animal book to help you draw you can grab it, but you must put it away once you are done drawing
 - e. With your black crayon, you need to trace over your pencil line of your animal
 - i. The crayon should be thick so that no paint will get through
 - ii. Erase any pencil that the black did not cover up
 - iii. Once you are done outlining your picture in black, you can raise your hand and I will come and check your work, and if your black line is thick enough you may come back to the carpet for your next instructions
 1. *5 minutes for instruction and 10 minutes for drawing*
 - f. Then your first art piece your animal and habitat/background should be painted the correct colors
 - i. A deer should be brown, a shark should be gray, a jungle should be green, a desert should be tan
 - ii. Once you are done with the realistic art piece, you need to bring it to the back table to dry
 - g. You can then move onto the pop art piece, that is when your animal and habitat can be crazy colors
 - i. A ferret can be purple, an eagle can be blue, the ocean could be pink, and the snow can be green
 - ii. Once you are done you can bring your finished art piece to the back table to dry too
 1. *5 minutes for instructions and for getting materials, 10 for painting*

- h. If we have time we will give you a black piece of paper and you can glue both of your animal pictures on your animal pictures.
- 3. Leave *10 minutes at the end of the class for cleanup.*
 - a. Remember to give students time checks throughout the lesson so they know how long they have to finish. (5, 2, minutes)

- Guided Practice Strategies: Shown throughout Lesson
- Independent Concrete Practice/Application: Students will create their own animal art pieces using pop art for one and normal colors for the other.
- Classroom management/movement: Shown throughout lesson
- Differentiation: Give the directions both verbally and visually so that the students can see what their expectations are and keep them up the whole lesson.

Wrap-Up: When all the students are done, have a gallery walk so everyone can show off their pictures.

Assessment:

- Clear Connection to Objective

Formative: observation of students working, looking for if the students are using the art materials correctly, and if they understand the concept of pop art correctly

Summative: Rubric:

Categories	3	2	1	Total
Pop Art	Students art work uses the themes and colors of Pop Art in the Entire piece.	Students art work has one piece using the theme and colors of Pop Art.	Students art work has no evidence of the themes and colors of Pop Art.	
Realistic Art	Students art work uses the themes and colors of Realistic Art in the Entire piece.	Students art work uses one piece of the themes and colors of Realistic Art.	Students art work has no evidence of the themes and colors of Realistic Art.	
Neatness and Effort	Students art work fully covers the page and can be interpreted correctly	Student art work partially covers the paper and can partially interpreted correctly	Students art work does not cover more than half the page and cannot be interpreted correctly.	
Total				Score: ____

Reflection:

I was surprised as to how well this lesson went because it was given on Friday afternoon and art is usually a hard subject to teach and keep the students in control. The students were

able to accurately create an art piece and to follow my directions for creating the art piece. I thought when I gave my directions and show them an example of what I wanted them to do, the students were able to visually and auditorily receive the directions. I think that that helped them be able to really focus on the expectations. I also thought that my introduction to the art lesson and when I tied it to their science lessons it was able to engage the students in their learning and help them focus on the lesson.

Some things I need to work on are keeping my transitions consistent throughout the lesson. When I first let the students get to work, I dismissed them by rows, the second time I dismissed them I did not, I dismissed them one by one. The second time I should have done the same thing so that I was consistent through the lesson. Another thing that I could improve on is my timing of my lessons, after writing this lesson and talking about it with my practicum teacher, I cut the above lesson in half, so the students only had to create one art piece. I was glad that I did this because with the 45 minutes that I had some of the students did not finish their work. So I need to make sure that I really focus on how much time I have and how much the students will be able to complete in that time frame.