

# ***BLOW-Up BUGS***

## ***Third Grade*** **Visual arts lesson plan**

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### **Objectives: WHAT Bug?... How Big?**

***My students will acquire the knowledge of applying their visual skills and drawing techniques into a finished piece of artwork by looking down.*** My students will be exposed to “A NEW WAY OF SEEING”, or thinking...with the incorporation of instructions... lead by drawing demonstrations of drawing techniques using fine line marker. Students will be able to acknowledge and view a new perspective.

### **Common Core**

#### ***Identify sensory elements***

Identify organizational principles  
Identify main ideas expressed in artwork

Identify & describe how sensory elements communicate ideas in artwork  
Identify similarities in sensory elements across the arts  
Identify similarities & differences in organizational principles across the arts  
Describe how art forms combine to create other art forms  
Compare & contrast sensory elements, organizational principles, & ideas expressed among the arts  
Identify media & tools used to produce artwork  
Identify processes used to create artwork  
Identify how media & tools interact to create artwork.  
Identify how various art processes are used alone & in combination with another  
Demonstrate entry-level basic skills in art

Production                      Demonstrate beginning basic skills in art  
Describe how arts contribute to society, civilization, & everyday life  
Identify & describe how the arts portray universal themes  
Describe how arts communicate similar ideas among the arts & other learning areas  
Identify how the arts reflect different times & cultures  
Identify & describe how the arts tell a story about the people & times  
Identify how the arts reflect the difference between past societies & present day  
Life through artwork

## **Elements**

*Line, Shape, Color, Space, Form, Texture and Value*

## **Principles**

*Contrast, Pattern, Rhythm, Balance, Unity, Emphasis and Movement*

*(Please Note: The Elements & Principles listed above are analysis in chart enclosed)*

## **Motivation**

- 1.) *BUGS*
- 2.) *Presentation of a Final Product*
- 3.) *Working in the multiple intelligences: examples – mathematical & linguistic*
- 4.) *Integrating other subject areas of materials that are used and can be reused in a piece of art*

## **Materials**

- 1.) *White drawing paper*
- 2.) *Visuals of completed Projects*
- 3.) *Fine Line Marker*
- 4.) *Pencil*
- 5.) *Erasers*
- 6.) *Several Insect photos*
- 7.) *Added Activities*

## **Procedures**

- 1.) *Presentation-*
- 2.) *Using drawing techniques method of contour line... my students will be asked to brainstorm how they will lay-out their project. I have found it to be effective and stimulating to open up the classroom for a group dialog. Opening up the dialog to all classmates can establish a remarkable environment- fueled by imagination, discovery, and opportunity.*
- 3.) *They will then be asked to open their drawing journals and render out what they think they would like to do.*
- 4.) *The following class period the students will begin their drawing idea.*

- 5.) *The finish project should include the artist name. And to make sure your classroom teacher's name and grade: example, 3-G*

### **Learning Experiences**

*A review of our class experiences the week before. Discuss current objectives. Demonstrate if needed.*

### **Guided Practice**

- 1.) *This is done at different level as the needs arises for different students*
- 2.) *As well as examples of different steps are exhibit for individual students if needed*
- 3.) *These steps and others lead the students to independent work on their projects*
- 4.) ***Modifications:*** *Hearing Impaired, Vision impaired AD/HD, & any need that may arise; my plans are always open to change.*

### **Closure**

*A review of the day's activities and up coming activities is done at the end of each class.*

### **Assessment**

- 1.) *A classroom Critique of the Art project*
- 2.) *A successful solution to the given tasks.*
- 3.) *Upon the completion of their artwork, if I have a student(s) say, I'll never look at things the same way again. Then I will felt that the art experience had more than exceeded my expectations and execution.*

### **Please Note:**

- 1.) *Added activities available for students that finish early on all my lessons:  
See Attached Sheets*
- 2.) *Gifted Students: Added Activities sheet, the student(s) can make their own design and color.*