


Lesson Plan

Carolyn Kendell
Art 2nd Grade

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

Hispanic Heritage Month: Sombrero Resist Story

Objectives/Standards	<ul style="list-style-type: none">• Students will discuss how images convey stories about people, places and times and are passed down through generations.• Students will be introduced to the art of Diego Rivera.• Students will demonstrate use of line and shape to create symbols in their art.• Students will create a story in their art through cultural symbols of Mexico in honor of National Hispanic Heritage Month. (<i>create</i>) <p>IL and National</p> <ul style="list-style-type: none">• VA:Cr1.1.2 Brainstorm collaboratively multiple approaches to an art or design problem.• VA:Cr2.1.2 Experiment with various materials and tools to explore personal interests in a work of art or design.• VA:Cn11.1.2 Compare and contrast cultural uses of artwork from different times and places. <p>CC alignment SL.2.1 Engage effectively in collaborative discussions.</p>
Procedure/Agenda 	<p>Key Words: line, shape, symbol, pattern, watercolor wash, oil pastel, resist, Diego Rivera, mural, sombrero, Hispanic Heritage month</p> <p>Major Concepts: Students will examine the art of Diego Rivera and discuss how artwork, like a literary work, often reveals deeper meaning. Students will learn that the sombrero has become a cultural symbol of Mexico, and is often used in traditional Mexican celebrations. The sombrero will become a canvas to celebrate their story through the use of line, shapes, symbols and patterns.</p> <p>Input: “Why do we hand stories down to the next generation? Can we tell stories through art? How would we tell stories through our art? How did Diego Rivera tell stories through his art? What can you tell about me by looking at my art?”</p> <p>Week 1:</p> <p>Discussion/Class Participation: Teacher will facilitate examination of Diego Rivera artwork, and lead discussion on Hispanic Heritage Month and sombreros. Teacher will lead class in brainstorming symbols that tell a unique story. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher will demonstrate how to trace the sombrero with a partner. Teacher will model drawing lines, symbols, and patterns with which celebrate Hispanic culture. Teacher will show how to press hard with oil pastel so lines/shapes will show up when we add paint.</p> <p>Independent Practice: Students pass out materials. Students will work with a partner to trace their sombrero. Students will begin adding lines/shapes symbols to their art.</p> <p>Differentiation: Students have creative freedom in adding symbols relating to Hispanic culture to their art. Students are working with a partner to trace.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help.</p> <p>Closure: Students clean up supplies. Teacher will let students know that next week they will finish adding symbols to their art and add paint.</p> <p>Week 2:</p> <p>Discussion/Class Participation: Teacher will review key words and project. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher will again model using oil pastel to finish drawing lines and shapes in sombrero.</p> <p>Differentiation: Students have creative freedom in adding color, line and shape to their art.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help. Extension: students may free draw.</p> <p>Closure: Students clean up supplies. Teacher will model cleaning up watercolor supplies. Teacher will let students know that next week they will cut out sombrero and add decorative elements.</p> <p>Week 3:</p> <p>Discussion/Class Participation: Teacher will review key words and project. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher will model adding watercolor to the sombrero. Teacher will show how watercolor should go across lines and shapes. There will be no white</p>

	<p>paper showing. Teacher will model choosing either one color or two colors next to each other in the paint palette. If using liquid watercolor, teacher may limit options. Teacher will model taking art to drying rack.</p> <p>Differentiation: Students have creative freedom in adding color to their art.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help. Extension: Students may paint a picture with creative freedom.</p> <p>Closure: Students clean up supplies. Teacher will model cleaning up watercolor supplies. Teacher will let students know that next week they will cut out sombrero and add decorative elements.</p> <p>Week 4:</p> <p>Discussion/Class Participation: Teacher will review key words and project. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher will model cutting out the sombrero. Teacher will show students how to cut and add yarn, glitter glue. Teacher will model making choices and not adding too many items.</p> <p>Differentiation: Students have creative freedom in adding decorations to their art. Teacher will punch holes for yarn fringe ahead of time.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help. Early finishers may color a Diego Rivera coloring sheet. If enough time, may begin PP for next project (butterflies).</p> <p>Closure: Students clean up supplies. Teacher will let students know that next week they will begin a new project.</p>
Resources	<p>12"x18" white paper, sombrero tracers, oil pastels, watercolors or tempera blocks, paint brushes, water cups, glue, variety of items for decoration such as yarn, glitter, sequins, scissors, PP on Diego Rivera and sombreros, teacher produced example, computer, screen, projector, document camera</p>
Assessment	<p>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, craftsmanship, creativity, and use of resources (including class time).</p>

Sombrero Resist

National Hispanic Heritage Month

2nd Grade

Objectives:

- Filled space with lines and shapes (5)
- Told story about Hispanic culture through art (5)
- Demonstrate understanding resist process (5)

Craftsmanship: (5)

- How neat or sloppy
- Trace and cut neatly?
- Drew lines and shapes neatly?
- Pressed hard with oil pastel?
- Took your time painting?

Creativity: (5)

- Personal expression of you

Resources: (5)

- Use of available resources, including class time

(total of 30 points)

National Core Visual Arts Standards

Sombrero Resist 2nd Grade

- **VA:Cr1.1.2** Brainstorm collaboratively multiple approaches to an art or design problem.
- **VA:Cr2.1.2** Experiment with various materials and tools to explore personal interests in a work of art or design.
- **VA:Cn1.1.2** Compare and contrast cultural uses of artwork from different times and places.
- **CC alignment SL.2.1** Engage effectively in collaborative discussions.