

## Lesson Plan Template- 2024





Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of Creating, Connecting, Responding and Presenting. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.

Lesson Title: Skill Building with the Creative Process - The Element of Art "Color"

Targeted grade Level: 9 Anticipated Time Frame: 2-3 Weeks

	Lesson Plan	Rationale
1.	<p><b>Conceptual Structure/Big Idea:</b> Nature and Color</p>	<p><b>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</b></p> <p>This concept matters because it connects directly to what 9th graders see and experience every day—whether it's the colors in nature, the clothes they pick out, or the way they set up their social media feeds. Understanding how color impacts mood and perception helps them see the world differently and make more intentional choices in their art and everyday life. It's about tapping into what's already around them and using it in creative ways that reflect who they are.</p>
2.	<p><b>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</b></p> <ol style="list-style-type: none"> <li>1. I can understand and recall Color Theory Fundamentals.</li> <li>2. I can identify and understand Color Relationships in Nature.</li> <li>3. I can use Nature as Inspiration</li> </ol>	<p><b>Why is it important for students to know these concepts?</b></p> <p>Students can learn how to use the color wheel, including primary, secondary, and complementary colors, to create visual harmony in their artwork.</p> <p>Students can explore how colors interact in natural settings, helping them understand the significance of color combinations and contrasts.</p>

		Students can observe and analyze colors in the natural environment, guiding them in incorporating these palettes into their own artistic practices.
3.	<p><b>Objectives (what students will DO):</b></p> <ol style="list-style-type: none"> <li>1. Develop Creative Concepts – Students will create a mind map and brainstorm ideas related to their nature theme, exploring how to incorporate monochromatic, analogous, or complementary colors.</li> <li>2. Visual Planning – Students will design mood boards and thumbnails to visualize their concepts and gather reference images that inspire their final artwork.</li> <li>3. Create and Refine Artwork – Students will gather supplies, complete rough drafts, and then execute and finalize their artwork, applying their chosen color scheme effectively.</li> </ol>	<p><b>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</b></p> <p>The objectives support learning by guiding students through a structured creative process that enhances their artistic skills and critical thinking, fostering valuable problem-solving abilities applicable in various aspects of their lives. By exploring a relatable theme like nature and connecting it to their everyday experiences, students can draw inspiration from their surroundings, making their artwork personally meaningful and relevant to contemporary culture.</p>
4.	<p><b>Essential Questions (BIG overarching questions):</b></p> <ol style="list-style-type: none"> <li>1. How do colors found in nature influence our emotions and perceptions?</li> <li>2. In what ways can understanding color theory enhance our artistic expression and communication?</li> </ol>	<p><b>How are these questions meaningful to the student? How do you know?</b></p> <p>The first two questions are meaningful to students because they encourage critical thinking about how color affects their emotions and how they can use color theory to enhance their artistic expression. Evidence of this relevance is reflected in classroom discussions, where students relate personal experiences to color choices in their art and everyday lives, showing a deeper engagement with the concepts.</p>
5.	<p><b>Standards:</b></p> <p>NVAS:</p> <ol style="list-style-type: none"> <li>1. VA:Cr1.1.HSI.a - Use multiple approaches to begin creative endeavors.</li> <li>2. VA:Cr2.1.HSI.a - Engage in making a work of art or design without having a preconceived plan.</li> <li>3. VA:Re.7.2.HSI.a - Analyze how one's understanding of the world is affected by experiencing visual imagery.</li> </ol>	

	<p>4. VA:Cn11.1.HSI.a - Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p> <p>Michigan:</p> <ol style="list-style-type: none"> <li>1. ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process. (21st Century Skills: I.4, II.2)</li> <li>2. ART.VA.I.HS.5 Responsibly and safely manage materials and tools. (21st Century Skills: III.4, III.6, III.8)</li> <li>3. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)</li> <li>4. ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4)</li> <li>5. ART.VA.IV.HS.2 Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (21ST Century Skills: I.3, I.6, III.2, III.7)</li> <li>6. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time. (21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10)</li> <li>7. ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. (21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)</li> <li>8. ART.VA.V.HS.7 Analyze the impact of visual culture on society. (21st Century Skills: I.3, III.2, III.7)</li> </ol>	
<p>6.</p>	<p><b>Connecting and Responding:</b>  <b>Teaching Resources: (art work, videos, books, etc)</b>  <b>Art: (Artists and insert thumbnail photo of examples shared)</b></p> <ul style="list-style-type: none"> <li>● The Secret Lives of Color by Kassia St. Clair</li> <li>● What Is Color?: 50 Questions and Answers on the Science of Color by Arielle Eckstut and Joan Eckstut</li> <li>● Presentation 1 - Colored Pencil and Color Theory Practice <ul style="list-style-type: none"> <li>○  7 COLORED PENCILS</li> <li>○  8 COLOR Worksheet</li> </ul> </li> <li>● Presentation 2 - Creative Process <ul style="list-style-type: none"> <li>○  8 COLOR</li> </ul> </li> <li>● Presentation 3 - Monochromatic Color Theory <ul style="list-style-type: none"> <li>○  8a Monochromatic Color</li> </ul> </li> <li>● Presentation 4 - Analogous Color Theory</li> </ul>	<p><b>Explain how the students will explore the concepts of the big idea through artists and their artwork.</b>  <b><i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.</i></b></p> <p>Students will explore the big idea of color theory through the works of artists like Vincent van Gogh and Claude Monet, whose use of color captures mood, atmosphere, and emotion. By analyzing how these artists used color to evoke feelings and depict nature, students will have opportunities to respond through discussions, reflective writing, and their own creative projects, connecting their personal experiences to these concepts.</p>

	<ul style="list-style-type: none"> <li>○ 8b Analogous Color</li> <li>● Presentation 5 - Complementary Color Theory <ul style="list-style-type: none"> <li>○ 8c Complementary Color</li> </ul> </li> </ul>	<p>In these presentations, students will see how nature and color work together to create mood and atmosphere, as seen in Van Gogh's <i>Self-Portrait</i> and Monet's <i>Stacks of Wheat</i>. They'll explore how these artists used color to capture light, texture, and emotion, inspiring students to observe their surroundings and express their interpretations through their own artwork.</p>
<p>7.</p>	<p><b>CREATING</b>  <b>Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) <i>How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary</i></b></p> <p>Week 1-</p> <p>Day 1-</p> <p style="padding-left: 20px;">Bellwork  Presenting Color Theory Presentation with Colored Pencils  Students begin the art.  Extra credit opportunity answering exit questions</p> <p>Day 2-</p> <p style="padding-left: 20px;">PSAT - no school</p> <p>Day 3 -</p> <p style="padding-left: 20px;">Bellwork  Students recall terms from initial presentation  Students continue to work on art  Extra credit opportunity answering exit questions</p> <p>Day 4 -</p> <p style="padding-left: 20px;">PSAT - substitute</p> <p>Day 5 -</p> <p style="padding-left: 20px;">Half-Day extra credit opportunity  Complete missing work or re-do an old assignment and make it better</p> <p>Week 2-</p>	<p><b>Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?</b></p> <p>My lesson plan is all about getting students excited about color theory through engaging activities and teamwork. Starting each class with bellwork helps students focus and connect with what they've learned before. Presentations introduce key concepts from <i>The Secret Lives of Color</i> and <i>What Is Color?</i>, appealing to different learning styles. The extra credit opportunities are a great way to encourage students to dig deeper into the material and reflect on their understanding. Plus, critiques not only develop their critical thinking and communication skills, but the workshop days give them the chance to play around with their ideas and really refine their artwork.</p> <p>To keep the learning flowing, I scaffold the lessons by gradually building up to more complex ideas about color relationships and emotions. I share my own examples to show how color theory comes to life in art, and I love facilitating peer feedback during critiques to boost collaboration. I make sure to differentiate instruction so that everyone feels supported, offering tailored challenges for different skill levels. Structured reflection sessions help</p>

	<p>Day 1 -  Bellwork  Students recall terms from initial presentation  Presenting Color Theory in Creative process presentation  Students begin brainstorming  Extra credit opportunity answering exit questions</p> <p>Day 2 -  Field Trip - no time for lesson</p> <p>Day 3 -  PD Day - no school</p> <p>Day 4 -  Bellwork  Students recall terms from initial presentation  More in depth presentations on each color subject  Teacher exemplar  Students begin thumbnailing  Extra credit opportunity answering exit questions</p> <p>Day 5 -  Half-Day extra credit opportunity  Complete missing work or re-do an old assignment and make it better</p> <p>Week 3 -</p> <p>Day 1 -  Bellwork  Students recall and identify terms  Mood board and thumbnails complete  Critiques  Students work on rough drafts after getting the okay  Extra credit opportunity answering exit questions</p> <p>Day 2 -  Bellwork  Workshop / studio time  Critiques  Students begin final draft on cardstock after getting the okay  Extra credit opportunity answering exit questions</p> <p>Day 3 &amp; 4 -  Bellwork</p>	<p>students assess their own progress, reinforcing that learning is all about growth. Overall, these strategies create a fun and supportive environment for students to explore and express their understanding of color in their art.</p>
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	<p>Workshop / Studio Time  Day 5 - Half-Day extra credit opportunity  Complete missing work or re-do an old assignment and make it better</p>	
<p>8.</p>	<p><b>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</b>  Different kinds of scissors and pencil grips to use.  Assignment posted on whiteboard, demonstration, and online for use  Different types of tessellations to make.  No homework</p>	<p><b>Share rationale for each</b>  Providing various scissors and pencil grips support students with fine-motor difficulties, enhancing their control and comfort while working on art projects. Multiple formats for assignments ensure all students have access to the instructions. Students can engage with the material at their own skill level with different types of tessellations to create. Eliminating homework helps reduce stress and ensures all students have equal opportunity to engage with the material during class time.</p>
<p>9.</p>	<p><b>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</b></p> <p>Daily check-ins are needed for students to be able to articulate their thought processes out loud.  At the end, the ability to completely follow directions and successfully understand, identify, and create shapes or tessellations.  Correctly identifying the root origins of a type of art or investigating to find it.</p>	<p><b>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</b>  <b>How will you know what your students have learned about:</b></p> <ul style="list-style-type: none"> <li>• the big idea that they investigated</li> <li>• the artistic concepts and depth of knowledgebase</li> <li>• art creating and production/process</li> <li>• reflecting on their own work and connecting and responding to other art work</li> <li>•How will the students' voices be represented in the assessment and presentation of their work?</li> </ul> <p>This assessment will be both formative and summative. Students' understanding will be visible through reflective journals and exit tickets summarizing their insights on using color to evoke mood and atmosphere. Their final projects will demonstrate concepts like color harmony and emotional impact, evaluated with a rubric focused on</p>

		<p>creativity, effective use of color, and technical skill. Their folders will showcase their ideation through mind maps, mood boards, and sketches, while self-assessments and peer critiques will encourage thoughtful reflection on their work and constructive feedback on classmates' art. Additionally, students will present their projects, allowing them to express their creative process and connections between their color choices and their nature themes, ensuring their voices are represented throughout the assessment process.</p>
<p><b>10</b></p>	<p><b>Insert photo of teacher created exemplar here:</b>  <input type="checkbox"/> 7 COLORED PENCILS  <input type="checkbox"/> 8 COLOR  Teacher Exemplar all in Presentation</p>	<p><b>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</b>  To create this artwork, I needed a strong grasp of color theory to select calming hues and blend them seamlessly, creating a serene, cohesive atmosphere. I also relied on my understanding of light, shadow, and composition to guide the viewer's eye and highlight key elements like the glowing lanterns and flowing water.</p>
<p><b>11.</b></p>	<p><b>Materials/Tools/Art supplies needed</b>  Pencil, paper, scissors, glue, magazine, colored pencils, rulers, cardstock</p>	<p><b>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</b>  Students need a basic understanding of color theory, including monochromatic, analogous, and complementary schemes. They should also be familiar with brainstorming techniques like mind mapping and visual planning methods such as creating mood boards and thumbnails.</p>
<p><b>12.</b></p>	<p><b>Materials Distribution/Clean Up</b>  Materials are always at the student borrow station.  Students borrow needed materials for themselves and their table-neighbors.</p>	<p><b>Describe possible systems and management strategies</b></p>

	<p>An alarm goes off five minutes before the bell rings for dismissal from the classroom for CLEAN UP TIME!</p> <p>This is where the exit ticket - extra credit option is available.</p>	<p>Presenting the proper behavior in artmaking and responsibility and notifying them of consequences if the behavioral requirements are not adhered to.</p>
<p>13.</p>	<p><b><u>PRESENTING</u> How will your students' work be PRESENTED and curated?</b></p> <p>The artwork is always faced out on the walls in their folders. This lesson is not to create a finished product, unless that is what happens, but to garner the skills needed to make a tessellation work, and connect it to themselves personally. Near the end of the semester, students will have the ability to look back at old assignments and re-create them in a more professional manner, and those artworks will be selected to take part in the art show at the end of the school year in May.</p>	<p><b>Who is the audience? What kind of feedback will the artists receive?</b></p> <p>The audience are their own classmates, or anyone else who walks into the classroom. The artists will receive a grade with a rubric and verbal feedback from their peers.</p> <p>Sometimes, during the art show, feedback looks like getting an artwork sold!</p>