Lesson Plan by: Amanda Nordmann
Lesson: Applying the Elements
Length: 1 day
Grade: 9th-10th grade intro art course

Academic Standards:

H.8.1 Evaluate the effectiveness of elements and principles in works of art and use this evaluation to inform their own work.

H.3.1 Analyze the effective use of symbols, elements, principles, and media in works of art.

H. 3.3 Use appropriate art terminology when discussing the works of others.

Performance Objectives:

1. When looking at works done by well-known artists, the students will identify at least 75% of the 6 elements used in the artwork.
2. When describing the works of art, the students will use the appropriate terminology when discussing the elements implemented in the work.
3. When describing the works of art, they students will state whether or not they feel the elements were used successfully.

Advanced Preparation by the Teacher:

- gather examples of work that the students can analyze.
- make copies of the worksheet for the students to fill out.

Procedure:

Introduction:
As the students walk into the classroom, have a note on the chalkboard that tells them they need to go ahead and pick a picture of a work of art that they want to study. Have a table sat underneath the board with an arrow drawn, so that they know where they are. While the teacher is taking attendance and getting everything ready, the students can go ahead and begin to get acquainted with the artwork.

Step-by-Step:
1. Go ahead and pass out the worksheet that they will have to fill out.
2. Explain to the class that they will be using all the information that they have learned over the elements of art and apply it to other artist’s work (Application).
3. Ask them if they would like to review the elements beforehand as a class. Assuming they say yes, have a brief review session (Knowledge).
4. The elements are line, shape, form, space, texture, and color.
5. For line review how they create movement, can be repeated, and are of varying widths. Remember to mention implied lines.

6. For shape, form, and space discuss perspective, how objects relate to each other, and the various types of shapes (free-form and geometric), and negative and positive space.

7. For color, discuss the various color schemes (monochromatic, complimentary, and analogous). Remember to discuss hues and their various shades and tints.

8. For texture remember to discuss implied and real texture.

9. Make sure any questions are answered and that the students are involved in the discussion. Ask them questions and lead them to the answers. They just had multiple lessons on the elements and this is just review.

10. Let them go ahead and begin answering the questions and evaluating the artwork (Intrapersonal)

11. Walk around the room and make sure they are all on the right track.

12. If the students should finish before the end of class they can either discuss what they learned with someone else who is finished as well or they can analyze another work.

Closure:

Hopefully all of the students will have finished before the end of the period so that if they feel they have just finished analyzing a great piece of art they can share it with the class. If there is not enough time left at the end of the period, I may reserve some time before the next lesson to allow students to share their analyses. Before they leave the room I will collect all of their worksheets for a grade and they can drop off their pictures.

Adaptations/Enrichments (Sensory Impairments):

- If a student were blind or extremely visually impaired, I would pair them up with another student that could see. This way the student who is helping will learn comprehend everything even better because they are having to describe and explain it in person (Interpersonal).

- If a student were hard of hearing it would not really be a problem. Since I can have paper with explicit instructions or just speak louder and stand beside them they will not have a problem understanding what they are supposed to do.

Self-Reflection:
Element Analysis

You need to choose a work of art that you are interested in further analyzing. Once you have chosen a piece, you need to spend a few minutes to thoroughly look at the work. The various elements that we have been learning about should become obvious in the pieces you are looking at. Not all of them will include every element, but there should at least be two obvious elements in each one and some have many more. Your job is to:

1. list which elements are apparent in the work you are analyzing and describe what you are seeing (Knowledge and Application)
2. give your opinion on whether or not you feel that they used the elements effectively to create a stronger piece or if you think they could have used them more effectively and why (Evaluation)

Artist __________________________ Title __________________________
Period __________________________ Medium __________________________