

LESSON PLAN TEMPLATE

GRADE LEVEL(S)

1-6

ARTISTIC DISCIPLINE

Artist Painting

INTEGRATED SUBJECT

Community Murals

TEACHING ARTIST

Tam Helenske

UNIT

1

LESSON TITLE

Mural making tools and techniques

CONTENT STANDARDS (VAPA + COMMON CORE)

1-6.VA:Cr1.1, 1-6.VA:Cr1.2, 1-6.VA:Cr2.1, 1-6.VA:Cr2.2, 1-6.VA:Cr2.3, 1-6.VA:Re7.1, 1-6.VA:Re7.2, 1-6.VA:Cn10

LEARNING OBJECTIVE

To introduce students to the fundamentals of art tools familiarity and use. Art project planning and possibilities will be practiced with hands-on experience.

MATERIALS NEEDED

Tempera paints: red, blue and yellow
Paint brushes
Small plastic cups to hold paint
Thick art paper
Smocks
Primary colors Graffiti coat Primer
Painters tape
Soap
Paper towels
Hand wipes

Warm-up materials:

Paper
Crayons
Popsicle sticks
Music (optional)

Musical Shapes

Grades SDC, Tk, K-3

Objective: Low stress, fun warm-up intended to introduce the students to color choices, shape building and understanding, drawing tools and spontaneous creative results of personal choices.

1. Decide which shapes you'll be using, and post an example of each shape along with its name. Have students choose one crayon to use. Each student receives one piece of paper. Each students Pre-draw the shapes that will be used on a board or paper.
2. Start by calling out a shape. Using popsicle sticks, choose names of shapes from a jar, or just call them as you think of them.
3. As you call out a shape, students fill their paper with an assortment of that shape in various sizes. They can overlap, change direction, or place smaller ones inside of larger ones. They just keep drawing that same shape until a new shape is called out.
4. Encourage students to draw at their own pace, filling their papers and striving for an interesting composition.

Musical Lines

Grade 4-6

Objective: Low stress, fun warm-up intended to introduce the students to color choices, shape building and understanding, drawing tools and spontaneous creative results of personal choices.

1. Hand out paper. Students choose 3 crayons to use.
2. This warm-up is similar to Musical Shapes (above), only with lines. You can begin by brainstorming as many different kinds of lines as you can think of. As you brainstorm, draw examples of these lines where everyone can see them. Then label each different line with what you'll be calling it.
3. Some examples might be straight lines, curvy lines, wavy lines, zig-zag lines, loopy lines, dotted lines, spiral lines, etc. You can get creative with lines made of fish scales, cross-hatching, cursive letters, and open figure 8's.
4. Then call out these different lines, one at a time every 20-30 seconds or so. Lines can create shapes as they cross and overlap, but keep the focus on drawing lines, not shapes.

5. Lines can go across the paper from edge to edge, or they can be short and confined to a small area. But encourage students to use their whole paper and create a balanced design.
6. Optional add music: As a fun spin-off of the game, “Musical Chairs”, you can also play music while kids are drawing. Then pause the music as each new shape is called out, and then the music starts again. Repeat several times.

Main Activity

Grades SDC, TK, K-3

1. Students are given a smock to protect their clothing.
2. The mural project is simplistically explained. Students are asked questions to encourage engagement and introduction to tools and materials that will be used.
3. Paint brushes are handed out. Students practice using a paint brush with no paint. One to three pieces of paper are handed out and they write initials on each paper. Students then practice motions of painting their hand and press to paper with no paint.
4. Students are introduced to the colors used and what they are called and why. Students are then asked to line up and choose one color. A small container with color choice is handed to students. Students are told to put paint on their desk and leave it untouched.
5. Once all students are seated with their paint. I will demonstrate how to dip the paintbrush into the paint and apply it to the palm of one hand. Students will then press their hand to paper to make a print. They can repeat making prints as needed.
6. Prints will be saved for Lesson 2 “Mural Prints”
7. Explain clean up of hands and brushes. Put tools away.

Main Activity

Grades 4-6

1. Students are given a smock to protect their clothing.
2. The mural project process is explained. Students are asked questions to encourage engagement and introduction to tools and materials that will be used.
3. Paint brushes are handed out. Paint brush techniques are explained. Four small pieces of paper are handed out and students write their names on each paper.
4. Students are introduced to the colors used and what they are called and why. Terminology and explanation to how color is used in art and creativity and its potential for symbolisms and representation.
5. Students are then asked to line up and choose 3 colors. A small container with color choices is handed to students. Students are told to put paint on their desk and leave it untouched. Color mixing and how colors interact is explained.
6. Once all students are seated with their paint. I will demonstrate how to dip the paintbrush into the paint and apply different colors to the palm of one hand. Students

will then press their hand to paper to make a print. They can repeat making prints as needed.

7. Prints will be saved for Lesson 2 “Mural Prints”

8. Explain clean up of hands and brushes. Put tools away.

ASSESSMENT

Warm-up: Students will gain understanding of art composition, following direction and tool use. This will be presented in the final product image of students using forms to create a unique art work on the paper.

Main Lesson: At the end of 10 weeks a completed mural will be created by students. The mural will represent skills learned in the lessons and the final product. The school wide mural will show students coming together with an increased understanding of how to use art tools to create a community based project by working together..