**SUSD Visual Art Lesson Plan**

**Small Medium and Large Circle Snowperson**

**Kindergarten**

**Jan. 12, 13, 15, 2015**

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| **ELP Standard(s): Standard 1 The student will apply conventions of standard English in his or her communications. E-1: producing noun phrases from a visual prompt with instructional support.** |
| **ELP Student Friendly Objective: Student can ask and answer questions in complete sentences.** |
| **Content Standard(s): Artistic Process | Creating: Conceiving and developing new artistic ideas and work**  **Anchor Standard1 |Generate and conceptualize artistic ideas and work.**  **Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.**  **Essential Question: What conditions, attitudes and behaviors support creativity and innovative thinking?**  **What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?**  **Kindergarten VA: Cr1.1.Ka: Engage in Exploration and imaginative play with materials.**  **Anchor Standard 2 | Organize and develop artistic ideas and work.**  **Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.**  **Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?**  **Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.**  **Essential Questions: How do artist and designers care for and maintain materials tools and equipment? What responsibilities come with freedom to create?**  **Kindergarten VA: Cr2.3.Ka: Identify safe and non-toxic art materials, tools, and equipment.**  **Enduring Understanding: People create and interact with objects, places and design that define, shape, enhance and empower their lives.**  **Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places or systems? How do artists and designers create works of art or design that effectively communicate?**  **Kindergarten VA: Cr2.3.Ka: Create art that represents natural and constructed environments.**  **Artistic Process | Responding: Understanding and evaluating how the arts convey meaning.**  **Anchor Standard 8 | Interpret intent and meaning in artistic work.**  **Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism.**  **Essential Questions: What is the value of engaging in the process of art criticism? How can the viewer “read” a work of art? How does knowing and using visual art vocabularies help us understand and interpret works of art?**  **Kindergarten VA: Re8.1.Ka: Interpret art by identifying subject matter and describing relevant details.** |
| **Content Student Friendly Objective**: **Student will be able to use a white crayon to draw small, medium and large circles to create a snowperson.** |
| **Anticipatory Set/Pre-Assessment**: **Teacher will ask the students to raise their hands if they have ever seen snow especially during winter break. Did anyone go to Mt. Lemon to play in the snow? Did you make a snowman or snowlady? How many snowballs did you make to build a snowman? Were they all the same size?** |
| Lesson:  **Vocabulary: small, medium, large, circle, triangle, rectangle**  **Guided Practice**: **Teacher will demonstrate how to make a snowperson.**  **1st Trace a large circle for the bottom of the snowperson.**  **2nd On top of the large circle trace a medium circle. Notice how it looks like the number 8?**  **3rd On top of the medium circle trace a small circle for the snowperson’s head.**  **4th Add eyes and mouth to the small circle with a black crayon. On topdraw a rectangle across the top of the small circle for the brim of the hat. Draw a rectangle in the middle of the first rectangle from top to bottom to complete the hat. If you want this to be a snow lady you can add a flower to the hat.Add lines all around the shape to make the monster hairy.**  **5th Using an orange crayon to draw a triangle for the nose on the small circle. Sometime people will add a carrot for the snowperson’s nose.**  **6th On the medium circle use a black crayon to draw buttons.**  **7th Draw sticks with y lines to create branches to make the snowperson’s arms.**  **8th Draw a cane to put in snowperson’s hand.**  **9th Using a white crayon draw snow on the ground.**  **10th Draw white circles all over to look like snow is falling.**  **Teacher will walk around the room and give each student feedback.**  **Near the end of class students will write their name on the back of their paper.**  **They will write Snowman or Snowlady.**  **Assessment**: **Teacher will grade each student with an E for Excellent or an S for satisfactory. Students that completed all 10 steps will earn an E/Excellent.**  **Closure**: **Review the objective.** |
| **Differentiation**: **For the students that show difficulty in their drawing I will demonstrate by drawing on a separate piece of paper.** |