Art Lesson Plan: Mrs. Hofmann

Pointillism

Grade 5

March 16, 2012

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| Type of Lesson | \_\_\_ Introduction of a Center  \_\_\_ 5 Minute Museum  \_\_\_ Technique  \_\_\_ Artist Questions  \_X\_\_ General Classroom  \_\_\_ Other |
| **Objective**  **Procedures:**  **Guided**  **Small Group**  **& Independent**  **Practice**  **Maryland Standards for**  **Visual Art**  **Grading** | **Students will learn about the French Impressionist painter, Georges Seurat and his invented style of painting called, pointillism by creating Pointillist Color Cards.** |
| **New Vocabulary**:  Impressionism- a major movement and new way of creating art in the late 1800s; painters used natural, free brushwork and painted sunlight into their colors; often showed an impression of reality rather than a perfect life-like report of the subject; some of the most famous Impressionists were Monet, Cassatt, Degas, Renior, Manet, and Seurat.  Videography- the art of using a camera and to capture moving images; can be expressive or realistic; useful for portraits, landscapes, and all other forms of picture taking.  Pointillism-is a technique of painting in which a lot of tiny dots are combined to form a picture. The reason for doing pointillism instead of a picture with physical mixing is that, physically mixing colors dulls them. Primary Colors - red, blue and yellow  Secondary Colors - orange, green and purple. Are created by mixing primary colors Encaustic painting-painting with melted wax (crayon) |
| **Art History References**:Georges Seurat, Art Institute of Chicago, Baltimore Museum of Art |
| **Cross Curricular Support**: **Science:** *1.B.1* **Social Studies:** *5.A,6.A.3***Language Arts:** *2.1.a* |
| **Introduction (5 min):**   1. **Introduce Artist, Vocabulary: PowerPoint** 2. **Class participation: Worksheet, Text, Think, Pair, Share** |
| **Guided Practice**: (15 min )Using worksheet, students will match vocabulary to definitions and read about the artist. Teacher will use PowerPoint for visuals of vocabulary and artist’s works. Students will answer three higher level thinking questions during reading by participating in Think, Pair, Share. Teacher will demonstrate Pointillism with tempera paint and a pencil eraser and with encaustic painting. |
| **STUDIO TIME (10-15 min):** At the end of demonstration students are dismissed for studio time. Students will work in small groups and individually at this time to complete the “Pointillism Color Cards.” |
| **ENCAUSTIC PAINTING STATION** (2 min during studio time): Four students at a time will be given a small card and have two minutes to complete an encaustic pointillism piece of art. Timer will be set. Permission slip must be signed for students to participate in case melted crayon drips on student (melted wax). |
| **TAG: (5-10 min)**TAG(tell something nice, ask a question, make a suggestion) Students will record accountable talk sessions with video camera. Students will participate in TAG in order to critique their “Pointillism Color Cards.” |
| **CLEAN UP (5 min):** At the sound of the “Bell”, students begin clean up. They are responsible for putting away materials in the appropriate areas, making sure their station is clean (floor, table, counters) and returning to the carpet. |
| **Writing TIME (10 min):** Students return to the carpet. Teacher will read aloud the directions of the exit ticket, BCR. Students will work independently to complete BCR and Rubric. |
| * 1. Identify and describe observed form.   2. Identify and compare ways in which selected artworks which represent what people see, feel, know, and imagine   3. Use the elements of art and principals of design to organize personally meaningful compositions.   2.1 Determine ways in which works of art express ideas about oneself, other people, places, and events.  2.2 Classify reasons why people create and use art by studying artworks and other sources of information  2.3 Differentiate among works by artists representative of different times and cultures.  3.1 Create images and forms from observations, memory, and imagination.  3.2 Investigate a variety of ways that artists develop ideas and organize the elements of art in responding to what they see, know, and feel.  4.1 Develop and apply criteria to evaluate personally created artworks and the artwork of others. |
| Students are given a weekly grade based on the following:   |  |  | | --- | --- | | Creativity, Originality, Use of Materials, On Task, and Participation: See Rubric |  | |  |  | |  |  | |  |  | |
| **Modifications** | Differentiated instruction, one-on-one assistance, group work, material modification, visual aids, pacing accommodations |