**Laurel Burch’s Butterfly Patterns Lesson Plan**

Candidate Kelsey Escue

Field Supervisor Mrs. R-Z

Date February 8, 2016

**Unit/ title: Drawing and Painting**

**Grade level: Third Grade**

**Number of Students: 20**

**Lesson \_\_1\_\_\_ of \_\_\_3\_\_**

**Lesson title: Laurel Burch’s Butterflies for Square One Art**

**Enduring Understanding:**

Students will compare and contrast what are Laurel Burch butterflies and what is not, along with identifying and analyzing patterns. Students will question what makes a successful pattern, and describe the color relationships (warm and cool).

**Lesson Rationale and Summary**

Through this lesson, students will physically, mentally, and creatively understand the process of pattern design. Step-by-step butterfly drawings will expose students to another aspect of contemporary visual arts. Due to pattern’s versatility, students can challenge their craft and envisioning with multiple patterns of the same butterfly design.

**Summary:**

•Students will interpret Laurel Burch’s butterflies.

•Students will create and experiment with at least two different colors, one warm and one cool. Students will use simple pattern techniques to design their butterflies.

•This lesson is personalized because students can pick the colors used in their butterflies, along with their embellishments and patterns to their bugs.

**Lesson Objectives with connections to State Standards**

**The students will:**

**• Create multiple/ a repetition of shapes to form unity, rhythm, and pattern. (**2PE Identify the relationships between and among selected elements and principles of art and design).

**• Use of tempera paint markers to blend and emphasis difference between warm and cool colors (**1PR Demonstrate skill and expression in the use of art techniques and processes.)

**• Analyze why and what makes a pattern successful; how does this affect the overall artwork (**1RE Examine and describe how art and design principles are used by artists to create visual effects.)

**• Conversation at the end on their accomplishments and have students compare with peers (**3RE Compare and contrast their opinions of a work of art with those of their peers.)

**Content vocabulary:**

Patterns – the process and act of repeating the same image or shape

Symmetry – when one thing is folded in the middle horizontally or vertically, the image is the same on both sides. (i.e. the letters H, O, W, but not Q, K, L.

**General vocabulary:**

Composition – the layout of your image

Cool – colors that are blue, green, and purple

Warm – colors that are red, orange, and yellow

Butterfly- outdoor bug with wings

**Instructional terms:**

Tempera paint markers – crayon like markers that react like paint and blend together

**Planned Assessments**

**Pre-Assessment**

* Interest Survey through class conversation about Laurel Burch’s butterflies and how they see bugs in their world
* Ask students what they know about butterflies
* Brief class conversation on their knowledge of patterns

**Formative Assessment:**

* PowerPoint on Laurel Burch’s butterflies (if possible)
* Go over the stages of life for a butterfly
* Draw example butterfly in demo step-by-step with students
* Demo on tracing their butterfly sketches onto a final piece of paper
* Walk while observing students work on designs.
* Prompt discussion about pattern use and what makes a pattern look best together and why(symmetry)
* Go over clean up instructions: To minimize messes on the tables, students should have board mats to draw on. Tables will be called up for cleaning one at a time (chosen by behavior)

**Summative Assessment:**

* Students will have an informal critique and analyze their butterfly sketches. Comparing and contrasting between their peers.
* Students will participate in class discussion about their feelings and what they learned about the lesson (i.e. the butterfly stages of life).

**Differentiated Instructional Strategies**

• English language learners: PowerPoint is shown

• Visual learners: PowerPoint, video and demo of patterns and tracing

• Verbal learners: Have students repeat instructions

• Aural learners: show step by step demonstration of creating a pattern and drawing the shapes for the butterfly

• Kinesthetic learners: use them as a “helper” with the demo

• Students with physical disabilities: Provide hand over hand instruction (if needed)

**Lesson Resources**

**Equipment:** Computer, Microsoft PowerPoint, chalkboard or smart board for drawing, sink and water

**Health & Safely:** first aid kit

**Supplies:** Water-soluble tempera paint markers, class set (at least 25) 12x12 pieces of white drawing paper, class set of pencils, scrap paper for students to draw and sketch (at least 5x7 size), class set of scissors

**Instructional support materials**

- Sample of patterns and butterfly drawings for students to touch and examine.

- Burch PowerPoint

- Interactive Laurel Burch Cat Apron with info sheets

- Real life preserved butterflies (personal collection), for students to examine

**LESSON PROCEDURES**

|  |  |  |
| --- | --- | --- |
| Lesson Part | Teacher Actions | Student actions |
| Assessment of prior learning  Approx. time 5 minutes | - Call students down to the ground sitting to listen to me.  -Interest Survey in class conversation about bugs and how they see Laurel Burch butterflies and bugs in their world  - Brief class conversation on their knowledge of patterns | Students will analyze and interpret patterns.  Students will talk about butterflies |
| Lesson Opening  Approx. time 5 minutes  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Formative Assessment  Approx. time | -Go over what students did last year for the Square One Art project: Refer to Mrs. R-Z  -Explain this is the project for Square One Art.  -Students and their parents can buy their drawing on objects.  - casual conversation with students over their feeling on the given materials  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -PowerPoint on Laurel Burch butterflies and warm/cool colors  -Watch video –  https://www.youtube.com/watch?v=w6K08wrI9dA  -Demo on patterns and shapes in the front of the class  - Show students preserved butterflies from personal collection  -Walk while observing students work on designs and drawing.  -Go over clean up instructions: Tables will be called up for cleaning one at a time (chosen by behavior)  -put example patterns on the board | Students respond voluntarily in the interaction.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Students prepare to make butterfly sketches and trace  -Student interact with PowerPoint  -Read handouts  - Watch demo |
| Body of lesson  Approx. time 20minutes  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Formative Assessment  Approx. time throughout the allotted time | - Students apply their own voice in this lesson because of the variety of patterns and designs.  -Students should recognize the juxtaposition or relationship between colors  - Analyze the meaning and use of having repetition and pattern  - Assist students in creating their butterflies  -The teacher will repeat the vocabulary words through out the lesson: these include the elements and principles of art/design.  - Promoting **pattern** and **color**. students will go over **unity** and emphasis with the patterns and designs.  -Students will clean up their stations  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Half way through the project, teacher will ask students to raise their hand in a way to assess how far they are in the stages of the activity.  -Teacher will answer any questions students have about making their patterns and butterflies.  -Teacher will walk around the classroom to observe and assist. | -Students make their design and transfer it to their final  -Students compare and contrast color relationships and their success.  -Participate in class discussion of warm and cool colors |
| Lesson Closure  Approx. time 5 minutes    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summative Assessment  Approx. time 5 minutes | -Finish up and clean up with students: students should write their name underneath their pictures and teacher collects  -Call students down to sit on the floor or in their seats once cleaned up.  -Remind students it is important to understand patterns and the color relationship between warm and cool.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Students will have an informal critique and analyze the progress of their drawings. Comparing and contrasting between their peers. * Ask Students: What they like best about it? Is there anything you could improve on? What did you learn? How are the Laurel Burch’s butterflies and patterns related? | -Help clean up and write name on drawings  -Participate in informal critique and class discussion |

Total Approx. Time: One class visit

