

## 6<sup>TH</sup> GRADE KORU LESSON PLAN DAY 1

Name: Sarah Lloyd

Time: 3-4 x 40 minute classes  
(possibly 5 classes).

Grade Level: 6th

<p><b>LESSON FOCUS or MAJOR GOAL:</b> In this cross-curriculum lesson, students will create abstract watercolors inspired by the artwork of Raewyn Harris. Students will be introduced to the Koru plant which is native to New Zealand and the artwork created by Raewyn Harris, a New Zealander, who paints the Koru plant in interesting, abstract-like ways.</p>	<p><b>PREVIOUS ASSESSMENT INFORMING INSTRUCTION:</b> Students have completed a Gordon Hopkins Abstract oil pastel providing a foundation in the understanding of abstraction. The students have also studied and created Mexican Folk Art using religious icons providing prior experience in exploring art from other cultures.</p>
<p><b>OHIO CONTENT STANDARDS:</b> 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 5PE Assess personal progress to improve craftsmanship and refine and complete works of art.</p>	
<p><b>LEARNING and ACADEMIC LANGUAGE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>The students will create an abstract painting using watercolor inspired by the Koru plant and the artwork of Raewyn Harris.</li> <li>The students will complete a self-assessment/critique of their work allowing for reflection on their personal artistic and technical progress throughout this year.</li> </ol>	<p><b>ASSESSMENT of STUDENT LEARNING:</b> Students will be assessing themselves via a self-assessment/critique and will receive a letter grade from the criteria on a checklist. Formal assessment, verbal and written feedback.</p>
<p><b>MOTIVATIONAL TECHNIQUES:</b> Students will be shown a PowerPoint with the Koru plant and the artwork of Raewyn Harris. The teacher will also discuss how the artworks are often times inspired and influenced by the study of nature and especially plants and flowers. The teacher will advise students to look past the profile of the plant and to look at the shapes and forms that the plant contains both inside and out and create their own unique designs from that.</p>	
<p><b>INSTRUCTIONAL STRATEGIES/PLANNED SUPPORTS:</b></p> <ol style="list-style-type: none"> <li>The teacher will show the PowerPoint introducing the Koru plant and the artwork of Raewyn Harris.</li> <li>Teacher will have students trace a 12” circle onto their 12”x18” paper that they will be drawing their work onto.</li> <li>Teacher will advise students to draw their abstract plant designs within the circle on their paper.</li> <li>Teacher will walk around and assure that students are understanding the objective and are following along the directions well and assist where needed.</li> <li>Any students requiring longer to draw their design will be given time during the next class.</li> <li>Any student finishing their designs early will be advised to trace their design with black sharpie.</li> </ol> <p>Materials: 9”x12” paper, pencils, erasers, black sharpies, 12”in cardboard pizza rounds for tracing circles, watercolor paints, paint trays, water cups, paintbrushes and paper towels.</p>	<p><b>LEARNING TASKS:</b></p> <ol style="list-style-type: none"> <li>The students will view a PowerPoint introduction to the Koru plant and the artwork of Raewyn Harris.</li> <li>The students will trace a 12” circle onto their 12”x18” paper that they will be drawing their work onto.</li> <li>The students will draw their abstract plant designs within the circle on their paper.</li> </ol>
<p><b>CLOSURE ACTIVITY:</b> Teacher will ask to be sure that students understand the assignment and where they are headed next on the project.</p>	

## 6<sup>TH</sup> GRADE KORU LESSON PLAN DAY 2-3

<p><b>LESSON FOCUS or MAJOR GOAL:</b> In this cross-curriculum lesson, students will create abstract watercolors inspired by the artwork of Raewyn Harris. Students will be introduced to the Koru plant which is native to New Zealand and the artwork created by Raewyn Harris, a New Zealander, who paints the Koru plant in interesting, abstract-like ways.</p>	<p><b>PREVIOUS ASSESSMENT INFORMING INSTRUCTION:</b> Students have completed a Gordon Hopkins Abstract oil pastel providing a foundation in the understanding of abstraction. The students have also studied and created Mexican Folk Art using religious icons providing prior experience in exploring art from other cultures.</p>
<p><b>OHIO CONTENT STANDARDS:</b> 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 5PE Assess personal progress to improve craftsmanship and refine and complete works of art.</p>	
<p><b>LEARNING and ACADEMIC LANGUAGE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>3. The students will create an abstract painting using watercolor inspired by the Koru plant and the artwork of Raewyn Harris.</li> <li>4. The students will complete a self-assessment/critique of their work allowing for reflection on their personal artistic and technical progress throughout this year.</li> </ol>	<p><b>ASSESSMENT of STUDENT LEARNING:</b> Students will be assessing themselves via a self-assessment/critique and will receive a letter grade from the criteria on a checklist. Formal assessment, verbal and written feedback.</p>
<p><b>MOTIVATIONAL TECHNIQUES:</b> Students will be shown a PowerPoint with the Koru plant and the artwork of Raewyn Harris. The teacher will also discuss how the artworks are often times inspired and influenced by the study of nature and especially plants and flowers. The teacher will advise students to look past the profile of the plant and to look at the shapes and forms that the plant contains both inside and out and create their own unique designs from that.</p>	
<p><b>INSTRUCTIONAL STRATEGIES/PLANNED SUPPORTS:</b></p> <ol style="list-style-type: none"> <li>7. The teacher will display the PowerPoint on the smartboard again for visual reference and have the two teacher work samples available for viewing as well.</li> <li>8. The teacher will then do a watercolor demonstration showing how to blend colors and to work with watercolors in general.</li> <li>9. Teacher will have students finish their abstract plant designs in pencil if they have not done so.</li> <li>10. Teacher will advise students to trace their designs with black sharpie markers.</li> <li>11. Teacher will advise students to then begin painting their designs with watercolors trying to achieve similar blending of colors like examples they see in the PowerPoint.</li> <li>12. Teacher will walk around and assure that students are understanding the objective and are following along the directions well and assist where needed.</li> <li>13. Any students requiring longer to paint their design will be given time during the next class.</li> <li>14. It is not expected for any students to finish painting at this point, but if they were then they would move on to tracing back over the black sharpie if needed and filling in the black areas with black sharpie marker as well.</li> </ol> <p>Materials: 9"x12" paper, pencils, erasers, black sharpies, 12" in cardboard pizza rounds for tracing circles, watercolor paints, paint trays, water cups, paintbrushes and paper towels.</p>	<p><b>LEARNING TASKS:</b></p> <ol style="list-style-type: none"> <li>4. The students will view a watercolor demonstration</li> <li>5. The students will finish their abstract plant designs in pencil if not already finished.</li> <li>6. The students will trace their designs in black sharpie marker.</li> <li>7. The students will begin painting their designs in watercolor trying to mimic the blending of colors as done by the artist in the PowerPoint.</li> </ol>
<p><b>CLOSURE ACTIVITY:</b> Teacher will ask to be sure that students understand the assignment and where they are headed next on the project.</p>	

## 6<sup>TH</sup> GRADE KORU LESSON PLAN DAY 4-5?

Name: Sarah Lloyd

<p><b>LESSON FOCUS or MAJOR GOAL:</b> In this cross-curriculum lesson, students will create abstract watercolors inspired by the artwork of Raewyn Harris. Students will be introduced to the Koru plant which is native to New Zealand and the artwork created by Raewyn Harris, a New Zealander, who paints the Koru plant in interesting, abstract-like ways.</p>	<p><b>PREVIOUS ASSESSMENT INFORMING INSTRUCTION:</b> Students have completed a Gordon Hopkins Abstract oil pastel providing a foundation in the understanding of abstraction. The students have also studied and created Mexican Folk Art using religious icons providing prior experience in exploring art from other cultures.</p>
<p><b>OHIO CONTENT STANDARDS:</b> 3PE Compare and contrast visual forms of expression found throughout local regions and in different cultures of the world. 2PR Experiment with a variety of techniques and working methods when creating an original work of art. 5PE Assess personal progress to improve craftsmanship and refine and complete works of art.</p>	<p><b>ASSESSMENT of STUDENT LEARNING:</b> Students will be assessing themselves via a self-assessment/critique and will receive a letter grade from the criteria on a checklist. Formal assessment, verbal and written feedback.</p>
<p><b>LEARNING and ACADEMIC LANGUAGE OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>5. The students will create an abstract painting using watercolor inspired by the Koru plant and the artwork of Raewyn Harris.</li> <li>6. The students will complete a self-assessment/critique of their work allowing for reflection on their personal artistic and technical progress throughout this year.</li> </ol>	<p><b>MOTIVATIONAL TECHNIQUES:</b> Students will be shown a PowerPoint with the Koru plant and the artwork of Raewyn Harris. The teacher will also discuss how the artworks are often times inspired and influenced by the study of nature and especially plants and flowers. The teacher will advise students to look past the profile of the plant and to look at the shapes and forms that the plant contains both inside and out and create their own unique designs from that.</p>
<p><b>INSTRUCTIONAL STRATEGIES/PLANNED SUPPORTS:</b></p> <ol style="list-style-type: none"> <li>15. The teacher will display the PowerPoint on the smartboard again for visual reference and have the two teacher work samples available for viewing as well.</li> <li>16. Teacher will advise students to finish tracing their designs with black sharpie markers and then continue on or finish painting depending on where they are.</li> <li>17. Teacher will walk around and assure that students are understanding the objective and are following along the directions well and assist where needed.</li> <li>18. Any students requiring longer to paint their design will be given time during the next class.</li> <li>19. It is not expected for any students to finish painting at this point, but if they were then they would move on to tracing back over the black sharpie if needed and filling in the black areas with black sharpie marker as well.</li> <li>20. Teacher will demonstrate how to cut out their design and glue to black paper.</li> </ol> <p>Materials: 9"x12" paper, pencils, erasers, black sharpies, 12" in cardboard pizza rounds for tracing circles, watercolor paints, paint trays, water cups, paintbrushes and paper towel, 12"x12" black paper.</p>	<p><b>LEARNING TASKS:</b></p> <ol style="list-style-type: none"> <li>8. The students will finish tracing their designs in black sharpie marker if not already completed.</li> <li>9. The students will begin or finish painting their designs in watercolor trying to mimic the blending of colors as done by the artist in the PowerPoint.</li> <li>10. The students will trace back over their black sharpie designs to bring the rich black back out.</li> <li>11. The students will cut their circular design out and glue it to a 12"x12" black paper</li> </ol>
<p><b>CLOSURE ACTIVITY:</b> Teacher will ask to be sure that students understand the assignment and where they are headed next on the project.</p>	