



Thursday 08/11/2022

Week 2

4th VA

**Sketching the day away****Arts Standards & Common Core Connections**

VA:Cr1.1.3a Elaborate on an imaginative idea.

In this introduction for the year will introduce the art classroom rules, expectations and procedures.  
We will be introduced to hand signals, design a expressive cover for our sketchbooks and fill out a survey.

Did students participate in creating a sketchbook cover?  
Did students complete survey?

**Vocabulary**

Sketch- a quick drawing used to study an idea.

Collage- -Art that consists of assembled and glued paper that is arranged in such a way to change the original meaning.

Critique- To observe and discuss artwork.

**Essential Question**

What could prevent or encourage you from trying something in Art?

**Lesson / Instruction / Narrative**

Hello STUDENTS!

My name is Mr. Brooks and I will be your visual arts teacher this year. You also have a another arts teacher Ms. Steinke, who will be your preforming arts teacher. We are going to be making lots of different types of artwork this year using the media of painting, printmaking, drawing, watercolor, sculpture made from clay or cardboard and I think we will have lots of fun.

Before we start, first we need to go over a few things.

I will usually start our art lesson with a slideshow:

- Review classroom rules.
- Introduce you to the artwork we will make today.
- Materials we will need.
- Discuss passing out art materials.
- Show an artist, art style, or rule in art that will be our inspiration.

I will introduce students to their personal sketchbook and pass out one to each student.

- What is a sketchbook for?
- How would you use it for art class?

At the start of each art class you will put on a name tag and get out your sketchpad. I will give you a prompt for your sketchbook drawing. We will use this activity as a warm up for art class and typically will be the first 5 min of class.

For your sketchbook

On the back of the sketchbook on the cardboard I want you to write your name, 3rd grade and the year.

The front cover of your sketchbook is not only boring, they are also distinguishable from each other so lets change that!

We are going to personalize it. First we need to use a glue stick to glue a sheet of color paper onto the front cover.

Second we will need to write our first name large so we know who it belongs to. Third we will cut shapes from a new sheet of colored paper and collage them around your name.



Time to draw our first sketch! On your first page I want you to draw for me a gumball machine that does not depend on gumballs. Try not to erase too much as this sketchbook is just about getting your ideas down on a page. You may draw as well as use your colors once you're done getting the idea down.

At the end of class we will be sharing our artwork (if time allows) in a process called a critique.

### Formative Assessments

#### Checklists

A list of easily identifiable components that can be marked as successful, making progress, needs support, etc.

#### Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

#### Kinesthetic Signals

Movement to signal understanding. Hand signals such as Thumbs-Up, Thumbs-Down; Point and Identify

#### Visual Representations

Images and words to represent concepts and organize information through means such as Visual Journaling, Graphic Organizers, Mind Maps, or Infographics.

### Instructional Strategies

**s** Expectations

**s** Modeling

**s** Monitor Progress

**s** Share/discuss with a partner or table group

### Materials / Resources / Technology

Sketchbook

Pencil

Colors

Color paper

Glue / glue stick

Scissors

### Differentiation / Modifications

Lesson can be simplified or adjusted by instructor or student for a successful outcome.