

*Lesson Plan*  
*Watercolor leaf study*

- I. Standard 5 All students will recognize, analyze, and describe connections among the arts; between the arts and science, as well as humanities; between the arts and everyday life.
- II. ART.V.VA.EL.4 Identify connections between the visual arts and other disciplines in the curriculum.
  - A. The students will learn about different types of leaves
  - B. At the end of the lesson the students will know more about working with natural materials. They also will be able to describe connections among the arts and science.
  - C. The students will be measured by the work they create
- III. Anticipatory Set
  - A. Generate interest: Gather leaves outside
  - B. Access prior knowledge: Brain storm ideas about what we know about leaves.
  - C. Practice something already known: Look at leaves and talk about their characteristics
- IV. Input: Materials and Methods – Procedure –
  - A. Task Analysis
    - 1. Watercolors, paper, white crayon, brushes, leaves, books about leaves
    - 2. Step-by-Step procedure:
      - a. Gather leaves from outside
      - b. Talk about the characteristics of leaves
      - c. Teacher demonstrates different techniques of watercolor painting with crayon resist, splatter, glaze, etc.
      - d. Students are allowed to work on their piece for the rest of the class period
  - B. Thinking Levels: Bloom's Taxonomy
    - 1. Knowledge: Student will be able to draw from life
    - 2. Analysis: Student will be able to draw a leaf from memory
    - 3. Comprehension: Students will be able to discuss and observe characteristics of leaves
    - 4. Synthesis: Students will be able to experiment with different watercolor techniques
    - 5. Application: students will be able to construct a painting using watercolor

6. Evaluation: Students will be able to recommend suggestions to other students in the process
- C. Learning Styles and/or Accommodations
  1. Remediation: If a student struggled with fine motor skills, I would change the use of smaller brushes to larger brushes
  2. Differentiating curriculum
  3. Extensions
  4. Multiple Intelligences
- V. Method and Materials
  - A. Ways of presenting: direct instruction, experimental, project centered
- VI. Modeling:
  - A. Show as well as tell
  - B. How to do as well as what to do
  - C. Visual input accompanied by verbal input
  - D. Student involvement using several learner modalities
- VII. Checking for Understanding
  - A. Sample of questions to be asked (written)
    1. What do we know about leaves?
    2. What sort of shapes are in leaves?
    3. What colors do leaves have?
- VIII. Guided Practice
  - A. Repeated practice of learning of new learning as stated in the objective/benchmark
  - B. Modeled first
  - C. The teacher is available to catch errors independently (i.e. circulates, answers questions, etc.)
- IX. Independent Practice:
  - A. Complete work independently
- X. Closure:
  - A. Students: wrap up; summary of the lesson
  - B. Assessments completed (if appropriate)
    1. Reflect on what was learned, group discussion about process
- XI. Assessment/Reflection:
  - A. How well did the students perform? Evaluate student performance after completion of the lesson
  - B. Did I meet my teaching objective? What is my overall reflection/evaluation of this lesson?