

## Lesson Plan (Arts-Infused Lesson Plan)

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Grade: 2

Course: Arts Education (Overlaps with English Language Arts and Math)

Unit: Visual Art

Creative/Productive, Cultural/Historical, or Critical/Responsive: Creative/Productive, Critical Responsive

<p>Outcomes:</p> <p>Arts Ed.</p> <p><u>CP2.8</u></p> <p>Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).</p> <p>English Language Arts</p> <p><u>CR2.3</u></p> <p>Listen and retell (with support from the text) the key literal and inferential ideas (messages) and important details heard in small- and large-group activities, and follow oral directions and demonstrations.</p> <p><u>CR2.2</u></p> <p>View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.</p> <p><u>Math</u></p> <p>SS2.4</p> <p>Describe, compare, and construct 2-D shapes, including</p> <ul style="list-style-type: none"><li>- Triangles, squares, rectangles, circles.</li></ul>	<p>Indicators:</p> <p>b) Demonstrate safety, coordination, and skills in using simple visual art tools and materials.</p> <p>c) Classify a large variety of lines using own words (e.g. wavy, jagged) and apply in own work.</p> <p>d) Illustrate how secondary colours are created when combining two primary colours.</p> <p>k) Describe and represent the position of objects relative to other objects (e.g., space and size).</p> <p>i) Classify different kinds of patterns using own words (e.g., striped, dotted, mixed up) and apply to own work.</p> <p>b) Select and use task-relevant before, during, and after strategies to construct meaning when viewing.</p> <p>d) Listen to and follow independently a series of related directions or instructions related to class activities.</p> <p>b) Select and use task-relevant before, during, and after strategies to construct meaning when viewing.</p> <p>a) Identify examples of triangles, rectangles, squares, and circles as found in personal experiences.</p>
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Resources:

- *The Dot* by Peter H. Reynolds
- Reading *The Dot* (recording for online learning purposes)

Prerequisite Learning:

- Previous knowledge of primary colours
- Fine-motor skills
- Previous knowledge of art elements

Differentiated Instruction:

- Children who experience sensory sensitivities, will have the option to use bingo dabbers or sponge brushes to create their dots and lines, or, if a student still wanted to attempt to use the q-tips a student or teacher volunteer can aid to create their art piece.
- Visual examples will be provided on the board.
- The class can decide whether or not music should be played in the classroom during drawing/colouring time.

Preparation: (Equipment/materials/set-up)

- Art Journals
- White paper
- Paint/markers
- *The Dot* book
- q-tips
- Cleaning materials

Set

Length of Time (approx.) : 7 mins

- Introduce the novel and play the video of the novel being read
- Set out the art supplies while the students listen to the video

Development  
mins

Length of Time (approx.): 8 mins

- Explaining the important components of LINE and DOT, and briefly discussing the seven different elements of art (shape, colour, space, line, form, texture, value, colour).
- Ask if the children remember examples of these elements from the story.
- Describing different types of lines and what a line is as well as directions (curved line, wavy line, zigzag line, curly line, broken line, spiral line, thick/thin line, directional concepts). Students will be drawing along with the instructor in their art journal.
- Reflect on the story by discussing feelings, similar experiences as well as asking about prior knowledge of the seven elements, and different types of lines.
- Provide an example on the board of a dot and different lines so the children know their expectations.
- Draw their attention to the piece of paper with the large dot and invite the students to draw their own lines within the dot (creativity and drawing outside of the lines is invited).
- Colour in the blank space with paint using q-tips and primary colours.
- Ask the children if they remember other colours that Vashti made in the story (green) and ask how she made this colour. Ask what colours we can make by mixing primary colours.
- Allow them time to finish their artwork and present the opportunity of playing music.
- Admire their work and let them sign their name.

Closure  
mins

Length of Time (approx.) : 5 mins

- Invite the students to share the dots and lines they made with the class.
- Ask the students what/if they created any secondary colours while they made their art.
- Reiterate that everyone can be an artist, it's as simple as creating a dot and attaching a line to this dot.

Assessment

- This project will be a formative assessment to observe the students' understanding of the elements of art, specifically, line and dot. They are also being introduced to secondary colours in the process.