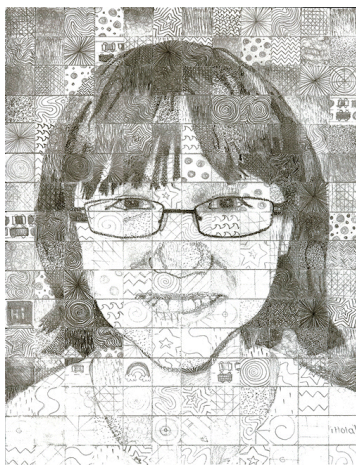
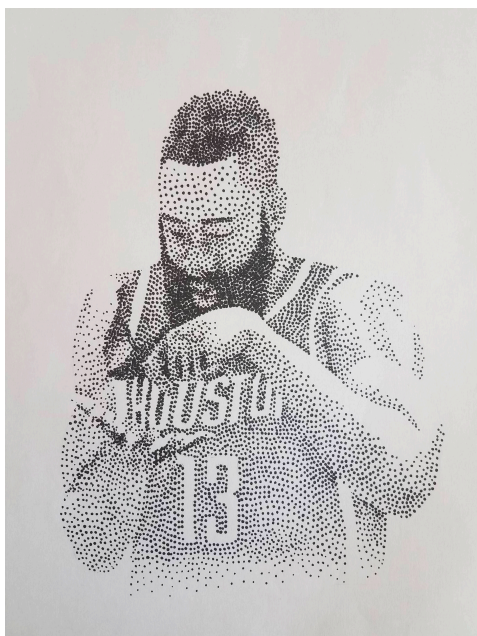
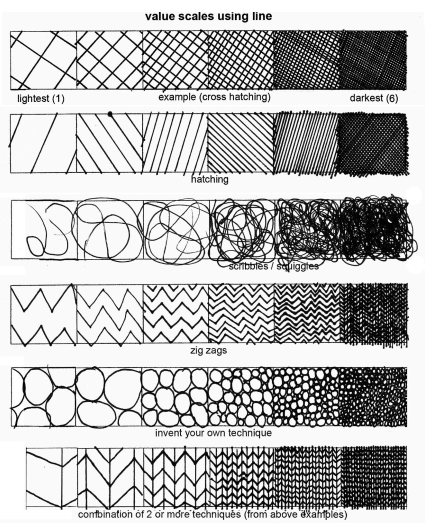


Project Name	Project Description
Leaf Watercolor + Sketchbook Time Span: 75 minutes Grade: 2-5 grade Author: Jon Rudnicki + Kristen Kaiser	Students will be introduced to using a sketchbook by practicing previously learned drawing techniques. Students will learn technical art terms of the elements of art through this exercise. Students will create leaf watercolor paintings using glue as a resist as outlines.
Essential Question	Provoking Questions
How do the elements of art shape ideas?	What colors will you use to make your leaf drawings? What feeling do you want your leaf drawing to have? What pattern are you using in your drawing? Why? How can you make shadows with hatching? How can you make your food drawing have form?
Visual Provocation: thumbnail (s) <div data-bbox="206 1037 631 1488" data-label="Image"> </div> <div data-bbox="675 1188 1052 1491" data-label="Image"> </div>	



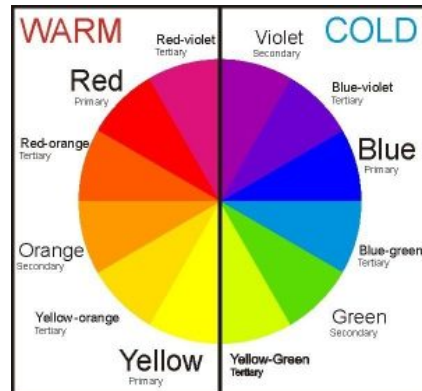


Image #1 <https://images.app.goo.gl/XdSZdgUtsxD2sdXR7>

Image #2 <https://images.app.goo.gl/bMVeCFpnEtFkStxw7>

Image #3 [Batman](#)

Image #4 <https://images.app.goo.gl/ce6p4wG55fcZFKY16>

Image #5 [Huston player 13 stipple](#)

Image #6 [Louis Armstrong - scribbles](#)

image #7 [Portrait with MANY mark-making techniques](#)

Image #8 <https://www.kitchentableclassroom.com/leaf-drawing-how-to-draw-a-leaf-with-glue-and-chalk/>

Image #9 <https://www.kitchentableclassroom.com/leaf-drawing-how-to-draw-a-leaf-with-glue-and-chalk/>

Image #10 <https://images.app.goo.gl/fJE5n5oHWdc656119>

Image [Multicolored leaves](#)

Maine Learning Results

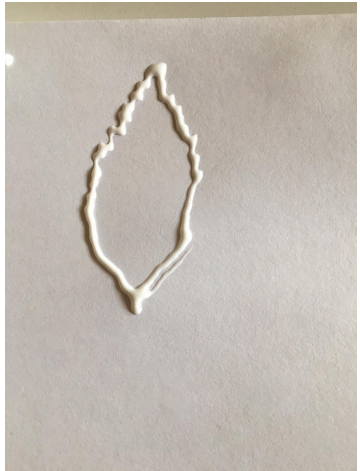
Lesson Objectives:
Students will...

Assessment Criteria:

1.B2 Students use elements of Art and Principles of Design to create original art works including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual forms	1. Make original artworks through media; glue and watercolor paints using principles of design	1.B2 Composition Skills
2. A2 Students describe elements of art: color, form, line, shape, space, texture and value.	2. Recognize different techniques and mark-making application in their sketchbooks	2. A2 Elements of Art and Principles of Design
3. Studio habit Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.	3. Practice and learn how to apply different mark-making techniques to achieve patterns and/or shading.	3. Develop Craft

Vocabulary	Materials	Instructional Resources
<p>Stippling A shading technique that involves dots instead of lines.</p> <p>Hatching A shading technique that involves drawing lines in the same direction, evenly spaced, and of equal weight/width.</p> <p>Cross-Hatching A shading technique that is just like hatching except you also add lines going in an opposite direction. This creates a darker, “shadier” effect.</p> <p>Pattern is a repeated decorative design.</p> <p>Mark making is a term used to describe the different lines, patterns, and textures we create in a piece of art. It applies to any art material on any surface, not only paint on canvas or pencil on paper.</p> <p>Technique the manner and ability with which an artist employs the technical skills of a particular art or field of endeavor.</p>	<p>Sketchbook</p> <p>pencils</p> <p>crayons</p> <p>Leaves (sourced from the school yard)</p> <p>Watercolor (or thick) paper</p> <p>Watercolor paints</p> <p>Paint brushes</p> <p>Water trays</p> <p>Painters tapes</p>	<p>Kitchen Table Classroom. (2018 September 16) Leaf Drawing, How to draw a leaf with glue and chalk. Retrieved from: https://www.kitchentableclassroom.com/leaf-drawing-how-to-draw-a-leaf-with-glue-and-chalk/</p>

<p>Shading is a technique used by illustrators, designers, and other visual artists to create the illusion of depth in a two-dimensional medium. This is achieved by adding a denser amount of media in order to create darker points in the work that correspond with a specific light source.</p> <p>Elements. The seven elements of art are line, shape, space, value, form, texture, and color. These elements are the building blocks, or ingredients, of art. <i>Every piece of art ever created includes one or more of these elements.</i></p> <p>Warm colors such as red, yellow, and orange; evoke warmth because they remind us of things like the sun or fire.</p> <p>Cool colors such as blue, green, and purple (violet); evoke a cool feeling because they remind us of things like water or grass.</p>		
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Direct Instruction	Evidence of Making
<p>Artist Pack (5 mins)</p> <p>Teachers will...</p> <ol style="list-style-type: none"> 1. Hand out Artist packs to students based on who is most quiet in the class 2. Instruct students not to take anything out until they are told 3. Review items one by one in the artists pack. 4. Re-explain rules of artist pack <ol style="list-style-type: none"> a. Can't take them home till end b. Respect the materials and they will get additional artists surprise to go in their packs at the end of the 7 weeks <p>Leaf Lesson Part 1 (30 mins)</p> <p>Teachers will...</p> <ol style="list-style-type: none"> 1. Introduce lesson to students by showing visual provocations, examples, including leaves from outside. 2. Explain warm and cool colors 3. Show students and explain the warm and cool color wheel chart 4. Discuss the native (Maine) leaves and the time of the year and why we're doing this lesson right now. <ol style="list-style-type: none"> a. Discuss why leaves fall b. Discuss changing seasons c. Discuss differences regional changes in seasons (i.e. 	 <p>Students will make outlines of leaves (young kids can trace)</p>

Mexico, Africa)

d. Describe warm and cool colors

5. Explain that we're doing it in 2 parts to give the glue time to dry
6. Describe lesson (see below)
7. Circulate during lesson

Students will...

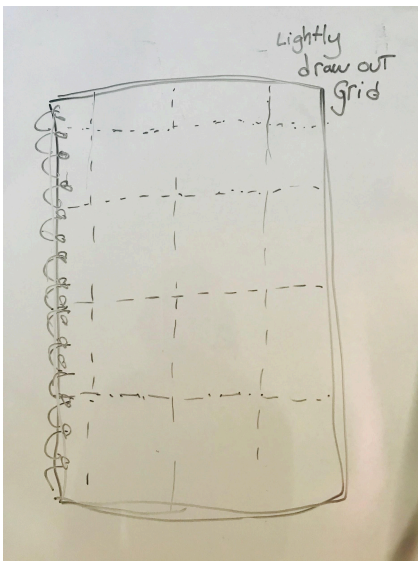
1. be given paper and bottle of glue
2. FIRST write their names on the back
3. draw leaves that they have on their table onto their paper (younger students will trace)
4. Once they have the leaves drawn out in a pattern they like they will ask the teacher if they can begin gluing
5. Once the teacher approves they can start outlining the leaf shapes in glue
6. Once they have finished they will put it on a designated table to dry

Sketchbook Lesson (30 mins)

40 minutes

Teachers will...

1. Review the icebreaker activity (from last class), ask students again about some of the things they learned
2. Show Visual Provocations
3. Point out and discuss the different mark-making techniques used in the illustrations
4. Ask students if they think of other examples of mark-making that they have seen
5. Direct students to draw 4-12 different types of mark-making techniques in sketchbook
6. Ask older students to push for 12 examples
7. Show example from the Visual Provocations (Images 7 & 8)
8. Show how to organize their mark-making techniques in sketchbook



Student will paint with watercolors (being conscious of warm and cool colors)



Warm colors on the inside, cool colors in the background. Students will describe to the class where they used warm and cool colors



9. Encourage students to fill out their entire selected square with their chosen mark-making technique
10. (while students are practicing) inform them of the art show that happens and stress importance that their sketchbooks could go in the show and be on display so it's important they do well
11. Instruct students to draw their favorite food(s) using at least 2 of the mark-making techniques

Student will...

12. Practice and explore different mark-making techniques and patterns before they start their favorite food(s) drawing

Teachers will...

13. Circulate and see how students are doing, see if any need help, offer ideas
14. Remind students how much time they have remaining
15. Instruct students that if they finish their food drawing they can draw a food that they dislike with the same parameters.

Student will...

16. Complete their sketches
17. If students are **done early**, challenge them to draw up/create new types of mark-making techniques
Or
Draw something else with different types of mark-making than what they used on their food drawing

Teachers will...

12 minutes before the end of class

18. Have students clean up their work stations and put everything back in its place
19. (If time permits) conduct a sharing of images the students made in their sketchbooks

Leaf Lesson Part 2 (30 mins)

Teachers will...

1. Have students go get their glued drawings of leaves that will be dry by now
2. Show them examples of warm and cool color leaf drawings

<ol style="list-style-type: none"> 3. Have students guess which colors are warm and which are cool 4. Instruct students that they cannot mix warm and cool colors in the leaf or the background. So the background is all warm or all cool colors and the leaf is all warm or all cool colors but you can't mix warm and cool colors in the leaf or the background. 5. Allow students to begin and circulate to make sure they understand before they apply colors to their painting. <p>Student will...</p> <ol style="list-style-type: none"> 6. Use the watercolor paints to color the areas of the leaves and follow the instruction regarding color. 7. If they finish early they can use colored pencils to add more detail to the leaves or background. More advanced students might want to do this regardless. <p>Sharetime (5 mins)</p> <p>Student will...</p> <p>7 minutes before end of class.</p> <ol style="list-style-type: none"> 20. Share their leaf paintings with the class describing where they used warm and cool colors 21. Share their favorite food to the class and show the image they drew, and say what techniques they used. 22. (Once all students have completed sharing) place their sketchbooks in their bags to bring home 	
Clean up	Technology
Students will be responsible for their own art supplies and clean up their own area and make sure their supplies are accounted for and pack them up to give to the teachers.	smartboard/projector
Accommodations/Modifications	
<p>Lesson-</p> <ul style="list-style-type: none"> • Leaf Lesson can adapt to higher skill level by drawing from observation (rather than tracing) and mixing more colors of the same warmth or coolness side of the chart. • Sketchbook Lesson can adapt to a higher skill level by instructing students to fill the page with their drawings or draw a different food for each one of the techniques they learned. • Directions are visible/illustrated. No need to accommodate for dyslexia or English reading skills levels. <p>Behavioral -</p> <ul style="list-style-type: none"> • Students who have frequent verbal outbursts are given preferential seating during class demo and group talks. • For physically active students teacher will have fidgets available, along with the rules for fidgets. No sharing, no sound, not airborne, not visible. • For students who appear not relaxed, uncomfortable, or have a lot on their minds, a glitter jar filled with glycerin is available for the student to study by the window. • For students that are exceptionally busy with the transition from school being out and going back into a classroom for a lesson, a breathing yoga exercise/self hand rubbing soothing/listening for smallest noises practices will be used for the entire class. 	
Assessment	

During the share time at the end of class teacher will note if the objectives were completed.

The students will be instructed to share what techniques they have used.

Leaf assessment

1. Students share their leaves to the class and say where they used warm colors and say where they used cool colors if they used both.
2. Teacher will use summative assessment to determine whether they used the correct colors that correlated with what they said.
3. Teacher will formatively assess if their colors were accurate

Sketchbook assessment

1. Students share their favorite food to the class, show the image they drew, and say what techniques they used. Teacher will formatively assess for Composition Skills.
2. Teacher will use summative assessment for Elements of Art and Principles of Design and see if they used at least 2 techniques in their food image.
3. Teacher will formatively assess if their mark-making technique makes a pattern or shading, which would be the results of Studio Habit - Developing Craft.

Teacher can also formatively assess during circulation of lesson and help guide.