Lesson Plan By: Erica Gibson

Lesson: Monet Water Lilies (Sensory Impairment)  
Length: 2 (40minute) classes  
Grade Intended: 4th grade

Standards:  
4.2.1 Recognize and be familiar with selected works of art from various cultures and identify artist and culture.  
4.3.1 Analyze sensory, formal, technical, and expressive properties in a work of art.  
4.5.2 Discuss and raise questions about the nature of art, reflect on the discussions, defend personal viewpoints.  
4.9.1 Identify differences between media and the visual characteristics of each medium.

Objectives:  
1. Given information about artistic styles, students will write a response to a question for a participation grade.  
2. Given a demonstration on painting, students will produce a still life painting graded on technique and following instructions  
3. Given information about Impressionism, students will answer questions accurately answering 9 out of 10.

Advanced Preparation by Teacher:  
1. Get Monet book  
2. Print off door questions and cut paper slips.  
3. Make demonstration  
4. Gather materials: paint (tempera & watercolor), paintbrushes, water cups, towels, paper (sketch & paint), still life materials, glue, rubber cement, paper for quiz, pencils  
5. Take a picture and print it off of the still life in black and white.

Procedure:  
Introduction: Upon arriving in class students will pick a piece of paper out of a box that will have a question for them to respond to. They will take the paper to their seats and write their response or opinion on a piece of paper. The questions will be about their various styles of art. What the style looks like to them, if they like or dislike it, and why. The students will turn them in and will have a class discussion about it (Comprehension, Bloom). Students will be reminded about the stenciling they did for their last project and be asked what type of art they think is most similar to it out of the style they just talked about. Students should make a connection between Impressionism and stenciling (Knowledge, Bloom). Students will as a class will read
and look at pictures about Monet called Linnea in Monet's Garden by Christina Bjork. There will be extra emphasis on Monet’s Water Lilies. Students will begin thinking of their favorite plants. They will begin drawing parts of them and making quick sketches.

**Step by Step:** (Next class period):
1. Students will have a quick demonstration on painting. Students will learn how to use watercolors and tempera (Knowledge, Bloom).
2. Students will get a chance to do some experimenting with them and how to use them correctly by making some leaves on paper (Application, Bloom).
3. The class will get seated around three still lifes that have plants, flowers, and fabric.
4. The students will make a 3 dimensional and 2 dimensional picture in one. Students will be asked to paint the fabric and leaves on the plants using tempera or watercolor, but they must make the flower petals with pieces of paper glued onto the picture (Application, Bloom).
5. The paper will be shaped like the flower petals using water and glue mixed together and put on the petal shape to give it curves. The petal will dry then attached to the picture using glue or rubber cement.

**Closure:**
Students will turn in papers on drying racks when finished. The class will take a short quiz afterward which students will write answers to questions that the teacher will orally give (Analysis, Bloom). Before the students leave, as they walk out the door, they will have to tell the teacher one thing they did really good during that project!

**Modifications:**
*Sensory Impairments: This lesson plan was modified for a student with a sensory impairment of vision, which would be the most difficult for an art class. Some good modifications for all classes are:
1. Black print handouts
2. Putting visual material at eye level
3. Say more words than writing.

*Some modifications to this lesson are having both a writing and class discussion for the beginning of class. When the students are given the writing on paper, the writing is large print and main ideas are Bolded. After class, the vision impaired student will have the opportunity to orally tell the teacher answers to the quiz if they had difficulty writing the answers. The student will have an opportunity to feel the still life to get the over all vision in their mind, or have their own still life if it is easier to have unlimited access to touch it. They will also be given a black and white picture of it to keep at their desk. The still life will be on a table at eye level. The demonstration for painting will have a lot of talk. The students will have the opportunity to use tempera paint, which is thicker and you can feel it on the paper with your fingers. If needed the
teacher can try to get some of the books that are used in class like the one on Monet in brail if there IEP requires it.

*Writing to Learn- Students picked a topic out of a box and wrote about it at the beginning of class.

*Gardner's Multiple Intelligences used:
1. Logic: Patterns on the plants leaves and petals
2. Language: Writing and discussion
3. Nature: Working with plants and flowers
4. Intrapersonal: Working alone