**Art Education Six-Point Lesson Plan: Fourth Grade Lesson #1**

Author: *\_*\_\_\_\_Taylor Gartman\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_4th\_\_\_\_\_

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| Lesson Title: Minnie Evans: The Name Portrait |
| Essential Standards:  4.V.2.3 I can create abstract art that expresses ideas. (P)\*  [4.VA.CX.1.2](http://center.ncsu.edu/standards/NCES/Visual%20Arts/4/VA/CX/1/2/) - Recognize key contributions of North Carolina artists in art history.  4.VA.CX.1.4 - Explain how place and time influence ideas, issues, and themes found in art. |

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| **Activity** | **Description of Activities and Setting** | **Time** |
| 1. Focus and Review | Begin the class by reviewing what was taught in the previous class period. Transition into the new lesson by presenting a PowerPoint about Minnie Evans, her work, and the style of art she creates. | 15 |
| 2. Statement of Objective  for Learner | Students will create an abstract portrait that expresses ideas and develops their knowledge of value and gradation in colors. |  |
| 3. Teacher Input | The class will go through a PowerPoint that goes over Minnie Evans, her work in NC, and the style she uses. The abstract style will be inspired into creating works that show symmetry and various color combinations. At the end of the PowerPoint, there will be a premade sample of what their work will look like at the end of the project. Go through each step with the class with your own example to give them a visual aid on what to do.  Procedures include:   1. Pass out 11x14 mixed media white paper. Have students fold their papers “hotdog” style to create one crease down the middle. 2. Open the paper and turn horizontally so they can write their names in big letters across the paper in black oil pastel. 3. Have the students turn the paper vertically, close the two creased sides together so the black pastel is touching the other side. Show students how you can see the black through the paper and they need to press with a stylus on the visible letters. The black pastel will print on the opposite side of the paper to print the name symmetrically to the other side. Go over with black oil pastel to refine the edges. 4. Once the name is symmetrically on both sides of the paper they will have to create an abstract portrait. Connecting lines to create facial features. ( see example below). 5. Make sure their papers are fully covered with designs, refer the Minnie Evan’s marks to show the different patterns they can incorporate. 6. Each student must get approval from the teacher before moving on the coloring because it is important to fill the page. 7. Coloring will be saved for the next class period. | 30 min |
| 4. Guided Practice | The teacher will guide the students through the prescribed series of steps to accomplish their Minnie Evans inspired portraits. This includes having materials ready for students upon their arrival and showing how to use them on the document camera. This will give an example for students to follow along with. |  |
| 5. Independent Practice | Students will be completing their portraits using oil pastels and tracing techniques. Having the students’ names as the base for their creations will allow them to see how powerful and impactful their name can be when incorporated in their artwork. The use of names elaborates on having students better understand the complexities of what “abstract” art is and how expressions may be projected. |  |
| 6. Closure and Clean Up: | When it is time to clean up the designated helpers will gather up materials from each table and put them in the designated locations. Finished work will be gathered by having each table come up and put their papers in a pile. Once all the students are sitting back in their seats, ask them about what they learned today. With today being dedicated primarily to laying the foundations and outline of the portraits, next week’s lesson will center around coloring their work. | 5 min |
| Assessment Methods of  all objectives/skills: (Include any modifications) | Students will develop an understanding of Abstract art as expressions of ideas. They will also learn about NC artists and how their environment and self, impact their work. | |
| Directed Questions for Discussion: What is symmetry? How can you identify Abstract art? Who is Minnie Evans? What is her work like and what inspired her? | | |
| Modifications to Support Varied Learning Needs: For students with varied learning needs, the teacher will provide a peer helper to assist the student in writing their name in the symmetrical formating. | | |
| Materials/Technology/References:  Materials:  11 x 14 Mixed Media Paper  Black oil pastels  Pencil  References:  This lesson came from observing Mrs. Kassanove’s fifth-grade class at Eastern Elementary in the Fall of 2019. | | |
| Reflection on the lesson: | | |

