

Lesson Name: Dot Monsters

Grade: 1- 4

Creator: Nancy Schaefer Date: 2/1/2019 Duration: 50 min



BACKGROUND **INFORMATION**

VAPA Standard(s)-

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.

1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.

Communication and Expression Through Original Works of Art

2.4 Plan and use variations in line, shape/form, color, and texture to communicate ideas or feelings in works of art.

2.7 Use visual and actual texture in original works of art.

2.8 Create artwork based on observations of actual objects and everyday scenes.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Discuss works of art created in the classroom, focusing on selected elements of art (e.g., shape/form, texture, line, color).

Make Informed Judgments

- 4.3 Describe how and why they made a selected work of art, focusing on the media and technique.

- 4.4 Select something they like about their work of art and something they would change.

Visual Literacy

- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape/form, texture).

Common Core Links: Math_x_ELA_x_Sci.____Hist. Soc. Sci_x_

Geometry 1G.

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

ELA LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

Social Science 1.1 Students describe the rights and individual responsibilities of citizenship.

- Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
- Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

Prerequisites for Students (what previous skills must they have for success in this lesson)

Counting to 20

Source(s)/Materials: Optional to use markers, crayons or oil pastels instead of watercolor.

**General Classroom supplies:
Pencils, erasers**

**Special order materials:
Fine Point Sharpies, 9x12 multi-media paper (best if thicker for watercolor in pt 2)**

**Classroom Management Strategies:
Students take turns brainstorming with class about physical characteristics of a monster (write ideas on board).
Emphasize the importance of raising a quiet hand when sharing ideas (no blurts please!)
Have students follow along step by step instructions as teacher demonstrates.**

LESSON
DESCRIPTION

Content Objective(s)/Learning Goals:

Students will be able to demonstrate good listening skills, they will follow

simple directions and understand how to use various art tools to make a unique and colorful Dot Monster.

Procedures and Instructional Strategies

Time Frame	Teacher Instructional Strategies	Description of Student Activities	Rationale for Selection
45 min	Teacher demos and students follow along step by step	<p>1. On a piece of 9×12 mixed media or printer paper, with eyes closed, use a black Sharpie (fine point) to place 20 dots randomly all around the paper. (adaptable for older students with use of 30 dots) Note: A “Magic Rub” eraser will quickly remove any stray Sharpie marks from desks).</p> <p>2. Students brainstorm ideas of physical characters of monsters (big eyes, furry eyebrows, funny nose, sharp teeth, wings, horns, spikes, scales, tail, sharp claws, warts, a funny hat and hair). Write their answers on a piece of scratch paper or white board.</p> <p>3. Using a pencil, students connect the dots with <i>straight lines</i> to make <i>one complete shape</i>. It may be helpful to demonstrate by starting around the outside of the dots to make a perimeter. (<i>Try not to cross over lines</i>)</p> <p>4. Spin the paper in different directions and students use their imagination until they “see” a monster in the shape!</p> <p>5. Add details to the monster in pencil to help others “see” the monster! Some ideas of monster details are big eyes, furry eyebrows, funny nose, sharp teeth, wings, horns, spikes, scales, tail, sharp claws, warts, a funny hat.</p> <p>6. Now students use Sharpie to go over all pencil lines including the perimeter, and any details. Encourage students to add a background and other details that they imagine is in their monster’s story.</p> <p>7. Finally, add colored pencils or markers to their pictures for a colorful finish!</p>	

5 min	Discuss or write	<p>We used Crayola Washable water soluble markers and a paintbrush with a little water for a watercolor effect).</p> <p>Repeat as often as you'd like, you'll never see the same monster twice!</p> <p>Reflection and Discussion:</p> <ol style="list-style-type: none"> 1. Ask students to take turns telling a story about their monster. 2. What background details did they add to the monster's environment (cave, trees etc)? 3. What did they find challenging, fun? 4. What would they do differently next time? 	
-------	------------------	---	--

ASSESSMENT AND REFLECTION

Informal Assessments: How will I know the students got it?

Did students listen attentively to directions, and ask questions for clarification and understanding?

Were students able to restate, and follow simple two-step directions?

Did they plan and use variations in line, shape/form, color, and texture to create their unique monster, and communicate ideas or feelings in their work of art?

Did students tell their monster's story, thinking critically and responding appropriately to oral communication?



