

Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 1:** Colors of the Season  
Grade Level: 1-2  
Number of Students: 18

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

To warm up, students will be supplied with drawing materials and sketchbooks to free-draw as they come in. There will also be paper on the tables for them to draw on. Since it's the first day, I want the students to loosen up and get into an art-making mood.

This lesson focuses on color-mixing with acrylic paints. Utilizing the 3 primary colors, along with black and white, students will be learning how to mix their paints together to recreate the color(s) of the object(s) they will be finding and bringing in from outside. In doing so, the students will learn how to create secondary colors, along with a variety of values and hues that are different from the colors that come out of the paint bottles.

There is a wide variation of colors in nature that many don't typically pay attention to when they are out walking on the street or playing on a playground. For example, the slight hints of brown in green leaves, or purple tones in sticks or tree branches. Colors in nature become especially interesting when the seasons change, specifically in fall. We will discuss the changing colors we see outside as winter grows nearer, and the students will be asked to think about and consider why this happens and what colors appear and disappear in fall.

In this lesson, the students will have the challenge of seeing those other colors that aren't typically seen, and creating them by mixing. Alongside their painting, students will be allowed to glue their objects down onto their paper, as well as paint on the object itself, still attempting to replicate the color of the object itself.

### **II-B. ESSENTIAL QUESTIONS:**

- How many different colors can you think of?
- Where do you see color?
- What are the primary colors?
- What are the secondary colors?
- How do you make secondary colors?
- What happens when you add white or black to a color?
- What colors do we see in nature?
- How do the colors change as summer ends and fall arrives?

- Why do the colors of leaves change in the fall?

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will learn how to mix color through experimentation, and will learn a variety of different color combinations and results.

Students will explore different colors in nature, thinking deeper about the variety of natural combinations that exist.

### **III-B. NATIONAL ART STANDARDS**

**VA: Cr2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

**VA: Cr1.2.1a:** Use observation and investigation in preparation for making a work of art. (1)

**VA: Cr2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr3.1.2a:** Discuss and reflect with peers about choices made in creating artwork. (2)

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

**4.1.1.E:** Describe the seasons and describe how the change of the season affects living things.

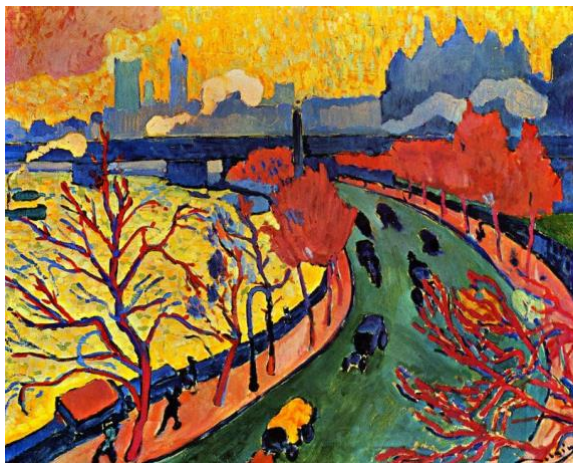
**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.B1:** Create works of art inspired by the styles and materials of other artists.

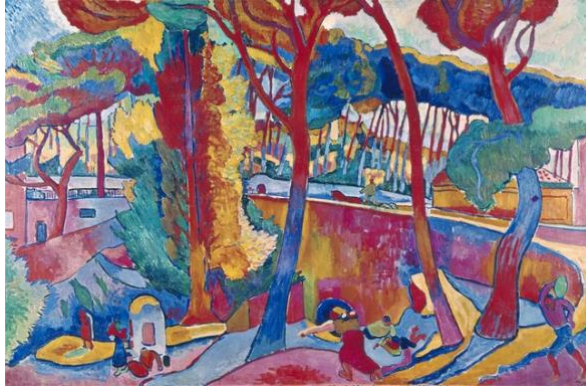
### **IV. ART / ARTIST(S) OF RELEVANCE:**

**Andre Derain** – co-founder of *fauvism*, a style of painting with vivid expressionistic and non-naturalistic use of color that flourished in Paris from 1905.

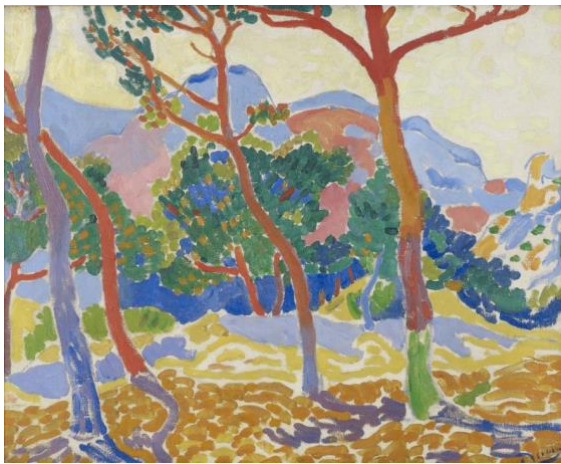
This example connects to my lesson by portraying dramatized colors in nature (ex. red in trees, yellow in sky). Students will be looking closely at *all* of the colors they see in their natural objects in order to successfully mix their paints together to replicate them.



*Charing Cross Bridge*, 1906, oil on canvas



*L'Estaque*, 1905, oil on canvas



*Les Arbres (The Trees)*, 1906, oil on canvas

## **V. PREREQUISITES:**

Students should:

- Understand basic use of paintbrushes and paint

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Reading/Writing:* In this lesson, discussion questions meant to provoke conversation amongst the class will be implemented. During this time, we will go over the meaning of primary and secondary colors as well as value.

*Science:* Students will discuss the changing colors in nature, the multitude of colors that exist, and why the colors change in general. Students will also witness the reaction that occurs when mixing different colored paints together, and how a new color is created.

## **VII. MATERIALS NEEDED FOR LESSON**

- Powerpoint presentation
- Acrylic paint
- Paint brushes
- Aprons

- Paper plates/palettes
- Found objects from outside (leaves, sticks, rocks, etc.)
- Paper
- Hot glue
- Books about color (as a side activity)
- Pastels
- Colored pencils
- Markers

**VIII. SAFETY HAZARDS:**

Students must stay with the group when looking for found-objects outside.

Students may not use hot glue guns or place their hands near hot glue. (teacher will glue for students)

**IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9-9:10am	<ul style="list-style-type: none"> <li>- Teacher will greet students and parents</li> <li>- Teacher will have sketchbooks and various drawing materials out on tables (markers, pastels, colored pencils)</li> <li>- Tables will be covered with paper</li> </ul>	<ul style="list-style-type: none"> <li>- Students will find a place to sit</li> <li>- Students will draw with presented materials in their sketchbooks or on the paper covering the tables</li> </ul>
9:10-9:15am	<ul style="list-style-type: none"> <li>- Teacher will gather students on the carpet in a circle</li> <li>- Teacher will introduce herself to the class, and ask students to do the same in return</li> <li>- Teacher will introduce students to the class theme/unit and the classroom layout</li> <li>- Teacher will create classroom rules/expectations with students</li> <li>- Teacher will conduct discussion (essential questions) about lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on the carpet in a circle</li> <li>- Students will introduce themselves with one fun fact/thing they like to draw</li> <li>- Students will volunteer ideas for classroom rules/expectations</li> <li>- Students will participate in discussion about lesson and unit by raising their hands to volunteer thoughts/ideas</li> </ul>

9:15-9:25am	<ul style="list-style-type: none"> <li>- Teacher will present Powerpoint on lesson to students</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen quietly during Powerpoint, raising hands if any questions arise</li> </ul>
	<ul style="list-style-type: none"> <li>- Teacher will introduce activity and lesson for the day</li> </ul>	<ul style="list-style-type: none"> <li>- Students will listen and ask any questions they need in regards to the class/lesson</li> </ul>
9:25-9:35am	<ul style="list-style-type: none"> <li>- Teacher will line students up at door</li> <li>- Teacher will bring students outside, behind the Patterson Building</li> <li>- Teacher will help students find objects to bring inside for lesson and tell the students to line up once they have all of their objects</li> <li>- Teacher will lead students inside</li> </ul>	<ul style="list-style-type: none"> <li>- Students will line up at door</li> <li>- Students will follow teacher outside and stay in area behind Patterson building</li> <li>- Students will collect objects for lesson</li> <li>- Students will line back up at door to go back inside once they have all of their objects</li> <li>- Students will go back inside</li> </ul>
9:35-10:10am	<ul style="list-style-type: none"> <li>- Teacher will gather students around a table in the classroom</li> <li>- Teacher will conduct a demo of the activity, showing students how to mix colors</li> <li>- Teacher will ask students to return to their seats</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather around table</li> <li>- Students will watch demo and ask any questions in regards to teacher demo</li> <li>- Students will return to their seats and sit quietly to show they are ready</li> </ul>

10:10-10:35am	<ul style="list-style-type: none"> <li>- Teacher will look for students who are ready and give them necessary materials for project (paint, brush, water, paper)</li> <li>- Teacher will walk around classroom to help any students in need</li> <li>- Teacher will prompt students that finish early to sketch in their sketchbooks (something inspired by the lesson)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will receive materials and paint on paper and/or on their found-objects with paint</li> <li>- Students that finish early will sketch in their sketchbooks (something inspired by the lesson)</li> </ul>
10:35-10:40am	<ul style="list-style-type: none"> <li>- Teacher will gather all of the students on the rug</li> <li>- Teacher will ask students to discuss what they experienced throughout the activity on the rug in a group</li> </ul>	<ul style="list-style-type: none"> <li>- Students will leave their materials and gather on the rug</li> <li>- Students will participate in talking about their</li> </ul>

		experiences with paint and their found-objects on the rug
10:40-11am	<ul style="list-style-type: none"> <li>- Teacher will work with students to clean up supplies</li> <li>- Teacher will help put projects away</li> <li>- Teacher will read a book about fall to students</li> <li>- Teacher will sign students out with parents</li> </ul>	<ul style="list-style-type: none"> <li>- Students will help clean up classroom and supplies</li> <li>- Students will sit on carpet while teacher reads story</li> <li>- Students will be signed out as their parents arrive</li> </ul>

## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

A discussion will take place at the end of class in which students are prompted to discuss their different experiences throughout the day. They will be asked to talk about what they learned about paint, and what they thought of the activity.

### **X-B. Transition to Next Lesson:**

A final discussion will take place at the end of the lesson, in which the teacher will quickly explain to the students the activities that will take place during the next class. The exploration of color will continue with students delving deeper into color and color mixing by creating their own paint from natural materials, and using their mixed paints to create works of art.

## **XI. REFERENCES TO MATERIALS CONSULTED**

André Derain. Retrieved from <http://www.artnet.com/artists/andré-derain/>.

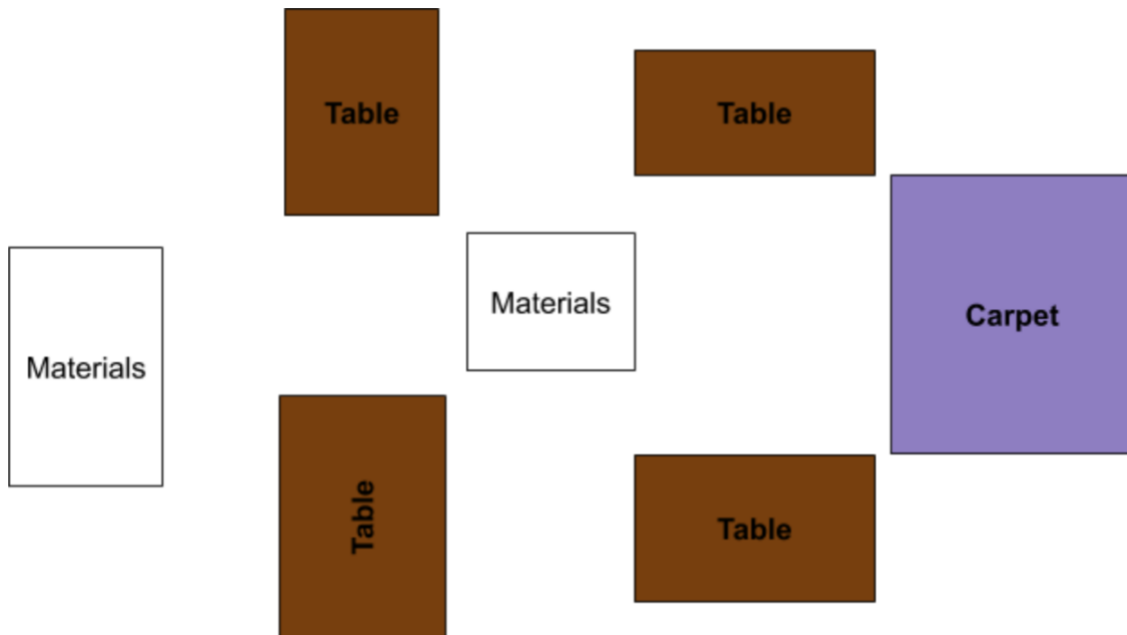
## **XII. THE CLASSROOM AS A THIRD TEACHER**

At the start of class, different materials for art-making will be on the tables and sketchbooks will be on the center table for the students to use while others arrive. Having the tables prepared for creating will help the students to begin working right away.

The tables will be separated into 4 groups and spread out amongst the room, creating a larger space for creativity. This will also help students remain in small groups if they choose to talk to one another and interact with each other's artwork.

When the students are gathered on the rug, it will create a friendly atmosphere in which questions and the book can be discussed.

Materials for the project will be set out on the back table for the teacher and assistants to easily grab when passing out to students.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 2: DIY Paint**  
Grade Level: 1-2  
Number of Students: 18

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

Class will begin by students exploring watercolor paint and pastels, which will be out on their tables as they enter. Students will be prompted to discuss what happens when the two are mixed, and how they resist each other.

This week, students will be creating their own paint using natural materials. These natural materials include gum-arabic powder, kaolin clay, and things like beet root powder and turmeric. By creating paints through a natural process, the students will get to experience some colors that they don't typically see in an art classroom. Rather than getting a firetruck-red and a bright yellow, students will be creating other varieties of these colors that are more toned-down and muted. Through this process, students will be able to experience what it's like to create their own materials, and in turn, they will appreciate their final projects and the overall art-making process more.

We will also discuss cave paintings, and how the earliest peoples made paint to create art on cave walls. Having them make their own paint will also allow them to further explore color-mixing. In the second half of the lesson, students will use their hands and other miscellaneous objects to paint with the colors they've created. This provides students with the opportunity to explore alternate materials for art making (besides your typical materials, such as paint brushes, pencils, etc.). These materials will include pipe cleaners, popsicle sticks, and they will also be allowed to use their hands.

### **II-B. ESSENTIAL QUESTIONS:**

- What materials could you possibly make paint out of?
- How do you think people used to make paint before you could purchase it from the store?
- How are the colors of the natural paint different from the colors we see in store-bought paint?
- What happens when you mix different powders together?
- What tools do you use to paint?
- How does using other objects affect paint application?
- How did cave men create paint?



### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will learn how to create paint from natural materials.

Students will learn how to create different colors by mixing different powder bases.

Students will explore how to paint with various materials they have not used for painting before.

### **III-B. NATIONAL ART STANDARDS**

**VA: Cr2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

**VA: Cr1.2.1a:** Use observation and investigation in preparation for making a work of art. (1)

**VA: Cr2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr3.1.2a:** Discuss and reflect with peers about choices made in creating artwork. (2)

**VA: Cr1.1.1a:** Engage collaboratively in exploration and imaginative play with materials. (1)

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.B1:** Create works of art inspired by the styles and materials of other artists.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

### **IV. ART / ARTIST(S) OF RELEVANCE:**

**Helen Frankenthaler** – poured paint onto canvas using “soak stain” technique; she wouldn’t prime her canvas, and instead would pour oil paint that was heavily diluted with turpentine straight onto the surface. This led to the paint soaking directly into the canvas.

In this activity, paint pouring is one option that the students have to apply their homemade paint to their paper, since it will be mixed in paper cups.



*Western Dream*, 1957, oil on canvas



*Provincetown Window*, 1963, acrylic on canvas

## **V. PREREQUISITES:**

Students should:

- Be able to follow directions on combining materials

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Science:* Students will combine natural materials to create their own paint, witnessing the reaction between colored powders, gum arabic, kaolin clay and water.

*History:* Students will discuss cave paintings, how they were made, and why the earliest people painted in the first place.

*Reading/Writing:* A Powerpoint slide will be up on the screen for the duration of the project. The slide will show step-by-step instructions on what to do with the paint-making materials (ex. Combine these 2 ingredients, then mix).

## **VII. MATERIALS NEEDED FOR LESSON**

- Water
- Kaolin clay
- Gum-arabic powder
- Blueberry acai powder
- Beet root powder
- Turmeric
- Popsicle sticks
- Paper cups
- Canvas paper
- Pipe cleaners
- Aprons
- Titanium dioxide

- pastels
- watercolors
- watercolor paper
- palettes

**VIII. SAFETY HAZARDS:**

Students must keep powdered materials away from eyes, nose, and mouth.

Students must not ingest any of the powdered materials we will be working with.

Students must remain in designated area when outside looking for objects.

**IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9 – 9:20am	<ul style="list-style-type: none"> <li>- Teacher will greet students</li> <li>- Teacher will have watercolor paints, pastels, and paper out on tables for students to work with</li> <li>- Teacher will circulate around the room as students explore materials</li> </ul>	<ul style="list-style-type: none"> <li>- Students will be signed in and will sit down at tables and work on watercolor/pastel pieces</li> </ul>
9:20- 9:35am	<ul style="list-style-type: none"> <li>- Teacher will ask students to clean up their materials</li> <li>- Teacher will gather students on carpet for discussion about warm-up</li> <li>- Teacher will explain lesson and discuss cave paintings</li> <li>- Teacher will show demo for making paints with Powerpoint in background</li> <li>- Teacher will ask students to return to their seats quietly and wait for materials</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up all materials they were working with</li> <li>- Students will gather on rug and participate in discussion about warm-up</li> <li>- Students will listen quietly and participate in discussion about cave painting</li> <li>- Students will watch demo</li> <li>- Students will return to their seats to wait for materials</li> </ul>

<p>9:35-9:55 am</p>	<ul style="list-style-type: none"> <li>- Teachers will pass out materials to students (ingredients for paint will already be measured out into paper cups)</li> <li>- Teachers will circulate around room and assist any students in need</li> </ul>	<ul style="list-style-type: none"> <li>- Students will put on aprons</li> <li>- Students will begin combining materials and making paints</li> </ul>
<p>9:55-10am</p>	<ul style="list-style-type: none"> <li>- Teacher will wait until the majority of the group is finished and gather students around a table</li> <li>- Teacher will show demo painting with natural paints, and a combination of “brushes” (replacement objects, including popsicle sticks, feathers)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather around the table</li> <li>- Students will watch 2<sup>nd</sup> demo quietly</li> </ul>

<p>10-10:35am</p>	<ul style="list-style-type: none"> <li>- Teachers will pass out 2<sup>nd</sup> round of materials</li> <li>- Teacher will circulate around room talking to and helping students</li> </ul>	<ul style="list-style-type: none"> <li>- Students will go back to their seats to wait for rest of materials</li> <li>- Students will begin painting with the paints they’ve made using various materials</li> </ul>
<p>10:35-10:50am</p>	<ul style="list-style-type: none"> <li>- Teacher will help students bring their work to the drying table if necessary</li> <li>- Teachers will assist in cleanup</li> <li>- Teachers will pass out materials for sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>- Students will place finished pieces on table to dry</li> <li>- Students will clean up their space</li> <li>- Students who finish cleaning up before others are done will work in sketchbooks</li> </ul>
<p>10:50-11 am</p>	<ul style="list-style-type: none"> <li>- Teacher will gather students on carpet to discuss activity (helpers will lay out closing materials; markers, pens)</li> <li>- Teacher will prompt students to go back to seats and work with materials on tables until they are picked up and signed out</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on carpet and participate in discussion</li> <li>- Students will go back to their seats and work in their sketchbooks until they are picked up and signed out</li> </ul>

## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

The students will be gathered on the carpet once again, and the teacher will conduct a discussion about the activity and their experiences during the lesson. Students will be prompted to talk about what they liked/didn't like about making their own paint and what they thought about painting with a variety of materials.

### **X-B. Transition to Next Lesson:**

The lesson continues the exploration of paint, as well as introducing newer materials for art-making. Next week, students will continue their exploration of color and color mixing with paint and bubble wrap, and will be creating prints.

## **XI. REFERENCES TO MATERIALS CONSULTED**

Anthis, C. (2019, October 22). Making Paints Like the Greats DIY Natural Herbal Earth Paints - Natural Hippy Homeschool Series. Retrieved from <https://www.thehippyhomemaker.com/diy-natural-herbal-earth-paints/>.

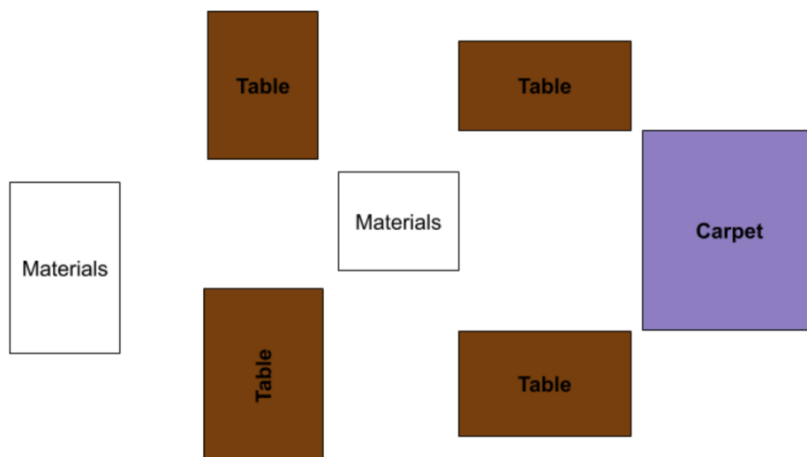
Reynolds, J., Caggiano, C., Meagan, Paige, Katie, & Hauri, C. (2016, November 3). Homemade Paint For Kids - A Natural Non-Toxic Herbal Paint. Retrieved from <https://www.diynatural.com/homemade-paint-for-kids/>.

## **XII. THE CLASSROOM AS A THIRD TEACHER**

The tables will be set up so that students will be sitting in groups of 4 or 2 with pastels and watercolors for the students to work with when they enter the classroom.

The carpet will be placed at the front of the room as a gathering place for discussion/demo, making it easier for all of the students to see what's happening.

Books about art and color will be available, as well as drawing books for the students to look through if they'd prefer to do so instead of drawing.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 3: Bubble-Printing**  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

As a warm-up this week, multicolored pipe cleaners will be out on the tables for students to work with. Students will create colorful sculptures, which will lead into the continued discussion of color in the lesson.

This week, students will be continuing their exploration of color mixing and painting. In this lesson, students will print with bubble wrap using their own choice of color scheme. Students will have the option to create a primary color scheme, a secondary scheme, or an analogous scheme.

The goal for the students is to continue to practice mixing and creating colors they desire, as well as experiment with layering through printmaking. As well as layering the paint, students will also be encouraged to glue painted bubble wrap to their artworks for added texture. Bubble-wrap may not be used commonly in classrooms, so the students will have the opportunity to play and work with a new material they may have never used for art-making before. This type of lesson could potentially inspire students to use recycled materials for art-making.

### **II-B. ESSENTIAL QUESTIONS:**

- How does the printed image change from the bubble-wrap surface to the paper surface?
- What happens when colors are printed over top of one another?
- How does varying the application of paint affect the resulted prints?

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will learn about artists that use unique materials, such as bubble wrap, to create texture and patterns.

Students will learn (practice) how to mix primary colors to create secondary and/or analogous colors.

Students will experiment with paint opacity and texture through paint application.

### III-B. NATIONAL ART STANDARDS

**VA: Cr1.1.1a:** Engage collaboratively in exploration and imaginative play with materials. (1)

**VA: Cr2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

### III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

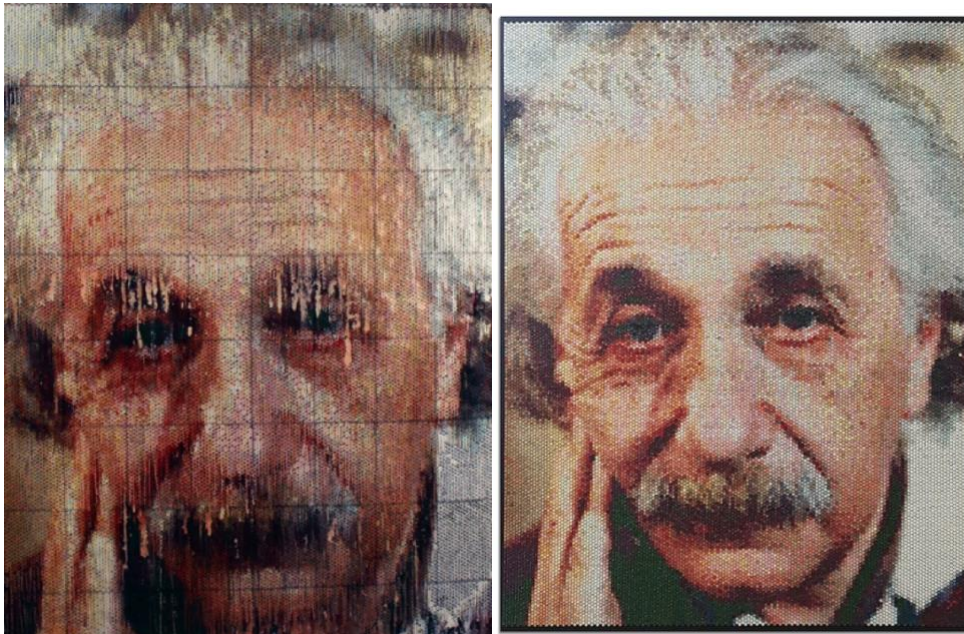
**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

### IV. ART / ARTIST(S) OF RELEVANCE:

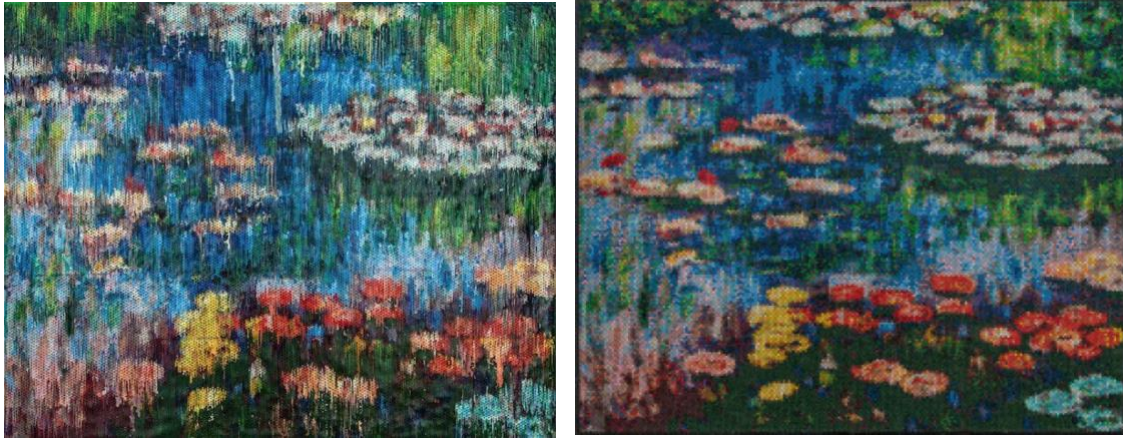
**Bradley Hart** – Hart uses bubble wrap to create colorful works of art by injecting paint straight into each individual bubble. In doing so, he creates an injected painting, as well as an impressionist painting, which is created by the excess paint dripping down the backside of the bubble wrap.

This artist connects back to our lesson through the material he uses; he loves to use bubble wrap because when it was first created, it was considered a wall covering. Now that it is typically being used to keep fragile items secure and safe, a lot of bubble wrap gets thrown away. Hart continues to view bubble wrap as a “wall covering”, creating impressive artwork with the material. Students will be using the material differently, but will similarly using paint and creating images with it.



*Einstein*, 2016, acrylic, bubble wrap





*Water Lilies Interpreted*, 2014, acrylic, bubble wrap

## **V. PREREQUISITES:**

Students should:

- be able to mix colors (with assistance, if needed)
- know how to properly use a paint and paint brush
- know safety rules for scissors

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Science:* Sustainability - students will be using a material that can typically be found thrown away to create unique artwork. They will also be mixing colors together to create new ones.

*Math:* Students will recognize and create different shapes, including simple polygons, and patterns with bubble wrap, scissors, and paint.

*Reading/Writing:* Students will participate in discussion about lesson, responding to questions that provoke thoughts about memory and experiences with bubble wrap.

## **VII. MATERIALS NEEDED FOR LESSON**

- Acrylic paint
- Bubble wrap
- Paint brushes
- Water
- Canvas paper (17 sheets)
- Scissors
- Glue
- Pipe cleaners
- Paper towels
- Sketchbooks

## **VIII. SAFETY HAZARDS:**

Students must be careful when using scissors.

## IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9am-9:30am	<ul style="list-style-type: none"> <li>- Parents/students will be greeted at the door by teacher and students will be prompted by assistants to find a seat and begin working with materials on tables (pipe cleaners)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will find their seats and begin building and working with pipe cleaners on their tables</li> </ul>

9:30am-9:50am	<ul style="list-style-type: none"> <li>- Assistants will collect materials from tables</li> <li>- Teacher will gather students' attention and ask them to focus their attention on the screen</li> <li>- Teacher will begin Powerpoint</li> <li>- Teacher will do intro and play Youtube video about relevant artist</li> <li>- Teacher will discuss lesson for the day and show teacher example</li> <li>- Teacher will review primary, secondary, and analogous colors</li> <li>- Teacher will gather students around a table and do demo on lesson (cutting bubble wrap, mixing colors, printing, layering prints, gluing bubble wrap down)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will put pipe cleaner projects away (window sill)</li> <li>- Students will focus their attention on screen to watch intro to lesson</li> <li>- Students will quietly watch Youtube video</li> <li>- Students will listen to explanation of lesson and tasks and ask questions if necessary/participate in discussion and respond to questions</li> <li>- Students will participate in discussion about primary, secondary, and analogous colors</li> <li>- Students will gather around table to watch demo, raising hands to ask questions if necessary</li> </ul>
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<p>9:50am-10am</p>	<ul style="list-style-type: none"> <li>- Teacher will send students back to their tables</li> <li>- Teacher will call tables that look ready to come and get materials from center table for cutting shapes out of bubble wrap (scissors, bubble wrap)</li> <li>- Assistants will stay by paints at back table and put requested colors from students on paper plates as they come up</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats and wait to be called by table to get their materials</li> <li>- Students will walk to center table to collect materials to begin cutting shapes</li> <li>- Students will go to assistants and tell them their color choices (3) and bring them back to their tables</li> </ul>
<p>10am-10:35am</p>	<ul style="list-style-type: none"> <li>- Teacher(s) will circulate the room, assisting where necessary and discussing work with students</li> <li>- As students finish, teacher will bring out large canvas and they will be prompted to print on collaborative piece (large canvas in middle/front of room) once they finish, or if they wish to take a quick break from their project</li> </ul>	<ul style="list-style-type: none"> <li>- Students will begin to mix paints, paint onto bubble wrap, and start printing</li> <li>- Students will continue to work with materials and print, and will go and grab glue from center table if they wish to glue bubble wrap pieces to their paper</li> <li>- Students will print on collaborative piece (large canvas) once they finish, or if they wish to take a break from their projects</li> </ul>
<p>10:35am-10:45am</p>	<ul style="list-style-type: none"> <li>- Teacher will prompt students to begin cleaning up</li> <li>- Teacher will gather students on rug to discuss what they liked/disliked about the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Students will place finished work on drying table and begin to clean up</li> <li>- Students will gather on rug and participate in discussion about lesson</li> </ul>

10:45-11am	<ul style="list-style-type: none"> <li>- Teacher will ask students to return to their seats</li> <li>- Teacher will pass out sketchbooks and materials for drawing (markers, pens, pencils)</li> <li>- Teacher will sign out students</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats</li> <li>- Students will work at their seats or on the carpet in their sketchbooks until pick-up</li> </ul>
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## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

Students will be prompted to discuss what they liked/disliked from the lesson in a group at the end of class. During this time, students will be free to share what they experienced throughout the day when working with their materials as well, specifically sharing their thoughts on using the bubble wrap.

### **X-B. Transition to Next Lesson:**

This lesson will be followed by a lesson focusing on black and white. We've reviewed color mixing and the different classifications of color for 3 weeks now, so we'll be changing gears.

## **XI. REFERENCES TO MATERIALS CONSULTED**

Insider. (2018). *Artist Transforms Bubble Wrap Into an Impressionist Painting*. Retrieved from <https://www.youtube.com/watch?v=TeFzpshBwwk&t=74s>

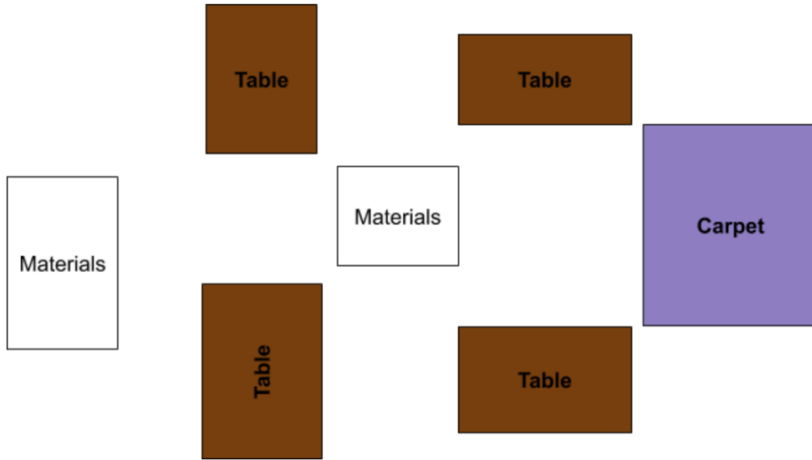
Bradley Hart. (n.d.). Retrieved October 20, 2019, from <https://www.bradleyhart.ca/Artist.asp?ArtistID=37166&Akey=5BDJN8BK&ajx=1>.

## **XII. THE CLASSROOM AS A THIRD TEACHER**

The tables will be split up so that students can work in groups of 4 and 2. This will promote conversation and encourage students to work together.

The carpet will be placed in the front and center of the room for discussion and Powerpoint presentation. Students will also be allowed to work in their sketchbooks on the carpet at the end of the day.

Materials for the students to grab will be on the center table (bubble wrap, scissors, paper), and materials that the assistants will give to the students will be on the back table (paint, palettes, water).



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 4: Black & White**  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

In this lesson, students will have the chance to discuss what life was like for their past relatives, when images and TV were all in black and white. When our parents and grandparents were younger, a large chunk of their daily lives were in black and white; newspapers, TV shows, movies, pictures, etc. As we explore color, it's also important to remember that we didn't always have all of the color in our lives that we do now, but that black and white is just as beautiful, in its own way, as the full spectrum of colors.

As a warm-up, students will be given black and white modeling clay, along with printed images of black and white objects and animals. These images for inspiration include a pair of dice, a zebra, and a panda bear.

For the main project, students will participate in a paper-cutting lesson with black and white paper. Some pieces will be pre-cut, but students will be encouraged to cut their own. Students will be asked to layer differently shaped pieces over one another, drawing patterns on the black and white pieces with either black Sharpie marker or white paint pens.

Next week, students will have the chance to make a few of their pieces 3D with 3D-O's, practicing layering. The overall goal for the students is to create an art piece entirely in black and white patterns to help them see that even if they don't have a powerful red or a bright yellow, their artwork is still valid and still enjoyable to view. It is also the goal that students will get to practice pattern-play and experiment with different types of lines and shapes.

### **II-B. ESSENTIAL QUESTIONS:**

- How does color change how we view things?
- What should we appreciate about color? What should we appreciate about black and white?
- How many different patterns can you create with line?

### III-A. LEARNER OBJECTIVES/OUTCOMES

Students will learn about the history of black and white coloring in the past and its prevalence in society.

Students will build work in only black and white to view art in a different way, and to appreciate different types of art.

Students will create patterns to practice thinking of different possibilities with line.

### III-B. NATIONAL ART STANDARDS

**VA: Cr1.1.1a:** Engage collaboratively in exploration and imaginative play with materials. (1)

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

### III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

### IV. ART / ARTIST(S) OF RELEVANCE:

**Bruce Gray** – largely into kinetic artwork that moves, as well as steel and aluminum sculptures that can be hung up, suspended, or simply placed on a flat surface



*Blips*, 2000, steel, aluminum, stainless steel



*Bauhaus Mouse*, no date, aluminum, paint

## **V. PREREQUISITES:**

Students should:

- be able to use scissors in a safe manner.

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*History:* Students will participate in a discussion about the history of black and white, and share what they already know with the class.

*Reading/Writing:* Teacher will discuss history of black and white, talking about newspapers and various other aspects of history that were black and white. There will also be a prompt on the board with instructions for what to do throughout class time to complete project.

## **VII. MATERIALS NEEDED FOR LESSON**

- Black cardstock
- White cardstock
- Scissors
- Glue
- Black Sharpie markers
- White paint pens
- White clay
- Black clay
- Large paper (for tables)
- Sketchbooks
- Drawing materials/utensils

## **VIII. SAFETY HAZARDS:**

Students must walk safely with the scissors, as well as hold them correctly.



## IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9:00-9:30am	<ul style="list-style-type: none"> <li>- Teacher will have black and white modeling clay already out on tables</li> <li>- Teacher will greet students and parents as they sign in</li> <li>- Assistants will circulate around the room and encourage students to begin working with black and white clay as they come in</li> <li>- Teacher will encourage students to try mixing black and white clay together to make gray tones in their structures</li> <li>- Teacher will provide images of animals, buildings, shapes, etc. for children to use as references</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sign in with their parents</li> <li>- Students will find their seats</li> <li>- Students will begin to sculpt with clay already out on their tables</li> <li>- Students will be encouraged to mix black and white clay together to create gray tones as they build different forms and structures of their choice (images of different animals and other clay forms will be provided)</li> </ul>
9:30-9:35am	<ul style="list-style-type: none"> <li>- Teacher and assistants will begin collecting extra clay from tables and putting it away</li> <li>- Teacher and assistants will prompt students to bring their sculpture to side table to be put away (students may continue to work at the end of class if they haven't finished)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will finish up their clay sculptures and give any extra clay to the teacher or the assistants</li> <li>- Students will bring their finished clay sculptures to the side table on a cookie tray to be put away (students may continue to work at the end of class if they haven't finished)</li> </ul>

<p>9:35-9:50am</p>	<ul style="list-style-type: none"> <li>- Teacher will introduce lesson through Powerpoint and begin discussion about the history of black and white pictures and movies</li> <li>- Teacher will discuss patterns, what they are, and how they are created</li> <li>- Teacher will show artist of relevance and briefly explain what lesson will consist of</li> <li>- Teacher will gather students around table</li> <li>- Teacher will conduct demo showing lesson for the day, reminding their students to add detail and to take their time when drawing their patterns. Teacher will also go over process of pattern-making, discussing combination of line and shape</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sit quietly at their seats as lesson is introduced</li> <li>- Students will raise their hands to ask questions if any arise</li> <li>- Students will participate in discussion if they have any past experience with black and white imagery</li> <li>- Students will gather around the table</li> <li>- Students will watch teacher demo</li> <li>- Students will go back to their seats and wait to be called for materials</li> </ul>
<p>9:50-10:15am</p>	<ul style="list-style-type: none"> <li>- Teacher will call students to come retrieve scissors and paper 1 table at a time</li> <li>- Teacher and assistants will wait for students to raise their hands to show that they have cut out 2 shapes, and those students will be allowed to go and take 4 pre-cut shapes and markers back to their tables to begin drawing patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Students will wait to be called by table to come and retrieve scissors and paper</li> <li>- As students finish cutting 2 shapes, they will raise their hands and wait to be called on</li> <li>- Students who are called on will be allowed to go and get 4 pre-cut shapes and markers to begin drawing patterns</li> </ul>
<p>10:15-10:40am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will circulate around the room to assist any students in need</li> <li>- Teacher and assistants will prompt students to draw a variety of patterns in either black or white pen</li> <li>- Teacher and assistants will prompt students to paperclip all of their pieces to their paper as they finish (in order to continue the project in the following class)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will continue to draw a variety of patterns with either black or white marker</li> <li>- Students will be prompted to paperclip their pieces to their paper as they finish</li> </ul>

10:40-10:50am	<ul style="list-style-type: none"> <li>- Teacher will gather students on the rug to discuss what they liked about the lesson and what they thought was tricky</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on the rug to discuss what they liked and/or didn't like about the lesson</li> </ul>
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10:50-11am	<ul style="list-style-type: none"> <li>- Teachers and assistants will assist students who want to continue working on clay sculptures in getting more clay</li> <li>- Teachers and assistants will pass out drawing materials to students working with sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>- Students who would like to continue to work on their clay sculptures will retrieve more clay and work at their seats</li> <li>- Students who would like to work in their sketchbooks will get their sketchbooks from the side table and go back to their tables or to the carpet to work with various drawing and sketching materials</li> </ul>
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## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

Students will be gathered on the rug and encouraged to share their experiences from the day. Here, they will also be asked what they liked and disliked about the lesson, as well as how they felt about working with just black and white materials compared to more colorful materials.

### **X-B. Transition to Next Lesson:**

Next week, students will be finishing up these projects by incorporating 3D-elements into their artwork with 3D-O's. Following the completion of this project, students will begin a "dream room/setting" project based off of one color of their choice. As we return to using color, the students will be reminded to consider the process of pattern-making in their box projects, possibly adding some detail to their designs.

## **XI. REFERENCES TO MATERIALS CONSULTED**

Sculpture and Mobiles by Bruce Gray - kinetic art, metal sculpture. Retrieved October 28, 2019, from <http://www.brucegray.com/>.

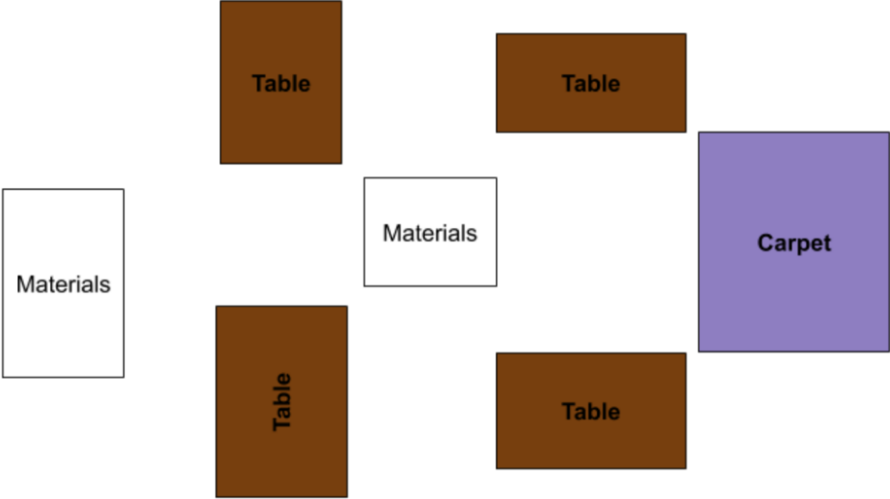
## **XII. THE CLASSROOM AS A THIRD TEACHER**

The tables will be split up so that students can work in groups of 4 and 2. This will promote conversation and encourage students to work together.

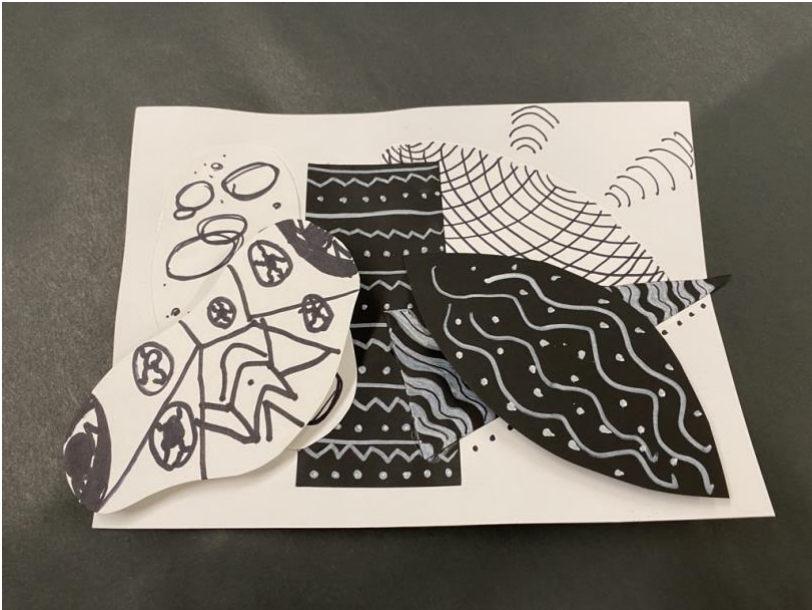
All of the materials will be placed on center table for students to retrieve.

The carpet will be placed in the front and center of the room for discussion at the end of the lesson.

Completed projects will be placed on the back materials table.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 5: Dream Room**  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

This week, students will be starting out class by finishing their black and white project from Week 4. Students will have the opportunity to add a 3D aspect to their projects using 3D-O's. To do this, students will be able to choose from pre-cut shapes from either black and white paper, and will be able to create patterns like we did last week with black and white markers. Students will be applying 3D-O's to these new shapes and applying them to their projects from the previous week.

After the completion of this step, students will be starting the next project for the unit. Students will be learning about psychological meanings of color, ex. yellow = happy, joyful. They'll be choosing one color to focus on for a recycled cardboard box project, where they will be designing a "dream room" or environment. The first step to this process is painting the interior of the box using the color of their choice, followed by the sculpture of furniture, characters, accessories, etc. These will be created from modeling clay and other various materials. Students will be encouraged to consider what objects they choose to put into their rooms and why and what these objects and this color means to them personally.

Through this project, students will further explore colors and various materials, and think about themselves in terms of color psychology and what colors relate to them the most. Students will be allowed to accessorize their box rooms with other colors they like, but the goal is for them to focus on one specific color for the entire project and use it as a theme.

### **II-B. ESSENTIAL QUESTIONS:**

- How does adding a 3D aspect to your art change the entire look and feel of the piece?
- What color meanings do you already know and see in your everyday life?
- What does your specific color choice mean to you and why?
- What does (example color) mean to you? Do you think that (sample color) means the same thing to your classmates?
- Do colors have the same meanings around the world? (all people, religions, etc.)

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will continue to practice pattern-making with markers and paper.

Students will consider what different colors mean to them and those around them.

Students will learn about the difference in color meaning to different cultures/people.

Students will begin to think about what their “dream room” or environment will look like.

### **III-B. NATIONAL ART STANDARDS**

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr.2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr.2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

### **IV. ART / ARTIST(S) OF RELEVANCE:**

**Pablo Picasso** - Picasso went through a “blue period” in which his depression had an effect on his artwork; all of his paintings had a blue theme to represent sadness

Just as we will review meanings of color that are familiar to us, such as blue meaning sad, we will also discuss meanings from around the world that are not so familiar.



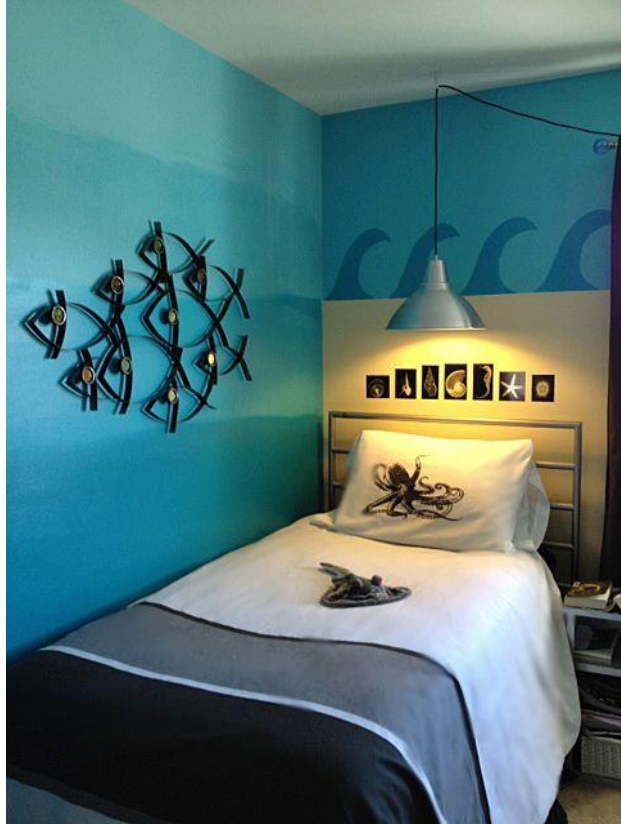
*Autoportrait, 1901, oil on canvas*



*The Old Guitarist*, 1903, oil on canvas

Other examples that may be used as inspiration for students (from Google search of colored rooms):









## **V. PREREQUISITES:**

Students should:

- Know how to mix colors

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Psychology:* Color meanings will be discussed; ex. what does this color mean in terms of personality and/or emotion?

*Reading/Writing:* Students will be asked to write down on a notecard what their color of choice means to them personally and why.

## **VII. MATERIALS NEEDED FOR LESSON**

- Recycled cardboard boxes
- Paint
- Paint brushes
- Water
- 3D-O's
- Black and white shapes/paper
- Black Sharpie markers
- White paint pens
- Modeling clay
- Notecards
- Sketchbooks
- Markers
- Pastels
- Colored pencils

## **VIII. SAFETY HAZARDS:**

Students must keep liquid art materials (glue, paint, etc.) away from eyes, nose, and mouth.

## IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9-9:20am	<ul style="list-style-type: none"> <li>- Teacher will have sketchbooks and drawing utensils out and available for students to use</li> </ul>	<ul style="list-style-type: none"> <li>- Students will grab their sketchbooks and whatever drawing materials they prefer and begin working in their sketchbooks</li> </ul>

9:20-9:25am	<ul style="list-style-type: none"> <li>- Teacher will gather students around a table</li> <li>- Teacher will demo how to apply 3D-O's</li> <li>- Teacher will ask students to return to their tables and wait to be called</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather around table</li> <li>- Students will observe demo and raise hands to ask questions if necessary</li> <li>- Students will return to their tables and wait to be called</li> </ul>
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9:25-9:40	<ul style="list-style-type: none"> <li>- Teacher will call on students by table to come and pick 2-3 pre-cut shapes and get markers for patterns</li> <li>- Teacher and assistants will circulate around room and interact with students as they draw patterns</li> <li>- Teacher and assistants will encourage students to take their time with patterns</li> <li>- Teacher will assist any students in need as they finish applying new shapes to their previous projects</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sit quietly at their tables and wait to be called on to retrieve 2-3 pre-cut shapes and markers for patterns</li> <li>- Students will go back to their seats and draw out patterns of their choice on their shapes</li> <li>- Students will get their projects from center table</li> <li>- Students will apply finished shapes to their projects from week 4 using 3D-O's</li> </ul>
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<p>9:40-9:50am</p> <p>9:50-10:15am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will prompt students to clean up (put markers back, put project on table to side)</li> <li>- Teacher will introduce next project through ppt, discussing essential questions</li> <li>- Teacher will show teacher example to class and explain process</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up materials and put their projects on side table</li> <li>- Students will be at their tables listening to project intro</li> <li>- Students will raise their hands to ask questions and/or participate in discussion questions</li> </ul>
<p>10:15-10:20am</p>	<ul style="list-style-type: none"> <li>- Teacher will call students up by table to get their notecards</li> <li>- Teacher will wait for students to return with plans written on notecard, and will then give them recycled cardboard boxes, their 1 paint color, and a brush</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sit at their tables and wait to be called to get their supplies</li> <li>- Students will go back to their seats and begin writing out their plans for their projects</li> <li>- Once students finish, they will return with their notecards to show teacher and get rest of their materials to continue project</li> </ul>
<p>10:20-10:40am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will circulate around room and talk to students about their color choice/plans for their rooms</li> </ul>	<ul style="list-style-type: none"> <li>- Students will paint their boxes with their color of choice</li> <li>- Students will be prompted to discuss their plans for their rooms with those sitting near them or the teacher or assistants</li> </ul>

<p>10:40-11am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will assist students in putting away their finished boxes</li> <li>- Teacher and assistants will prompt students to clean up paint and brushes</li> <li>- Assistants will hand out modeling clay to students who are finished to begin sculpting items for their rooms until pickup</li> </ul>	<ul style="list-style-type: none"> <li>- Students will finish painting their boxes and put them on table to side to dry</li> <li>- Students will clean up brushes and paint</li> <li>- Students will get clay from assistants to begin sculpting objects for their rooms for the next class</li> <li>- Students will place sculptures in their boxes for next week before they leave</li> </ul>
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## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

As students sculpt with clay (which is to be used for their box rooms) at the end of class, the teacher will walk around the room asking questions about their plans for the continuation of the project. They will be asked to volunteer to share their plans with the class.

### **X-B. Transition to Next Lesson:**

Next week, students will be continuing to work with their recycled cardboard box rooms by sculpting objects with modeling clay, and gluing various other materials into their boxes as decoration.

## **XI. REFERENCES TO MATERIALS CONSULTED**

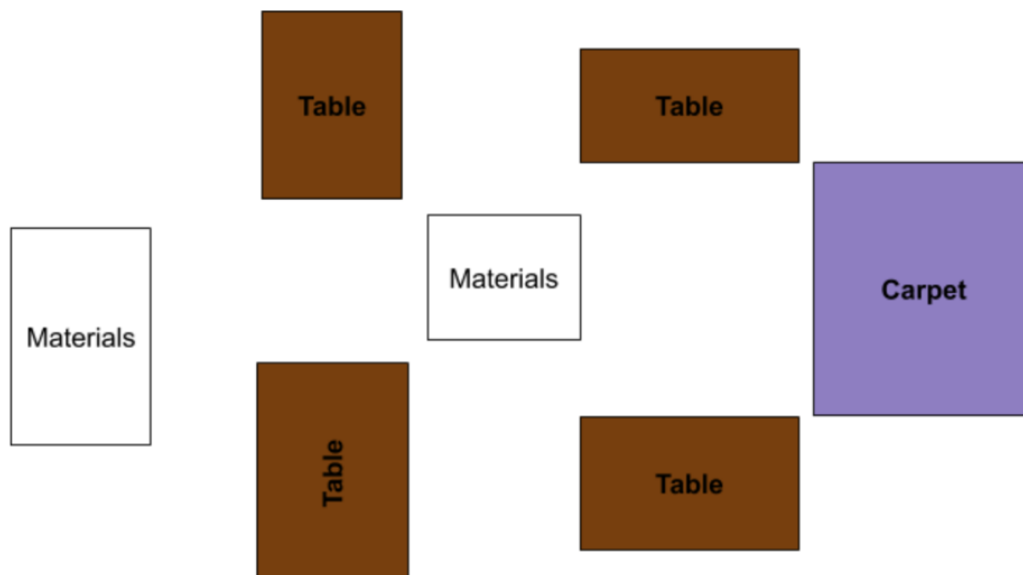
Batagoda, M. (2018, November 27). Understanding color psychology through culture, symbolism, and emotion. Retrieved from <https://uxplanet.org/understanding-color-psychology-through-culture-symbolism-and-emotion-215102347276>.

Salonga, S. (2019, July 19). Colors Across Cultures - Business Examples & Infographic. Retrieved from <https://www.globalme.net/blog/colours-across-cultures>.

## **XII. THE CLASSROOM AS A THIRD TEACHER**

The tables will be split up so that students can work in groups of 4 and 2. This will promote conversation and encourage students to work together.

Materials for black and white project will be in center of room, while materials for the new box project will be on the back table.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 6:** Dream Room Pt. 2  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

Last week, the students learned a bit about color psychology and what different colors mean to different people from around the world. Students were asked to choose 1 color and brainstorm on a piece of paper why they chose that color, as well as map out their plans for their boxes and what objects and/or people they would be putting inside. They then were able to begin their box rooms.

The goal for the recycled cardboard box rooms is for the students to create a space using a color that they believe represents them, or a color that they like for a specific reason. So far, paint and modeling clay are the only two materials that the students have had the opportunity to use in terms of their rooms.

This week, students will begin by gathering on the carpet to go over what we discussed last week. Volunteers will talk about their color choices and meanings (essential questions) and share with their peers. During this time, the students will also be reminded of respecting materials, as well as leaving enough materials to go around for the class. This is also where I will present the tissue paper and plexiglass collaborative project, where students will be using the colors they used in their boxes on the plexiglass. They will be attaching the colored tissue paper with a water and glue mixture, in the end creating a collaborative stained-glass looking piece showing all of the colors that are of special meaning to them. A variety of materials, including pipe cleaners, pom-poms, and gems, will be placed in the center of the room for the students to walk up and grab. Students will have the freedom to go and retrieve any materials they need for their projects throughout the day to contribute to their box rooms. As students finish, they will be prompted to work with tissue paper and plexiglass until they have added the amount of tissue paper they wish to contribute.

### **II-B. ESSENTIAL QUESTIONS:**

- Why have you chosen this color? What does it mean to you?
- Does this color have the same meaning to everyone else?
- What objects/people/things are in your created room and why?

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students should consider why their color of choice is the color they chose in the first place. Students should think about what's important to them. (ex. what they'd like to incorporate into their rooms)

### **III-B. NATIONAL ART STANDARDS**

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr.2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr.2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

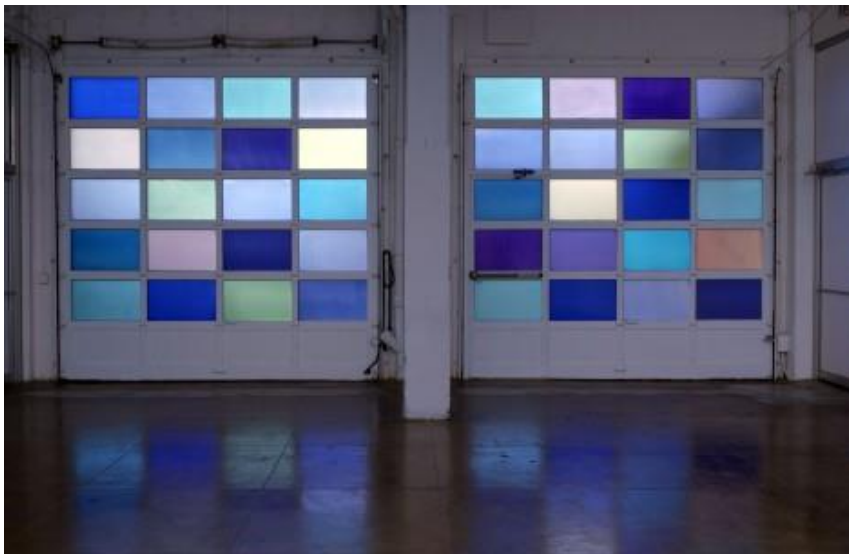
**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

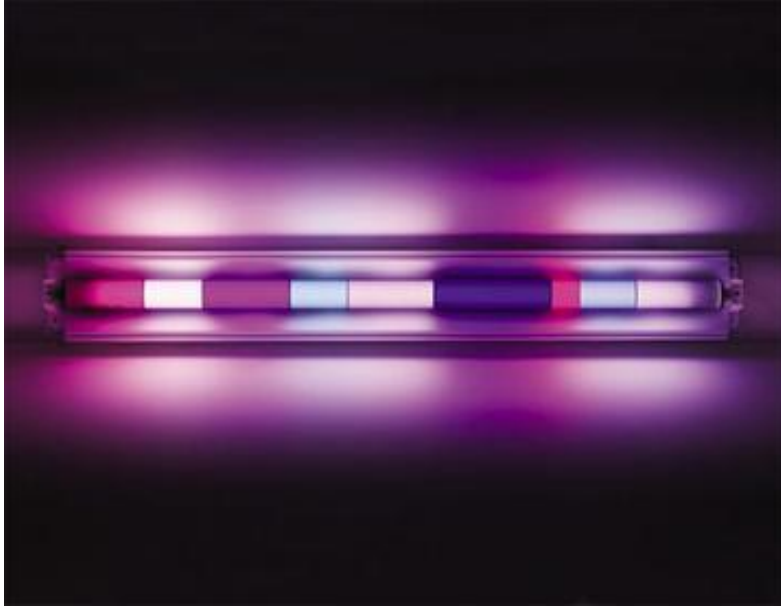
### **IV. ART / ARTIST(S) OF RELEVANCE:**

**Spencer Finch** - an artist who uses color in a variety of ways to express different ideas and feelings.

Students are focusing on one main color for their box projects, to say something about them and their idea.



*Paris/Texas, 2003, stained glass*



*Moonlight*, 2003, high CRI fluorescent tube with filters

**Mohamad Hafez** - an artist who uses found objects, paint, and scrap metal to create miniature dioramas of scenes in Syria

Students will be using miscellaneous materials to add objects and decoration to their boxes.



*Framed Nostalgia*, 2019, miscellaneous materials





*Framed Nostalgia (detail)*

## **V. PREREQUISITES:**

Students should:

- be able to use materials respectfully in order to maintain organization of stations.
- be able to safely use small materials, as well as glue and scissors.

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Reading/Writing:* At the start of this project, students were asked to brainstorm and write their ideas for their box rooms down on a piece of paper that they would then show the teacher.

## **VII. MATERIALS NEEDED FOR LESSON**

- Paint
- Paint brushes
- Water
- Gems
- Glue
- Feathers
- Pipe cleaners
- Pom poms
- Scissors
- Tape
- Pens
- Pencils
- Markers
- Modeling clay

- Aprons
- Plexiglass plate
- Tissue paper

**VIII. SAFETY HAZARDS:**

Students must safely walk with and use scissors when cutting materials.

Students must use material respectfully and safely around their peers and themselves (ex. Paint, glue, paint brushes, scissors, etc.).

Only the teacher will hold and use the hot glue gun.

**IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9-9:20am	<ul style="list-style-type: none"> <li>- Teacher and assistants will greet students as they enter the room</li> <li>- Teacher will have sketchbooks out in center of room for students to grab when they come in</li> <li>- Markers/pens/pencils will be out on the tables for students to use in their sketchbooks</li> <li>- Teacher will call clean up</li> <li>- Teacher will prompt students to put their utensils back and to return their sketchbooks to the middle of the room</li> <li>- Assistant(s) will collect baskets and make sure all markers, pens, and pencils are away</li> </ul>	<ul style="list-style-type: none"> <li>- Students will enter the classroom</li> <li>- Students will get their sketchbooks from the center of the room and return to their seats</li> <li>- Students will draw/sketch in their sketchbooks</li> <li>- Students will place utensils back in baskets and put their sketchbooks in the center of the room</li> </ul>

<p>9:20-9:30am</p>	<ul style="list-style-type: none"> <li>- Teacher will ask students to gather on the rug and volunteer to discuss what was started last week (in terms of the project)</li> <li>- Teacher will prompt students to volunteer to share with the class what their plans are for their individual box rooms (essential questions)</li> <li>- Teacher will introduce project that will take place at the end of the class once students have finished, where students will be layering colored tissue paper onto plexiglass with glue/water mixture</li> <li>- Teacher will send students back to their seats to be called up BY BOX to get their box and apron</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather on the rug and volunteer to explain what was started the week prior</li> <li>- Students will volunteer to talk about their plans for their rooms and to share with the class</li> <li>- Students will come up to retrieve their box as they are called, and then return to their seats to wait for everyone else to get theirs</li> </ul>
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<p>9:30-9:40am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will set out materials in center of classroom</li> <li>- Teacher will explain materials to students as they are placed out (if students are unfamiliar with any of the options)</li> <li>- Teacher will go over expectations for keeping the classroom clean</li> <li>- Teacher will call students by table to get any materials necessary for the first part of the work period (ex. If they need to finish painting, they will grab paint first and will be allowed to come back to get other materials once they are ready)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sit at their tables and ask questions about any materials they have questions about or are not familiar with</li> <li>- Students will be asked to volunteer responses about classroom cleanup</li> <li>- Students will go up by table to get their first round of materials</li> </ul>
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<p>9:40-10:40am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will circulate around the room and assist any students in need, giving suggestions and comments</li> <li>- Teacher and assistants will supply students with more paint if necessary for those students still painting</li> <li>- Teacher will ask students that finish early to assist in cleaning up any materials that have fallen on the floor, and then they will be prompted to work with tissue paper and plexiglass piece and glue/water mixture (using the colors they used for their boxes)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work on their boxes with the materials they retrieved from their first visit to the materials table in the center of the room</li> <li>- Students will return to get more materials as they continue throughout the day</li> <li>- If any students finish early, they will be asked to assist in cleaning up any materials that have fallen on the floor, as well as their own space before being allowed to help a friend or work on the plexiglass piece with tissue paper and glue/water mixture</li> </ul>
<p>10:40-10:50am</p>	<ul style="list-style-type: none"> <li>- Teacher and assistants will prompt students to clean up ALL materials from their own space, as well as make sure there aren't any materials left on the floor around the room</li> <li>- Teacher and assistants will encourage students to contribute to collaborative class project by adding tissue paper that is their color of choice to plexiglass piece using glue/water mixture</li> <li>- Teacher and assistants will supply students with drawing utensils and sketchbooks, as well as popsicle sticks for them to work in until they are picked up</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their own spaces, as well as help clean up the entire classroom, making sure there are no materials left on the floor</li> <li>- Students will contribute to collaborative class project by adding colored tissue paper to plexiglass piece using glue/water mixture</li> <li>- Students will retrieve their popsicle sticks and glue or sketchbooks and work with pens, markers, and pencils until they are picked up</li> </ul>

## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

If students are not able to finish their projects by the end of class, a small portion of the next class will be allotted for them to work on finishing touches.

If students finish their projects, they will be asked to help clean up the classroom, followed by the option of helping a friend work on their project, working on the plexiglass, or working in their sketchbooks.

### **X-B. Transition to Next Lesson:**

Next week, students will continue to work with 3-dimensional materials as they explore color.

## **XI. REFERENCES TO MATERIALS CONSULTED**

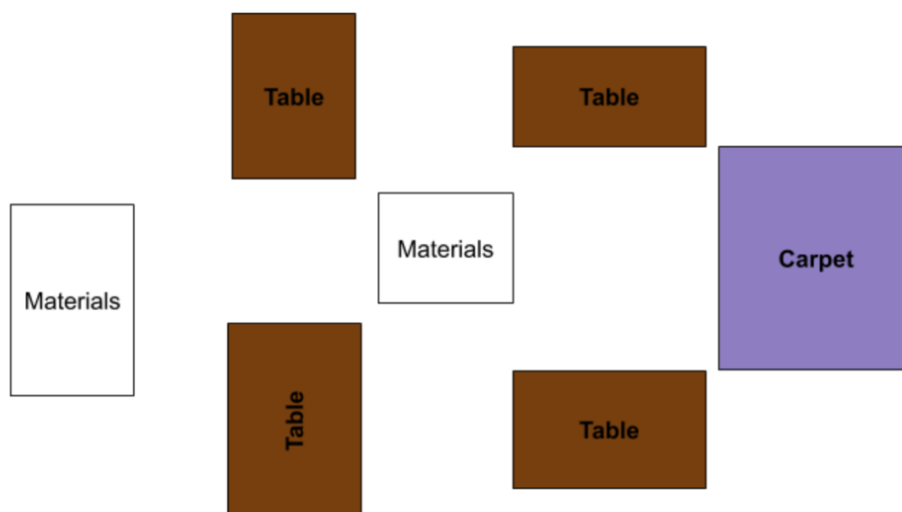
Lasane, A. (2019, October 27). Dioramas. Retrieved from <https://www.thisiscolossal.com/tags/dioramas/>.

Summer 2003 International Artist-in-Residence Program. (2003). Retrieved from [https://www.artpace.org/works/iair/iair\\_summer\\_2003/spencer-finch](https://www.artpace.org/works/iair/iair_summer_2003/spencer-finch).

## **XII. THE CLASSROOM AS A THIRD TEACHER**

The tables in the classroom will be split into 4 groups.

The center table and back table will hold all of the materials for the day. Providing materials in two separate areas will leave a bit more wiggle room as the students get up and down from their tables to get more materials.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 7: Wire on Wire**  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

As students enter the room for week 7, stuffed animals and sketchbooks will be out for students to work in. The stuffed animals will be an introduction to the project for the day, and will act as inspiration for the students during their free-draw as the rest of the class arrives.

Throughout the unit, we've reviewed different color schemes, meanings, and we've worked with an array of materials. This week, the students will be working with a material they are fairly familiar with: pipe cleaners.

Students will be asked to think of animals that can be connected to one theme to create different out of pipe cleaners. These creations will be hung on a wire hanger as hanging mobiles, and colored string will also be used for extra detail and color. As students come up with their animals and themes, they will consider the colors of the objects that fit into their theme and how those colors go together or relate to one another. The final product will be a fun, movable artwork that is unique and personal to each student.

If any students finish early, they will be allowed to further work on their box projects. For those students that have finished, they will have marshmallows and toothpicks to work with until they are picked up.

### **II-B. ESSENTIAL QUESTIONS:**

What animals are important to you?

What animals or objects can you relate to?

What colors come together in your mind as you consider your theme?

How can you use the wire hanger, combined with the wire pipe cleaners, to add dimension to your creation?

What are some other items you could include in your box room to add to your composition?

### III-A. LEARNER OBJECTIVES/OUTCOMES

Students will put together a comprehensive project with relating objects and animals.

### III-B. NATIONAL ART STANDARDS

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

**VA: Cr3.1.2a:** Discuss and reflect with peers about choices made in creating artwork. (2)

### III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

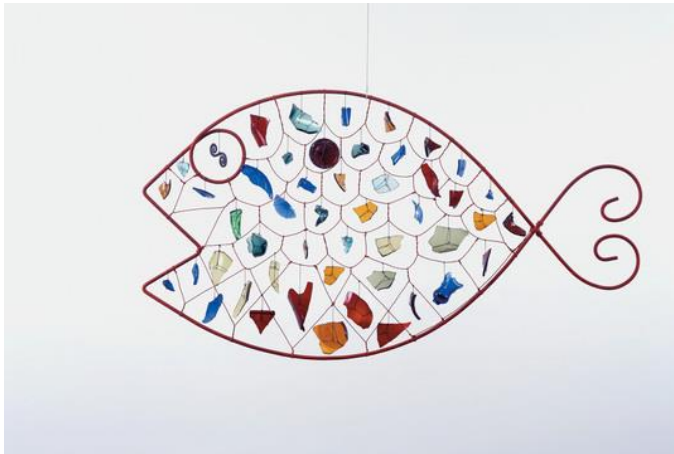
**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

**9.1.V.2.B1:** Create works of art inspired by the styles and materials of other artists.

### IV. ART / ARTIST(S) OF RELEVANCE:

**Alexander Calder** – Calder is an artist who works a lot with wire sculptures. He creates many mobiles, some with colorful, organic shapes and some depicting real-life objects.

Students will be creating mobiles using wire (pipe cleaners), and using wire hangers to attach their pipe cleaner shapes to. He also creates many wire sculptures of animals, so his artwork is a good example of how to achieve specific shapes.



*Glass Fish*, 1955, wire and glass





*Mule*, 1927, wire, wood, paint



*Sea Gull*, 1927, wire and wood

## **V. PREREQUISITES:**

Students must have a general idea of what shape their animal of choice is.

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Science:* Students will need to think about the animals they want to create, along with their environments and other objects found in those habitats.

*Reading/Writing:* Students will raise their hands to volunteer to talk about their ideas, sharing where their inspiration came from or why they picked the animal(s) they did (could be from a story, a memory).

**VII. MATERIALS NEEDED FOR LESSON**

- Pipe cleaners
- Wire hangers
- Stuffed animals
- Markers
- Pens
- Pencils
- Paper
- String
- Scissors
- Marshmallows
- Toothpicks
- Box projects
- Paint
- Paint brushes
- Water
- Miscellaneous materials for boxes (gems, pom poms, feathers, glue, etc.)

**VIII. SAFETY HAZARDS:**

Students must use scissors safely when cutting string.

Students must keep wire away from eyes.

**IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

Time	Teacher Actions	Expected Learner Actions
9-9:25am	<ul style="list-style-type: none"> <li>- One of the assistants will sign in the students as they enter</li> <li>- The teacher will greet the students and parents as they enter and prompt the students to find a seat</li> <li>- The teacher will have the sketchbooks already out in the center of the room for the students to grab, along with drawing materials out on the tables and stuffed animals</li> </ul>	<ul style="list-style-type: none"> <li>- Students will arrive</li> <li>- Students will retrieve their sketchbooks from the center of the room</li> <li>- Students will find their seats and will begin drawing in their sketchbooks until the rest of the class arrives, using stuffed animals for inspiration</li> <li>- Students will put their sketchbooks back in the center of the room</li> </ul>

	<ul style="list-style-type: none"> <li>- The teacher will prompt students to begin working in their sketchbooks until the class begins</li> <li>- The teacher and the assistants will prompt the students to clean up their sketchbooks and drawing utensils so that the teacher can begin introducing the lesson for the day</li> </ul>	<ul style="list-style-type: none"> <li>- Students will place all drawing materials back in their baskets</li> </ul>
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9:25-9:35am	<ul style="list-style-type: none"> <li>- The teacher will gather the students on the rug at the front of the room to begin introducing the lesson</li> <li>- The teacher will start out by going over examples of ways to get attention, asking the students for examples from school and practicing; one technique will be chosen for the day</li> <li>- The teacher will introduce the lesson and go over artist examples, passing out print-outs of Calder's work</li> <li>- The teacher will show teacher example, going over process and decision-making for chosen animals, shapes, and colors</li> <li>- The teacher will explain activities for the end of class (marshmallows and toothpicks) when students finish, reminding students that they can work on their box projects if necessary</li> <li>- The teacher will dismiss the students back to their tables</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- The students will gather on the rug in the front of the room</li> <li>- Students will share examples of ways their teachers in school get their attention and will practice with the entire class</li> <li>- The students will volunteer to participate in discussion about lesson and essential questions</li> <li>- The students will pass around images of artist examples, raising hands to ask questions if necessary</li> <li>- The students will watch the teacher explain teacher example and thought process that went into it</li> <li>- The students will go back to their tables</li> </ul>
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9:30-9:50am	<ul style="list-style-type: none"> <li>- The teacher and assistants will pass out pipe cleaners to the students that look like they are the "most ready" (sitting quietly, paying attention to directions)</li> <li>- The teacher and assistants will circulate and interact with students as they create pipe cleaner animals and shapes</li> <li>- Teacher will look for students who are working well to pass out</li> </ul>	<ul style="list-style-type: none"> <li>- Students will wait to receive pipe cleaners</li> <li>- Students will work with pipe cleaners, building animals and supporting objects</li> <li>- Students will form a line to the sink area as they finish and wait to be assisted with suspending their pipe cleaner creation in the water</li> </ul>
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	<ul style="list-style-type: none"> <li>- string to first, allowing them to choose 1 color</li> <li>- Teacher and assistants will pass out hangers to all students</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Students will choose 1 color of string as teacher comes to them</li> <li>- Students will receive hangers and begin attaching their animals and string to it</li> </ul>
9:50-10:30am	<ul style="list-style-type: none"> <li>- Teacher and assistants will continue to circulate around room, encouraging students to add more to their mobiles</li> <li>- Teacher will ask students to explain their animals and objects to teacher once they are finished</li> </ul>	<ul style="list-style-type: none"> <li>- Students will continue working with the pipe cleaners, string, and wire hangers, adding detail</li> <li>- As students finish, they will explain their animal theme to teacher before putting away</li> </ul>
10:30-10:50am	<ul style="list-style-type: none"> <li>- Teacher and assistants will prompt students to clean up as they finish early; those that don't finish early will be asked to begin cleaning up at 10:50am</li> <li>- Teacher and assistants will make sure all (most) materials are cleaned up</li> <li>- Teacher will give sketchbooks and drawing materials to those who finish early that don't wish to work on their box projects anymore</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up their materials and give their finished sculptures to teacher</li> <li>- Students will make sure their space and floor and table around their area is clean</li> <li>- Students who finish early and don't wish to work on their box projects anymore will be given sketchbooks and drawing materials to work with</li> </ul>
10:50-11am	<ul style="list-style-type: none"> <li>- Teacher will ask entire class to ensure the room is cleaned up and that there are no pieces of string or pipe cleaners on the floor</li> <li>- Teacher will pass out marshmallows and toothpicks to students who are done with their box homes and mobiles to free-build with until they are picked up</li> <li>- Students that did not finish their box homes will be given time to work on those until they are picked up</li> </ul>	<ul style="list-style-type: none"> <li>- Students will ensure that the entire room is clean</li> <li>- Students will receive marshmallows and toothpicks to work with until they are picked up</li> <li>- Students who would like to work on their box projects will be permitted to do so until they are picked up</li> <li>- Students who would rather work with popsicle sticks will also have that option and will</li> </ul>

	<ul style="list-style-type: none"> <li>- Leftover popsicle sticks will be placed out for students looking to work on previous popsicle stick projects</li> </ul>	<p>be given any leftover popsicle sticks and glue</p>
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## X. ENDING THE LESSON

### X-A. Closure of Lesson

Students will explain final projects to teacher before moving on to closing activities, sharing what animals they chose, why, and what colors they chose to depict their theme and why.

### X-B. Transition to Next Lesson

If some students still have not completed their box projects, they will be given a little bit of time on the final day to add any finishing touches.

## XI. REFERENCES TO MATERIALS CONSULTED

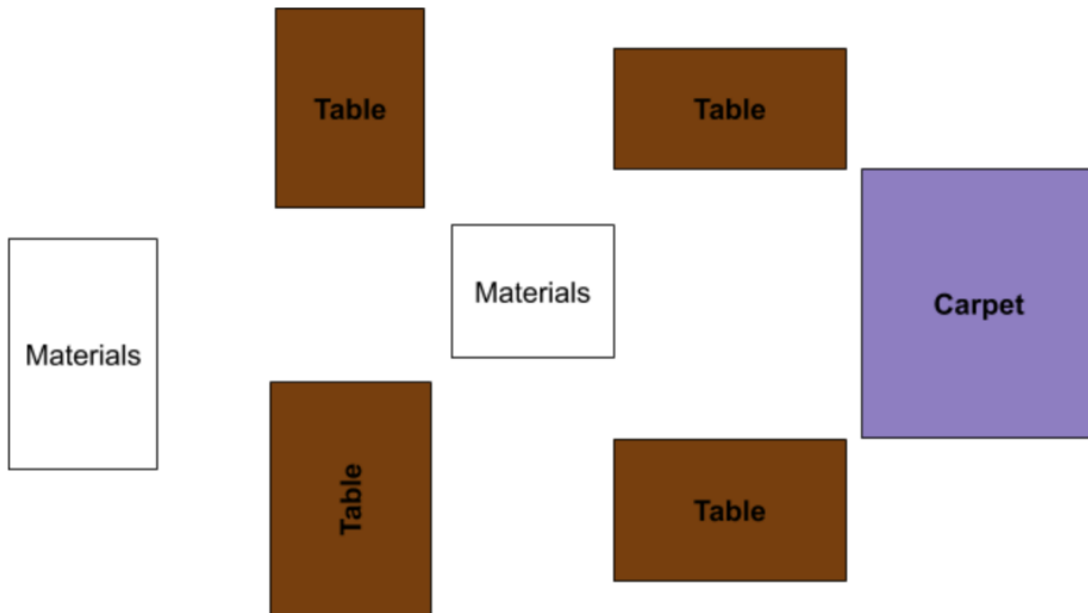
CALDER FOUNDATION: HOME. Retrieved from <http://www.calder.org/>.

## XII. THE CLASSROOM AS A THIRD TEACHER

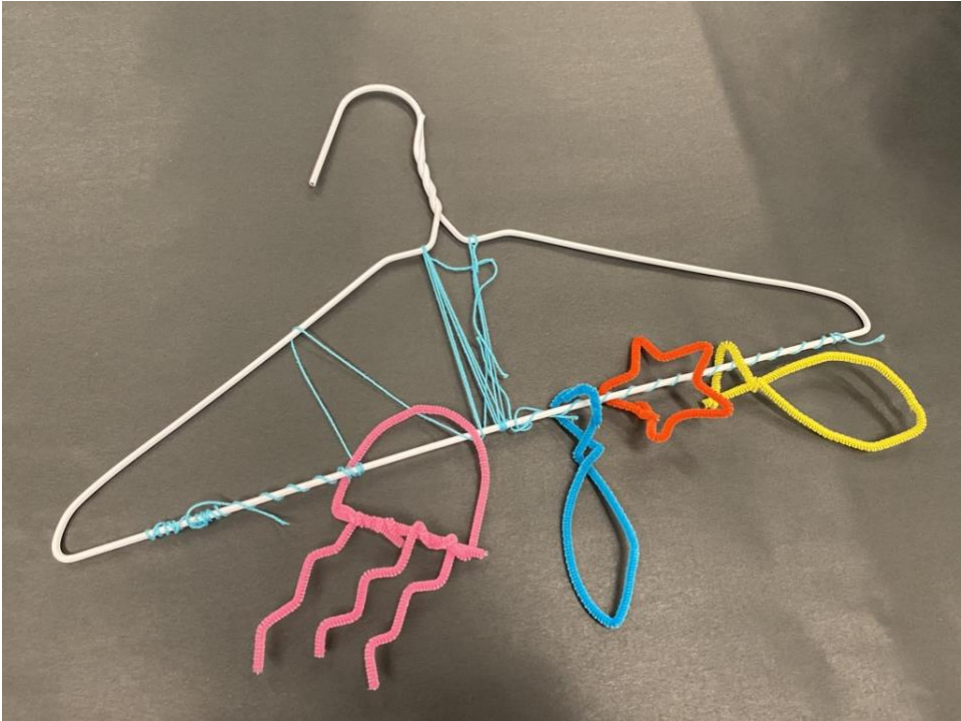
The table will remain in groups of 4 or 5. (4 separate tables total)

The carpet at the front of the room will be used for discussion and introducing the lesson.

Materials will be on a table at the back of the room, as well as in the center of the room, for students to grab as they work through the lesson.



Teacher Example:



Lead Teacher: Caroline Coady  
Unit Title: An Exploration of Color  
Lesson Title: **LESSON 8: Color Collage**  
Grade Level: 1-2  
Number of Students: 17

## **I. UNIT OVERVIEW (RATIONALE)**

Color is a way to define and organize the world, as well as a means of self-expression. In this unit, students will experiment with a variety of colors and color-themed activities, while learning about different materials, mediums, and art-making processes. The goal for the students is to simply play and explore in the world of color, trying new things and having fun.

### **II-A. LESSON OVERVIEW (RATIONALE)**

In our final lesson, students will be using some materials we've already used during the last 7 weeks, as well as some techniques we've already practiced. These materials include watercolor and pastel, along with paper, which we will be layering with glue.

Students will be exploring their individual facial features, drawing out the different features on separate squares of paper that have been pre-cut. Students will be asked to color in these images using watercolor paints and pastels, combining all of the squares together at the end to create individual self-portraits. In doing so, students will have the opportunity to recognize their unique differences, especially in terms of the coloring of their hair, eyes, lips, skin, etc. The end result will also be fun and exciting as the students see the uniqueness the collage adds to their portraits.

During class time, there will also be stations available for alternate activities once students have finished their portrait projects. A canvas some members of the class collaborated with paint will be out and available for students to work on, as well as a piece of plexiglass with tissue paper that students had previously layered tissue paper onto with glue. Materials will be out for both of these stations, as well as materials for any students that wish to add finishing touches to their cardboard box rooms at the end of the class.

As a fun finishing activity, students will be making slime during the final 15 minutes of class. In groups of 3 or 4, the students will choose their glitter glue colors, and will work together to mix up their slime. They'll witness the resulting color, and will also be able to add some more colorful materials to their slime for extra texture!

### **II-B. ESSENTIAL QUESTIONS:**

- What distinct features does your face have that your classmates may not have?
- How are your facial features/how is your face different from everyone else?
- What colors do you see in your eyes/skin/hair etc.?
- What shapes can you locate in your facial features?

### **III-A. LEARNER OBJECTIVES/OUTCOMES**

Students will consider variations in different parts of the human face.

Students will work with pastels and watercolors and see their reaction to one another.

Students will take time to look at themselves and their unique colorings.

Students will practice a different way of doing portraiture.

Students will learn about Pablo Picasso and his abstract artwork, specifically faces.

### **III-B. NATIONAL ART STANDARDS**

**VA: Cr.2.1.1a:** Explore uses of materials and tools to create works of art or design. (1)

**VA: Cr.2.2.1a:** Demonstrate safe and proper procedures for using materials, tools, and equipment while making art. (1)

**VA: Cr.2.2.2a:** Experiment with various materials and tools to explore personal interests, questions, and curiosity. (2)

**VA: Cr.3.1.2a:** Discuss and reflect with peers about choices made in creating artwork. (2)

### **III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS**

**9.1.V.1.B1:** Create works of art and identify art materials, techniques, and processes.

**9.1.V.2.J1:** Use a variety of technologies for producing works of art.

**9.1.V.2.B1:** Create works of art inspired by the styles and materials of other artists.

### **IV. ART / ARTIST(S) OF RELEVANCE:**

**Pablo Picasso** - Picasso played a lot with color and different abstract shapes to create faces. In our lesson, students will be doing something very similar, using different colors to decorate different features of their faces, and then combining all the pieces together at the end in an abstract way.

In this lesson, the students will be drawing the parts of their face separately and combining them at the end. In doing so, their self-portraits will be unique and abstract, resembling each of them in a different way.





*Marie-Thérèse Walter, 1937, oil on canvas*



*Weeping Woman, 1937, oil on canvas*

## **V. PREREQUISITES:**

Students should:

- be able to listen to and follow directions.
- know how to properly and respectfully use materials (watercolor paints, pastels).
- be able to mix colors.

## **VI. INTERDISCIPLINARY CONNECTIONS:**

*Reading/Writing:* A prompt with step-by-step directions will be on the board for the students to follow. (ex. Step 1: Get at least 5 squares of paper and a paintbrush and return to your seat.)

*Science:* Students will be mixing together glue, baking soda, and saline solution to create slime.

## **VII. MATERIALS NEEDED FOR LESSON**

- Paper
- Watercolor paints
- Paint brushes
- Pastels
- Glue
- Water
- Paint
- Tissue paper
- Modeling clay
- Pipe cleaners
- Pom poms
- Feathers
- Glitter
- Scissors
- Tape

## **VIII. SAFETY HAZARDS:**

Students must use scissors safely and properly.

Students must keep all slime-making materials away from eyes, nose, and mouth.

## **IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS**

<b>Time</b>	<b>Teacher Actions</b>	<b>Expected Learner Actions</b>
9-9:10am	<ul style="list-style-type: none"><li>- Teacher will have brown paper on tables and sketchbooks out in the center of the room for students to grab</li><li>- Drawing and coloring utensils will be out for students to use</li></ul>	<ul style="list-style-type: none"><li>- Students will enter and find their seats</li><li>- Students will use utensils to free draw until the start of the lesson</li></ul>

<p>9:10-9:15am</p>	<ul style="list-style-type: none"> <li>- Teacher will call clean up and have students put their drawing materials back in the baskets</li> <li>- Teacher will collect baskets and sketchbooks and put them away</li> <li>- Teacher will ask students to return to their seats</li> </ul>	<ul style="list-style-type: none"> <li>- Students will clean up and put their materials back in the baskets</li> <li>- Students will turn in their sketchbooks to the teacher and go back to their seats</li> </ul>
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<p>9:15-9:25</p>	<ul style="list-style-type: none"> <li>- Teacher will begin Powerpoint introducing the lesson</li> <li>- Teacher will review artist example and discuss essential questions</li> </ul>	<ul style="list-style-type: none"> <li>- Students will sit quietly during Powerpoint and raise their hands if they have any questions</li> <li>- Students will discuss essential questions with the class and share ideas</li> </ul>
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<p>9:25-3:35</p>	<ul style="list-style-type: none"> <li>- Teacher will gather students around a table to conduct teacher demo; teacher will continue discussion of essential questions and go through materials and process step by step</li> <li>- Teacher will review how to draw basic parts of a face, as well as go over the requirements for the project (projects must include eyes, nose, and mouth)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will gather around a table for the teacher demo and raise hands to ask any question they may think of</li> <li>- Students will listen to requirements of the project</li> </ul>
<p>9:35-9:40am</p>	<ul style="list-style-type: none"> <li>- Teacher will ask students to return to their seats</li> <li>- Teacher will leave Powerpoint slide explaining steps and requirements for project up on screen</li> <li>- Teacher will circulate around the room looking for students/groups of students who look ready to go and get their materials (square</li> </ul>	<ul style="list-style-type: none"> <li>- Students will return to their seats</li> <li>- Students will sit quietly and wait to be called on to go and get their first round of materials from the center table</li> </ul>

	<p>pieces of paper, paint brush, mirror)</p> <ul style="list-style-type: none"> <li>- Teacher will pass out cups of water, watercolor paints, and pastels.</li> </ul>	
<p>9:40-10:10am</p> <p>10:10-10:35am</p>	<ul style="list-style-type: none"> <li>- Teacher will circulate around the room and assist any students in need</li> <li>- Teacher will look for students who are raising their hands to show they are finished and will give larger paper and glue to students to begin collaging</li> <li>- Teacher will ask students who finish to place their projects on the drying table and to clean up their space (ex. Put brushes by sink, dump dirty water, put watercolor palettes back in center, put pastels back in their baskets)</li> <li>- Teacher will gather attention of students at the first sign of them beginning to finish, making announcement about canvas and plexiglass collaborative projects</li> <li>- Teacher will also explain location for students to add any finishing touches to their box projects as well</li> </ul>	<ul style="list-style-type: none"> <li>- Students will work on the features of their face using pastels and watercolors, looking in the mirrors for reference</li> <li>- Students will raise their hands when they are ready to receive their larger piece of paper and glue to begin collaging</li> <li>- Students will place their finished projects on the drying table and clean up their space</li> <li>- Students will listen to announcement while they continue to work; students that are finished at this point will decide which station they would like to work at; sketchbooks will also be an option for students who don't wish to work at one of the stations</li> </ul>

10:35-10:45	<ul style="list-style-type: none"> <li>- Teacher will call cleanup and students will be asked to put away ALL materials that they had been using at their station of choice</li> </ul>	<ul style="list-style-type: none"> <li>- Students will cleanup any and all materials they were working with at their station of choice</li> </ul>
10:45-10:50am	<ul style="list-style-type: none"> <li>- Teacher will have baking soda for slime measured out into paper cups</li> <li>- Teacher will ask students to form groups of 3-4 and will look for students who look ready to give out slime-making materials to (baking soda, 2-3 bottles of glitter glue, bowl, plastic spoons)</li> </ul>	<ul style="list-style-type: none"> <li>- Students will wait for slime-making materials to be passed out to them; students will form groups of 3-4</li> </ul>

10:50-11am	<ul style="list-style-type: none"> <li>- Teacher will go around with saline solution (activator for slime) and spray into glue mixtures as needed</li> <li>- Teacher will circulate around the room and assist any students in need</li> <li>- Teacher will sign out students with parents</li> </ul>	<ul style="list-style-type: none"> <li>- Students will combine measured out materials and mix their slime in groups of 3-4</li> <li>- Students will mix ingredients together as teacher circulates with saline solution</li> <li>- Students will be signed out as their parents arrive</li> </ul>
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## **X. ENDING THE LESSON**

### **X-A. Closure of Lesson:**

Students will be prompted to talk about their projects as they are being completed.

Students will be asked to recall all of the lessons and share their favorite one, as well as something they learned throughout the unit.

## **XI. REFERENCES TO MATERIALS CONSULTED**

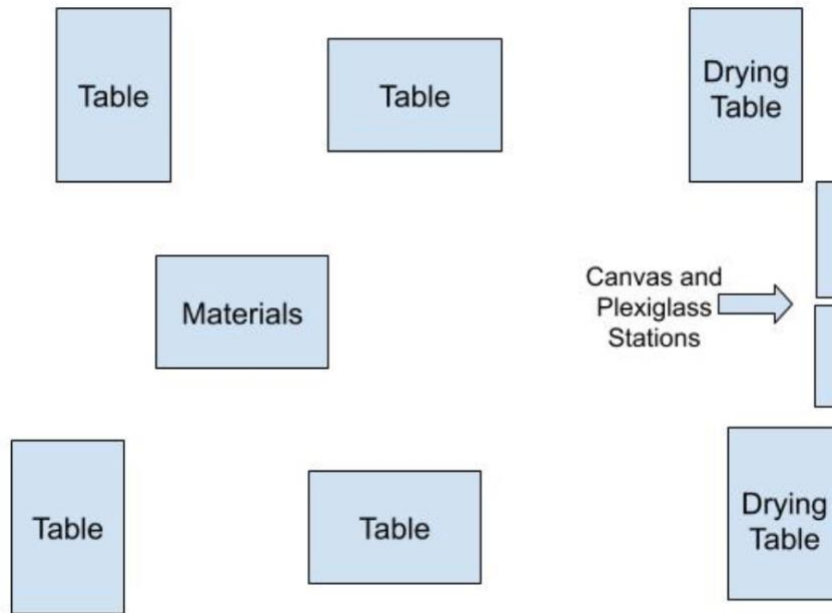
Reyburn, S. (2018, February 28). Picasso Painting of a Lover in a Beret Brings \$69.4 Million.

Retrieved from <https://www.nytimes.com/2018/02/28/arts/design/picasso-painting-sothebys-69-million.html>.

Tate. (1970, January 1). 'Weeping Woman', Pablo Picasso, 1937. Retrieved from

<https://www.tate.org.uk/art/artworks/picasso-weeping-woman-t05010>.

## XII. THE CLASSROOM AS A THIRD TEACHER



Teacher Example:



