


Lesson Plan

Carolyn Kendall
Art 3rd Grade

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

Hispanic Heritage Month: Huichol Yarn Painting

<p>Objectives/Standards</p>	<ul style="list-style-type: none"> • Students will identify the element of line and shape. • Students will learn about National Hispanic Heritage Month and Huichol yarn painting. • Students will understand how the arts communicate similarities and differences among people, places and times • Demonstrate knowledge and skills to create a work of visual art using problem solving and observing. (<i>create</i>) <p>IL and National</p> <ul style="list-style-type: none"> • VA:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials. • VA:Cr3.1.3 Elaborate visual information by adding details in an artwork to enhance emerging meaning. • VA:Pr6.1.3 Identify and explain how and where different cultures record and illustrate stories and history of life through art. <p>CC alignment SL.2.1 Engage effectively in collaborative discussions.</p>
<p>Procedure/Agenda</p> 	<ul style="list-style-type: none"> • Key Words: Hispanic Heritage Month, Huichol yarn painting, folk art, line, shape • Major Concepts: The students will learn about the Mexican folk art, Huichol yarn painting: making connections with the heritage of a majority of the students. Students will gain an understanding of an additional way to use line in art to create their own yarn painting. • Essential Question: “Why do artists use line in art?” <p>Week 1:</p> <p>Discussion/Class Participation: Teacher will welcome students to art. Teacher will facilitate discussion of the Huichol yarn painting PP. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher will show example of yarn art. Teacher will model using a square of paper, pencil and markers to plan a yarn painting. Teacher will model adding name to back of tile. Teacher will demonstrate carefully pulling off the paper from the adhesive and saving for the end of class. Teacher will model creating the yarn painting showing students that the entire base is covered with yarn, showing no background.</p> <p>Independent Practice: Students pass out materials. Students will add name to back of the tile. Students will use squares of paper to plan their art and then begin creating their art on the adhesive tile.</p> <p>Differentiation: Students have creative freedom in design, color, and lines in their art. Background is adhesive side of a linoleum tile to make application of yarn easier for students of varying abilities.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help.</p> <p>Closure: Students will reapply the paper to the adhesive to keep adhesive clean. Students clean up supplies. Teacher will let students know that next week they will continue with their art.</p> <p>Week 2:</p> <p>Discussion/Class Participation: Teacher review key words and project. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher model adding yarn again this week to reinforce leaving no background showing.</p> <p>Independent Practice: Students pass out materials and continue working on their art. Students will write artist statement to turn in with art.</p> <p>Differentiation: Students have creative freedom in design, color, and lines in their art. Background is adhesive side of a linoleum tile to make application of yarn easier for students of varying abilities.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help.</p> <p>Closure: Students will reapply the paper to the adhesive to keep adhesive clean. Students clean up supplies. Teacher will let students know that next week they will continue with their art.</p> <p>Week 3:</p> <p>Discussion/Class Participation: Teacher review key words and project. Teacher will review objectives for the day.</p>

	<p>Modeling/Anticipated Difficulties: Teacher show students a finished yarn painting and ask them to make decisions on how well done it was. They will look at the craftsmanship of the art and then be asked to go back to their seats and look at their own art.</p> <p>Independent Practice: Students pass out materials and continue working on their art. Students will evaluate their art based on modeling/discussion and decide if they should make any changes in their art.</p> <p>Differentiation: Students have creative freedom in design, color, and lines in their art. Background is adhesive side of a linoleum tile to make application of yarn easier for students of varying abilities.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help.</p> <p>Closure: Students will reapply the paper to the adhesive to keep adhesive clean. Students clean up supplies. Teacher will let students know that next week they will finish their art.</p> <p>Week 4:</p> <p>Discussion/Class Participation: Teacher review key words and project. Teacher will review objectives for the day.</p> <p>Modeling/Anticipated Difficulties: Teacher model adding yarn again this week to reinforce leaving no background showing. Teacher will model filling out artist statement when art is complete.</p> <p>Independent Practice: Students pass out materials and continue working on their art. Students will write artist statement to turn in with art.</p> <p>Differentiation: Students have creative freedom in design, color, and lines in their art. Background is adhesive side of a linoleum tile to make application of yarn easier for students of varying abilities. Artist statement will be up on the screen with sentence starters.</p> <p>Student Understanding: Teacher will circulate to ensure understanding. Teacher will stop to guide any students needing help.</p> <p>Closure: Students will reapply the paper to the adhesive to keep adhesive clean. Students clean up supplies. Teacher will let students know that next week they will continue with their art.</p>
Resources	Huichol yarn art PowerPoint, 4” x 4” adhesive backed linoleum tile, 4” x 4” paper for plan, pencils, markers, variety of colors of yarn, inspiration sheets, computer, projector, screen, document camera, artist statement sheet, teacher produced example.
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 through an artist statement.

Huichol Yarn Art

National Hispanic Heritage Month

3rd Grade

Objectives:

- Demonstrate creating a plan(5)
- Demonstrate use of shapes and lines to fill the space (5)
- Demonstrate understanding the process(5)

Craftsmanship: (5)

- How neat or sloppy
- Is your yarn tight against the next piece of yarn?
- Do you see any of the background?
- Can you tell what your shapes are?

Creativity: (5)

- Personal expression of you

Resources: (5)

- Use of available resources, including class time

(total of 30 points)

National Core Visual Arts Standards

3rd Grade Huichol Yarn Painting

- **VA:Cr2.1.3** Create personally satisfying artwork using a variety of artistic processes and materials.
- **VA:Cr3.1.3** Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- **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.2.1** Engage effectively in collaborative discussions.