Madison Hogarth

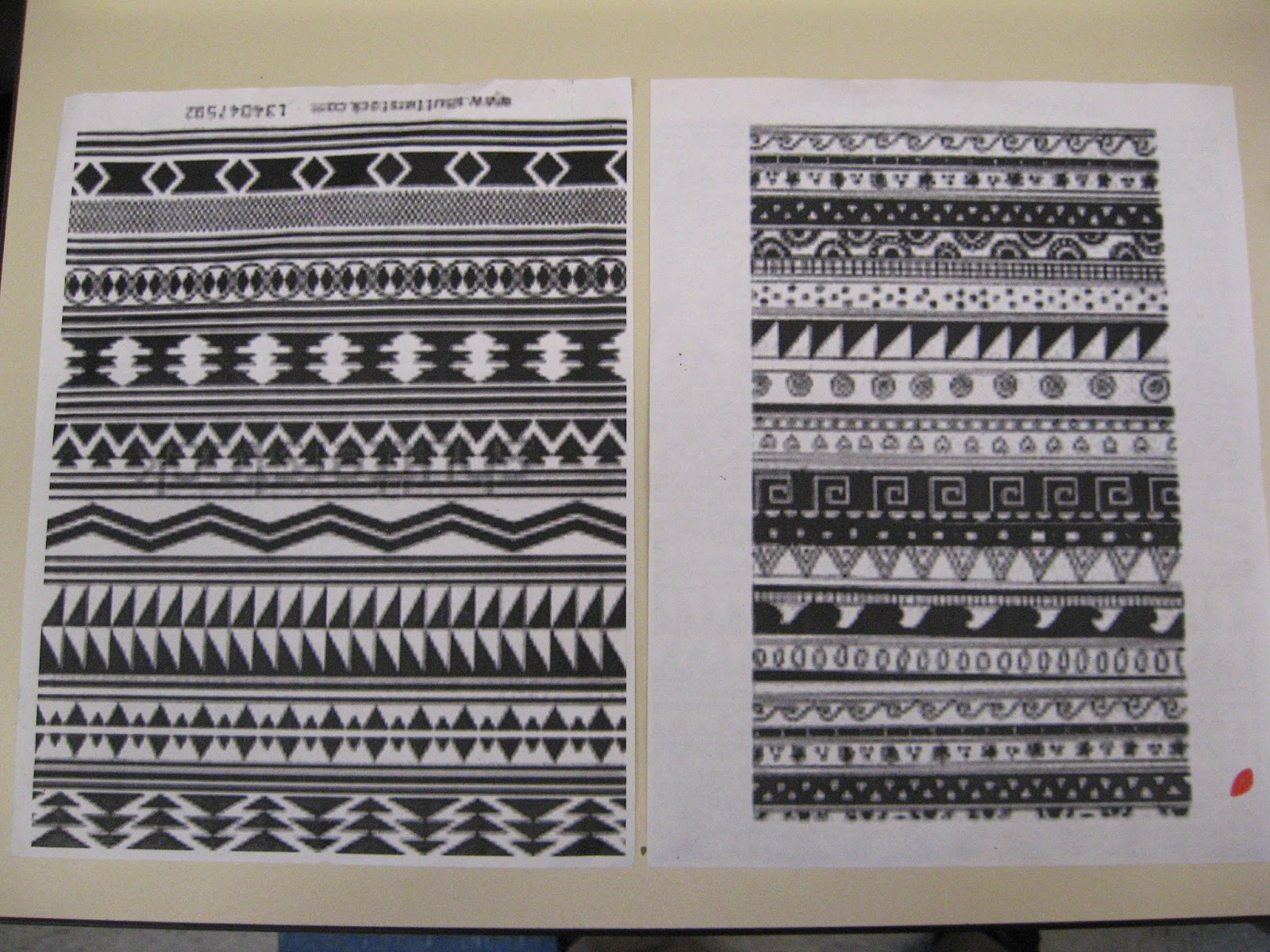
Cohort-C

Jennifer Copeland

October 5th, 2015 **Art Lesson Plan Ideas**

**Still Life Mexican Cacti**

Best Fit: Grade 5



**Description**: This lesson would ideally take place following discussions of genre and art history in the classroom. Students draw images depicting still life cacti and patterned pots with consideration of space, overlapping and line design. The students then use water-colour pencils and brushes to colour their cacti and pots being sure to keep emphasis, advancing colours, intensity and contrast in mind. Finally, the students use water-colour paint to demonstrate a blended background and finish by securing art to a larger black piece of construction paper for framing.

**Fundamental Concepts**

***line***: linear and curved hatching and cross-hatching that add a sense of depth to shape and form; implied lines for movement and depth

***shape and form:*** symmetrical and asymmetrical shapes and forms in image; positive and negative shapes that occur in the environment, non-objective shapes

***space:*** shading and cast shades that create the illusion of depth

***colour:*** complementary colours, hue, intensity

***texture:*** textures created with a variety of tools, materials and techniques; patterning

***value:*** gradations of value to create illusion of depth, shading

**Gear Up –** Grade 6

***space:*** centre of interest (focal point) and one-point perspective

***colour:*** tertiary colours; colour for creating naturalistic images

***texture:*** textures created with a variety of tools, materials and techniques

***value:*** shading that suggests volume; gradation

**Gear Down** – Grade 4

***line:*** contour lines (e.g. edges of objects), lines of various weights; repetition of lines to create visual rhythms

***shape and form:*** grouping of shapes

***space:*** positive and negative space in artwork; diminishing perspective in various contexts (e.g. in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth

***colour:*** colour emphasis through variations in intensity (e.g. subdued colours next to bright, intense colours); advancing colour

***value:*** mixing of shades; variations in value to create emphasis (contrast in value)

This lesson was found at: http://jamestownelementaryartblog.blogspot.ca/2014/04/5th-grade-mexican-cacti.html

**Folk Art Landscape**

Best Fit: Grade 3



**Description:** Students will be asked to create a landscape image using patterning techniques with concepts of line design, overlapping, perception and illusions of depth in mind. The students will use black markers to draw their landscape as well as outline of the patterns and a large variety of coloured markers to colour their landscape, This lesson would ideally be a follow up project to a lesson about folk art.

**Fundamental Concepts**

***line:*** Variety of line (e.g. thick, thin, dotted)

***shape and form:*** symmetrical and asymmetrical shapes and forms in both the human-made environment and the natural world

***space:*** foreground, middle ground, and background to give the illusion of depth

***value:*** mixing a range of light colours and dark colours

**Gear Up –** Grade 4

***line:*** contour lines; lines of various weights; repetition of lines to create visual rhythm

***space:*** diminishing perspective in various contexts (e.g. in vertical placement, in diminishing size, and/or in overlapping shapes); variation in size to create the illusion of depth

***colour:*** colour emphasis through variations in intensity (e.g. subdued colours next to bright, intense colours)

**Gear Down**- Grade 2

***line:*** horizontal, vertical, diagonal lines; lines that show motion; lines inside shapes

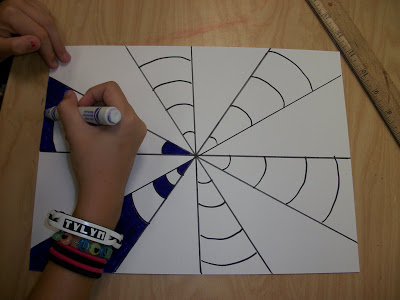
***shape and form:*** symmetrical shapes and forms

***space:*** overlapping of objects to show depth

This lesson was found at: http://jamestownelementaryartblog.blogspot.ca/2012/10/4th-grade-heather-galler-folk-art.html

**Complimentary Colour Art**

Best Fit: Grade 6



**Description:** This art lesson allows for students to create their own optical illusion using lines, patterns and complimentary colours. Students will use a ruler, a sharpie and two markers that compliment each other (and two coloured pencils that are the same colours as the markers). The intersecting point can be anywhere on the page making it symmetrical or asymmetrical, however, the pattern must be the same in every other cone (curved lines up, curved lines down, up, down, and so on).

**Fundamental Concepts**

***line:*** lines that direct the viewers attention; lines that create the illusion of force ore movement (e.g. wavy and wiggle lines used in op art)

***shape and form:*** geometric shapes (e.g. conical) shapes and forms

***space:*** centre of interest (focal point) and one point-perspective

***colour:*** the colour wheel

***value:*** shading that suggests volume

**Gear Up** – Grade 7

***line:*** diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm

***shape and form:*** radial balance

**Gear Down** - Grade 5

***shape and form:*** symmetrical and asymmetrical shapes and forms

***colour:*** complementary colours, hue, intensity

***texture:*** textures created with a variety of tools and techniques; patterning

***value:*** gradations of value to create illusion of depth, shading

This lesson was retrieved from:

http://ourartlately.blogspot.ca/search?updated-max=2010-09-29T04:51:00-07:00&max-results=7