



Visual Art Lesson Plan

Creating – Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Reflect, Refine, Revise

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

Lesson Title

Art Vocabulary Matters!

Grade Level

1st Grade

1.VA.CR3

Use [art](#) vocabulary to describe choices while creating [art](#)

SEL Core Competency(ies)

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

Objectives

The learner will make a drawing of their favorite cartoon or storybook character and explain their artistic choices, using art vocabulary, as they are making it

Materials

Paper and (pencil, pens, colored pencil, crayons, or pastels)

Instructional Resources

None needed

Vocabulary

artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

characteristic(s): attribute, feature, property, or essential quality

media: Mode(s) of artistic expression or communication; material or other resources used for creating art

Instruction/Motivation

Student will make a drawing of their favorite character. In creating their artwork, they are at the same time walking an audience through the process of their creation, explaining choices and actions as they go along. Because they are artists, they will use the most appropriate art vocabulary words to correctly describe their choices and actions.

Procedure

1. Explain the 3 vocabulary words; artwork, characteristic and media to the student. Make sure they are aware of the names of whichever media they will be using to create their art.
2. Give the student paper and whatever drawing/coloring options are handy. Using their memory, not a reference photo or screen, have them draw their favorite character.
3. As they are creating their artwork, ask them to explain to you how they are making their piece. Have them use all three of the vocabulary words introduced at the start of the lesson. Ask them to explain their artistic choices: sizes, shapes, colors, types of line, background, etc.

Closure/Reflection

- Ask the student if they are pleased with the work that they created?
- What parts of it were particularly pleasing to them and why?
- Ask them if they were to do the same artwork a second time, would they change anything?

Evaluation

- Was the student able to create a drawing of the character of their choice?
- Did the student explain to you what they were doing, during the process of making art?
- Was the student able to utilize the three new vocabulary words in explaining their artistic choices?