

TEACHER:	Class	Date
ART LESSON PLAN	5.	21.10.
<p>Topic: I'm building the world</p> <p>The student explores the structure and organization of forms in nature and art, as well as the way in which man shapes and adapts the living space and visual environment to the natural environment and his needs.</p>	<p>OPERATING MODES: according to imagination</p> <p>FORMS OF WORK: 1. Frontal 2. Individual</p> <p>TEACHING METHODS: – Analytical observation – Demonstration – Conversation – Verbal presentation</p>	
Duration: 2 hours		
<p>Educational outcomes:</p> <p>The student explores and interprets different contents, shaping the ideas they express using visual and visual language</p> <p>The student demonstrates fine motor skills by using and varying different art materials and procedures in his/her own artistic expression.</p> <p>The student recognizes the stages of their own creative process and analyzes their art and visual work and the works of other students.</p>		
<p>Lesson objectives:</p> <p>Cognitive: adopt and notice the concepts of spectrum, types of colors, primary, secondary and tertiary colors, artistic composition</p> <p>Psychomotor: develop the capacity for divergent thinking, elaboration and originality; develop motor skills by designing and building artwork with collage paper</p> <p>Affective: develop an attitude towards artistic expression by noticing and applying primary, secondary and tertiary colors; develop a positive attitude towards nature by noticing the coloristic and compositional values in it; develop an argumentative evaluation of one's own and others' work and a positive attitude towards work</p>		
<p>Correlation with the outcomes of cross-curricular topics:</p> <p>The student conducts information research in a digital environment</p>		

Applies innovative and creative solutions, plans and manages activities The student searches for new information from different sources and applies it to solve problems. He uses creativity to shape his ideas and approaches to problem solving. By analyzing the work process and the finished art product, the student self-evaluates the learning process and his results, and evaluates the progress achieved.		- Combining - Variation - Construction - Interpretation
Correlation with the outcomes of other courses: Nature: understands the role of a healthy diet in a healthy lifestyle. It is associated with International Apple Day.		TEACHING AIDS AND AIDS: - Reproduction - Natural forms - Tablet, PC - Photos - TV projector - Board, chalk
Art field: drawing Artistic concepts: spectrum, types of colors, primary, secondary and tertiary colors, composition Feature: apple Art materials and art techniques: felt-tip pens Digital tools: laptop or PC Teaching tool – reproduction: Vjenceslav Richter: SIS 4, system painting, 1975		
ARTICULATION OF THE LESSON:		
Teacher's Activities	Student activities	Monitoring, evaluation, presentation
1. INTRODUCTORY PART: Preparation		

<ul style="list-style-type: none"> – The teacher reminds the students of the expressive possibilities of the felt-tip pen. – With the help of digital textbooks, explains the concepts of color spectrum, primary, secondary and tertiary colors. – The teacher instructs the students to analyze the colors and shapes in the painting by Vjenceslav Richter – he repeats the concept of spiral and circle, explains the concept of composition. 	<ul style="list-style-type: none"> – Students further explore the technique of using felt-tip pens on their own. – Students analytically observe and describe examples of types of colors in nature and on works of art. – Students study a painting by Vjenceslav Richter. 	<p>Students describe the color spectrum, the rainbow and other possibilities where we can see the spectrum, primary and secondary colors within the spectrum.</p> <p>They explore the colors offered by felt-tip pens, explore ways of drawing and coloring.</p>
2. MIDDLE PART: Motivation		

<p>-The teacher reminds the students about the International Apple Day and talks to the students about why and since when that day is celebrated. They discuss the importance of a healthy diet and announce the celebration of that day at school.</p> <p>- The teacher assigns a task: draw an apple (motif) using the colors of the spectrum according to a free composition.</p>	<p>- Students study on the Internet about Apple Day and discuss the importance and awareness of the need for a healthy diet. They connect Art Culture with Health Education.</p>	<p>Tracking:</p> <p>During the work, the students periodically answer the teacher's questions, encouraging them to reflect during the research and creative process and to discuss the results of the work.</p> <p>The teacher monitors active participation, independence, self-initiative, communication and cooperation, tolerance and contribution during work.</p>
<h3>3. FINAL PART: Analysis and evaluation</h3>		
<p>- The teacher asks the students for a brief</p>	<p>- Students summarize the contents and conclusions of this lesson, remind themselves</p>	<p>Students carry out self-evaluation, peer evaluation, evaluation of art works at</p>

<p>overview of the content we have dealt with.</p> <p>Repetition and connection of concepts.</p> <p>- Asks students to reflect on their activities, assess satisfaction, effort and benefits. The teacher proposes criteria for student self-evaluation and evaluation.</p>	<p>of the activities they carried out and evaluate their satisfaction, effort and benefits.</p> <p>- They analyze and evaluate each other's works of art according to the criteria of performance of art terms, presentation of motifs and use of collage paper.</p> <p>- Students compare the composition and colors in V. Richter's painting with the compositions and colors in the works of their peers.</p>	<p>the level of art problem, use of art material, presentation of motifs, originality and effort invested orally and in writing on the evaluation sheet.</p> <p>Reflection</p> <p>The degree of satisfaction in the activities carried out is assessed, and self-criticism is encouraged in order to assess what could have been done better.</p> <p>Presentation</p> <p>Student works can be displayed in the classroom and in common areas of the school (corridors, lobby, etc.).</p>
<p>PLATE PLAN:</p>		



Spectrum

Primary colors

Secondary colors

Lap

Spiral

21. 10. International Apple Day



