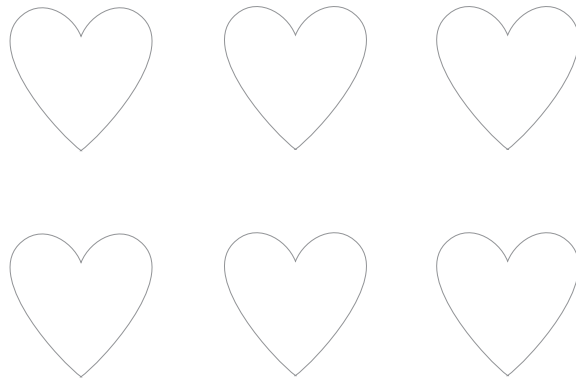


Grade: 4		Subject: Art																									
Materials: <ul style="list-style-type: none"> • Watercolor paper, 8.5" x 11" • Rubber cement • Watercolor paint • Oil pastels 		Technology Needed: <ul style="list-style-type: none"> • Active Board will be used 																									
Instructional Strategies: <table border="0"> <tr> <td><input checked="" type="checkbox"/> Direct instruction</td> <td><input type="checkbox"/> Peer teaching/collaboration/ cooperative learning</td> </tr> <tr> <td><input checked="" type="checkbox"/> Guided practice</td> <td><input type="checkbox"/> Visuals/Graphic organizers</td> </tr> <tr> <td><input type="checkbox"/> Socratic Seminar</td> <td><input type="checkbox"/> PBL</td> </tr> <tr> <td><input type="checkbox"/> Learning Centers</td> <td><input type="checkbox"/> Discussion/Debate</td> </tr> <tr> <td><input type="checkbox"/> Lecture</td> <td><input checked="" type="checkbox"/> Modeling</td> </tr> <tr> <td><input type="checkbox"/> Technology integration</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table>		<input checked="" type="checkbox"/> Direct instruction	<input type="checkbox"/> Peer teaching/collaboration/ cooperative learning	<input checked="" type="checkbox"/> Guided practice	<input type="checkbox"/> Visuals/Graphic organizers	<input type="checkbox"/> Socratic Seminar	<input type="checkbox"/> PBL	<input type="checkbox"/> Learning Centers	<input type="checkbox"/> Discussion/Debate	<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Modeling	<input type="checkbox"/> Technology integration		<input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <table border="0"> <tr> <td><input type="checkbox"/> Large group activity</td> <td><input checked="" type="checkbox"/> Hands-on</td> </tr> <tr> <td><input checked="" type="checkbox"/> Independent activity</td> <td><input type="checkbox"/> Technology integration</td> </tr> <tr> <td><input type="checkbox"/> Pairing/collaboration</td> <td><input type="checkbox"/> Imitation/Repeat/Mimic</td> </tr> <tr> <td><input type="checkbox"/> Simulations/Scenarios</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Other (list)</td> <td></td> </tr> </table> <p>Explain:</p>		<input type="checkbox"/> Large group activity	<input checked="" type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Independent activity	<input type="checkbox"/> Technology integration	<input type="checkbox"/> Pairing/collaboration	<input type="checkbox"/> Imitation/Repeat/Mimic	<input type="checkbox"/> Simulations/Scenarios		<input type="checkbox"/> Other (list)	
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Standard(s) VA:Cr2.1.4a: Explore and invent art-making techniques and approaches. 4.1.2: mixed media (e.g., collage, combining various mediums) 4.1.2painting techniques (e.g., wet on wet*, wet on dry*, dry on wet*, dry on dry*, wax resist, direct*, indirect*, impasto*, stencil, fresco)		Differentiation Below Proficiency: <ul style="list-style-type: none"> • Students will be assisted throughout the lesson and given a template to trace the heart. Above Proficiency: <ul style="list-style-type: none"> • Students will be asked what other materials they may use to create resistance in art. Approaching/Emerging Proficiency: <ul style="list-style-type: none"> • Students will be able to complete the task with little to no assistance needed. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: students will be able to look at an example. • Auditory: students will be able to listen to verbal directions. • Kinesthetic: students will be allowed to stand or sit if needed. • Tactile : students will be able making a hands on product. 																									
Objective(s) <ul style="list-style-type: none"> • By the end of this lesson students will be able to illustrate resistance. Bloom's Taxonomy Cognitive Level: Comprehension																											
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Students will be sitting at their desks • Students will be expected to listen to directions. If they do not follow the directions they will not be allowed to participate in the project. • Students will be dismissed by tables to get the needed materials. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will be expected walk to get their materials • Materials will be handled carefully. Students must be quick with getting the needed materials but careful. • You will be creating a your own Valentine's Day project using these materials. I will be showing my picture and giving you step by step instructions on how to complete your own. • If you are caught not following the directions I will ask you to put your materials away and read quietly at your desk. 																									
Minutes	Procedures																										
5 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Preprint hearts. the heart is difficult for some, and on average, they will draw hearts too small to fill in if left on their own. 																										

<p>5 minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Show: pour oil and water into a clear cup. • Ask students what happens to the oil and water? <ul style="list-style-type: none"> ○ Allow students time to answer. ○ Answers should be somewhere along the lines of the separate. ○ Ask students what this is called? ○ Allow students time to answer.
<p>5-10 minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Ask: what do you think we could use in the classroom to create resistance of our own in an art project? <ul style="list-style-type: none"> ○ Allow students time to answer. • <u>Rules to be given:</u> • Step One: when your table is dismissed you will go over and get the needed materials from the back counter. • <u>Materials you will need:</u> • piece of cardstock paper <ul style="list-style-type: none"> ○ oil pastels or crayons ○ paint brush ○ paper towel (to dry brush off with) ○ water color paint • Step Two: Before I dismiss you to go get materials we are going to go over some basic rules. When we are done covering the rules I will dismiss you by tables and let you go get your needed materials • <u>Rules to be covered:</u> <ul style="list-style-type: none"> ○ Before we begin we will write out name on the back of our paper with a pencil. ○ Ask: are we going to draw, color, or paint on anybody’s paper but our own? ○ (Allow students time to answer) ○ I will be explaining the project in steps for you. So if you make the choice to work ahead and end up messing up you will <u>NOT</u> be getting a new paper. ○ When you get the materials be sure to walk. Everyone will be getting the same materials so there are no reason to fight over them. ○ I want you to clear everything off of your table except for a pencil. • Step three: Begin dismissing rows to get materials • Step four: Begin Demonstration.
<p>25-35 minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students will get a piece of cardstock. • Students will draw 6 hearts spanning the width of the paper. 3 in the top row, 3 in the bottom row. <ul style="list-style-type: none"> • I will show students an example of what I mean.



- Students will then color each heart in with crayons or oil pastels to make them brightly colored with lots of layers.
 - Each heart will have its own design.
- A background watercolor paint is chosen and covered over all the hearts. Let the paint dry.



- Rubber cement is painted over the entire picture using large quick strokes. The goal is to just make some lines, and leave some empty spaces. Let the cement dry.
 - I will show the students what I mean by this.



- A contrasting watercolor paint is chosen and painted over the entire picture. The cement will keep the background color intact. Let the paint dry.
- When dry, the rubber cement should be easily rubbed off with fingertips. On occasion, if the painting was really wet, this doesn't happen so easily. Not a problem though as the cement did its job to alter colors and can just stay as part of the art.
- To add definition more oil pastels may be used again on top. Tell the students that the goal is to have colorful, bold hearts that stand out from the background. When that is achieved, their art is done!

2
minutes

Review (wrap up and transition to next activity):

- What is it called when two materials do not mix together?
 - Allow students time to answer.

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student's learning?)**
 - Students will be asked thumbs up, thumbs down for directions throughout the project.

Summative Assessment (linked back to objectives, END of learning)

- Students will be graded on a rubric for the district standards.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):