

Lesson Title	Water Color Self Portrait	Medium	Visual Art
Curricular Unit	Choice Making: Identifying Choices	Lesson #	2

Lesson Goals

Socio-emotional	Choice Making: Identifying one or more alternative choices
Artistic	Elements of Visual Arts: • color • form/shape • line • space • texture • value
Academic	Recount stories and determine their central message, lesson, or moral

Lesson Details (45 minutes total)

Opening Routine *To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.*
 Time:

Warm Up Define and discuss patterns (a repeated design often used for decoration).
 Time: 5 mins
 Pass out different examples of patterns. Possibly create a pattern as a class.

Lesson Intro Pass out examples West African Masks.
 Time: 10 mins
 Ask students to create 3 different patterns on a piece of scrap paper with a pencil. Recommend looking at the handout with different examples for inspiration if they are stuck.
 Explain that one pattern they create will be used for decorating the mask. Explain that students will be making a lot of different choices during this project, ask them to consider the pros and cons of each choice they can and do make.
 Start a discussion about the possible design choices. Allow students to share ideas with the class.

Brain break *Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.*
 Time:

Main Lesson 1. Explain that they will be making African Mask inspired paintings using one pattern they created. Express that these masks are not meant to be worn and are more like a painting. Let them know that certain symbols from their chosen pattern can be used to create eyes, ears, a nose, or a mouth. Show them your pattern paper and the final example. Make sure students understand that they should only use the shapes from their pattern for the design.
 Time: 20 mins



2. Give students a choice between black, brown, or orange construction paper. Emphasize that the head shape should be big and that it could be a star, circle, triangle, rectangle, etc.
3. Have class choose the shape of the mask and then trace it with a pencil on their paper.
4. After the outline is made, students will then cut the mask shape out.
5. Next have the students plan their design in pencil.
6. After the design is planned out, tell them that they will be going over the pencil lines with white or yellow paint. Ask each student what made them choose the different options.

Cool down/Closing *Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.*
 Time:

Materials

construction paper, paint brushes, white and yellow acrylic paint, water cups, scissors, pencils

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
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Social/Emotional Skill

Choice Making: Identifying one or more alternative choices	Students were able to identify that choices were available	Students were able to name one choice available to them	Students were able to name one or more choices available to them
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Artistic Skill

Elements of Visual Arts: • color • form/shape • line • space • texture • value	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within their own works or works of tothers
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Academic Skill

Recount stories and determine their central message, lesson, or moral	Students were able to determine the central message, lesson, or moral following prompts from teacher	Students were able to determine the central message, lesson, or moral in general terms	Students were able to determine the central message, lesson, or moral in specific terms and,or add specific supporting detail.
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