

Lesson Title	Positive + Negative Spaces	Medium	Visual Art
<b>Curricular Unit</b>	<b>Decision Making: Connecting consequences to actions</b>	<b>Lesson #</b>	<b>13</b>
<b>Lesson Goals</b>			
<b>Socio-emotional</b>	Decision Making: Connecting consequences to actions		
<b>Artistic</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		
<b>Academic</b>	Analyze and draw two- and three-dimensional shapes having specified attributes		
<b>Lesson Details (45 minutes total)</b>			
<b>Opening Routine</b> Time:	<i>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.</i>		
<b>Warm Up</b> Time: 5-8 Minutes	Draw as many black colored circles on a piece of paper in 2-3 minutes. Go over rules and expectations of art class.		
<b>Lesson Intro</b> Time: 5 mins	1. Define positive and negative space: Positive space is the actual object or shape within an artwork and negative space is the space around and between those objects (background).		
<b>Brain break</b> Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>		
<b>Main Lesson</b> Time: 20 mins	<p>1. Demonstrate how to make a positive and negative space abstract design.</p> <p>2. Define abstract art: art that does not attempt to represent reality but instead use shapes, colors, forms and gestural marks to achieve its effect. Ask students about the pros and cons of making abstract art.</p> <p>3. Demonstrate creating a design: Cut shapes out of square of paper and glue them onto the background paper to create a mirrored image.</p> <p>Ask students to pay close attention to the directions: Try to use both geometric shapes like circles and squares but also try to add abstract or organic shapes. Ask students what the consequences are for not carefully listen to directions. When a student is just using geometric shapes ask them about the project's directions. Also, if a student is lost, ask them to look at another classmate's artwork for guidance.</p> <p>4. For students that finish early, allow them to add linear designs or patterns with metallic markers.</p>		
<b>Cool down/Closing</b> Time:	<i>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.</i>		

**Materials**

colored construction paper, glue, scissors, pencils

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Decision Making: Connecting consequences to actions	Students were able to identify that consequences for actions were possible	Students were able to identify at least one possible consequence to an action	Students were able to identify one of more specific consequences associated with an action
Artistic Skill			

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students were able to minimally apply the required skills necessary to the project.	Students were able to apply most of the required skills necessary to the project.	Students were able to apply all of the required skills necessary to the project.
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#### 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
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