



# Lesson Plan

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Art 1<sup>st</sup> Grade

Week of Oct. 10, 2016 (week 3 of 3)

## Hispanic Heritage Month: Guitars of Paracho, Mexico

Objectives/Standards	<ul style="list-style-type: none"> <li>• Students will identify the elements of line, shape and color</li> <li>• Students will learn about National Hispanic Heritage Month and the guitars of Paracho, Mexico.</li> <li>• Students will understand how that people create art for a variety of reasons.</li> <li>• Demonstrate knowledge and skills to create a work of visual art using problem solving and observing. (<i>create</i>)</li> </ul> <p><b>IL and National</b></p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.2.1</b> Use observation and investigation to make a work of art.</li> <li>• <b>VA:Cr2.1.1</b> Explore uses of materials and tools to create works of art or design.</li> <li>• <b>VA:Cn11.1.1</b> Understand that people from different places and times have made art for a variety of reasons.</li> </ul> <p><b>CC alignment SL.1.1</b> Engage effectively in collaborative discussions.</p>
<p>Procedure/Agenda</p>  	<ul style="list-style-type: none"> <li>• <b>Key Words:</b> Hispanic Heritage Month, guitar, line, shape, color, warm, cool</li> <li>• <b>Major Concepts:</b> “Why is guitar-making important to the people of Paracho (Mexico)?” The students will learn about the guitars/people and make connections with the heritage of a majority of the students.</li> <li>• <b>Essential Question:</b> “Why do people make art?”</li> </ul> <p><b>Week 1:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will facilitate discussion of making the guitars and show an embedded documentary clip of people making them (social studies/music connections). Teacher will review what students know about lines. Teacher will review objectives.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will demonstrate using pencil to print first and last name on the back of the paper as well as classroom number. Teacher will model adding “mystery” white oil pastel lines. Teacher will review how to and how not to use a paint brush and paints. Teacher will model painting the paper with red, pink, orange, yellow (warm) or green, blue, light blue, purple (cool). Teacher will show students how to use texture scrapers to create lines in the paint. Teacher will model placing art on drying rack when completed.</p> <p><b>Independent Practice:</b> Students will help pass out materials. Students will add white lines to paper. Students will be given either warm or cool colors to paint their paper. They will create additional lines using texture scrapers.</p> <p><b>Differentiation:</b> Students are each creating a unique piece of painted paper as the basis for their artwork.</p> <p><b>Student Understanding:</b> Teacher will circulate to ensure understanding. Teacher will stop to guide individual students needing help. Student painted paper will demonstrate understanding of the objectives.</p> <p><b>Closure:</b> Students clean up supplies. Teacher will let students know that next week they will “build” their guitar.</p> <p><b>Week 2</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Teacher will facilitate discussion of making the guitars and show an embedded documentary clip of people making them (social studies/music connections). Teacher will review objectives for the day.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model tracing the guitar shape on the back of their paper with the help of a peer. Teacher will model making sure name is inside the guitar shape, and if not, students need to write their name again. Teacher will demonstrate how to use scissors and how to neatly cut on the line. Teacher will model using tracer for the sound hole. Teacher will trade paper for groups so they have the opposite color scheme.</p> <p><b>Independent Practice:</b> Students pass out materials. Students will “build” their guitars.</p> <p><b>Differentiation:</b> Students are each creating a unique piece of artwork. Students work together to trace guitar.</p> <p><b>Student Understanding:</b> Teacher will circulate to ensure understanding. Teacher will stop to guide individual students needing help.</p> <p><b>Closure:</b> Students clean up supplies. Teacher will let students know that next week they will finish building their guitar.</p>

	<p><b>Week 3</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Teacher will review objectives for the day.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model adding strings to guitar. Teacher will show students how to use a rectangle tracer to make the bridge of their guitar. Teacher will model embellishing guitar by cutting additional decorative shapes and gluing to guitar. Teacher will demonstrate adding glitter glue.</p> <p><b>Independent Practice:</b> Students pass out materials. Students will finish “building” their guitars.</p> <p><b>Differentiation:</b> Students are each creating a unique piece of artwork.</p> <p><b>Student Understanding:</b> Teacher will circulate to ensure understanding. Teacher will stop to guide individual students needing help. Students will self-assess art.</p> <p><b>Closure:</b> Students clean up supplies. Teacher will let students know that next week they will start a new project.</p>
Resources	Guitars of Paracho PowerPoint, 12” x 18” white paper, tempera paint, paint brushes, water cups, oil pastels, guitar and circle tracers, pencils, scissors, glue, glitter glue, paper strips for strings, teacher produced example, computer, screen, projector, document camera
Assessment	Students will be formatively assessed through questioning, observation and direct feedback as they practice learned activities. Summative assessment of the project will be based on a rubric which includes: demonstration of objectives (listed on next page), craftsmanship, creativity, and use of resources (including class time). Students will assess art by drawing emoji on back of art 😊, 😐, ☹.

# Guitars of Paracho

## National Hispanic Heritage Month

*1<sup>st</sup> Grade*

### **Objectives:**

- Demonstrate warm or cool colors for guitar(5)
- Demonstrate opposite color scheme for sound hole/bridge (5)
- Demonstrate lines with oil pastels and paint (5)

### **Craftsmanship: (5)**

- Neatly traced shapes
- Took your time cutting shapes
- Used dot, dot, not a lot of glue
- Took your time drawing lines

### **Creativity: (5)**

- Personal expression of you

### **Resources: (5)**

- Use of available resources, including class time

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(total of 30 points)

# National Core Visual Arts Standards *Guitars 1<sup>st</sup> Grade*

- **VA:Cr1.2.1** Use observation and investigation to make a work of art.
- **VA:Cr2.1.1** Explore uses of materials and tools to create works of art or design.
- **VA:Cn11.1.1** Understand that people from different places and times have made art for a variety of reasons.
- **CC alignment SL.1.1** Engage effectively in collaborative discussions.