Briana Harrold

Lesson Plan

**Enduring Idea: Throughout time and across cultures the underlying attitude or expression can change how one views people, places, and things.**

Lesson Title: Expression Through Line and Color

Artist in Focus: Jose Maria Sicilia

Grade Level: Middle School

**Summary**: Students will explore how lines and colors can give off a desired expression. To do this they will complete a hand out, compare with others then be given a final challenge. They will learn about how contemporary artists, like Jose Maria Sicilia, use these skills to produce fine art.

**Key Concepts**:

 Expression can be communicated.

 We experience many different expressions and attitudes throughout the day.

 We can control what attitude we want to convey.

 We use many things to communicate our thoughts.

 Identity is internal and external.

**Essential Questions**:

What are the best ways to communicate our thoughts, feelings or expressions without words?

Do we need words to communicate?

How important is it to express yourself?

Can something as simple as line or color be a form of expression of attitude?

What is your definition of identity?

**Standards**:

 **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.

  **9.2.8.L:** Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s *Appalachian Spring* and Millet’s *The Gleaners*).

**9.3.8.B:** Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).

**9.4.8.B:** Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist’s website).

**Objectives**:

The Student Will…

Knowledge:

Understand the endless options of expression through line and color.

Formulate a consensus for some expressions throughout the whole class.

Compile a sheet of ideas for their final challenge

Skills:

Create their own individual expressions and attitude through color line.

Explore meaning behind color.

Create a final product from their learning’s.

Disposition:

 Evaluate the choices made by themselves and their peers.

 Communicate in brand new ways.

**Assessment:**

Students will be assessed on their effort in the work sheet and their participation in the classroom discussion. They will also be observed when in brainstorming groups. The student’s ability to remain on task will be evaluated. The final grade will be a combination of those mentioned and the quality of work, understanding of the project and outcome of the final challenge.

**Instructional Procedures**

Motivation:

 Introduce Artist

 Worksheet

 Classroom discussion

Development

 Small group brainstorming

 Sketching

Culmination/Close

 Final challenge

 Studio time

 Critique

Teacher Doings

 Artist research

 Prepare Handouts

 Initiate discussion

 Observe brainstorming groups

 Present the final challenge

 Structure critique

Student doings

 Handout

 Discussion

 Final project