

Lesson Plan

Carolyn Kendell
Art 3rd Grade

Week of October 22, 2012 (week 4 of 4)

Hispanic Folk Art: Tree of Life (Árbol de la Vida)

Objectives/Standards	<ul style="list-style-type: none"> • Students will be introduced to Tree of Life folk art. • Students will brainstorm what makes them unique. • Students will incorporate expressive line and value in their tree • Students will demonstrate skills in making a self-portrait tree of life collage through the use of symbols • Students will write the meaning of their tree. <p>IL and National VA:Cr1.1.3 Elaborate on an imaginative idea VA:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials. VA:Re7.2.3 Determine messages communicated by an image. VA:Pr6.1.3 Identify and explain how and where different cultures record and illustrate stories and history of life through art. CC alignment SL.3.1 Engage effectively in collaborative discussions.</p>
Procedure/Agenda	<ul style="list-style-type: none"> • Key Words: line, shape, color, value, variety, balance, movement, unity, composition, symbol, self-portrait, folk art, culture • Major Concepts: The lesson will introduce students to Tree of Life folk art. Students will brainstorm ideas and create a tree collage that is a self-portrait. Students will learn to create value with colored pencils and how to plan a collage. • Input: Discussion with students on Hispanic Heritage Month. Students will be introduced to Tree of Life folk art through visuals. <p>Week 1 Modeling: Teacher will lead discussion on the Tree of Life using a PowerPoint. Teacher will model drawing the tree by tracing hand. Teacher will demonstrate adding expressive line for movement and unity. Teacher will demonstrate using colored pencils to create value on the tree. Guided Practice: Students will participate in the discussions. Students will watch as the teacher models drawing the tree and adding lines for expression. Students will trace hand for tree and add lines. Students will color tree using different values.</p> <p>Week 2 Modeling: Teacher will model brainstorming, cutting paper, and arranging collage pieces in a balanced composition. Teacher will list steps of project on the board. Guided Practice: Students will finish coloring tree, and then brainstorm ideas for self-portrait. Students will cut out paper symbols, and plan their placement on the tree in order to tell their “story” (self-portrait). Students are responsible for checking the board to ensure they have completed each step, before moving to the next one.</p> <p>Week 3 Modeling: Teacher will reinforce unity, balance, and composition when cutting paper, and arranging collage pieces. Teacher will list steps of project on the board. Guided Practice: Students will continue to make paper symbols, plan their placement, and glue on tree. Students are responsible for checking the board for completed steps.</p> <p>Week 4 Modeling: Teacher will generate a list of key words to use in artist statement. Teacher will model writing an artist statement (paragraph) reflecting the story of her tree. Guided Practice: Students will finish gluing symbols, flowers/leaves, to their tree. Students will write a rough draft and final copy of their artist statement.</p>
Resources	9 x 12 white paper, colored pencils, markers, colored construction paper scraps, scissors, glue, PowerPoint on Tree of Life folk art.
Assessment	Students will be formatively assessed through observation and direct feedback as they practice learned activities. Summative assessment of the project will be based on a rubric which includes: demonstration of learned techniques, craftsmanship, creativity, and use of resources (including class time).

