



# WHO IS PIET MONDRIAN?

ART HISTORY

MEDIA | Cut Paper

FOCUS | Elementary

TIME | 1-2 Days

## Mondrian Valentine Hearts

	Lesson Plan	Rationale
1.	<p><b>Conceptual Structure/Big Idea:</b> To connect Art History to a District Standard (Primary Colors), and participate in a National holiday.</p>	<p><b>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</b> The art educators in the Livonia School District are all teaching primary colors with elementary, to collect data with pre and post testing. This data will show a piece of how schools are matching up across the board. It is important to present this information in an interesting way to capture students' attention. I am incorporating an artist, Piet Mondrian, who worked mainly in primary colors to add art history and more dimension into the project. In addition connecting it to contemporary context: Because of covid-19 most students are missing out on Valentines events that would normally happen around this time, to add a positive note to the lesson, students will be creating Mondrian inspired valentines.</p>
2.	<p><b>Key Concepts</b> (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> <li>1. Learn about primary colors in a unique subject matter</li> <li>2. Combine an Artist-Inspired piece with collaging techniques</li> <li>3. Develop motor skills and practice tool safety</li> </ol>	<p><b>Why is it important for students to know these concepts?</b></p> <p>Learning about art history and primary colors in a new way is exciting for students and can engage learners in a way they may not have thought about art before. It is important during this time that we provide support and positivity within the art classroom, a project such as making a valentine is a perfect way to do this. Since this is geared towards first grade, motor skill development and scissor safety are extremely important in this developmental stage of their lives.</p>
3.	<p><b>Objectives</b> (what students will DO):</p> <ol style="list-style-type: none"> <li>1. Students will learn about Piet Mondrian</li> <li>2. Students will learn about primary colors</li> <li>3. Students will execute the creation of a valentine heart with Mondrian inspired collage</li> </ol>	<p><b>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</b></p> <p>Students will be learning skills, such as color identification, and tool safety that will aid them in other parts of the classroom. The technical skills learned will help with the development of fine motor skills. Students will also be learning about an artists life and the creation of art through collage, that will broaden their thinking.</p>
4.	<p><b>Essential Questions</b> (BIG overarching questions):</p> <ol style="list-style-type: none"> <li>1. What are the primary colors?</li> <li>2. Why is it important to know about Art History?</li> </ol>	<p><b>How are these questions meaningful to the student? How do you know?</b></p> <p>The ability to identify the primary colors is an important foundation to any young artist, as well as the understanding of art history. This is the basis for the creation of art and will help students to create more work later on.</p>
5.	<p><b>Standards:</b></p>	

<p>Michigan Standards:  ART.VA.I.1.2  Demonstrate the responsible use of project materials with environmental awareness.  ART.VA.II.1.2  Explore the use of knowledge of the elements of art.  ART.VA.IV.1.1  Identify symbols, trademarks, icons, emblems, and other visual motifs in student’s culture.  ART.VA.V.1.1  Recognize art forms created for functional and recreational purposes.</p> <p>National Standards:  VA:Cr1.2.1a  Use observation and investigation in preparation for making a work of art.  VA:Cr2.2.1a  Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.  VA:Re.7.2.1a  Compare images that represent the same subject.  VA:Cn11.1.1a  Understand that people from different places and times have made art for a variety of reasons.</p>	
<p>6. <b>Connecting and Responding:</b>  <b>Teaching Resources: (art work, videos, books, etc)</b>  Art: (Artists and insert thumbnail photo of examples shared)  My power point:</p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist’s work in your presentation.</i></p> <p>This project was created to gather data for the District, but to capture the data in a fun way for students, they will be learning about Piet Mondrian. To further enhance the exploration of the lesson content students will be connecting it to a fun valentines day inspired activity.</p>

[https://docs.google.com/presentation/d/1NQm3FaYxMzPwzOfCbi1M\\_eKsn0o30ofH427qACKjV-U/edit#slide=id.ga04d9405f5\\_0\\_8](https://docs.google.com/presentation/d/1NQm3FaYxMzPwzOfCbi1M_eKsn0o30ofH427qACKjV-U/edit#slide=id.ga04d9405f5_0_8)

Photos of finished projects:



7.

## CREATING

**Lesson Plan Sequence** (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*

1. I will introduce the project by asking prior knowledge questions about primary colors. Then I will show a powerpoint about Piet Mondrian and primary colors.
2. I will demonstrate the creation of the cut paper hearts.
  - they will all have cut paper hearts white and black, as well as strips of red, yellow and blue, glue, and scissors
  - I will show how to cut and glue the hearts

Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

Due to Covid-19, teaching is still adapting to the circumstance. Students know they can not receive bad grades, as well as going back and forth between virtual and in person; In the art classroom we are focusing more on supporting students and trying to create fun experiential based lessons that can be completed in one to two days to capture students' attention. I am also trying to promote an interest in art with more hands on experiences, when they were virtual there was a lot of drawing lessons, so I am trying to shake it up and cultivate their curiosity.

My teaching strategies will include, asking prior knowledge, presenting the information, and then reinforcing by reviewing the lesson the following week and giving a post test.

	<ul style="list-style-type: none"> <li>Students should finish in one day, they have the next Monday off of school, an extra day will be allowed as accommodation, students can also finish at home.</li> </ul>	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>I will help students with construction if needed and different tools may be provided. Due to Covid-19 one on one help is not encouraged.</p>	<p>Share rationale for each</p> <p>Art is a naturally accommodating subject, but extra help will be provided as needed. Staying flexible helps.</p>
9.	<p>Assessment Strategies: (Connecting and Responding) <b>What evidence from performances and products demonstrate deep understanding and generalizable new knowledge?</b> What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Pre assessment verbal discussion plus pretest on primary color knowledge.</p> <p>Final product assessment will be completion of the project.</p> <p>Post assessment will be re-administering the pretest to gauge improvement in the subject area.</p>	<p>Share rationale for formative and summative assessment, <b>HOW will this reveal knowledge acquired and how they will use it?</b></p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> <li>the <b>big idea</b> that they investigated</li> <li>the artistic concepts and depth of knowledgebase</li> <li>art <b>creating</b> and production/process</li> <li>reflecting on their own work and <b>connecting</b> and <b>responding</b> to other art work</li> <li>How will the students' voices be represented in the assessment and presentation of their work?</li> </ul> <p>The use of verbal as well as written knowledge will help cement the concepts. Check ins during class time will verify if students are progressing satisfactorily. I have graded the pretests, with 35% understanding. The post test will show how much growth there is from the lesson.</p>
10	<p>Insert photo of teacher created exemplar here:</p>	<p>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</p> <p>The only prior knowledge needed will be how to cut paper, and what a valentine is. Students will be learning primary colors, and some art history about Piet Mondrian. The valentine heart they will create is significant in the fact that they will learn primary colors, and it will boost students morale, perhaps they can give it to a parent or guardian.</p>



11.	<p>Materials/Tools/Art supplies needed</p> <p>Construction paper, glue, scissors.</p>	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p>
12.	<p>Materials Distribution/Clean Up</p> <p>Materials will be distributed before students enter the classroom, and cleanup will be done by teachers, due to covid-19</p>	<p>Describe possible systems and management strategies</p> <p>Clean up time will be provided at the end of class, 10 to 15 minutes as needed.</p>
13.	<p><b>PRESENTING</b> How will your students' work be PRESENTED and curated?</p> <p><b>No presentation due to covid-19</b></p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Peers, teachers and parents.</p>