**Art Lesson Plan**

**Group members:** Rebecca Maston, Jeaneane Chisholm, Christine Urevig, Jose Rosales **Grade Level and Class:** Grade 9th and 10th, Design

**Lesson Title:** Plane and Simple

**Rationale:**  Students will be taught how to apply lines and make a plan to be followed as a visual layout to construct a community garden. They will learn how to transform the elements of art into a 2D and eventually 3D project. This assignment will act as the basis for the next step.

**Major Goals:**

* Students will learn how to develop aesthetic and abstract ideas into a design.
* Students will learn to create balance using planes, lines, and space in a composition.
* Students will exhibit satisfactory proficiency in designing a composition to be used as a plan to create a community garden using the program *Sketch Up*.

**Aesthetics, Art History, Art Criticism, and Interdisciplinary Connections:**

Major Concept: Use planes to create space and harmony.

Artist/ Arts/ Object / Period / Culture: Wassily Kandinsky, Richard Diebenkorn, Piet Mondrian, Cubism, Neo-Plasticism

Aesthetic Questions: How do you find balance in space?

Social, Political, Multicultural Context:Students will learn the history of gardens through the semester as well as work to build a space that represents their community.

Interdisciplinary Connections: English, Art History

Vocabulary: Balance, Color

**Art Production:**

Subject Matter: Design and Paint

Medium: Graphics

Instructional Strategies: Self-guided computer instruction

Elements of Art: Shape and Space

Principles of Design: Harmony and Proportion

Additional Vocabulary: Wall, Parallel, Totem, Tile, Grid, Plane, and Space

**Content Standard Areas**:

**A. Content Standard 1 –** Artistic Perception

1.6 Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in visual arts.

**B. Content Standard 2 –** Creative Perception

2.1 Solve a visual arts problem that involves the effective use of the elements of art and principles of design.

**C. Common Core –** Writing G: 9-10. 8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Teacher / Learner Materials:**

* *Sketch Up*
* Printable Parchment Paper
* Computer
* Printer
* Sketchbook
* Pencil

**Anticipatory Set:** Review the concept behind a few artists’ work that simplify planes and space, to create balance so the students can design a composition that can be used as a blueprint to design a community garden.

**Objective/Purpose:**

* Students will be able to create a composition with balance using planes and lines.
* Students will be able to create a 3-D blueprint using a composition with lines and planes on the program *Sketch Up*.
* Students will demonstrate sufficient skill in design of abstract ideas.

**Input:** A Prezi slideshow will introduce students to the aesthetic qualities and compositions that the project requires. Students will also view a quick demo or Prezi slideshow detailing the process and requirements to incorporate and complete the composition on *Sketch Up,* as well as previous student examples*.*

**Model:** Teacher will model the different steps of the aesthetic process, supplying more detailed instructions on technique and strategies.

**Check for Understanding:** After the Prezi slideshow on the select artists, the class will enter into a discussion to compare and contrast between the subject matter of creating balance in a square composition using shapes and lines. Students will be asked to write a brief summary and thoughts in their sketchbook.

**Procedural Outline:**

**Day 1 –** Anticipatory Set activity and review Objectives with class. Prezi slideshow to introduce students to the aesthetic qualities of the design that we will be creating. Class discussion and sketchbook reflection on the upcoming project.

Homework: Students will design 5 thumbnails of possible composition design ideas in students’ sketchbook to get ready to be able to design on the program *Sketch Up*.

**Day 2 -** Students will view a quick on-screen tutorial and/or Prezi slideshow detailing the steps required to complete a desired composition. Following the tutorial/Prezi slideshow, the teacher will demonstrate the creative process behind using *Sketch Up*. For each step the teacher demonstrates, students will be asked to recall related terms, tools and processes that are required to before to complete the step. During the demonstration, the teacher will supply more detailed instructions on technique and strategies. If time permits, students will be able to jump on the program, *Sketch Up*, and begin to design one, or more if they choose to, of their thumbnail ideas.

 Homework: Students will sketch the desired composition from the exposure in class with the program *Sketch Up*, if applicable. If not, finalize a desired thumbnail from the 5 in the students’ sketchbook to be recreated on *Sketch Up*.

**Day 3 -** Studio day: Students will work on their composition in the program *Sketch Up*. Teacher will walk around and ensure that students are not having trouble with the program, as well as, providing feedback to students’ progress. Once their compositions are completed, students will make a print using the parchment paper.

**Closure:** Student work will be displayed in the classroom. The class will talk about the process of making a balanced composition and students will offer any reflections they have on the process, history, and their adaptations. Students will write a reflection in their sketchbook describing the meaning of their work and thoughts on the lesson.

**Evaluation**: There will be a total of three evaluations for each completed assignment. Students will self-evaluate their own work on the assignment by filling out a rubric. Additionally, students will fill out a rubric on a peer’s work. Lastly, the teacher will fill out a rubric for each students’ work.

**Developmental Considerations:** This activity is intended for proficient Visual Arts students; Freshmen, Sophomores, and Juniors or Art 1/Art 2. Students who fall behind will be assisted during the work time for one-on-one help from one of the teachers. Students who work fast and complete assignments quickly will be asked to assist other student.

**Student Special Need Considerations**:

Focus Student: High-Functioning Autism Spectrum Disorder

Adaptations/Modifications supplied would include:

* A handout version of the instructional video/Prezi slideshow to use for referenc.
* Pair up a typical peer with the focus student to supply a peer model and/or peer assistance if help is required.
* Offer an optional list of possible composition topics/examples and visual examples of possible finished designs.
* Email/handout assignment details to parents/caregivers and maintain correspondence as needed to ensure success.
* Teacher will check in regularly with focus student to confirm that the student feels confident with the lesson content and activities.