Lesson Plan by: Amanda Nordmann

Lesson: Color Scheme Recreation

Length: 8 days

Age/Grade Intended: 9-10 grade intro course

Academic Standards:

H.2.1 Recognize works of art and identify them by artist, period, style, and geographic location.

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

H.9.1 Create artworks that demonstrate skill and understanding of different media, processes, and techniques.

Performance Objectives:

1. Based on a previous lesson on color schemes, the students will recreate a work of art by implementing one color scheme into their work successfully.

2. When looking at other student’s recreation projects, the students will identify which color scheme they used correctly 90% of the time.

3. When discussing each student’s projects, the students will improve their recognition of various works of art based on the style, artist, or period by mastering at least four paintings.

Advanced Preparation by Teacher:

- Set out supplies (paint, brushes, oil pastels, palettes, paper, etc.).
- Gather books or pictures of paintings that they could use.
- Make sure they have access to the Internet to look for pictures of various works.

Procedure:

Introduction:

1) Begin the class by having them take out a piece of paper and writing a brief paragraph about each color scheme by describing what they learned in the last lesson (monochromatic, analogous, and complimentary colors) (Knowledge).

2) Once they are finished explain to the class that today they are going to be able to take a work of art done by a well-known artist and completely change it and make it their own.

Step-by-Step Plan:
1) Explain that they will each need to find a painting done by an artist that they are interested in working with (Bodily-Kinesthetic). The color scheme they want to use needs to work well with the painting they are choosing (Application).

2) By end of the first period, they will need to have their painting and their color scheme picked out and approved by the teacher so they can start on it during the next class.

3) On day two they will begin by getting materials and working on a piece of paper no smaller than 12x18. They will continue to work on the project for the next week and get it completed within that time (Intrapersonal) (Synthesis).

4) The teacher needs to be available at all times to help or answer any questions the students might have and make sure everyone is staying on task.

5) Once the students are beginning to finish up and the projects are dry, begin placing them around the room so they can be discussed by the class as a whole.

6) Each piece will be introduced by the student and they will need to name the artist, title, location, and period and then the class will discuss which color scheme was used (Interpersonal).

Closure:
1) Review the color schemes one more time and let them know that the class will be moving on to the next element.
2) Make sure that all the materials used are cleaned up and put back.

Adaptations (ADHD):
1) Make sure that the student is not seated next to a person who may distract him on a daily basis.
2) Direct them toward a painting that is not extremely detailed.
3) Make them show the teacher each day what progress they have made to help keep them on track.
4) Make sure they have a place to always keep their supplies, so that they are not lost.
5) Make sure they have a chance to get up and move around, maybe to go get more paint or even have them bring their painting to the teacher instead of the teacher going to them, however, make sure they are not always on the move.

Self-Reflection: