

<p><b>Unit Title:</b> Pointillism with Symmetrical Butterflies</p> <p><b>Unit Learning Concept(s):</b> Students will understand how to create symmetry using the technique of pointillism.</p> <p><b>Where does this lesson fall in the sequence of the unit?</b> (Lesson # 1 of 3 lessons)</p>	
<p><b>National Visual Arts Standards Addressed:</b></p> <p><b>VA:Cr2.1.Ka</b> Through experimentation, build skills in various media and approaches to artmaking.</p> <p><b>VA:Cr2.2.Ka</b> Identify safe and non-toxic art materials, tools, and equipment.</p> <p><b>VA:Re9.1.Ka</b> Explain reasons for selecting a preferred artwork.</p>	<p><b>Steps/Procedure: what steps will you follow? What will students make?</b></p> <ol style="list-style-type: none"> <li>1. The teacher will play a video and pause to ask questions. The teacher will have the students repeat the vocabulary words.</li> <li>2. The teacher will conduct a short discussion to continue to introduce Pointillism and review the concept of symmetry.</li> <li>3. The teacher will demonstrate how to properly use the materials and what is expected of the students.</li> <li>4. The teacher passes out the materials with student assistance. Students work independently as the teacher walks around monitoring student learning and assisting individual progress.</li> <li>5. The teacher directs the clean-up process.</li> <li>6. The teacher conducts a whole class discussion.</li> </ol>
<p><b>Learning Objectives for this lesson: what will they learn (instead of what will they do)? What learning concepts will be introduced? How will this lesson be personalized?</b></p> <p>Students will learn how pointillism is made by making dots to create in a work of art.</p> <p>To build on their past knowledge of symmetry students will show their understanding by adding dots to both sides of the butterfly to create symmetry.</p>	<p><b>Initiation: 5 Minutes</b></p> <p>The teacher plays a one-minute video and pauses to ask questions and have students repeat the vocabulary using call and response.</p> <p>The teacher reviews the terms of Pointillism and builds on prior knowledge of symmetry.</p> <hr/> <p><b>Demonstration: 2 Minutes</b></p>

<p><b>Assessment/Evaluation:</b> Students will be assessed through in-class discussions and student final works.</p>	<p>The teacher demonstrates how to write their name, and how to hold and use their finger to create the dots.</p>
<p><b>Inquiry: which questions will you ask during introduction/motivation related to the learning objectives?</b> What is pointillism? How did the artist use the dots? What are dots? What colors do you think the artist used? What colors did we use?</p> <p>What is symmetry? What shapes have symmetry? How do you know if something has symmetry? Are butterflies symmetrical?</p>	<hr/> <p style="text-align: center;"><b>Studio time: 15 Minutes</b></p> <p>The teacher passes out the materials with student assistance. Students work independently as the teacher walks around monitoring student learning and assisting.</p> <hr/>
<p><b>Vocabulary:</b> symmetry: same on both sides of the center of an object.</p> <p>Pointillism: technique using dots of various pure colors.</p>	<p style="text-align: center;"><b>Clean up: 10 Minutes</b></p> <p>The teacher directs students to wash their hands one table at a time. The teacher collects the artwork and places it on the drying rack.</p> <hr/> <p style="text-align: center;"><b>Closure: 2 Minutes</b></p> <p>The teacher hosts a class discussion on what pointillism is, and asks the students to identify why they chose the reference image they showed to the class. Lastly, the teacher reviews the student's work.</p>
<p><b>Materials:</b> Paint: red and yellow Paper plates Print out of butterfly Teachers presentation Paper towels Pencil</p>	<p><b>Reference to artist, art form, culture (list specific works of art)</b></p> <p>George Seurat's: The Eiffel Tower</p>
<p><b>Modifications:</b> Students attempt to fill in the butterfly but are not required to completely fill it in.</p>	<p><b>Collaborative experiences</b> Class discussions.</p>

### Post-observation Reflection

Central Focus/Learning Concept for this Unit: Students will understand how to create symmetry using the technique of pointillism.

Learning Objective for this lesson: 1. Students will learn how pointillism is made by making dots to create in a work of art. 2. To build on their past knowledge of symmetry students will show their understanding by adding dots to both sides of the butterfly to create symmetry.

DATA: What was your source of data? Student work, their usage of pointillism (not smearing the paint). Oral responses, students' ability to use the vocabulary correctly in conversation.

% or # of students who demonstrated mastery/understanding	% or # of students who demonstrated proficiency/but still had Qs	% or # of students who struggled with understanding
90	10	0

### As you plan for the next lesson:

#### **Think about what worked for whom and why?**

The ability to move quickly from one part of the guided instruction to the next allowed students to remain on task. In this age range it's important to keep things moving as their attention span is very short. I incorporated movement into the lesson by having the students hold their hands like butterflies this allowed them to remain engaged. I had clearly instructed students to only use one finger to do their pointillism. Having "finger checks" allowed me to keep a close eye on students' usage of the material; Students had paint mainly only on one finger as directed. I stuck to my boundaries of not allowing students to continue doing the opposite of what I asked. I paused the class and regained complete control when I saw them beginning to lose focus.

#### **Think about what did not work for whom and why.**

The class typically struggles with cleaning up and becoming rambunctious. In the future, I will provide paper towels for students to wipe the paint off on. After they wipe then they may do a quick wash. I will demonstrate how to do a quick wash. The students struggled with directing and began to get talkative this may also be a result of them having a substitute for their classroom. I reminded students that even when there is a substitute, in their classroom it does not affect the art rules.

#### **Based on that information, what instructional strategies are you going to put into place for the students listed above?**

I will be providing paper towels for students next time they need to wipe their hands before washing. I will ensure they clean up systematically and can repeat to me what I expect them to do at that moment.