

Critical Components of Lesson Design

Planning

Name: Ms. Artsy	Subject Area: Visual Art	Lesson Date: July 2015
Unit Title (if applicable): Composition LP1	Lesson Plan Title: Line Hunt	Grade Level: 1st
Time Required: 50 min	Materials and Media: Clip board, paper, pencils, crayons (black, primary colors), posters on the wall	
Aligned State Standards: <i>Subject: Visual Arts</i> <i>Grade: Grade 1</i> <i>VA.CR.1.1 b. Use careful observation in preparation for making a work of art</i> <i>VA.RE.8.1 Interpret art by categorizing subject matter and identifying the elements and principles.</i>		
Measurable Goals and Criteria for Mastery (quantitative and references the assessment): Using the environment the student will produce a 2 dimensional work of art. From their art the student will be able to name 4 out of 5 different kinds of lines.		
Differentiation: Remediation: Working with struggling students the teacher will use posters on the wall to review primary colors and five types of lines (wav, jagged, straight, curved, and diagonal). Differentiation: Extensions: Students add color, shading and or texture to their drawing using primary colored crayons.		

Assessment

Pre-Assessment Data (Optional): Beginning of the year Art Assessment
Post Assessment: Rubric to check if student mastery (name 4/5 lines, identify two strengths).
Independent Activity: Students will locate, draw and name the five types of line from their environment.

Instructional Sequence

Anticipatory Set with Purpose:

“Have you ever gone on a hunt for something, maybe a scavenger hunt? Today we are going to go on a Line Hunt! There are lines all around, and you are going to look for and draw the five different type of lines you have learned about.”

Instructional Sequence:

1. Ask students to name the five types of lines (use posters for help and to reinforce).
2. Ask students to name the three primary colors (use posters).
3. Students will each have a clip board, paper and pencil at their table.
4. Model using example how to put a “legend” on the side of their paper to remind them of the different type of lines they see in the environment.
5. Model and students follow drawing and naming a wavy, jagged, straight curved and diagonal line as their legend on their own paper.
6. Tell students they are going to go in a Line hunt and model how they will draw and say the names of the lines they see while going on a Line Hunt (not the object, just the lines).
7. Go over the rules for being out of their seats (walking, use quiet voice, hands to self, respect others).
8. Say the Line Hunt.
Tune: Going on a lion hunt (have them repeat after you)
Going on a line hunt.
Going to find lots of lines
I am smart.
I am clever.
I am a great investigator.
Pencil ready.
Paper ready.
Goggles on. (these are our investigator goggles)
Zip the lip.
Here we go.(whisper this)
9. Begin journey in the class and go to the library.
10. Walk around each room and look for different lines, leave room and have them draw in the hallway all the lines they saw. They are not to draw the objects rather, draw the lines they see.
11. Go back to room and discuss their findings, what type of line viewed the most.
12. Model drawing a design using all 5 type s of lines.
13. Using a black crayon have students use all 5 types of lines to make a design.

Closure:

“We had a super Line Hunt today! Look at your drawing and check that you have included all five types of lines. Can you find and name all five types? Turn to your table partner and name the five types of lines in your line design. (wait for students to do this) If you could name at least two lines give me a thumbs up, three, four, five (make note of which students could name at least four of the lines. Check your paper to be sure you name is on your paper. Great job today, listen for line up directions!”

