Art Lesson Plan

Art History/Multicultural Unit

Justin Dillon

5th Grade

Unit: Identifying Mood

Topic: Identifying mood in text and translating it to art.

***Objectives:*** Students will learn about the expression of mood. They will also get together and talk about different moods one can have and how stories have moods. Students will be able to identify the mood of a text and convey mood in art.

***SD Standard Art***: Students will understand and use visual arts as means for creative self-expression and interpersonal communication.

***SD Standard: Readig-***5.R.3.2 Students can interpret literary elements of character,

Setting, plot, theme, point of view, and mood.

***Assessment:*** Students will complete a worksheet on mood and it will be graded. The art piece will be graded by the rubric below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent 4 | Good 3 | Average 2 | N.I. 1 |
| Craftsmanship/Neatness |  |  |  |  |
| Creativity/Organization |  |  |  |  |

***Anticipatory Set:*** I will begin the lesson with a discussion of mood(s). The students will talk amongst their pods for several minutes about all the different kinds of moods we can have. We will then write a list of moods on the board. After this I will read a short story and I will discuss the mood of the story. Then I will hand out the worksheet and model the first one or two problems if it is necessary. After the students are finished they will be asked to create a drawing with the expression of a mood of their choice. We will then discuss how we can display mood in artistic work. Things like color and content will be discussed.

***Input****:* Vocabulary words: Mood, Gloomy, Sentimental, Romantic, Suspenseful, Melancholy.

***Modeling:*** I will walk the students through one or two questions on the worksheet, and show the students several pieces of art conveying mood.

***Guided Practice****:* No guided practice will be needed for this assignment.

***Checking for Understanding***: I will walk around to check how the students are doing with the worksheet and answer questions the students may have.

***Independent Practice***: The worksheet will be the independent practice.

***Management plan***: This lesson will may take two class periods. There will be a reporter from each pod to tell what the pod discussed as far as mood during the class discussion of mood. When materials for the drawing (paper, pencils, colored pencils, markers, etc.) are needed, one person from the pod will collect the materials for the whole pod and monitor the use of them at the pod.

***Adaptive lesson plan****:* Ted has cerebral palsy with limited functioning of his hands. He will take part in the discussions and will perform the worksheet verbally. With the piece of artwork he will be have help constructing his drawing.