Art Lesson Plan:: Mrs. Hofmann

Starry Night by Vincent van Gogh

Grade 4

February 28, 2011

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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 willbe introduced to the art of Dutch artist [Vincent van Gogh](http://makingartfun.com/htm/f-maf-art-library/van-gogh-biography.htm), by being introduced to his art, and then by creating their own masterpiece after his work. |
| **New Vocabulary**: Texture: An element of art; The quality of the surface of a work of art. For example: rough or smooth; Texture can be felt, seen or both. Impasto: paints applied in very thick amounts to a canvas. Medium: 1) The specific tool and material used by an artist, e.g., brush and oil paint, chisel and stone. 2) The mode of expression employed by an artist, e.g., painting, sculpture, the graphic arts. 3) A liquid that may be added to a paint to increase its manipulability without decreasing its adhesive, binding or film-forming properties. Tint is the mixture of a color with white, which increases lightness. Shade is the mixture of a color with black, which reduces lightness Canvas: a heavy, closely woven fabric. Palette: A thin board on which a painter lays and mixes colors. Palette Knife: is a blunt tool used for mixing or applying paint. |
| **Art History References**:Vincent van Gogh |
| **Cross Curricular Support**: **Math:** *1.C.1***Social Studies:** *1.D.1***Language Arts:** 1.C.1 |
| **DEMO (5 min):**   1. **Introduce Artist information and Vocabulary** 2. **Class participation: Sentence Game.** |
| **Guided Practice**: Using the elmo projector and worksheet, teacher will illustrate the palette knife painting technique. Students will use markers to recall information and fill in the blanks. Student volunteers will demonstrate for the class, the mixing tint, shade, and medium (modeling paste). Teacher will give detailed instructions for mixing the Medium in small groups. Students will have an individual canvas board to begin drawing directional lines and palette knife painting. |
| **STUDIO TIME (30 min):** At the end of demonstration students are dismissed for studio time. Students will work in small groups and individually at this time to begin their personal masterpiece. |
| **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. A small clean up crew may continue cleaning. |
| **Writing TIME (5 min):** Students return to the carpet. Teacher will read aloud the directions of the exit ticket, BCR. Students will work with a partner to complete ticket and line up. |
| * 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 |