



Tuesday 11/15/2022

Week 2

4th VA

Music in Visual Art**Arts Standards & Common Core Connections**

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

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr3.1.3a Elaborate visual information by adding details in an artwork to enhance emerging meaning.

Students will use as inspiration music and our inspirational artist Wassily Kandinsky to create a day-glow painting.

Vocabulary

- **Abstract Art**- Art that does not attempt to represent visual reality. Art that does not try to look like something or someone.
- **Music**- is a group of sounds that people have arranged in a pleasing or meaningful way. All cultures of the world make some form of music.
- **Mark making**- is a **term** used to describe the different lines, patterns, and textures. It is the gestural "language" of the artist.

Essential Question

What role does persistence (to keep at it) play in revising, refining, and developing work?

Lesson / Instruction / Narrative

I will:

greet students upon entering classroom, and set up my presentation on the Promethean board.

display a introductory slide showing a visual prompt for their sketchbook assignment.

inform the students that they will have 3 min for their sketches and display timer for visual reference for the students.

As students are drawing in sketchbooks I will begin to pass out messy mats, black paper, pompoms, and pipe cleaners for students next steps.

-Review classroom expectations (Raise your hand, Be nice, and Listen and follow directions)

-Discuss our Essential Question: What role does persistence play in revising, refining, and developing work?

-**Elements** -Line and Shape-**Principle** -Movement

-Discuss vocabulary (Abstract Art and Music)

Our inspirational artist is Wassily Kandinsky and the importance his neurological disorder played in his art making.

The class will watch 3 presentations: 1 on digital experimental painting, 2 a Bauhaus Animation, and 3 a Kandinsky Composition #8.

I will direct students to draw a series of shapes in pencil on black paper.

Students will then fill in those shapes with fluorescent tempera paints using pipe cleaners, pompoms, and their fingers. As students work begin to apply paint I will turn down the room lights and use a black light flashlight to illuminate the artwork and give students a new perspective on the art they are making. As students continue to work I will rotate around the classroom giving advice and shining a light on the work. Students will use a pencil to redraw their under drawing and to define shapes. I will give a wet wipe and instruct the students to clean their desk and hands once finished. I will select a helper to walk around a trash can to collect trash.

Formative Assessments

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 a Thumbs-Up, Thumbs-Down; Point and Identify

Instructional Strategies

- S** Monitor Progress
- S** Work Together
- S** Check for Understanding
- S** Expectations
- S** Modeling

Materials / Resources / Technology

Messy matt
Black paper
Pompoms
Assorted tempera paint
Pipe cleaners

Differentiation / Modifications**Differentiation / Modifications**

- Project is presented both visually and through text.
- While students are given the same materials the project can be simplified.
- Students are allowed to design and paint their own abstract artwork inspired by Kandinsky.
- Students with dexterity issues are allowed help from caregivers to complete assignment.
- Materials maybe modified for students with dexterity issues.
- EEL and or special needs student may buddy with other student to assist or given the option to draw their ideas or express then in their own language.