



Tuesday 10/18/2022

Week 2

4th VA

Monster magnets**Arts Standards & Common Core Connections**

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

VA:Cr2 Organize and develop artistic ideas and work.

VA:Re7 Perceive and analyze artistic work

VA:Cn10.1.3a Develop a work of art based on observations of surroundings.

Students will create a pinch pot monster from air dry clay.
 Students will learn to mix primary colors to create secondary colors.
 Students will attach a magnet

Vocabulary

Primary colors- the colors red, blue, and yellow are the foundation of all colors and can be mixed to create any color when used in conjunction with white and black to create tints and shades.

Secondary colors- colors created by mixing two primary colors.

Tints- a color that is created by adding white.

Shades- a color that is created by adding black.

Pinch pot- a forming technique that pinches material to thin it and make a round shape.

Foley is the reproduction of everyday [sound effects](#) that are added to films, videos, and other media in [post-production](#) to enhance audio quality.

Essential Question

How would interacting with art make your life different?

Lesson / Instruction / Narrative

Students will begin the lesson by creating a imaginative drawing, "Draw a shark eating a cupcake" in their sketchbook. I will pass out to each student model magic primary colors and white for the lesson during the sketchbook drawing time. Students will also receive a sheet of nonstick paper on which students will build their monster magnet.

I will reintroduce students to primary and secondary colors.

Then I will demonstrate how to mix Model Magic to reconstitute it.

I will show a chart on how the proportions of colors can change depending on the amounts of colors used.

Students will then mix the colors to create a secondary color.

I will demonstrate how to create a pinch pot using the thumbs up method.

Students will then repeat the process of creating a pinch pot and once finished will lay the pot on its side.

I will then check for understanding and pass out magnets to be pressed into the back/bottom of the pinch pot.

I will then show my monster magnet example and have them make one of their own.

All monsters must fit on the 3"x 3" anti stick paper and dry for a day or two before students can take artwork home.

Formative Assessments**Direct Observation**

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

Kinesthetic Practice

Rehearsal of concepts taught during lesson and imitated or self-initiated to create or improve upon for informal in class performance

Kinesthetic Signals

Movement to signal understanding. Hand signals such a 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



- ☒ Check for Understanding
- ☒ Expectations
- ☒ Modeling
- ☒ Monitor Progress

Materials / Resources / Technology

Red, blue, yellow, and white Model Magic air dry clay
Pencil
Sketchbook

Differentiation / Modifications

EEL and or specials may buddy with other student for assistance or given the option to draw their ideas or express in their own language. Students may move closer to the Promethean board to better view presentation. Teacher may use auditory aids to assist hearing impaired students. Printout of lessons or materials may be handed out.