

Grade Level and Segment Title: Grade 4, Paul Klee and Abstract Portraits	Central Focus - "Big Idea": Paul Klee Essential Question(s): Who is Paul Klee? What is abstract portraiture? How does negative space help draw attention to a drawing?
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LESSON 1 INSTRUCTIONAL STRATEGIES AND LEARNING TASKS		
LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives Cr, Cn, Pr, Re As a result of this lesson, students will know or be able to:	LESSON EVALUATIVE CRITERIA You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications: [qualities, quantities, variations, concepts, processes...]	LESSON ASSESSMENT INSTRUMENTS Attach rubrics, requirements, guides. You will gather the evidence through: Formative – Summative / Formal - Informal
AS7: Perceive and analyze artistic artwork. EU: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. VA:Re.7.1.4a: Compare responses to a work of art before and after working in similar media. Students will reflect on their understanding and opinions on their different art assignments after they have completed them.	Students will be introduced to their Digital Portfolio and shown how to add images of their work to it. They will have to write a description of their work as well as eventually fill out information regarding their struggles and success that they faced while completing their projects.	Formative: By the end of the grading cycle students will have to submit their pieces to the Digital Portfolio and will receive a grade on it based on their adherence to the guidelines set up in class and on the rubric.
AS1: Generate and conceptualize artistic ideas and work. EU: Creativity and innovative thinking are essential life skills that can be developed.	Students will view examples of Klee's work as well as the teacher's examples and think of the different ways they may be able to complete the assignment. Before doing part of the assignment in class it is important for them to think	Summative: students responses and ideas will be observed. It will be observed how students respond the artwork created by Paul Klee and the teacher as well as any ideas that they choose to share in class regarding how they might carry out the assignment.

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<p>VA:Cr1.1.4a: Brainstorm multiple approaches to a creative art or design problem. It is important to come up with several ideas of how to make an art piece before committing to the final version of the project.</p>	<p>about how the images were made and how they can make their own unique versions.</p>	
<p>AS2: organize and develop artistic ideas and work. EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. VA:Cr2.1.4a: Explore and invent art-making techniques and approaches. The assignment will be based on experimenting with a new way to make portraits and how to expand one’s knowledge of pre-existing techniques.</p>	<p>Students will be tasked with making a portrait that is made only out of circular shapes with rectangular blocks of color as the background. They will be challenged to learn this new way of making portraiture that is inspired by Paul Klee’s art style.</p>	<p>Formative: Students final projects will be graded based on their adherence to the lesson plan as well as the rubric which grades on a scale of 0-4.</p>
<p style="text-align: center;">Cognitive Engagement</p> <p>Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.</p>		

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INTRODUCTION/ MOTIVATION:

Time: 5-10 minutes

Students will be introduced to the long-term Digital Portfolio project and will be shown how to add their work and fill out the questionnaires. Students will then be introduced to the project influenced by Paul Klee and shown some of his portraits with block colors in the background. Students will be asked how they think the project was created and how they might make their own.



Senecio, Paul Klee, 1922



Evening Shows, Paul Klee, 1935

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Hat, Lady, and Little Table, Paul Klee, 1932

STUDENT INQUIRY/ EXPLORATION:

Time: 10-15 minutes

Students will continue to discuss the work of Paul Klee and participate in an in class demonstration of how to do the art project starting with creating the blocks in the background that will eventually hold color as well as the portraits made out of circular shapes. The project will be started in pencil with pen outlining the person. If there is time, color may be added during class if not, the completed project will be due two weeks from the class period.

REVIEW OBJECTIVES/CLOSURE:

Time: 5 minutes

Students will be reminded that the assignment is due in two weeks and that once they are done outlining their person in black pen or sharpie they should select what parts of the face to keep plain and which parts to color in based on how they have laid out the geometric background shapes. The examples may be shown again and students will be directed to watch the demo after class and while they work on the assignment at home.

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

Excels 4pts	Meeting 3pts	Partially Meeting 2 pts	Not Meeting 1 pt	No Image 0 pts
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.