
VISUAL ARTS LESSON PLAN

Grade Level: 7th

Duration: Five sixty minute classes

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Unit: Artist Exploration

Lesson: Laurel Burch Animals

Massachusetts Visual Arts Curriculum Framework Learning Standards

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium

2.10 For shape, form, and pattern, use and be able to identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry

2.7 For color, use and be able to identify hues, values, intermediate shades, tints, tones, complementary, analogous, and monochromatic colors

Specific Lesson Objectives:[the students will...]

- Identify qualities and characteristics of Laurel Burch's artwork
- Create various patterns using organic and geometric lines and shapes
- Depict space with overlapping shapes
- Demonstrate purposeful use of color
- Demonstrate ability to blend colors

Assessment of Learning:

- Responses to warm-ups
- Conversation/ questioning during lesson
- Preliminary sketch
- Completed Artwork
- Quiz
- *Also, see rubric attached*

Essential Questions:

- Can art be fun and whimsical or does it always have to be serious? Why or why not?
- Why is the use of color important in artwork?
- What do you think about Laurel Burch's style of art?

Guiding Questions:

- What is folk art?
 - What are organic lines? What are geometric lines?
 - Which colors are cool? Which colors are warm?
 - What are analogous colors? What are complementary colors?
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-What patterns do you see in the room?

Activity: Students will identify qualities and characteristics of Laurel Burch's artwork. They will then draw a picture of a crowd of animals— all of the same species. For instance, a crowd of owls, cats, horses, dogs, etc. In place of fur/skin the students will draw patterns and designs using geometric and organic lines and shapes. They will use construction paper crayons to add bright, intense color.

Motivation: [our lesson initiating activity here]

- Warm-up questions, and Essential and Guiding Questions
 - Samples of completed artwork
 - Discussion about samples
 - Discussion of Laurel Burch's artwork and life
 - Power point
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Materials: pencils, erasers, white copy paper for sketching, 12" x 18" black construction paper, construction paper crayons, gold glitter glue, & handouts with images of Burch's artwork and images of cartoon animals faces for reference

Procedure: [core activity here...the teacher will]

Day One

- Teacher greets students
- Warm-up: What are organic lines? What are geometric lines?
- Teacher passes out folders
- Discuss warm-up and teacher introduces learning activity— creating a scene of a crowd of animals that is highly detailed and focuses on using pattern and color
- Pass out handout about Laurel Burch and her artwork. Look through images
- Also show power point so students can see Burch's use of color (hand outs are in black and white)
- Explain students first step is to choose an animal, and create a sketch of its face that is cartoon-like, simplified, and exaggerates features.
- Explain that after sketch is complete students can begin drawing their "crowd" of animals on the black paper, and to tilt some heads to achieve the look of a crowd. Then add designs and patterns.
- Students get materials: white paper to sketch, pencils, erasers
- Teacher approves sketches and passes out black paper
- Students begin coloring if there is time
- Closing question: What patterns or designs do you see in the room that you could incorporate in your drawing?
- Clean up and folders collected

Day Two

- Teacher greets students
 - Warm-up: What do you think about Laurel Burch's style of art?
 - Teacher passes out folders
 - Restate what the new lesson is.
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- Go over steps- 1) sketch animal face 2) draw the crowd on the black paper 3) add patterns and designs in place of fur/skin 4) add color with construction paper crayons and blend some colors.

- Discuss color: warm, cool, analogous, complementary
- Discuss blending colors, and do a brief demonstration
- Pass out handouts
- Students get materials and work
- Closing: Discuss responses to warm-up question
- Clean up & collect folders

Day Three

- Teacher greets students
- Warm up: Why is the use of color important in artwork?
- Teacher passes out folders
- Restate what the lesson is, and go over steps.
- Discuss warm-up question
- Students gather materials and begin working
- Teacher passes out hand out
- Closing questions: (Review color) Which colors are cool? Which colors are warm? What are analogous colors? What are complementary colors?
- Clean & collect folders

Day Four

- Teacher greets students
- Warm-up: What is folk art? (Hint: Laurel Burch considers her artwork to be folk art)
- Teacher passes out folders
- Restate what the lesson is, and go over steps
- Students gather materials and begin working
- Teacher passes out hand out
- Closing question: Can art be fun and whimsical or does it always have to be serious? Why or why not?
- Pass out study guide for quiz and go over it as a class
- Clean & collect folders

Day Five

- Teacher greets students
- Warm-up: Why did you pick the animal you drew?
- Review for quiz
- Pass out and complete quiz
- Class critique

References and specific resources:

Laurel Burch Artworks. Retrieved from
<http://laurelburch.com/ArtGallery/index.html>

Martin, D. (2007, September 20). Laurel Burch, artist, dies at 61. *The New York Times*. Retrieved from:

<http://www.nytimes.com/2007/09/20/arts/20burch.html>

Appendices: *Rubric and another other instructional handouts are attached at the end of the lesson. Please label Rubric- with Lesson Name*
