

What Makes an Artist?

Lesson Plan for Grade 3, Art

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OVERVIEW & PURPOSE

The class reads and discusses *The Dot*. They discuss various qualities of an artist, such as persistence, creativity and practice. They then practice these skill with a few quick exercises, and one final project.

EDUCATION STANDARDS

1. Standard 3.V.CR.1

OBJECTIVES

1. Students will identify and discuss qualities of an artist.
2. They will experiment with different drawing techniques
3. They will use those qualities when creating art.

MATERIALS NEEDED

1. The Dot (Book)
2. Printer Paper
3. Drawing Materials (ex Pencil, Markers, Colored Pencils)
4. Black sharpies or other dark markers.

VERIFICATION

Steps to check for student understanding

1. We will review artist qualities in the next lesson.

ACTIVITY

- **Pre-activity (5 mins)**
 - Give each student a piece of paper
 - Tell them to draw 3 lines on the paper in any way they want.
 - Straight, curved, zig zag, shapes, small, large, etc.
 - Using black sharpies ensures that these lines will still be seen when they draw over them.
 - Collect those pieces of paper when they are finished.
 - Have them leave the papers behind while they sit around the teachers chair?
- **Introduce the Lesson**
 - Begin discussion about art. Possible questions are...
 - “Who here likes art?”
 - “Who likes to draw?” etc.
 - Segue into the book by talking about how art can be intimidating.
 - “I’m not good at that, so I won’t try”
 - “I don’t know where to start.”
 - “I am not a creative person.”
- **The Story (10 mins)**
 - Tell the students that *The Dot* is about a girl that doesn’t think that she can make art. She doesn’t think that she is an artist. Ask them to pay attention to how she becomes an artist. (There is more than one answer.)
 - Read the story.
 - Ask what she does to become an artist. Possible points to bring up:
 - She made her own mark, unique
 - Did she do the same thing over and over?
 - Tried new things (see slide 3 of PP to remind students of types of variety), “thinking outside the box,” variety
 - Colors
 - Size
 - Materials (pens, watercolors, etc.)
 - Line types (dotted, short, long)
 - Number of dots
 - Dots in dots
 - She made a dot by not painting a dot.
 - Did she give up when a dot didn’t look good?

- She kept trying, persistent
 - Did she says “mine doesn’t look as good as (insert name)?”
 - She didn’t compare herself to others
 - Did she say “dots are too boring” or “nobody will care about dots”
 - She didn’t worry about what others would think, confident
 - She only made circles. Didn’t worry about other shapes.
 - She limited herself.
 - (See slide 4 of PP) Everyone has seen a dot, and has seen watercolors. But have you ever seen art like what Vashti made? Art is about taking things that already exist, and putting it together in new ways.
 - Creativity, imagination
- Tell the students that you have some exercises to practice “making their mark” and “thinking outside the box.”
- Have them return to their seats.
- **Activities (25 mins)**
 - **Quick Exercises (10 mins)**
 - Have them fold a piece of paper into quarters. In each section, they will do a new drawing, based on a task that you will give them.
 - You can tell them to draw something from their imagination, or you can use the clipart from the PP. (See slides 5-11)
 - These tasks can be quick. Maybe 1-2 mins. per task?
 - Other things you can mention:
 - Tell them to apply what they talked about earlier to these drawings. Ex. make it your own, don’t compare, etc.
 - This is a time to explore and have fun, not to create a perfect drawing.
 - Maybe not every task is interesting to every student, but maybe one sticks out to every student.
 - Give them drawing tasks to do. Drawing task options:
 - Use your non-dominant hand
 - Use only 2 randomly assigned colors
 - Make a picture using only one shape
 - Use only straight lines
 - Don’t look at your paper when drawing
 - Make a picture that is a combo of 2 other images. (See slide 11 of PP)

- Draw by holding the very end of your pencil
- Draw something that is upside down. (See slide 10 of PP)
- Draw the way that you feel when you are ____ (insert emotion- ex. happy).
- (Optional) When they are finished, have them walk around the room so that they can look at each other's work.
 - Look at how everyone is unique.
 - What did Vashti do when the boy complimented her? Did she get proud? Did she tell the boy that his squiggle was bad? She encouraged him.
 - Look for things that you like.
 - Direct copying is bad. But look for interesting ideas. Ex. Those two colors are cool together. I hadn't thought of making a line like that.
- **Finish the Picture** (15 mins)
 - Hand out the papers that the students drew on at the beginning of class. Make sure that the students get a different paper than the one they started with.
 - Tell them to use the lines on their page to make a picture. (See slide 12 of PP)
 - They can use something that they tried during the quick exercises, but they don't have to.
 - Compliment them using language from the story discussion.
 - (Optional) Have them look at each other's work.
- **End**
 - (Optional) Point out that the list of artist qualities are not useful just for artists. Discuss other times that those qualities are useful.
 - Over the next few weeks, we will be looking at other people from around the world. We will look at how they were limited by their environment but also how they have made their mark/ what makes them unique. And we are going to learn from them so that we can be more creative.