

# LESSON PLAN

DATE: October 22, 2015

TIME: 12:47-1:47

CLASS: Cycle 1 Grade 2

DURATION: 90 minutes

SCHOOL: Bee Elementary School

## QEP Competencies

### Visual Arts:

- Competency 1: To produce individual works in the visual arts.
- Competency 3: To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates.

## OBJECTIVES (CURRICULUM DOMAIN)

- Students will be introduced to the abstract artist Piet Mondrian (1872-1944).
- To review their understanding of what the primary colors are (red, blue, yellow) along with geometric shapes (focusing on lines, rectangles, and squares).
- Students will get the opportunity to create a work of their own in the style of Mondrian by doing this they will be showing their understanding of the principles and elements of design.

## GROUP SIZE & MATERIALS

Pencils, ruler, glue, watercolors, paintbrushes, black construction paper (already cut out into strips), watercolor paper, SmartBoard, Prezi.  
[http://prezi.com/kbeylqilicx/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/kbeylqilicx/?utm_campaign=share&utm_medium=copy&rc=ex0share)

## PROFESSIONAL COMPETENCIES:

### Communicate:

**. To act as professional inheritor, critic and interpreter of knowledge or culture when teaching students.**

*I will connect student's experiences to the context of the lesson. As a class we will discuss the Piet Mondrian's work in relation to their prior knowledge of primary colors and geometric shapes.*

**2. To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching.**

*I will pace my lesson at an appropriate pace by instructing articulately. If there are any words that the student does not know while teaching (ie: vertical/horizontal), I will explain it to them and write it down on the SmartBoard.*

**8. To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes.**

I will be using Prezi, a platform to show a few examples of Piet Mondrian's work and a video. The SmartBoard will display the steps for the art activity.

TIME	LESSON
30 Min.	<p><b>Introduction:</b></p> <ul style="list-style-type: none"><li>• Once the class is settled down, I will tell students, "Today we are doing an art lesson inspired by a famous artist. His name is Piet Mondrian, he was born in the Netherlands and was Dutch."</li><li>• I will have students repeat his name. "Can we all say Piet Mondrian?"</li><li>• Prior to the art activity, I will show students two of Mondrian's works along with a short video (on Prezi). I will remind students to stay quiet and observe what they see.</li><li>• As a class we will have a small discussion based on what they have observed.<ul style="list-style-type: none"><li>- "What kinds of colors does Mondrian use?" I will tell students that Mondrian uses PRIMARY colors.</li><li>- "Does anyone know what are PRIMARY colors?" Some students may or may not know, once students have the opportunity to answer the question. I will then show them my example of primary colors just to make sure that we are all on the same page.</li></ul></li><li>• "What else do we notice about Mondrian's work?" Some students will probably notice the geometric shapes. I will explain to the class that Mondrian uses geometric shapes (lines, rectangles and squares) in his style of painting.<ul style="list-style-type: none"><li>- "What are some shapes that Mondrian does NOT use?" Possible answers are circle, pentagon etc.</li></ul></li><li>• I will ask, "Does anyone know what horizontal means?" -(horizontal = ---)</li><li>• "Does anyone know what vertical means?"<ul style="list-style-type: none"><li>- (vertical=  ) * I will put up the example on the board so that students can make reference to it)</li></ul></li></ul>

TIME	LESSON
45 Min.	<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>• I will tell students that we will be creating our own work of art in the style of Mondrian.</li> <li>• I will show students the example that I created. I will highlight what I did step by step, so that students are aware of what is expected of them. I used black strips to create the geometric shapes → Horizontal/ vertical) and primary colours.</li> <li>• As a class we will go over the steps for the art lesson.</li> <li>• <i>Step 1:</i> I will tell students that there are pre-cut strips of black construction paper, prior to gluing we need to first make an outline. I will demonstrate how to make an outline and make sure that students are working horizontally and vertically (not diagonal); students will be using a pencil and ruler to do this.</li> <li>• <i>Step 2:</i> Once they have completed the outline, I will show students how to glue down the paper strips. Students will then glue down the strips on a piece of white paper. I will be circulating the room making sure that students are on the right track.</li> <li>• <i>Step 3:</i> Once everyone is done creating their outline, I will tell students that we are going to fill the white areas with primary colours. I will remind students of the primary colours. I will demonstrate how to use watercolours. I will show students how to get a darker hue of a colour by adding less water vs. if they want a lighter hue of colour, students should add more water. During this time, I will also explain to students that when they are done with the colour, they must wash the brush before dipping it into another colour. Students will be given time to work on their artwork. I will be circulating the room making sure students are on the right track.</li> <li>• <i>Step 4:</i> Clean up time! Students will have time to put their materials away.</li> </ul>
5 Min.	<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• As a class, we will recap on what we have learnt inspired by Mondrian: <ul style="list-style-type: none"> <li>- Vertical/horizontal/ geometric shapes used</li> <li>- Primary colours</li> </ul> </li> <li>• If time permits we will have a brief discussion as to how students' enjoyed working with the watercolour medium.</li> </ul> <p><b>Evaluation:</b></p>

TIME	LESSON
	<ul style="list-style-type: none"> <li>• Did the student participate in class discussion?</li> <li>• Was the student able to construct meaning from what they observed by looking at Piet Mondrian's work? (primary colours, geometric shapes)</li> <li>• Did the student understand what horizontal/ vertical meant?</li> <li>• Was the student able to create a work of art by sticking with the guidelines (using primary colors/ geometric shapes/lines were glued vertically/horizontally)</li> </ul> <p><b>What's next? (Extension)</b></p> <ul style="list-style-type: none"> <li>• A trip to the Montreal Fine Art's museum! Students can get a closer look at what works of art look like in person. The museum in Montreal has a nicely curated contemporary art selection that would spark curiosity in students.</li> <li>• Reading the book, "Coppernickel Goes Mondrian" by Wouter Van Reek. Possible comprehension questions I can ask while reading: <ul style="list-style-type: none"> <li>- What are Coppernickel and Mr.Quickstep going to look for? (the future)</li> <li>-What kinds of colors are being used (transportation illustration shows figures in primary colors).</li> <li>-What do we notice about the painting? (rectangles, squares, lines)</li> </ul> </li> <li>• Piet Mondrian worksheet.</li> <li>• Students can analyze and learn about another abstract artist Joan Miro (1893-1983).</li> </ul>