

**OB**

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**Subject(s) Area: Creative Arts**

**Materials Needed: Construction paper, scissors, glue and Smart Board**

## **Standards:**

**Code and description:** Standard 1: 4.1.2 Know the different techniques\* used to create\* visual art.

## **Objectives:**

**What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?**

**TSW create** an art project reflecting Kandinsky by using different techniques at a 90% accuracy.  
Blooms Taxonomy: Synthesis- create

## **Learning Activities:**

**Technology:** Smart Board

**Required Vocabulary:** abstract art

**Opening Element:** "Alright class, today we are going to learn about an artist named Vasily Kandinsky and then make an art project similar to one of his masterpieces."

**Reflective Questions:** "Look at this picture, what does it look like its made of? Can anyone tell me about abstract art? "

## **Instructional Methods:**

- Have students gather on carpet
- Show slideshow about Kandinsky
- "Here is the masterpiece that we are going to base our project off."
- "Now we are going to begin our art project. I want you teach walk up to the table and grab a total of 5 colored sheets, and a black sheet."
  - "Next I want you to choose a background."
  - Begin cutting branches into pieces for project.
  - Glue pieces to background
  - Begin to cut circles out
    - They do not have to be equal
    - Abstract is NOT the same perfect shape
- "While we are working do you guys want to listen to video/watch a story about Kandinsky?"
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- Guided Practice Strategies: I do, we do, you do- I am modeling the steps to create this project. The students will collaborate as a group and the students will practice their individual skills during this rotation
  - Independent Concrete Practice/Application: Hands on creating their own art project
  - Classroom management/movement: Seated at desks so that they do not make a mess. (need a table to do this)
  - Differentiation:

**Wrap-Up:** "Alright, you guys did a great job working through this whole art session. Please throw away your scraps and set your art project on the bookshelf to dry."

## Assessment:

**Formative:** Observe the student's ability to follow the directions as formative assessment.

**Summative:** None at this time.

## Reflection:

The students really enjoyed the abstract art, therefore I think the lesson went well. Some students put in minimal effort, and I encouraged them to do a little more but ultimately decided art is subjective. With this in mind, I should have thought of something for when the students finished. I directed some to finish their landforms book, and when that was completed they would either watch the video of the noisy paint box or do a rotation. I would also consider making an example or modeling my thinking while making one with the students.