



# KEELYN MACGREGOR

**THE POWER OF SOUND**

**1st Grade | Painting & Mural Making**

# VISUAL ART LESSON PLAN TEMPLATE

## INTRODUCTION TO ART EDUCATION

**Learning Segment Title: The Power of Sound**

**Number of Planned Lessons: One**

**Age Group: First Grade**

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

**Central Focus:** This lesson focuses on the relationship that can be made between sound and art. Since this first-grade class is starting to learn about sound waves and vibrations, bringing sound into abstract art will help enhance their understanding of sounds, vibrations and waves in a visual way. This lesson will lead to students to understand how sound can inspire creativity in an artwork. This lesson will also cover what collaborative art is and why collaborating with another artist can enhance the art making process. The book, *The Noisy Paint Box*, tells the story of Wassily Kandinsky and how sound and paint made his art special and unusual. This book is a great introduction on how sound and art do work together to create something extraordinary. The students will be able to relate to the big idea, create an artwork launched by that big idea and describe how sound and art worked together in the end.

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

#### Enduring Understanding:

##### Essential Questions:

What is Abstract Art?

Can sound and art work together?

How are artists inspired by sound in their artwork?

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?

Sound waves and vibrations is what this first-grade class is focusing on in the next few weeks. I wanted use that as a launch pad to express what abstract art is and how sound can be reflected in art in relation to their current unit. Most of the art I've seen them create were portraits, houses, copies of cartoons and pictures; abstract art will be a new concept in their creating.

What personal, cultural, and community assets inform this learning segment?

Since this will be a collaborative artwork, there will be a focus on community and togetherness to create something beautiful for them to share. This is important for this group of learners because of the surrounding community they are in. Milwaukee is one of the most segregated cities in the U.S. and teaching community and togetherness to young learners living in this city is important.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

According to Roland, this age is the age of symbolism. Since this lesson is focused on abstract art, it might be difficult to help these students understand that art doesn't have to be a person, place or thing. In a way, the teacher is asking the students to go back to the scribbling stage.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

The class will have to be split up into groups of 4-5 students, so each individual student can get better attention while they're working. Some characteristics of these students is a short attention span, so I have to keep the information compact and provide multiple tools and forms of instruction, so each student can understand to their unique ability. First graders need a lot of guidance when working with something new, so a small group will work best when it comes to the art making. Each painting tool will be different, so each student can experiment with a tool that works best for their abilities.

There is one individual who needs extra guidance in instruction and the art making process. In this case, there will be a handout with the agenda of the lesson along with examples of abstract artwork to relate to so this individual is guided into making their own decisions.

According to the *Specialty Artist's Handbook*, brushes and rollers will handles are easier for the first graders to control and grip. These items will be tools used for the art making process of the segment.

Identify research and theory that support your choices, adaptations, and understanding of your students.

Roland, Craig. *Young in Art: A Developmental Look at Child Art*. Art Junction, 1990.

Rodriguez, Susan. *The Special Artist's Handbook*. Second ed., Crystal Productions, 2014.

## LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to...

Student will demonstrate an understanding that...

Learning Objectives	National Visual Art Standards Alignment (Number & Text)	Learning Tasks & Assessment Alignment
<p><b>Interpreting Art:</b></p> <p>Students will be able to identify what makes an artwork abstract and how sound can influence an artwork.</p> <p>Students will show understanding by responding and participating in looking/talking activity and during the art making process.</p>	<p>VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of a form.</p>	<p><b>Learning Tasks:</b></p> <p>Looking and talking activity on abstract art versus realist art.</p> <hr/> <p><b>Assessments/Feedback:</b></p> <p>This would be a formative assessment as a discussion.</p>
<p><b>Developing Works of Art/Design:</b></p> <p>Students will be able to use a diverse set of painting tools</p> <p>Students will demonstrate an understanding of the use of these tools</p>	<p>VA:Cr1.1.1a Engage collaboratively in exploration and imaginative play with materials.</p> <p>VA:Cr2.2.1a</p>	<p><b>Learning Tasks:</b></p> <p>There will be a demo on what each tool can create along with an anchor chart of what that painted pattern, line, shape, layering looks like.</p>

Students will be able to work collaboratively with the set of tools on one big canvas	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	<b>Assessments/Feedback:</b> Teacher will go over anchor chart as a formative assessment before demoing tools.
<b>Relating Art to Context:</b>  Students will be able to interpret and share what they observed as their classmates collaborated to create their class mural.  Students will be able to continue to work together to create a name for the piece.	VA:Re8.1.1a Interpret art by categorizing subject matter and identifying the characteristics of form.	<b>Learning Tasks:</b> Students will be prompted for a group discussion on who they observed worked well while creating art. They will also collaboratively create a name for their final mural.  <b>Assessments/Feedback:</b> Formative assessment as a class discussion to wrap up lesson.

Describe, analyze, interpret, reflect, evaluate, compare/contrast

<b>ACADEMIC LANGUAGE</b>		
<b>Language Demands</b> (Describe language demands that are essential to this learning segment)	<b>Planned Supports</b> (Instructional strategies, learning tasks, & materials)	<b>Assessments/Evidence of Learning</b>
<b>Language Function:</b> Describe	Looking and Talking activity of an abstract artwork versus a realistic artwork on slide show.	Formative assessment during discussion.
<b>Vocabulary:</b> (list & define) Abstract Art: Art that does not represent images of our everyday world. Abstract Artists use line, color and shape to create non-lifelike images.  Collaboration: Something accomplished by working together with others.  Movement: The visual flow of an artwork.  Layering: The act of stacking one layer on top of another.  Pattern: Repeated shapes and lines for decoration.  Noise: A sound that is usually loud or unpleasant.	Discussion of abstract and collaborative artists will be displayed over slideshow.  Terms will be used as part of the artmaking process along with a demonstration of how this is used in painting.  Anchor chart on what each brush looks like when painting is applied.  The Noisy Paint Box book will provide evidence of an artist who used sound in his artwork.	Formative assessment during discussion and artmaking process.  During discussion, students will be asked to compare and contrast an abstract artwork and a realist artwork.  Questions during looking and talking activity: What do you see? What colors do you see? Can you point them out?  Relating back to essential questions.
<b>Discourse (or Syntax):</b> Discourse	Looking and talking activity and art making process with demo.	

Introduction: Artist, looking and talking activity, read a book  
Other Activities

## LESSON #1

**Descriptive Lesson Title:** *The Noisy Paint Box*

### Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Teacher will discuss and read *The Noisy Paint Box* by Barb Rosenstock and illustrated by Mary Grandpré. This book is about the life of Wassily Kandinsky and how art colors would ‘make noise’ in which he used and created art from. Described as unique and messy, his noisy paint box helped him create spectacular abstract paintings.

Teacher will then lead an introduction to artist Wassily Kandinsky and how he uses sound visually in his abstract paintings; they will then show some of his most well-known pieces in a slide show.

Teacher will lead a discussion with questions about what they see in Kandinsky’s paintings and how it makes them feel.

### Materials:

(Instructional, artmaking, and organizational materials required for this lesson)

### Book and slides.

### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	Students will be asked to circle up on carpet, being dismissed to move onto the carpet by table color. They will be assigned a square on the carpet. They will be asked what their favorite color is and how they feel or what they hear when they think of said color.	Students will circle up by table color, called by the teacher and sit in the assigned carpet square and respond to the two questions asked by teacher.	Students will sit in their own square (of the carpet design) so they are not bumping into their fellow students.
10-13 min	Teacher introduces and reads <i>The Noisy Paint Box</i> , stops and points out pictures and asks questions throughout the story.  Students will be asked to raise hands if they want to talk about a page.	Students will respond and observe the book. Students will raise their hands to comment or point out an observation in the story.	Students having trouble hearing or seeing will be asked to sit closer to teacher or grab a chair at the tables to sit higher up on.
3 min	Teacher will ask questions about the book and ask what the students liked about the story.	Students will respond to questions and share their opinions.	
5-6 min	Teacher will introduce Kandinsky on Smartboard along with pictures of his most famous artworks.  Students will be asked to describe what they see and how they feel when looking at it.	Students will listen and observe the artworks by Kandinsky.  Students will raise their hands and speak when called on to share what they see and what they feel when looking at Kandinsky’s art.	If students are having a hard time seeing the smart board pictures, paper handouts of artwork can be presented as well.

1 min	Transition to learning about Abstract Art. Students will be dismissed by table color again, this time to go back to their tables.	Students will go back to tables when table color is called.	
<p><b>Relevant Assessments &amp; Planned Feedback</b> (Initial, Formative, and/or Summative)</p> <p>Formative Assessment during discussion and reflection about the book and artworks shown.</p>			
<p><b>Teacher Self-assessment/Reflection:</b> (To be completed following teaching; include connections to relevant theory)</p> <p>Overall, this lesson went very well. The students were responding in the way I was hoping and impressed me with their observations and understanding of Kandinsky.</p> <p>Transitioning from their math lesson to our art lesson was a fairly smooth transition. I found it difficult to steer the attention to art since this was out of their usual routine. Once I displayed the overview, I was able to direct the students to the board, so they had an understanding of what we were doing today. Although I was unable to go through the entire book, the students engaged with it. I did have a hard time keeping the conversation on task, as the contributions to the discussion steered away from the big idea. I had a hard time helping guide students back to the conversation.</p> <p>I was successfully able to clearly state what I expected from the students in the beginning of the lesson and this seemed to have helped a lot. I asked the students to raise their hands if they had questions or comments, and this was a frequent reminder, but the students seemed to respond well to it.</p>			

<b>LESSON #2</b>	
<p><b>Descriptive Lesson Title:</b> <i>Abstract Art</i></p> <p><b>Lesson Description:</b> (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)</p> <p>Now that the students are familiar with Kandinsky and how he created abstract art, the teacher will now dig deeper into what abstract art is and how it is different from realism. Students will be required to make connections between abstract mark making and sound, just as Kandinsky did in our story.</p> <p>A slide will be represented of an abstract painting side-by-side a realistic painting. A discussion will be led on the comparison. This will then lead to some of the vocab along with the essential questions.</p>	
<p><b>Materials:</b> (Instructional, artmaking, and organizational materials required for this lesson)</p> <p>Powerpoint of comparison, vocab and essential questions. Handouts of Kandinsky's painting and the vocabulary with examples will be presented.</p>	
<p><b>Instructional Strategies &amp; Learning Tasks</b></p> <p>Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.</p>	



Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	Teacher will overview <i>The Noisy Paint Box</i> and the ideas discussed in previous lesson.	Students will listen and contribute to overview by raising their hands.	
4 min	Teacher will introduce and go over vocabulary of Abstract art in a PowerPoint: Movement, Layering and Pattern. Examples of each vocabulary word will be presented in the PowerPoint along with a paper handout. Teacher will pass these out before artmaking.	Students will listen.	A sheet of terms and definitions will be handed out for students who need a written version.
5 min	Teacher will have a slide of an abstract painting side-by-side a realist painting. Teacher will ask what they see and ask to compare and contrast the two paintings.	Students will look and compare the two paintings by raising their hands and contributing to conversation.	
3 min	Teacher will show a short clip of Disney's Fantasia where a Bach composition is animated with abstract shapes and color. During clip, teacher will point and connect what the animation is showing to the sounds it's giving.	Students will silently listen and watch clip.	
4 min	Teacher will go through and ask the essential questions for this segment.	Students will raise their hands and respond to the essential questions.	

**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

Initial Assessment when reviewing what the students know about Kandinsky and the Noisy Paint Box.  
Formative during discussion about vocab and the essential questions.

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)

Similar to my first lesson, this one was overall successful as well. As I transitioned from our discussion of the Noisy Paint Box, I was able to focus more on what was going on in the powerpoint.

I believe the students had a hard time understanding the vocabulary due to the time I spent going over it. Going over it verbally may not have been as effective as providing tangible examples. At one point I used references from the book to transition into abstract art. Using words like "hissssss" and "whoooooosh" in relation to colors, the students really understood the connection and used colors to describe other sounds, which I was very happy to have made that connection. I was also about to bring in prior knowledge about onomatopoeias with these sounds.

As the comparison between abstract vs realist paintings were presented, I ask if the students could spot the differences before. I felt like I could've explained this a little better because the students focused more on the colors than the shapes itself and the fact that one painting isn't an object while the other is a picture of an object. I could've asked the students more specifically about the subject and the details and the use of lines.

The Disney Fantasia clip was a great connection for the students to take all the ideas we talked about in a visual and audible way. For the segment, I decided to show the clip before the actual mark making due to time and resources available.

## LESSON #3

### Descriptive Lesson Title: The Power of Sound

#### Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Now that the students are familiar with Abstract versus Realist art, the students are now able to create their own abstract mark making. The teacher will put slides of abstract art work on the board and review the three vocab words that help define abstract art. Discussion will review characteristics of abstract work.

Teacher will have students sketch and design abstract mark making and shapes as groups of 5 are pulled out of the classroom to contribute to the collaborative mural. The sketches will be prompted by the sounds of a symphony, similar to the video on Disney's Fantasia shown during the powerpoint presentation as background noise. They will be reminded that sounds can create shapes and influence color and movement of a piece.

#### Materials:

(Instructional, artmaking, and organizational materials required for this lesson)

Slides, sketch paper and colored pencils, 8 foot fabric, acrylic paint, assortment of foam, roller and bristled brushes, egg carton for paints, paper towels, water jars, extra paper for messes.

#### Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	<p>Teacher will pull up some of the Abstract artworks shown from Lesson 2. She will prompt and review the three vocab words associated with Abstract art: Movement, Layering and Pattern.</p> <p>She will also ask what characteristics help to describe abstract art and how it relates to sound.</p> <p>Teacher will pass out visual samples of vocab sheets.</p>	<p>Students will listen and actively raise their hands to help refresh the rest of the class to what abstract art is and the vocab words associated with it.</p> <p>Students will use the visual samples of vocab sheets as examples for the art making that comes next.</p>	<p>A review of the vocab with visual samples to help visualize the vocab words: Movement, Layering, and Pattern.</p>
10 min	<p>Teacher will demonstrate each of the assorted tools. This includes how much paint the students put on the rollers, foam brushes and bristled brushes.</p> <p>Teacher will pass out tools for the students to observe during the demo.</p> <p>Teacher will also show how daubing, swiping and rolling each tool creates texture.</p> <p>Teacher will go over vocab and how to relate it to the art making. Layering paint on top of paint, create a pattern with line and shape, and how to create movement through swipes and mark making.</p>	<p>Students will watch closely and raise hand if there are questions throughout the demo.</p> <p>Students will quietly observe and feel how the tools work in their hand while actively listening to the demo.</p>	<p>An anchor chart will give an example of each brush, what it looks like and what techniques could be used for that particular tool.</p>



4 min	Transition to splitting up. Teacher will pass out sketch paper and colored pencils. Once done, she will pull a group of 5 students to the hallway to start the art making.	Students will listen to instructions and follow teacher when called to go into the hallway. The remainder of students work on their sketches using the vocab references and pictures on smartboard with cooperating teacher, Mr. Rafael.	Printed examples of abstract art will be layed out along with The Noisy Paint Box for inspiration.
30 min	<p>Every 8 minutes, teacher will take a group of 5 students (3 different groups over all) into the hallway to contribute their sketches to the collaborative mural while the rest of the students continue to sketch and draw upon the idea of abstract art.</p> <p>During art making in the hallway, teacher will remind the students of shapes, lines and patterns, along with vocab, approaching students individually. She will also remind the group of 5 that it is a collaborative piece so everyone's contribution matters and they must work as a team to create this piece.</p> <p>When group is done, teacher will ask them to kindly put their tools down on a large paper for the next group.</p>	<p>Students will follow teacher into the hallway kindly when asked.</p> <p>They will pick up a tool, according to directions, and use inspiration from their sketches over transition for mark making, listening to the teacher's reminders of the vocab and how they can use it and keep in mind their responsibility as a collaborative artist.</p> <p>Upon transition, they will match the color of the tools and set them down for the next group on the appropriate sheet of paper to avoid a mess on the tile floor as instructed.</p>	Students who are not working kindly together as a collaborative artist will be moved to another spot on the canvas. If they are still not working collaboratively, they will be kindly asked to try again with the next group or continue to work on their sketch/create a new one.
4 min	Clean up! Teacher will gather the whole class back into classroom, collect colored pencils and extra paper. Teacher will ask students to put their sketches in their cubbies.	Students will contribute to gather of colored pencils and extra sheets of paper and follow instructions to put their sketches in their cubbies.	

**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

Formative assessment when the teacher asks for characteristics of abstract art and the vocabulary.

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)

This lesson had a lot of room for improvement. Transition from carpet to tables was fine. We talked about collaboration and what that means as I passed out the large paper. During the sketching process, it seemed the tools were being misused, and due to myself being out in the hallway, it was hard for me to regulated what was going on during the sketching activity. If I had to split my time in and out of the classroom next time, I would go over tools and the appropriate way to use these tools over the inappropriate way of using these tools. Another way of doing this is to provide crayons or colored pencils to completely avoid the misuse of markers, drawing on their hands and rubbing it on each other. During this exercise, I also wish I played orcestraic music or played the Fantasia clip in the background so the connections from our previous lessons could be clearer.

During the actual mural painting, I had three separate groups come out to the hallway to contribute to the mural. My first group was able to listen to my directions and restrain themselves from using the tools before instructed to do so. I was also able to present my teacher sample and anchor chart of paint techniques from the brushes before the mark making.

The second and third group, I had a little more trouble due to my lack of instruction. Since the first groups tools were already out, and paint was already out and ready, students disregarded my instructions once they saw the

tools available and ready to use, unlike the first group. In order to keep this structured, I should have set the tools and painting aside until I presented my teacher sample and anchor chart and state what the appropriate use of the paint and tools were. Since I didn't do this, students were pouring their own paint without asking me and also splattering paint on the mural without a tool at all. If I cleared the tools beforehand, I would've been able to provide clearer instructions.

There was quite a mess, as expected, but so much that paint was being walked on and tracked on shoes. Again, this would've worked better if I had clearly stated the instructions without the tools out and available. Smocks would have also been a good idea. Due to lack of time, I was unable to state how the students could contribute to clean up. I just had them place their tools in a bucket. If I were to redo this, I would give each student a job: tool gatherer, tray gatherer, wet wipe duty.

I did have one student that was very into his mark making, part of the second group but wanted to keep working through the third group. I struggled to redirect him due to my lack of sternness. I appreciated his passion but he did need to rejoin his classroom to benefit the next group. He was then misusing tools toward the end of the lesson.

#### LESSON #4

##### **Descriptive Lesson Title:** Wrap-Up

##### **Lesson Description:**

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Now that the mural is complete, students will be able to look at the collaborative, abstract piece. Teacher will lead a discussion about what they learned, reflect on their final piece and discuss the advantages of collaborating with each other.

Teacher ask to describe what they see and lead this into a title for the entire piece. This will be done collectively. With the words described by students, the teacher will then create a title for the piece.

##### **Materials:**

(Instructional, artmaking, and organizational materials required for this lesson)

Final artwork

##### **Instructional Strategies & Learning Tasks**

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
3 min	Teacher will ask students to line up at the door according to number.  Once done, teacher will lead class to hallway where the final artwork is and have students circle around without touching the piece.	Students will listen and line up as their number is called.  Students will follow teacher outside hallway, circled around the piece and not touch is as instructed, for it is still wet.	
6 min	Teacher will lead a discussion on describing what they see, use essential questions to prompt discussion and ask about what was good about their collaboration while they were working on it together. Teacher will ask everyone to use one word to describe piece.	Each student will contribute to discussion either by raising their hands or describing the artwork using one word going around the circle.	If a student doesn't want to speak outloud, they are able to write the word and hand it to teacher after lesson.

4 min	Teacher will use these words the students described to come up with a name of the piece, using words that came up multiple times from each student.	Students will hopefully enjoy the name of the piece based on the words they used to describe their collaborative artwork.	
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**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)  
 Formative assessment used with the review on vocab and what worked well with a collaborative. Summative assessment with discussion on final work and the contribution to the title of the work.

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)  
 Not applicable.

