Art Lesson Plans Fourth Grade Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Weeks to complete: \_\_\_\_\_\_\_\_

Lesson Title: Fiber Art Unit: Soft Sculptures

Visual Art Standards

CR.1.4.1 – Individually formulate multiple solutions to an art or design problem through brainstorming.

CR.1.4.2 – Develop personal interests and ideas through meaningful art.

CR.1.4.3 – Investigate man-made environments as inspiration for works of art.

CR.2.4.1 – Explore a variety of art-making techniques and approaches through various media using grade-level appropriate elements of art and principles of design. (Drawing, painting, sculpture, printmaking, mixed media.)

CR.2.4.2 – Examine with guidance, safe and responsible use of traditional and/or new media and tools. (Conservation, norms, craftsmanship.)

CR.3.4.1 – Revise personal artwork by adding details to enhance emerging meaning.

P.4.4.1 – Analyze how traditional and new media impact the preservation and presentation of artwork.

P.5.4.1 – Prepare works of art for presentation.

P.6.4.1 – Discuss the differences in meaning conveyed when art is displayed in a variety of traditional venues.

R.7.4.1 – Compare responses to a work of art before and after working in similar media.

R.7.4.2 – Analyze the manner in which a message is communicated by a visual image.

R.8.4.1 – Interpret art by considering subject matter, form, mood, traditional and/or new media, and relevant context information.

R.9.4.1 – Evaluate multiple artworks based on teacher-provided criteria.

CN.10.4.1 – Create artwork about community life events.

CN.11.4.1 – Determine the time, place and culture in which an artwork was created.

**Established Goals (What do I want the students to know after this lesson?!)**

Students will discover shape and form combinations through an in-depth study of the elements of art and principles of design.

Students will explore Fiber Art through and in-depth study of different textile processes and famous fiber artists.

Students will understand that art exists in all facets of our culture and environment.

**Objectives**

* Every time we create art we are using the different elements of art and principles of design.
* You can use
* As an artist, you have to make certain choices about the arrangement of your composition and the elements you use before you begin your art.
* Different artists choose to create different types of art
* How to create a soft sculpture out of textiles

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**Understandings**
*Students will understand that…*

**Essential Questions**
*Students will keep considering….*

**Meaning**

**How does art help us to learn about our own culture?**

* The elements of art are all around us
* Making choices before you create your art will help you to be more successful as an artist
* Art is everywhere is the world around us
* You can create art out of any materials
* You can break an object down into simple shapes to give it form
* Artists each have their own unique style (how they use the elements)
* Textile and fiber art are one of many ways to create art

**Blooms (Higher Level Thinking)**

Recalling Analyzing

Understanding Evaluating

Applying Creating

* What are the elements of art?
* How can I use them in my artwork?
* How can I make my art look real?
* What is texture?
* How can I show texture in my art?
* What is Fiber Art?
* What does textile mean?
* How can I give my art form?
* What style of art do you like?

**High Yield Strategies**

1. Identifying Similarities & Differences (Compare & Contrast)
2. Summarizing
3.Notetaking
4. Reinforcing Effort & Providing Recognition
5. Homework & Practice
6. Nonlinguistic Representations
7. Cooperative Learning
8. Setting Objectives (learning goals) & Providing Feedback
9. Generating & Testing Hypotheses

Elements of Art- basic components used by an artist to create works of art

Texture-how and object looks (actual) or feels (implied)

Fiber Art-art created using fiber or textile materials

Warp-strings in textiles going up and down

Weft-strings in textiles going left to right

* Teacher will check for understanding through the constant asking of essential questions throughout the lesson
* Teacher will observe small and whole group discussion to check for understanding
* Students should be able to identify and explain terms: elements of art, texture, fiber art, textile, warp, and weft
* Students should be able to apply what they have learned to work in groups and independently to create a 3D soft sculpture out of textile materials. (completed sculpture is the assessment)

**Assessment/Reflection**

Week 1

* Show PowerPoint on Fiber Art, discuss textile, fiber art, soft sculptures, and form in whole group
* Break into small groups at tables, have students choose fox or owl template, cut out pieces and pick main body color (1 piece of felt)
* Put felt and pieces into baggie

Week 2-3

* Students should pick one more felt color for soft sculpture
* Trace template pieces onto felt and cut out, glue face pieces to the front piece of felt

Week 4-5

* Thread needles with embroidery floss and sew front and back together. Stuff animal with polyfill and sew end.

**Activity (Teacher will modify lessons as needed based on individual IEPs)**

* PPT on Fiber Art
* Owl and fox template
* Pencils, ink pens, and sharpies
* Felt
* Thread
* Needles
* Fabric glue
* Smart board, PowerPoint, document camera

**Materials and Resources**

**Vocabulary**