

<b>Grade Level and Segment Title: Paul Klee and Abstract Lines</b>	<b>Central Focus - “Big Idea”:</b> Paul Klee  Essential Question(s): Which colors are earth tones? Who is Paul Klee? What is an abstract drawing? How does line express shape?
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<b>LESSON 1</b> <b>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</b>		
<b>LESSON LEARNING OUTCOMES</b> Referenced to NCAS segment objectives  <b>Cr, Cn, Pr, Re</b>  As a result of this lesson, students will know or be able to:	<b>LESSON EVALUATIVE CRITERIA</b>  You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications:  <b>[qualities, quantities, variations, concepts, processes...]</b>	<b>LESSON ASSESSMENT INSTRUMENTS</b>  Attach rubrics, requirements, guides. You will gather the evidence through:  <b>Formative – Summative / Formal - Informal</b>
AS9: Apply criteria to evaluate artistic work. EU: People evaluate art based on various criteria. VA:Re9.1.3a: Based on the information provided in class students will observe and discuss artwork created by another artist and the way in was made.	Students will be shown work by Paul Klee and will discuss his style of drawing with line specifically focusing on his abstract style of creating art.	Summative: This will be an observation by the teacher of which students are participating in the discussion and presentation part of the class activity.
AS1: Generate and Conceptualize artistic ideas and work. EU: Creativity and innovative thinking are essential life skills that can be developed. VA:Cr1.1.3a: Students will expand upon ideas that they have previously come up with or have been given.	Based on the discussion and viewing of Paul Klee’s work, students will begin to construct their own line drawings using the abstract shapes to eventually make buildings.	Summative: this will be an observation during the Google Meet if students are working on the in-class portion of the project.

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<p>AS3: Refine and complete artistic work.          EU: Artists and designers develop excellence through practice and constructive critique, reflecting on, and refining work overtime.          VA:Cr3.1.1a: Students will expand upon their ideas and information provided by adding details to their artwork that will relay a message or theme.</p>	<p>After creating an abstract shape with their writing tools, students will add geometric shapes such as windows and doors to create a building out of their line drawings.</p>	<p>Formative: At the end of the two weeks: students will submit the assignment and receive a grade from 0-4 based on their assignment and the adherence to the rubric.</p>
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#### Cognitive Engagement

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.

Essential Questions:

Which colors are earth tones?

Who is Paul Klee?

What is an abstract drawing?

How does line express shape?

#### INTRODUCTION/ MOTIVATION:

Time: 5-10 minutes

Students will be shown a series of Paul Klee’s work involving line and the abstraction of it. Students will then discuss what they think of the use of line in a new way and how they can use line in different ways to suggest shapes without drawing the actual object.



Tropical Gardening, Paul Klee, 1923

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Red Balloon, Paul Klee, 1922

**STUDENT INQUIRY/ EXPLORATION:**

Time: 10-15 minutes

Students will start on one end of their paper and begin making a line without lifting their pen. When they finish the line, they will start a new line from the end of the first and carry the line around the page till it creates random and abstract shapes. The shapes should not be sharp and geometrical but soft and rounded. When they fill up the page with the design, they can then start to add rectangular shapes like windows and doors or smokestacks to their design turning the random line drawings into buildings using suggested imagery. Afterwards they can begin to use earth tones to color in their drawing.

**REVIEW OBJECTIVES/CLOSURE:**

Time: 5 minutes

Students will show what they have done so far and the rest of the project- finishing the project, adding in rectangular shapes, coloring it in with earth tones- will be re-explained so that they can continue to do so after class working on the project till it is completed and submitted two weeks from the class meeting. During the last five minutes students who are willing to share may talk about what they think about the suggestion of line and how it changes a person's perspective on what an object is or is not.

This rubric is taken from my Cooperating Teacher's existing rubric for her classes.

<b>Excels 4pts</b>	<b>Meeting 3pts</b>	<b>Partially Meeting</b>	<b>Not Meeting</b>	<b>No Image</b>
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		<b>2 pts</b>	<b>1 pt</b>	<b>0 pts</b>
Student Excels in the standards for this grade level.	Student is Meeting the standards for this grade level.	Student is Partially Meeting the standards for this grade level	Student is Not Meeting standards for this grade level.	No Image was provided as evidence to support the assignment.