

Department of Arts Administration, Education and Policy

**UNIT PLAN OVERVIEW**

(Revised 2023)

Teacher Candidate	<b>Holly Romano</b>
School	Hastings Middle School

<b>UNIT TITLE</b>	<b>The Elements of You</b>
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this <i>Unit</i>	March 5
Ending Date for this <i>Unit</i>	March 18

**ENDURING UNDERSTANDINGS (FROM ODE 2022 STANDARDS)**

- **6.1 CR** Reference multiple sources for visual expression.
- **6.2 CR** Brainstorm and experiment independently with ideas.
- **6.2 PE** Identify technical skills that impact artmaking.
- **6.3 PE** Purposefully incorporate the elements of art and principles of design to construct works of art.
- **6.1 RE** Select relevant vocabulary to define and describe works of art.
- **6.3 CO** Link observations, life experiences, and imagination for personal and creative expression.

**CRITICAL ISSUE / BIG IDEA**

**A). Anticipatory Set** (what do the students already know and how will you capture the students' interest in the concepts you are presenting)

**B). Rationale** (why is this unit of study relevant?) All portions of the unit should demonstrate research-based practices to support art teaching & learning.

- A) The 6<sup>th</sup> grade students are beginning to learn the Elements of Art with Mrs. Tobin who also provides sketch books to all the students. This lesson will extend that knowledge to combine them into practice and a reference tool that can be used throughout the rest of their art course.
- B) The intention of this unit is to build two different foundational blocks for the sixth-grade middle school students.

The first is that having a knowledge of, and experience in using, the Elements of Art can support students' future artmaking. It can also give them a foundation of knowledge to use

when critiquing visual culture and support their appreciation for creative expression.

The second intention is to help foster a positive and supportive atmosphere among the students in the classroom. “Middle school is a time of where early adolescents strive for group belonging and want to socialize with peers” (Sickler-Voigt, 2020). This unit was designed to support the students getting to know each other and find possible connections to classmates they might otherwise not. Having students take the time to view and give positive feedback to their classmates work will build community and confidence in the art room.

**Central Focus** (creating, presenting, interpreting, responding, and/or relating art to context)

- Students will create personal artwork utilizing the building blocks of art, the Elements of Art.
- Students will respond to the work created by their classmates and respond with positive feedback.

**Essential Questions** (provocative, engaging, critical)

- What are the basic elements of art?
- How do artists use the elements of art in their work?
- How can I use the elements of art?
- What is a zine? How do creatives use them?

**Possible Integration**

**DESCRIPTION OF THE ESSENTIAL EDUCATIONAL CONTENT OF THIS UNIT**

Lesson One	
Title	The elements of art
Lesson Description	<p>Students will be introduced to the Elements of Art — line, shape, color, form, value, texture, and space.</p> <p>Using worksheets and artwork examples, the teacher will go through each element, describing each and having students practice them in their sketchbooks.</p>

Approximately how long will this lesson take?	3 classes
<b>Lesson Two</b>	
Title	The elements of you
Lesson Description	<p>Having learned the Elements of Art, students will create zines matching the Elements of Art to their favorite things as noted on a worksheet. Students will match their name with line, their favorite activity with color, their favorite character with shape, their favorite snack with form and value, their favorite animal with texture, and their favorite place with space. To support this, students will have a checklist worksheet to follow.</p> <p>To finish, students will write a curiosity they have about art: mediums, careers, subjects, history, etc. This will serve as information for the teacher to possibly address in the future.</p>
Approximately how long will this lesson take?	5 classes
<b>Lesson Three</b>	
Title	Getting to know you
Lesson Description	<p>Using the zines they created, students will get to know each of their classmates by doing a peer share gallery walk exercise.</p> <p>Students will place their zines on the table at their seats. Then they will begin the gallery walk rotations. When the teacher requests, they will move to the next table and write one positive comment on a post-it note and place beside the zine. They will do this for each zine at the table. At the request of the teacher, they will rotate to the next table. Students will be given 3-5 minutes at each station. This will continue until the students have been at each station.</p>
Approximately how long will this lesson take?	1 class

### Explain how technology has been used in this unit

- Online research to share visual examples

- Google slide presentation
- Students will use iPads to search for reference images

## LESSON PLAN 1

Teacher Candidate	Holly Romano
School	Hastings Middle School

<b>LESSON NUMBER</b>	1
Lesson Title	The Elements of Art
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course title	6th
Beginning Date for this Lesson	March 5
Ending Date for this Lesson	March 7

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **6.1 CR** Reference multiple sources for visual expression.
- **6.2 CR** Brainstorm and experiment independently with ideas.

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- **6.2 PE** Identify technical skills that impact artmaking.

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

### Performance-based Assessment Objectives

- Students will listen and read about the Elements of Art techniques and skills used by artists.
- Students will view and analyze how the Elements of Art are used by artists.
- Students will experiment with the Elements of Art individually.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will hear a presentation and be given worksheets about the Elements of Art.
- Students will participate in class discussion about the Elements of Art in artwork.
- Students will experiment and sketch with each of the Elements of Art in their sketchbooks which will be reviewed by the teacher.

## Academic Language

### Vocabulary (define each)

#### Elements of art

- **Line** – A mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.
- **Color** – Light reflected off objects. White is pure light; black is the absence of light. Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes.
- **Shape** – 2-dimensional closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.
- **Form** – 3-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms
- **Value** – The lightness or darkness of a color.
- **Texture** – The surface quality that can be seen and/or felt. Textures can be rough or smooth, soft or hard.
- **Space** – The area between and around objects. Space can also refer to the feeling of depth.

### Additional Language Demands (*specific communication task*)

- Students will listen to the teacher talking
- Students can read the slides on the smart board
- Students can read the worksheets
- Students will write notes and sketch

### Accommodations for Special Populations

- There will be a lot of visuals to illustrate what is discussed.
- Students can write comments in notebooks instead of speaking out loud.
- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.
- Large fonts used on slides

- Teacher will use a large visual timer for timed activities

### Art/Visual Culture Examples (list all artists, artwork or media used)

- **Line**
  - Frank Stella
  - [Adam Riches](#) : [video](#)
- **Color**
  - [Erin Hanson](#)
  - [Pablo Picasso](#)
- **Shape**
  - [Sonia Delaunay](#)
  - [Dan Jazzia](#)
- **Form**
  - [Laurence Argent](#)
  - [Robin Eley](#) : [video](#)
- **Value**
  - [M.C. Escher](#)
- **Texture**
  - [Weiting Wei](#)
  - [Justin Gaffrey](#)
- **Space**
  - [Vincent Van Gogh](#)
  - [Henry Tanner](#)

### Preparations

#### Materials/Resources for Teacher

- [Google Slides](#)

#### Materials for Students

- Elements of Art worksheets
- Sketchbooks
- Pencils
- Colored pencils

- Texture samples
- Glue sticks

### Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

- Google slides ready on smart board
- Sketch books on tables
- Pencils on tables
- Worksheets printed and ready to pass out

### Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

#### Day 1

##### Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! I know you have started learning about the Elements of Art with Mrs. Tobin, so I thought I would help extend your knowledge of them by creating zines that will also help us learn more about each other. Art can be a tool to build community, and that is what we will be doing together."

##### Elements of Line, Color, Shape: 34 minutes

Teacher: "Let's start with extending our knowledge about the Elements of Art, and then discussing how artists use these building blocks within their artwork." (slides 2-4)

Teacher: "I have info sheets to pass out to you that will support our conversation today." Teacher passes out Line, Color, and Shape sheets.

Teacher: "Let's take a deeper look into the element of Line." Teacher talks through slide 5.



Teacher: “Here is an artist who uses line as a main element in his work — Frank Stella.” Teacher guides a class discussion about Frank’s work asking “What do you see in his artwork? How does his use of line make this artwork feel?”

“Here is another artist who uses line as a main element in his work — Adam Riches.” Teacher guides a class discussion about Adam’s work asking “What do you see in his artwork? How does his use of line make this artwork feel?”

“Now it’s your turn! Effective artists regularly practice their craft as part of their studio routine. It’s one of the 8 Studio Habits of Mind — “Develop Craft.” In your sketchbooks, I would like you to practice and experiment with lines. Try all different types of lines as shown on this info sheet. You will have 10 minutes to work.”

Students work in sketchbooks for 10 minutes. Teacher walks around while students work, offering support and encouragement.

Teacher: “Okay, now let’s take a deeper look into the element of Color.” Teacher talks through slide 9.

Teacher: “Here is an artist who uses color as a main element in her work — Erin Hanson.” Teacher guides a class discussion about Erin’s work asking “What do you notice in her artwork? How does her use of color make this artwork feel?”

“Here is another artist who uses color as a main element in his work — Pablo Picasso. Maybe you have heard of him before.” Teacher guides a class discussion about Adam’s work asking “What do you see in these examples of Picasso’s artwork? How does his use of color make this artwork feel?”

“Now it’s your turn to practice. Using the colored pencils, fill in the color wheel on your info sheet. I want you to use only the primary colors, which means you need to blend these colors to make the secondary colors. You will have 10 minutes to work.”

Teacher walks around while students work, offering support and encouragement.

Teacher: “Finally, let’s take a deeper look into the element of Shape.” Teacher talks through slide 13.

Teacher: “Here is an artist who uses shape as a main element in her work — Sonia Delauney.” Teacher guides a class discussion about Sonia’s work asking “What do you notice in her artwork? How does her use of shape make this artwork feel?”

“Next is digital artist Dan Jazzia. His work has been used as murals, in advertising and in digital publishing.” Teacher guides a class discussion about Dan’s work asking “What do you notice in his artwork? How does his use of shape make this artwork feel?”

“Last is collage artist Stuart Davis.” Teacher guides a class discussion about Dan’s work asking “What do you notice in his artwork? How does his use of shape make this artwork feel?”

“Now it’s your turn to practice. In your sketchbooks, practice drawing geometric shapes (like circles and squares, organic shapes (like leaves and clouds), and freeform shapes. You will have 10 minutes to work.”

Teacher walks around while students work, offering support and encouragement.

#### Cleanup: 5 minutes

It’s time to wrap-up and clean up. Put all the pencils away, put your worksheets in your sketchbooks, and stack them on your table.

## **Day 2**

#### Introduction: 1 minute

Teacher: “Good morning/afternoon sixth graders! If you remember, yesterday we started talking about the Elements of Art with line, color and shape. Today we are going to continue with form, value, and texture. I am going to pass out today’s info sheets.”

#### Elements of Form, Value, and Texture: 34 minutes

Teacher: “Let’s take a deeper look into the element of Form.” Teacher talks through slide 18.

Teacher: “Let’s also look at the element of Value. Form and Value work together quite well, so we will talk about them together” Teacher talks through slides 18-19.

Teacher: “Our first artist — Laurence Argent uses literal form with his sculptures. You might recognize the sculpture in the picture on the left. It’s here in Columbus near the Arena District. Teacher guides a class discussion about Laurence’s work asking “What do you notice in his artwork? How does his use of form make this artwork feel?”

Teacher: “Our next artist is M.C. Escher who uses both form and value in his work.” Teacher guides a class discussion about Escher’s work asking “What do you notice in his artwork? How does his use of form and value make this artwork feel?”

“Now it’s your turn to practice. In your sketchbooks, practice drawing geometric forms. So instead of a square, create a cube. Instead of a circle, create a sphere. Instead of a triangle, draw a pyramid. Then, use value to help give your forms visual mass with shading and highlights. You will have 10 minutes to work.”

Teacher walks around while students work, offering support and encouragement.

Teacher: “Now let’s also look at the element of Texture.” Teacher talks through slide 23.

Teacher: “Columbus artist Weiting Wei uses texture as her main element in her work.” Teacher guides a class discussion about Laurence’s work asking “What do you notice about her artwork? How does her use of texture make this artwork feel?”

Teacher: “Next is artist Justin Gaffery. He creates 3D texture with a typical 2D medium — paint.” Teacher guides a class discussion about Justin’s work asking “What do you notice about his artwork? How does his use of texture make this artwork feel?”

Teacher: “Our last artist today is Robin Eley. Teacher guides a class discussion about Laurence’s work asking “What do you notice about his artwork? How does his use of texture make this artwork feel?”

“His use of hyper realism with implied texture will surprise you. That’s right, I said implied texture, meaning these are 2D artworks! These paintings aren’t covered in plastic.” Teacher shows video which demonstrates that the paintings are 2D.

“Now it’s your turn to practice. In your sketchbooks, practice drawing all different types of textures. I also have some actual textures you can add to your sketchbook and practice drawing. You will have 10 minutes to work.”

Teacher walks around while students work, offering support and encouragement.

#### Cleanup: 5 minutes

It’s time to wrap-up and clean up. Put all the pencils away, put your worksheets in your sketchbooks, and stack them on your table.

## Day 3

### Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! Today we are going to wrap up learning about the Elements of Art with Space. I am going to pass out today's info sheet."

### Elements of Space: 34 minutes

Teacher: "Let's take a look into the final element of Space." Teacher talks through slide 28.

Teacher: "You might recognize the name of our first artist, Vincent Van Gogh. Besides paintings of flowers and Stary Nights, he painted lots of landscapes." Teacher guides a class discussion about Laurence's work asking "What do you notice in his artwork? How does his use of space make this artwork feel?"

Teacher: "Our final artist is Henry Tanner. Tanner's work has been described as illuminating." Teacher guides a class discussion about Laurence's work asking "What do you notice in his artwork? How does his use of space and value make this artwork feel?"

"Now it's your turn to practice. In your sketchbooks, sketch different techniques used to show space and depth in artwork. Overlapping to show things are in front or behind, horizon lines with foreground and background to show depth, and point perspective to show distance. I have some additional sheets on these techniques if you need additional support. You will have 20 minutes to work."

Teacher walks around while students work, offering support and encouragement.

## **Clean-up Procedures (Room, Materials & Work Storage)**

### Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the pencils away, put your worksheets in your sketchbooks, and stack them on your table."

## **Closure, Review & Anticipation (what's next?)**

Teacher: "Now that you all have a deeper understanding of the Elements of Art, you will use these building blocks tomorrow to create artwork about your favorite things."

## Supplemental Activity

Students can search the Columbus Museum of Art website to find an additional visual example of each of the Elements of Art.

## Teacher reflection focused on the lesson *after* it has been taught

- Did the students recognize the elements of art within the artwork examples shared?
- Did the students stay focused during practice time?
- Did the students need extra support during practice time?

## Lesson 1 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

### Slides:

1 **The Elements of You**  
Elements of Art Zines

2 Just as there are words like nouns, verbs, conjunctions, and adjectives that come together to build a sentence, there are basic visual elements that come together to create artwork. These are called the **Elements of Art**.

3 **Elements of Art**  
LINE SHAPE FORM COLOR  
VALUE TEXTURE SPACE

4 **Elements of Art**

5 **Elements of Art**  
**Line**  
A mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.

6 **Frank Stella: UNITED STATES**  
Straight and curved lines

**Adam Riches : ENGLAND**  
Continuous line drawing

7

**Your turn...**  
Practice multiple types of line in your sketchbooks

8

Elements of Art  
**Color**

Light reflected off of objects. White is pure light; black is the absence of light. Primary colors are the only true colors (red, blue, and yellow). All other colors are mixes.

9

**Erin Hanson: UNITED STATES**  
Color in nature

10

**Pablo Picasso: SPAIN**  
Color to show emotions

11

**Your turn...**  
Practice color in your sketchbooks

Color in the color wheel with colored pencils

- Use primary colors to create secondary colors

Match complimentary colors

Identify warm and cool colors

12

Elements of Art  
**Shape**

A closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.

13

**Sonia Delaunay : FRANCE**  
Geometric shapes, Textile designer

14

**Dan Jazzia : MOLDOVA**  
Organic and geometric shapes, Digital artist

15

**Stuart Davis : UNITED STATES**  
Organic shapes with collage

16

**Your turn...**  
Practice shape in your sketchbooks

Draw geometric shapes

Draw organic shapes

Draw freeform shapes

Practice drawing multiple shapes together

17

Elements of Art  
**Form**

Three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms

18

Elements of Art  
**Value**

The lightness or darkness of a color.

19

**Laurence Argent: UNITED STATES**  
3D Form with sculpture

20

**Maurits Escher : NETHERLANDS**  
2D Form and Value with optical illusion

21

**Your turn...**  
Practice form and line in your sketchbooks

Draw geometric forms

Practice shading geometric forms

Practice value

- Tint - fade into white
- Shade - fade into black
- Use - fade solid color to white

22

Elements of Art  
**Texture**

The surface quality that can be seen and/or felt. Textures can be rough or smooth, soft or hard.

23

**Weiting Wei: UNITED STATES**  
Emphasis on texture

24

**Robin Eley:** AUSTRALIA  
Hyper-realistic implied texture




25

**Justin Gaffery:** UNITED STATES  
Textured paintings



26

**Your turn...**  
Practice texture in your sketchbooks



Practice various styles of implied texture  
Add various types of actual texture

27

Elements of Art  
**Space**



The area between and around objects. Space can also refer to the feeling of depth.

28

**Vincent Van Gogh:** NETHERLANDS  
Perspective to show depth




29

**Henry Tanner:** UNITED STATES  
Light and shadows to show depth



30

**Your turn...**  
Practice space in your sketchbooks



Practice overlapping  
Practice perspective

- Items getting smaller in the distance
- Single-point perspective

Practice horizon line with foreground and background

31

**Infosheets:**

## LESSON PLAN 2

Teacher Candidate	Holly Romano
School	Hastings Middle School

<b>LESSON NUMBER</b>	2
Lesson Title	Elements of You
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this <i>Lesson</i>	March 8
Ending Date for this <i>Lesson</i>	March 15

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

- **6.2 CR** Brainstorm and experiment independently with ideas.

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

- **6.3 PE** Purposefully incorporate the elements of art and principles of design to construct works of art.

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

- **6.3 CO** Link observations, life experiences, and imagination for personal and creative expression.

### Performance-based Assessment Objectives

- Students will create a zine using their own ideas within parameters.
- Students will use the Elements of art in their artwork.
- Students will use life experience and research as resources for their artwork creation.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will be given prompts for art creation for which they will use their own ideas.
- Students will be given a checklist to assure they use the Elements of Art within their zine.



- Students can use memory, their own photographs, or online search for images to support their drawing.

### Academic Language Vocabulary

- **Zine** — a self-published magazine; a fanzine

### Additional Language Demands (*specific communication task*)

- Writing on the planning checklist worksheet

### Accommodations for Special Populations

- Teacher will reach out to ELL support for students with limited English. Translation support can be given for key words.

### Art/Visual Culture Examples

- [“Sour Candy”](#) zine
- [“Death Valley: A silly comic about ghosts”](#) zine
- [“Things I found in the Street”](#) vol. 2 zine
- [“City Inverts: A colorable guide to Chicago bugs”](#) zine
- [“Small Affirmations”](#) zine
- [“Short Kings: Daschound Magazine”](#) zine
- [“Pink Flamingos: A short story”](#) zine

### Preparations

#### Materials/Resources for Teacher

- Google slides

#### Materials for Students

- 11 x 17 white paper
- Pencils
- Colored pencils

- Sharpies
- Sketchbooks

### Safety Procedures

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other's perspectives, and we give supportive feedback.

## LEARNING ACTIVITY

### Getting the Classroom Environment Ready

### Procedures for the Teaching/Learning Structure *(indicate approximate time for each step)*

#### Day 1

##### Introduction: 5 minutes

Teacher: "Good morning/afternoon sixth graders! Now that you all have a deeper understanding of the Elements of Art as the building blocks of art, and have practiced them in your sketchbooks, you are going to use them to create a zine that will share some of your favorite things.

So what is a zine?" (teacher talks through slide 34)

Teacher: "I have brought some zines made by creatives that I have collected (teacher briefly shows collection). These will be here for the next few days if you would like to look at them while you're working.

I will be passing out an 11x17 sheet of white paper. Write your name on the paper and then we will fold it into a zine together.

I am also going to pass out our zine checklist. This will help guide you on what to put on each page of your zine."

Teacher passes out papers, then talks the class through the folding shown on slide 35.

##### Line activity: 30 minutes

Teacher: "Let's start with the first page. As you can see on the checklist, on the first page you will put your name while utilizing the element of line. I have on the board my example. What types of line can you see in my example?" Teacher supports students noticing different types of line.

You can use your first name. I have used graffiti style lettering so I can put different line styles inside the letters. You do not have to do yours this way, but if you would like to, I have printed out some fonts that would work that you can look at for reference.

Artists commonly research and use reference materials to inspire their own art. Both these font sheets and your line worksheets from last week can be used as references if you need them. As you can see on this checklist, you need to have at least 3 different types of line in your drawing. I would suggest using pencil first, then you can finalize with black Sharpie and colored pencils.

Teacher checks for any questions, then has students begin. Teacher walks around the classroom while students work offering any support or feedback as needed.

#### Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the art materials away and put your zines in your table folders."

## **Day 2**

#### Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! Today we are going to continue working on our zines. If you look at your zine checklist, we will skip page 2 leaving it blank, and move on to pages 3 and 4, focusing on color and shape.

#### Color and Shape activity: 34 minutes

For page 3 you will use the element of color to share your favorite activity. I have my example on the board. As you can see, gardening is my favorite outdoor activity. Do you notice anything about how I colored it?" Teacher guides students towards the answer which is only use of cool color palette.

For your drawings, you must also use a selective color palate. You can choose from primary colors, secondary colors, warm colors, cool colors, or complimentary colors. You can only use the colors in that palette to color your drawing."

For page 4, you will see on our checklist that you will be drawing your favorite animated character. Can anyone guess what mine is?" Students guess Yoshi. "Your character can be from a cartoon, animated movie, or a video game."

"What do you notice about my drawing of Yoshi?" Teacher guides students toward answer of he is made of shapes. "You are to use only geometric shapes to create your drawing."

Teacher checks for any questions, then has students begin. Teacher walks around the classroom while students work offering any support or feedback as needed.

Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the art materials away and put your zines in your table folders."

**Day 3**

Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! Today we are going to continue working on our zines. We will focus on the elements of form, value, and texture.

Value and Texture activity: 34 minutes

For page 5, you will be drawing your favorite snack. Can you guess what mine is?

Also, you will be coloring it in your favorite color. As you can see mine is red. Using only your favorite color will support the element of value for your shading and highlights.

For page 6, you will be drawing your favorite animal using two types of texture. Here you can see a drawing of my cat sleeping on his favorite blanket. Use your texture sheets to help support your texture use in your drawings."

Teacher checks for any questions, then has students begin. Teacher walks around the classroom while students work offering any support or feedback as needed.

Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the art materials away and put your zines in your table folders."

## **Day 4**

### Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! Today we are going to work on our final pages of our zines. We will focus on the element of space first, then I would like you to write an art related question on the last page."

### Space and Curiosity activity: 34 minutes

As you can see on your zine checklist, you will be drawing your favorite place on page 7. This can be any place you want. As you can see from my example, my favorite place is in nature. Who can tell me what techniques I used to help give my image depth?" Teacher guides students towards answers of background, foreground, horizon line, single point perspective.

For your curiosity on page 8, it can be anything are related. Maybe there is a material or technique you are interested in trying, an art-related career question you have, an art history movement that you are drawn to knowing more about, etc. You will write that here on the back page."

Teacher checks for any questions, then has students begin. Teacher walks around the classroom while students work offering any support or feedback as needed.

### Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the art materials away and put your zines in your table folders."

## **Day 5**

### Introduction: 1 minute

Teacher: "Good morning/afternoon sixth graders! Today is the final day to wrap up our zine project. This is the day to finish any pages you have not completed. You will also want to make sure you completed your zine checklist to ensure you included all of the required elements. Does anyone have any questions?"

Extra worktime: 34 minutes

## Clean-up Procedures (Room, Materials & Work Storage)

Cleanup: 5 minutes

Teacher: "It's time to wrap-up and clean up. Put all the pencils away, put your worksheets in your sketchbooks, and stack them on your table."

## Closure, Review & Anticipation (what's next?)

Teacher: "I am excited to get to know you better by reading your zines. Tomorrow we will be sharing them with our classmates and giving supportive feedback."

## Supplemental Activity

Students can make a second zine (using 8.5 x 11 paper) about a subject that interests them. If they finish it, the teacher can offer to make copies on the copy machine for them to pass around.

## Teacher reflection focused on the lesson *after* it has been taught

- Did the students understand how to use the check sheet?
- Did the students struggle with executing any of the elements of art?
- Did the students need more time to finish their zines?

## Lesson 2 Teaching & Learning materials

**Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.**

### Slides:



### Zines

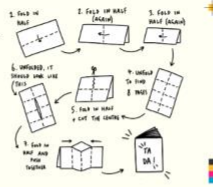
- Abbreviated form of the word "magazine"
- An inexpensive, DIY way to make a booklet
- Originated in the 1930s and 40s by science-fiction fans (called fanzines)
- Became widely popular in the 70s with the invention of the copy machine
- Creatives use them to share their poetry, art, collage, stories, and comics



34

### Your turn...

Fold your paper into a zine



35

### Your turn...

Write your name using at least 3 different types of line



36

### Your turn...

Draw your favorite activity using a specific color palette



37

### Your turn...

Draw your favorite character using only shapes



38

### Your turn...

Draw your favorite snack using form, value, and your favorite color



39

### Your turn...

Draw your favorite activity using a specific color palette



37

### Your turn...

Draw your favorite character using only shapes



38

### Your turn...

Draw your favorite snack using form, value, and your favorite color



39

### Your turn...

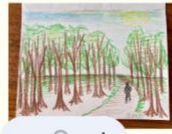
Draw your favorite animal using two texture styles



40

### Your turn...

Draw your favorite place using two space techniques



41

### Your turn...

What is something you are curious about in art?

42

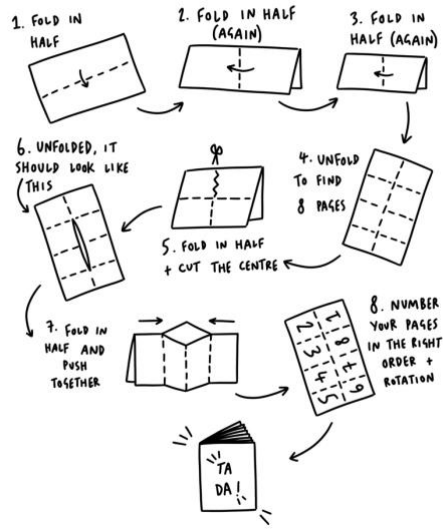
[Worksheet:](#)

Elements of You Zine : Checklist

Name: \_\_\_\_\_

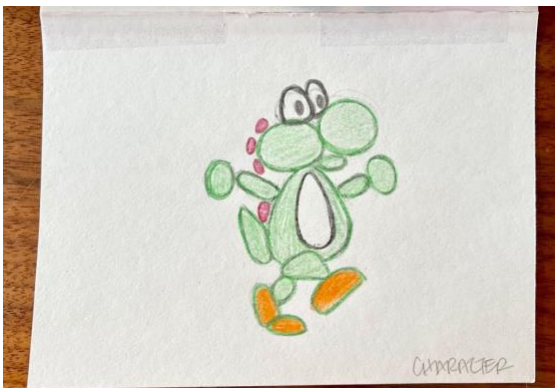
- Page 1
  - Name
  - Line styles: \_\_\_\_\_ and \_\_\_\_\_
- Page 2 : BLANK
- Page 3
  - Favorite activity: \_\_\_\_\_
  - Color palette:  
\_\_\_\_\_ Primary \_\_\_\_\_ Secondary \_\_\_\_\_ Complimentary \_\_\_\_\_ Warm \_\_\_\_\_ Cool
- Page 4
  - Shapes
  - Favorite character: \_\_\_\_\_
- Page 5
  - Form and Value
  - Favorite snack: \_\_\_\_\_
  - Favorite color: \_\_\_\_\_
- Page 6
  - Textures: \_\_\_\_\_ and \_\_\_\_\_
  - Favorite animal: \_\_\_\_\_
- Page 7
  - Space
  - Favorite place: \_\_\_\_\_
- Page 8
  - Curiosity you have about an art medium, art style, art history, art concepts, art career, etc.  
\_\_\_\_\_  
\_\_\_\_\_

# HOW TO MAKE A ZINE



Teacher example:





## LESSON PLAN 3

Teacher Candidate	Holly Romano
School	Hastings Elementary School

<b>LESSON NUMBER</b>	3
Lesson Title	Getting to know you
Length of Class Period	40 minutes
Approximate Number of Students in Each class	25
Grade Level or Course Title	6th
Beginning Date for this Lesson	March 18
Ending Date for this Lesson	March 18

### CONTENT STATEMENT – CREATING (CR) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – PERFORMING (PE) (FROM 2022 ODE STANDARDS)

### CONTENT STATEMENT – RESPONDING (RE) (FROM 2022 ODE STANDARDS)

- **6.1 RE** Select relevant vocabulary to define and describe works of art.

### CONTENT STATEMENT – CONNECTING (CO) (From 2022 ODE Standards)

### Performance-based Assessment Objectives

- Students will use Elements of Art terms when describing artwork.

### Performance-based Assessment Strategies

(attach assessment documents if applicable)

- Students will use Elements of Art terms when writing written feedback on their peers' artwork.

### Academic Language Vocabulary

### **Additional Language Demands** (*specific communication task*)

- Students will write feedback to their peers.

### **Accommodations for Special Populations**

- Teacher can print out a “thumbs up” symbol on mini post-its for students who struggle to write or are still learning English to place on things they like in the zines

### **Art/Visual Culture Examples**

### **Preparations**

#### **Materials/Resources for Teacher**

- [Google slides](#)

#### **Materials for Students**

- Table folders
- Zines
- Reflection worksheets
- Post-it notes

#### **Safety Procedures**

Teacher reminds students that we are in a supportive space as a community of artists. That means we use good intentions when speaking, we are respectful of other’s perspectives, and we give supportive feedback.

### **LEARNING ACTIVITY**

#### **Getting the Classroom Environment Ready**

- Completed zines are placed on tables for students
- Pencils are placed on tables for students
- Post-It pads ready to pass out

#### **Procedures for the Teaching/Learning Structure** (*indicate approximate time for each step*)

### Introduction: 1 minute

Teacher: “Good morning/afternoon sixth graders! Today we are going to get to know each other better by doing a peer share gallery walk with our zines. Artists can use artwork as a tool to share themselves and how they view the world. They also seek feedback from other artists as a way to build a supportive community and fellowship. That is the practice we are exercising today.

You will all receive a Post-it pad (teacher holds them up to show students). As a table group, you will rotate around the room for 5 minutes at a time, looking over the zines at the table you are at. You will be writing one comment for each zine at that table. Your comment must be positive — either a specific compliment on their work or make note of a favorite you share with the creator of the zines. When you make your comment, be sure to use terms from the elements of art. For example, instead of saying ‘I like it,’ say ‘Your highlights and shadows look good on your snack.’”

I will give a signal when you are to move to the next table. Remember, you need to make a comment about each zine. Place your Post-It next to it on the table. Does anyone have any questions?”

Students will place their zines on the table at their seats. Teacher passes out Post-It pads to each student, then give the first signal to rotate to a new table and begins the process. The gallery walk exercise begins. This will continue until the students have been at each station.

### Cleanup: 5 minutes

Teacher: “You should all be at your original seats. Stack up your Post-It comments and put them inside your zines like this (teacher demonstrates). Then put your zines in your table folders. Put all the pencils away and stack your Post-It pads on the tables.

### **Clean-up Procedures (Room, Materials & Work Storage)**

Teacher collects the Post-Its and folders from each table.

### **Closure, Review & Anticipation (what’s next?)**

Teacher: “Now we all know more about each other and feel more connected. You also have a deep knowledge about the Elements of Art that artists use in their artwork. This will not only help your own creative endeavors, but it will also support your experience with the artwork of others in how you interpret and appreciate it.”

### **Supplemental Activity**

### Self-reflection activity

Students can be given the option to do a self-reflection in their sketchbooks about their experience making their zines.

- Which element was the easiest for you?
- Which element was the hardest?
- What part of making the zine (from folding to creating the art) was your favorite?

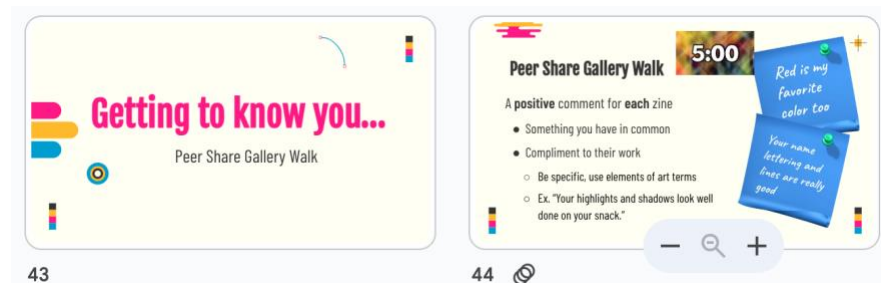
### Teacher reflection focused on the lesson *after* it has been taught

- Was it challenging for the students to give feedback to each other?
- Did the feedback fit the guidelines?

### Lesson 3 Teaching & Learning materials

Include attachments of any resources, slide shows, teacher samples, and/or assessments related to this lesson.

#### Google slides:



### Bibliography:

Sickler-Voigt, D. C. (2020). Artistic Development: Early Childhood Through Adolescence. In *Teaching and learning in art education: Cultivating students' potential from Pre-K through high school* (pp. 83–101). essay, Routledge.