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ECE Practicum- Kindergarten

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**SOLAR** Lesson Plan

*Lesson #2- Tuesday, February 9th*

**Grade Level:** Kindergarten

**Subject Area:** Art: Picasso- Read aloud and cubism hearts

**Materials Needed:** *When Pigasso met Mootisse* by Nina Laden(2 copies)*,* laminated pictures for brief history (2 copies), white card stock (22), pastels (21 sets), neon pastels (1 set), rulers (22), pencils, permanent markers (22), example (2 copies).

 \*Adaptations made for visual impairment

**Standards:**

4.1.2 Know the different techniques used to create visual art.

4.4.1 Know that visual art has both a history and specific relationship to various cultures.

**Objective:**

* Students will demonstrate their understanding that there are different techniques when creating art by drawing different shapes and lines and filling the spaces with colorful designs.
* Students will show their understanding of the history and culture behind their work by listening and answering questions in the read aloud.

**Learning Activities:**

* Have students sit on their assigned spots on the rug/table.
* Read aloud *When Pigasso met Mootisse* by Nina Laden (Copy for student to look at).
* Recap/explain who Pablo Picasso is and his work of Cubism.
* Explain to the students that they are going to be little Picassos and will be creating their very own Cubism masterpiece (With the use of a heart in honor of Valentine’s Day)!
* Explain each step (1. Draw heart in middle of page 2. Draw lines from top to bottom, side to side, and diagonal 3. Trace over pencil with a sharpie marker 4. Color each quadrant/different shape a different pattern or color)
* Dismiss students one by one to their desk calling them by name.
* When you call him/her have him/her come get their piece of paper from you.
* Instruct them to only get their pencil out and to wait to start drawing (We will do each step as a class).
* Once all students are at their desk, move to the active board where you can work through the four steps with the class- The class using yours as a reference (Print out examples of steps for student to have at his/her desk).
* Have the sharpie markers and pastels up at the front so the students have access when needed (Other wise students may skip steps or become distracted).
* When students have reached step four encourage creativity! Encourage them to be little Picassos☺
* Once students have finished, have them place their art in the brown shelf and book box with self and friend (Hang up or take home).

**Vocabulary:**

* Picasso, Cubism, card stock, pastels, history, artist, respect, unusual, bold, criticize, author, art.

**Reflective Questions:**

* Why do you think Picasso likes to paint the way he does?
* Why do you like to paint/draw the way you do?
* Is it okay to have different ideas and creations than our friends? Why?
* How do you know what to color/draw in each quadrant?
* Why are we respectful to our friends?
* Why do you think all art is different?

**Assessment:**

* Informally assess progress throughout read aloud/lesson through observation and participation accuracy (Answering question, attention, retention, etc).
* Assess progress on if the student accurately followed the four steps upon completion of artwork.

**Reflection:**

* Visuals would have worked better on the flip board- Laminations made a glare and it was too small (Students were unable to see specific details).
* Implement and repeat new vocabulary words more throughout the lesson (Carry over from read aloud to art lesson).
* Talk of the different mediums (Maybe even have them present to touch and feel) and why we were using the specific ones we were.
* Explain why we were drawing the black lines and why we do not need to color on the black lines (“It is like a fence. It shows us where we are to color and then when it is time to stop and change colors… so they do not touch or blend together”).
* Ask more questions back at student’s questions- Getting them to think and answer their own questions (Ex. “Miss. Robinson, why do we not color on the black lines?” “That is a good question, why do you think we do not have to color on the black lines?)
* \* Adaptation for visual impairment \* Use electric tape to make outline of heart and lines for student to feel and then color in appropriate areas (Paraprofessional demonstrated this for me).