



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

Make A Statement!

Grade Level

5th Grade

5.VA.CR3

Use art vocabulary to describe personal choices in artmaking and in creating artist [statements](#).

SEL Core Competency(ies)

Self-Awareness
Self-Management
Social Awareness

Relationship Skills
Responsible Decision Making

Objectives

The learner will make a drawing and create an artist statement, that explains and describes the artwork, using art vocabulary.

Materials

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

Instructional Resources

None needed

Vocabulary

artist statement: Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature.

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

image: Visual representation of a person, animal, thing, idea, or concept.

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. While creating their artwork, they are thinking through the process of their creation so that they are able to explain their choices and actions. When finished with their artwork, they will create an artist statement, where they explain to their viewer what the piece is meant to convey.

Procedure

1. 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.

2. Once they are finished creating their artwork, have them write an artist statement, explaining what they were hoping to convey to the viewer, through their piece.

Closure/Reflection

- Ask the student if they were able to successfully create what they had in mind when they started the piece?
- Ask them what changes or revisions they made, in the process of making their piece, to enhance the artwork and its emerging meaning?
- Ask them if it was easy or difficult to create an artist statement...why or why not?

Evaluation

- Was the student able to create a drawing of the character of their choice?
- Was the student able to explain their piece successfully with an artist statement?
- Did the student struggle with the artist statement, and how can that process be improved upon or modified in future lessons?