

Art Lesson Plan

Instructional Standards (art and discipline specific):

Math: 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction $\frac{a}{b}$ as the quantity formed by “ a ” parts of size $\frac{1}{b}$.

VA: Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Elements and/or Principles of Design: Line

Materials or Equipment:

- 4 colors of Construction Paper
- Scissors
- Coloring utensils (crayons, markers, or colored pencils)
- Glue sticks
- Rulers

Vocabulary (art vocab and discipline are specific- try to list at least 3):

Line

Arc

Fraction

Fourths/Quarter

Art History/Resources (this is NOT a sample of the finished product- it is a brief lesson of actual art or artists work):

- “The Scream” by Edvard Munch – use of wavy lines
- “Three Musicians” by Pablo Picasso – cubism – use of straight and curved lines
- “Concentric Circles” by Wassily Kandinsky – use of circles

These art pieces show us how lines can be used to tell us more about the artist and/or emotion. Let’s try to use line in our art to tell others either about ourselves or to show some kind of emotion.

Art Production (summary of the lesson plan- write enough so that someone else could teach this lesson):

1. As a Valentine’s Day activity or close to it, organize students into groups of four. Have four colors of Construction Paper and give a different color to each member of the team. Each group should have access to a variety of crayons, colored pencils, markers, glue sticks, and rulers.
2. Direct the groups to divide their construction paper into fourths. They should use rulers to ensure the quarters are equal. Ask the students to discuss within their groups how to fraction the paper to have four equal sections.

3. When they are finished, ask the students to draw a heart on their paper using as much of the space available as possible. As they do this, encourage the students to discuss the different forms of line within a heart shape such as arcs, straight lines, etc.
4. Inform students that they are to create an original illustration on their papers. This could be something inspired by the art history paintings they have just experienced, or something personally motivated. Provide class time for students to design and color using materials provided.
5. With illustrations complete, ask students to cut their pieces of construction paper into fourths. Each student will keep only $\frac{1}{4}$ of his original design. He will share the other three pieces with his teammates. When sharing is complete, all members of the group will possess $\frac{1}{4}$ of each teammate's drawing.
6. Provide all students with a square of white construction paper either the same size as their original construction papers or a little larger. Using glue sticks, students will attach their collection of heart pieces into a whole heart.
7. Ask the students to share in their groups the inspiration behind the lines they used to decorate the hearts.

Art Critique/Appreciation and Questions (process you'll use to have student critique the art/ questions you might ask):

Each group can send two people to go look at the other groups' hearts and the two remaining will explain to the students coming to look at theirs the inspiration behind each part of their group's heart and the lines used. After allowing a few minutes, students will switch so the other two students who stayed with their group's heart to explain will now go out to see the other hearts and the first two will stay behind to explain the inspiration behind the lines.

The students' work can be hung into a quilt-like bulletin board display either in the room or hallway.

Modification/Adaptation Ideas (if applicable):

Different shapes could be partitioned into four like a pizza with the students' favorite toppings on it or a Christmas tree with ornaments telling about themselves if one wants to remain with a holiday theme.