Lesson Created by Katie Brandon

Title: Draw Me a Mammal!  Length: 30-45 minutes for up to two days

Grade Level: 5th grade

Indiana Academic Standard(s): Art 5.8.1 Apply elements (line, shape, form, texture, color, value and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates their ideas.

Objectives: The students will orally state to an adult, at least three art elements that they used in their mammal story drawing, with 100% accuracy.

Teacher Preparation: The teacher will have to gather drawing paper, markers, crayons, colored pencils, and any other means of art supplies to complete the project. The teacher will also have to create an art definition sheet for each individual. A sample drawing may also need to be created.

Procedure:

Introduction/Motivation: As you were reading the selected stories today, did any of you have a picture in your mind of what was occurring in the story? (Bloom’s Taxonomy- Knowledge) What types of pictures came to mind? (Bloom’s Taxonomy-Knowledge) Did they have a lot of detail? (Bloom’s Taxonomy-Knowledge) Today we are going to draw a picture of something that happened in the story that you read. As you draw your picture you will be using a wide variety of detail.

Step-by-Step Procedure:
1. The students will be given the hand-out of art definitions.
2. After they receive the handout they will discuss the words as a class.
3. The teacher will then show her sample drawing to the class and point out the art elements and principles. (This will be displayed throughout the art lesson.)
4. The students will be given 3 to 5 minutes to decide what they would like to draw from the mammal story they read in class.
5. Students will then be given the needed art supplies and they will be instructed to begin sketching. (Suggest to students to sketch in pencil first and color later.)

This Lesson included Gardner’s Multiple Intelligences of Visual/Spatial, Verbal Linguistic, and Intrapersonal.

Closure: The students can verbally explain to the class what they drew and why they decided to draw it, if they so desire. (Bloom’s Taxonomy- Comprehension)
Students will have the opportunity to display their art work in the hallway for approximately one week.

**Adaptations/Enrichment:** For a gifted and talented student, the art project can be displayed in the hallway with a paragraph explaining what they drew and why. They could also add more detail to their picture. For a child that is learning disabled in reading, a paraprofessional or teacher will be able to help them brainstorm different main ideas from the mammal story to draw.

**Self-Reflection:** The teacher will reflect on how well the students learned the different elements of art. S/he will also reflect on how well the students enjoyed the lesson.
Elements of Art

LINE
Line is a mark made by a pointed tool - brush, pencil, stick, pen, etc. - and is often defined as a moving dot. It has length and width, but its width is very tiny compared to its length. A line is created by the movement of a tool and pigment, and often suggests movement in a drawing or painting.

VALUE
Value refers to dark and light. Value contrasts help us to see and understand a two-dimensional work of art. This type can be read because of the contrast of dark letters and light paper. Value contrast is also evident in colors, which enables us to read shapes in a painting. Value can help an artist set a mood or tone in his or her work.

SHAPE
Shape is an area that is contained within an implied line, or is seen and identified because of color or value changes. Shapes have two dimensions, length and width, and can be geometric or free-form. Design in painting is basically the planned arrangement of shapes in a work of art.

FORM
Form describes volume and mass, or the three-dimensional aspects of objects that take up space. Forms can and should be viewed from many angles. When you hold a baseball, shoe, or small sculpture, you are aware of their curves, angles, indentations, extensions, and edges - their forms.

SPACE
Actual space is a three-dimensional volume that can be empty or filled with objects. It has width, height, and depth. Space that appears three-dimensional in a painting is an illusion that creates a feeling of actual depth. Various techniques can be used to show such visual depth or space.

COLOR
Color depends on light because it is made of light. There must be light for us to see color. A red shirt will not look red in the dark, where there is no light. The whiter the light, the more true the colors will be. A yellow light on a full color painting will change the appearance of all the colors. Color is one of the most expressive elements for the visual artist.

TEXTURE
Texture refers to the surface quality, both simulated and actual, of artwork. Techniques used in painting serve to show texture., i.e. the dry brush technique produces a rough simulated quality and heavy applications of pigment with brush or other implement produces a rough actual quality.
Principles of Art

RHYTHM
Rhythm is the repetition of visual movement - colors, shapes, or lines. Variety is essential to keep rhythms exciting and active, and to avoid monotony. Movement and rhythm work together to create the visual equivalent of a musical beat.

MOVEMENT
Visual movement is used by artists to direct viewers through their work, often to focal areas. Such movement can be directed along lines, edges, shapes, and colors within the works, but moves the eye most easily on paths of equal value.

BALANCE
Balance refers to the distribution of visual weight in a work of art. In painting, it is the visual equilibrium of the elements that causes the total image to appear balanced. Balance can be either symmetrical or asymmetrical in a work of art.

PATTERN
Pattern uses the art elements in planned or random repetitions to enhance surfaces of paintings or sculptures. Patterns often occur in nature, and the artists use similar repeated motifs to create pattern in their work. Pattern increases visual excitement by enriching surface interest.

CONTRAST
Contrast refers to differences in values, colors, textures, shapes, and other elements. Contrasts create visual excitement and add interest to the work. If all the art elements - value, for example - are the same, the result is monotonous and unexciting.

EMPHASIS
Emphasis is used by artists to create dominance and focus in their work. Artists can emphasize color, value, shapes, or other art elements to achieve dominance. Various kinds of contrast can be used to emphasize a center of interest or an idea.

UNITY
Visual unity is one of the most important aspects of well designed art and is planned by the artist. Unity provides the cohesive quality that makes an art work feel complete and finished. When all the elements in a work look as though they belong together, the artist has achieved unity.

This handout was created using:
http://www.trinitywolves.org/arts/elements.and.principles.pdf#search='seven%20elements%20of%20art'