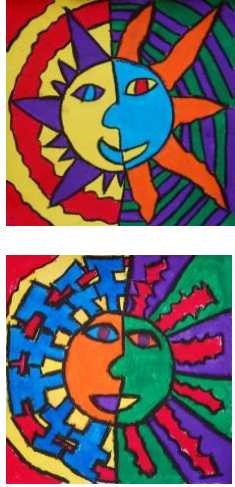


Lesson Plan

Carolyn Kendell
Art 4th Grade

Week of Nov. 3, 2014 (week 6 of 6)

Hispanic Heritage Month: Aztec Sun Stone

Objectives/Standards	<ul style="list-style-type: none"> • Students will identify the element of color and recognize color schemes. • Students will learn about National Hispanic Heritage Month and the Aztec Sun Stone. • 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>) • VA:Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. • VA:Re7.1.4 Compare responses to a work of art before and after working in similar media. • VA:Cn10.1.4 Create works of art that reflect community cultural traditions. • CC alignment SL.4.1 Engage effectively in collaborative discussions.
Procedure/Agenda 	<ul style="list-style-type: none"> • Key Words: Hispanic Heritage Month, Aztec Sun Stone, radial symmetry, color, primary colors, secondary colors, warm colors, cool colors, color wheel, tints, geometric and organic shapes, opposites • Major Concepts: The students will learn about the Aztec sun stone and make connections with the heritage of a majority of the students. Students will gain an understanding of radial symmetry. They will apply their knowledge of line, shape and color from previous art projects in planning and painting artwork inspired by the Aztec Sun Stone. • Input: Teacher will ask the students about any prior knowledge they have of the Aztec Sun Stone. “Why was the sun important to the Aztecs? Is the sun important to us?” <p>Week 1 Modeling: Teacher will show PowerPoint presentation on the Aztec Sun Stone. A short video on the Aztecs and Cortez is embedded in the PP to make connections with Social Studies. Teacher will facilitate discussion about the stone, radial symmetry and review color theory. Teacher will relate the concept of shape and symmetry to math. Teacher will introduce the project and model how to draw their version of an Aztec Sun Stone. Teacher will walk around the room to formatively assess drawings, helping individuals if they do not understand. Guided Practice: Students will participate in discussion. Students will watch demonstration, and begin drawing their version of an Aztec Sun Stone.</p> <p>Week 2 Modeling: Teacher will review key words and project. Teacher will model drawing rays, background, and making a small version of their art to plan for color. Teacher will walk around the room to formatively assess drawings, helping individuals if they do not understand. Guided Practice: Students will participate in review. Students will finish drawing Aztec Sun Stone and draw a small version of their sun to plan for color.</p> <p>Week 3 Modeling: Teacher will review key words and project. Teacher will model choosing warm and cool colors demonstrating an opposites theme and adding these to their plan. Teacher will formatively assess plans as students finish. Guided Practice: Students will participate in review and work on their project. Students will plan color for their project. Students will rework color plan if necessary after it has been assessed by teacher. Students may draw on the back of their art if they have a successful plan.</p> <p>Week 4 Modeling: Teacher will review key words and project. Teacher will model using tempera paints and following the developed color plan. Teacher will review proper use of paint brushes and materials. Teacher will circulate and formatively assess student ability to follow a plan and proper use of tools/materials. Teacher will work with individuals as necessary, and make suggestions for higher level outcomes. Guided Practice: Students will participate in review and work on their project. Students will begin painting their project. Students will be formatively assessed as they paint. They will demonstrate the ability to follow a plan and proper use of tools.</p> <p>Weeks 5/6 Modeling: Teacher will review key words and project. Teacher will ask if there are any questions on how to proceed with project. Teacher will circulate and formatively assess artwork</p>

	<p>in progress.</p> <p>Guided Practice: Students will participate in review and finish their project.</p>
Resources	<p>Aztec Sun PowerPoint, 12" x 12" white paper, 6"x6" white paper, tempera paint, paint brushes, pallets, water cups, sample color theory and images sheets for students, black oil pastels, colored pencils for plan, teacher produced example</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 (listed on next page), craftsmanship, creativity, and use of resources (including class time).</p>

Aztec Sun Stone

Answer on the back of your artwork

- 1. What was the most challenging part of your project? Why?**
- 2. What grade would you give your art? Why?**