

MS 2019-2020 UCI LESSON PLANNER

Part 1: Classroom Information

Grade: 1 Content Area: Art

Group Size: 32 Lesson Length: 45 minutes

Part 1: Planning for the Lesson

A: Standards

i. Key Content Standard:

1.VA:Cr2.1: Explore uses of materials and tools to create works of art or design.

B. Objectives

i. Learning Objective/Goal: The students will (DO __) to (LEARN __).

Students will explore watercolor paints to learn how to create, blend, and adjust hues.

C. Assessments:

- i. Informal assessment strategies you will use during class (What informal assessment strategies will you use, what specific evidence will you see and/or hear and how will you note it?)

Assessment Strategy	Evidence of Student Learning
observation	students using appropriate amounts of water, students exploring with different colors and shades, students blending colors

- ii. Written assessment you will use to determine, **for each individual student**, to what extent they have met your learning objectives. (What specific evidence will you collect?)
- art pieces

D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

cardstock, water colors, paint brushes, water cups, sharpies

Part 2: Instructional Sequence - Engaging Students in the Learning Process

Introduction (10 min.): Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a “hook”, **AND** 2) let students know what the objective of the lesson is.

- explain to students that we will be creating an art piece that ties into a few of the habitats we have been learning about!
 - saltwater
 - desert
 - forest
- share with students that we will be using watercolor paints and exploring the different ways to use these
- explain that before we paint, we need to draw in order to get the outline!
- show students an example picture

Body of the Lesson (30 minutes): Describe step-by-step what the teacher **and** the students will be doing during the lesson.

- model for the students how to draw the outline for the artwork
 - students follow along on their own paper while teacher draws
 - students can add any details and additional elements as long as they have the four sections - mountains, forest, desert, and ocean
 - students will be using pencil first
 - remind students to draw lightly incase they want to erase their pencil markings and change their design
 - once students are happy with their outlines and added details, they can go over their pencil markings in sharpie
- model for students how to use watercolor paint
 - show students how to lightly dip the paintbrush in water and then choose a color
 - show students how to change the shading of a color by using more or less water
 - more water = lighter shade
 - less water = darker shade
 - remind students that using too much water will only create a mess! the paints work with a very small amount of water
 - show students how to clean their brush and wipe with a paper towel when ready to switch colors
 - ask students of what the mountains, forest, desert, or ocean might look like
 - ask for color suggestions for each habitat
 - model for students how to blend colors together using a stroking motion
 - ask students what colors you might make when mixing different colors from the palette
 - dismiss students from their carpet sit spots to their tables
 - dismiss each table one by one to grab paint, paint brushes, and water cups
 - two students to each paint pallet and water cup
 - give students ample time to explore and paint their pieces
 - teacher will monitor students and assistant when necessary

Closure (5 minutes): Describe how you will **prompt the students** to summarize the lesson and restate the learning objective.

- ask students how to make water colors a lighter shade
 - more water
- ask students how they blended their colors
- ask students how they enjoyed water coloring
 - thumb up or thumb down response

art work samples below!

