

## Lesson Plan

**Title: “Seeing in the Dark ”**

**Length: 5 days**

**Grade: 2nd**

### **Objectives/Outcomes/Learning Targets:**

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:**  
Objective. (Bloom's: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

*After watching the powerpoint, students will be able to **describe** what positive and negative space is and how light can change the way objects look by participating in a group discussion.*  
(Blooms: Understand, Standard 1, Gle 1, Art learning: technique, literacy)

*After participating in a discussion, students will be able to **sketch** composition ideas by folding a blank paper into 4 squares and drawing 4 different ideas.*  
( Blooms: apply, Standard 3, Gle 1, Art learning: Planning)

*After selecting their favorite of their 4 drawn compositions, students will be able to **sketch** their favorite design on 8x10 paper by using a pencil and copying their composition.*  
(Blooms: apply, Standard 3, GLE 1, art learning: composition)

*After drawing their favorite composition full sized and watching the demonstration, students will be able to begin to **create** their final work of art by cutting their light beam out of white paper, gluing the light beam to the black paper and sketching their drawing onto the black paper using white charcoal pencils.* (Blooms: Create, Standard 2, Gle 1, Art learning: Composition)

*After coloring their composition with white charcoal, the students will be able to **color** the image inside their beam of light by using color pencils to complete their drawing.*  
(Blooms: Apply, Standard 2, Gle 1, art learning: Composition)

*After completing their image, students will be able to **critique** their own work and a classmates work by filling out an artist card/statement and by participating in a pair and share.*  
(Blooms: Evaluate, Standard 4, Gle 1, Art learning: critique, literacy)

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| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)                      |
|   | -Student can use step by step drawing instructions to help draw a background/animals. | -Student can cut out images from a magazine instead of drawing them. |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)                      |
|   | -Student can have more than one light source.   | -Student can draw on larger paper.                                   |

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| <b>Lesson Summary:</b>   |
| <p><i>In this lesson students will explore positive and negative space by drawing a place at night time and illuminating a specific object with a drawn flashlight. The students will use white charcoal on black paper and then cut out a beam of light using white paper and use color pencil to color whatever is being illuminated by the light.</i></p> <p><u>Day One</u></p> <ul style="list-style-type: none"> <li>-Turn off lights show students what a flashlight does to an object when it is shone on it.</li> <li>“What shape does the beam of light make?”</li> <li>“What happens to the colors of the objects that the light is shining on?”</li> <li>“What do you notice about the objects that aren’t being lit up by the flashlight?”</li> <li>-Students will view the powerpoint which shows images of the book Flashlight by Lizi Boyd, discuss positive and negative space.</li> <li>-Students draw 4 sketch ideas about what they will create for their drawing.</li> </ul> <p><u>Day Two</u></p> <ul style="list-style-type: none"> <li>-Demo how to draw final idea onto black paper using white charcoal pencil.</li> <li>-students redraw their favorite composition onto 8x10 paper</li> <li>-Students will draw final drawing onto black paper.</li> </ul> <p><u>Day Three</u></p> <ul style="list-style-type: none"> <li>-Demo how to cut out “light” from white paper.</li> <li>-Student’s finish drawing final drawing onto black paper and cut and paste their “light beams” onto their drawings.</li> </ul> <p><u>Day Four</u></p> <ul style="list-style-type: none"> <li>-Demo how to sketch out drawing on the white “light beam” with pencil first and then using colored pencils to fill it in.</li> </ul> |

-Students will work on their drawings by coloring in the objects within their light beams using colored pencils.

#### Day Five

-Students will complete assignment, fill out artist statement worksheet and participate in a pair and share with a classmate.