

Visual Art Lesson Plan
Joan Mills Fry Elementary
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Big Idea: Visual Communication
Lesson Title: Home is Where the Heart Is

Submitted by: Joan Mills, Fry EL. Adapted from lesson written by Marcia Gibson, Solvang EL

Grade Level: K	Length of Lesson: 1 or 2 (50) min
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Essential Questions:
Why do we need to understand how to use visual communication using familiar images?
What do images tell us about place and time?
How do images help us to understand our world?

Visual:



Vocabulary: Center, trace, shape, mist, outline, watercolor

Goals / Objectives:
Students will use drawings, colors, and letters to communicate place and time.
Students will continue to develop an understanding that shapes can make recognizable components in a work of art.
Students will continue to explore various aspects of the drawing process.
Students will be introduced to basic graphic design.

Check what applies:

Elements of Design		Principles of Design	
X	Line	X	Contrast
X	Shape	X	Unity
X	Color	X	Emphasis
	Space	X	Balance
	Form		Movement
	Value		Pattern
	Texture		Rhythm

Media/ Materials:
9 X 12 multimedia paper or watercolor paper
Tracers (9 x 2 ½) – (3 x 2 ½)
Black Sharpie markers
Broad tip Watercolor markers, (Mr. Sketch unscented or Crayola)
Pencils
Water bottles with mist sprayers
Key Concepts:
Lines make shapes
Elaboration
Color

Resources:
Images of cross-stitch samplers - National Museum of American History (Smithsonian)
http://americanhistory.si.edu/collections/group_detail.cfm?key=1253&gkey=127
Overhead projector with overhead film and vis-a-vis markers
Books: Home by Jeannie Baker, Home to Me: Poems Across America by Lee Bennett Hopkins, A Home Album by Peter Roop

Modifications/ Adaptations:

1. Papers with pre-drawn segments and heart and HOME already traced
2. Templates for tracing basic house shapes

Expansions:
Write or dictate a story about the house, the people and pets living there.

Teacher Preparation
Create stencils for tracing (2 ½ x 9) (2 ½ x 3) Gather images of cross stitch work
Story space
Overhead with transparencies
Different Samples: with pencil lines, with outlines done, with colors filled in and misted

<p>Process: Day 1</p> <ul style="list-style-type: none"> • Hand out papers as students enter. • Name and class on back in corner. • Gather students in story space and show them how to divide the paper by tracing the 2 ½ x 9 piece at bottom of page, then once more above. Trace 2 ½ piece in the middle segment to divide for the hearts. Students return to seats, use pencil, and complete tracing. Show image on overhead while students work. • Discuss concept of who they love, where they live to arrive home is with the ones you love = home/heart. • Using overhead demonstrate drawing 3 hearts in the middle spaces – fill with heart shape in pencil. • Using overhead demonstrate how to fill bottom with word home using capital letters and center line, place O to left, M to right, then H and E in correct locations in pencil. • Use sharpies to go over heart shapes, boxes around hearts, HOME, and ground line. • Using overhead demonstrate how to fill upper segment with their home and landscape. Have students draw directly with a sharpie if you want to complete in 1 class. • Once drawn discuss and show sample(s) of how to fill with color, each heart contrasts with the surrounding space. All shapes and spaces should be colored. • About 5-10 min before class ends mist all work to create a blended water color effect. (careful not to over mist) • Partially colored still look great. • Work to drying rack.

Instructional Strategies	
(x) indicates applicable instructional strategies	
	Student Research
x	Teacher Demonstration
	Journal Work
x	Guided Practice
x	Independent Practice
	Cooperative Grouping/Collaborative Learning
x	Class Discussion/ Critique
x	Hands-on Experience
x	Individualized Instruction
	Teacher Lectures
	Peer Tutoring/ modeling
	Guest Artists/ speakers
x	Visual Displays (art prints, power-points, on-line exhibitions, hallway displays)
	Educational Video
	Educational Games
x	Technology Integration
	Field Trips
x	Problem-solving
x	Student Self-assessment
	Integration of Verbal and/or Written Reflection

Assessment: (Teacher Reflection)	
Keep	All
Change	<p>Could do in 2 sessions if using all pencil pre-drawing. Over-line, color and mist Day 2</p> <p>Extra time? Use smart board to make a class picture using interactive shapes. Read stories and poems from recommended reading list</p>

IPSD 204 Visual Art Curriculum Essential Understandings	
(x)= primary essential understanding for unit/lesson (*)= secondary essential understandings for unit/lesson	
	1. Art as an Awareness of Diversity and Culture
*	2. Art as Personal Expression, Reflection and Response
*	3. Art as a Record of History
*	4. Art as an avenue for Aesthetic Awareness
	5. Art as development of Creativity and Problem Solving
x	6. Art as a Form of Communication

Illinois State Board of Education Learning Standards (x) signifies goal/standards relevant to the unit			
State Goal		Learning Standard	
x	State Goal 25: Know the Language of the Arts	x	<i>A. Understand the sensory elements, organizational principles and expressive qualities in the arts.</i>
			<i>B. Understand the similarities, distinctions and connections in and among the arts.</i>
x	State Goal 26: Through Creating and Performing, Understand how Works of Art are Produced	x	<i>A. Understand the processes, traditional tools and modern technologies used in the arts.</i>
		x	<i>B. Apply skills and knowledge necessary to create and perform in one or more of the arts.</i>
x	State Goal 27: Understand the Role of the Arts in Civilizations, Past		<i>A. Understand how the arts function in history, society and everyday life.</i>
		x	<i>B. Understand how the arts shape and reflect history, society and everyday life.</i>

National Visual Arts Standards (x) signifies national standards relevant to this lesson/unit	
x	1. Understanding and applying media, techniques, and processes
x	2. Using knowledge of structures and functions
	3. Choosing and evaluating a range of subject matter, symbols, and ideas
x	4. Understanding the visual arts in relation to history and cultures
	5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
	6. Making connections between visual arts and other disciplines

Interdisciplinary Connections (x) signifies cross-curricular connection	
x	Language Arts/ Writing
x	Reading
x	Math
x	Social Studies
	Technology
	Science
Art Historical/ Cultural Connections	
Early American Arts and Crafts	