

Lesson Title	Rethinking Painting	Medium	Visual Art
Curricular Unit	Decision Making: Choosing an action based on the consequence	Lesson #	14

Lesson Goals

Socio-emotional	Decision Making: Identifying the best choice of action based on anticipated consequence
Artistic	Use and maintain materials, equipment, and tools safely at work and performance spaces
Academic	Analyze and draw two- and three-dimensional shapes having specified attributes

Lesson Details (45 minutes total)

Opening Routine
Time: *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.*

Warm Up
Time: 5-8 mins
Ask students about the pros and cons of painting on a table, floor, chair. What are the consequences of not being able to paint on the table? How would you go about painting on the floor or on your chair?

Lesson Intro
Time: 5 mins
Share that in today's class, the will be creating their own version of Monet's *Bridge Over a Pond of Lilies* using tape as a mask to create the bridge. Explain that rather than painting at their tables, they will get to try out how painting might feel different when painting on another surface or from a different angle. Share that today, they will be painting with their paper taped to the top of their chair.

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

Main Lesson
Time: 20 mins

1. Allow students a chance to tape a piece of paper on top of the seat of their chair.
2. Show students Monet's painting Bridge over a Pond of Water Lilies. Discuss the colors Monet used to make up the water, flowers and sky.
3. Let students construct their bridge with masking tape. Recommend that they cut their pieces of tape rather than tearing it.
4. Demonstrate on your own paper how to use sponges by stamping up and down on the paper.
5. Allow students the options of using both paint brushes and sponges.



Ask each student about the pros and cons of using the sponge and brushes. If they want clearly define lines and shapes, what kind of brush should they use?

Cool down/Closing
Time: *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.*

Materials

masking tape, mixed media paper, acrylic paint, paintbrushes, sponges

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Decision Making: Choosing an action based on the consequence	Students were able to identify one or more specific consequences associated with an action	Students were able to choose an action with awareness of a consequence	Students specifically chose an action in order to obtain the resulting consequence
Artistic Skill			
Use and maintain materials, equipment, and tools safely at work and performance spaces	Students needed many reminders on how to use materials safely and appropriately	Students were able to use materials safely and appropriately with little reminding	Students were able to use materials safely and appropriately with no reminders
Academic Skill			

Analyze and draw two- and three-dimensional shapes having specified attributes

Students were able to draw OR analyze two and three dimensional shapes with prompting from teacher

Students were able to draw OR analyze two and three dimensional shapes using strategies demonstrated by the teacher

Students were able to independently draw OR analyze two and three dimensional shapes with prompting from teacher