

**UWM Lesson Plan Template** *(adapted from PSOA Art Education Area)*

<b>Name:</b>	Joshua Heinrich	<b>Email:</b>	heinri27@uwm.edu
<b>Lesson Title:</b>	Close-up Owl Paintings	<b># of Sessions</b>	4
<b>Level/Grade/Age:</b>	Grade 5		

**BIG IDEA**

*(Describe how the big idea is important to this age group in relation to student assets and the content area):*

**Observation**

It takes patience to observe the world we live in. Most people are so caught up in our fast-paced way of living that it can prove to be difficult for students to slow down and truly observe what they are looking at. As artists, the students will be challenged paint what they see and not what they think things should look like. Through observation, students will develop their craft and look for subtle nuances to grow as artists, however observation is a valuable skill that can be used outside the classroom to understand situations and problem solve.

**OBJECTIVES AND NATIONAL STANDARDS:**

*Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)*

Students will understand that art elements and principles, including shape, texture, and emphasis, can be used to enhance a specific viewpoint by analyzing images and applying those concepts to their own artworks.

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

Students will develop their skills and demonstrate control over materials by creating detailed paintings.

*Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)*

Students will develop their skills and demonstrate control over materials by creating detailed paintings.

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

*Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)*

Students will understand that close observation can be used to better understand things and how they exist in the world.

VA:Cn10.1.5a Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.

*Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)*

Students will understand that an artwork's meaning can change based on the viewpoint by looking at

various images.

VA:Re.7.2.4a Analyze components in visual imagery that convey messages.

### UWM Lesson Plan Template

(adapted from PSOA Art Education Area)

#### ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	Viewpoint – can be close or far away from objects in an image Shape – everything we see can be simplified into basic shapes Texture – how something physically feels or looks like it would feel Neutral colors – colors that are dull, earthy or brownish colors Emphasis – a focal area in an artwork, something that stands out
Where academic language will be practiced ( <i>i.e. through writing and art making</i> ):	As a class, we will go over each term and how they can be used. Students will be looking at images that incorporate the academic language. The terms will then be applied to their own artworks to realistically depict the owl they chose.

#### LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function:	Compare
Emphasis of language function ( <i>describe the main purpose of using this language function for your lesson</i> ):	Comparing is an important skill that can help students gather information and problem solve. It can be used to analyze artworks and create a deeper understanding of specific concepts and can be applied outside the classroom.
Where language function will be practiced ( <i>i.e., through writing and art making</i> ):	Students will look at an image of an owl in a setting and determine what the image is about. Then students will look at a close-up of an owl and determine what the image is about by comparing it to the first image. Students will explain what is different about the images and discuss what a close-up viewpoint can be used for.

#### UNIT or LESSON OVERVIEW:

Students will be creating a painting of an owl of their choice. They will create a detailed sketch of their owl and then create a painting in acrylics. Students will focus on overlapping and direction of their brushstrokes. They will be able to choose the background color for their painting and will use the complementary color of their background for the eye color of their owl. Students will have the choice to change the eye color if they do not like it.

#### UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:	We will start off talking about how we observe things around us in the world everyday, yet we do not always observe things. I will explain the difference about seeing and observation, and we will go over the academic language. We will then look at some images as examples, and students will compare the images and discuss the importance of close-
--------------------------	--

	<p>ups. We will then discuss how this could change our perception of what is going on in the image.</p>
<p><b>Art Making:</b></p>	<p><b>Supplies:</b> Paper, Pencil, Paint (Acrylic), Paintbrushes, Cups, Water</p> <p><b>Teacher instruction:</b> The goal of the demonstration is first to teach students how to block out a drawing before they begin painting. I will demonstrate how to begin their sketches, explaining what details to include and what shapes to look for and show them an example of what their sketch should look like. I will then explain how to begin the painting process by blocking in larger areas first and then painting in smaller areas and adding details. I will show the students how to control their brushstrokes and explain that they should paint in the same direction to make it look neater and more realistic. I will explain that the brushstrokes should show the textures, and the color of the eyes should stand out to show emphasis to make their paintings visually interesting.</p> <p><b>Objective:</b> Students will understand that art elements and principles, including shape, texture, and emphasis, can be used to enhance a specific viewpoint by analyzing images and applying those concepts to their own artworks.</p> <p><b>Students at work:</b> Students will choose an owl they like and plan their paintings by drawing their owl, focusing on basic shapes first and adding details last. Students will then begin painting by blocking in larger areas first and then painting in smaller areas and adding details. Students will create texture by controlling their brushstrokes and painting in the same direction and emphasis by choosing a color that makes the eyes stand out. I will be traveling around the room to help students generate ideas and aid students as problems arise.</p> <p><b>Closure:</b> Students will fill out an evaluation that rates their success on the use of color, emphasis, and effort. The evaluation will ask students how and why they made their choices.</p>

**UWM Lesson Plan Template**

*(adapted from PSOA Art Education Area)*

<p><b>ADAPTATIONS:</b></p>	<p>Offering supplemental painting tools for students with less developed motor skills or struggling students is helpful for student to manipulate and control the medium with greater ease.</p>
----------------------------	---

	For students finishing early, I create a drawing prompt for them. "Based on your observations, draw a picture of what your owl is observing (looking at). Your drawing can be imaginative or realistic."
<b>RELEVANT THEORIES:</b>	Zone of Proximal Development
<b>ASSESSMENTS:</b>	<p>Initial (formal/informal): Students will plan out their projects on scrap paper this will give time to monitor all students. This will give a sense of where the students are at artistically and what students will need more support.</p> <p>Progressive/Formative (formal/informal): Prompts and handouts will be given to gauge student understanding, including prompts to better understand skills and plan the project, activities to develop skills, and quizzes to review information. This will be a tool to assess what students need support with understanding concepts or in developing techniques. Example: Sunset activity – students will practice blending by painting a strip of red on the top of the page and then painting yellow all the way down to make a sunset. This will show what student have control over the medium and will give an idea of who will need more support during the project.</p> <p>Final/Summative (formal/informal): Students will fill out a self-assessment for each project. They will rate their own success for each criterion and answer questions that explain how and why they used the skills and concepts that were learned throughout each lesson and how it relates to the enduring idea. Students will be heavily graded on the final product of the lesson and whether or not they were able to effectively apply the skills, however the students' answers will greatly impact their overall success of each criterion, as the answers will provide insight to their intentions.</p>

Rubric Sample:

**Directions:** Look at the following standards and circle your success with each. You may use your sketchbook to help you fill out this assessment. Make sure you complete the **front and back!!!**

Criteria	Advanced 4	Proficient 3	Basic 2	Minimal 1
Color	Painting was neat and even, color choices were matched the owl that was chosen	Painting needed little work, color choices matched the owl that was chosen	Color choice did not match the owl that was chosen, painting needed revisions	Color was not correct or painting was unfinished
Emphasis	Emphasis was used to make the eyes the focal area, the background and eyes were complementary colors	Emphasis was used to make the eyes the focal area, the background and eyes were not complementary colors	Emphasis was attempted but there were too many focal areas	There was no focal area in the artwork
Effort	Was respectful, responsible, and BLANK while working on this project	Needed few reminders to keep working and not distract others	Needed some reminders to keep working and not distract others	Needed many reminders to keep working and not distract others

Circle what grade do you think you deserve.

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
----	---	----	----	---	----	----	---	----	----	---	----

**Directions:** Answer the following questions as best you can. Use the elements and principles to back your arguments. Do not forget to **explain why!!!**

1. Explain the colors you used for your painting? What colors did you not expect to see or use for your painting?

---

---

---

---

---

---

---

---

2. How did you include emphasis? Where is your focal area? How did you choose the color for your eyes?

---

---

---

---

---

---

---

---

3. What was your favorite thing about this project? What was the hardest thing about this project?

---

---

---

---

---

---

---

---