

Lesson Plan

Love of Learning Book Cover

Summary - The Big Idea & Overall Concept: Love of Learning

1. Subject: Elementary Art Education
2. Topic or Unit of Study: Positivity Project - Love of Learning
3. Grade/Level: 4-5
4. Objective: Students will design a book cover about any topic they find interesting enough to want to learn more about. They can draw on the knowledge they would hope to find in its pages in order to captivate the curiosity of anyone who sees the cover of the book.
5. Time Allotment: 1 hour

Implementation:

Enduring Understandings: Students will understand that...

1. Developing a love of learning is highly beneficial because being intrinsically motivated deepens existing abilities, and increases the desire to overcome challenges.
2. An artist's ideas and inspiration are a blend of observations, experiences and influences.
3. Text and images may work together to communicate meaning.

Essential Questions:

1. How is motivation related to a love of learning?
2. Why do artists use their influences and experiences to create their ideas?
3. How do people contribute to awareness and understanding of their lives through artmaking?

Knowledge & Vocab:

Motivation, Transparent, Opaque, Wash, Intensity, Typography

Technical Skills:

- Work with watercolor pencils
- Design with type

National Visual Art Standards: <http://www.nationalartsstandards.org/>

Creating: VA:Cr2.3.5a

Identify, describe, and visually document places and/or objects of personal significance.

Connecting: VA:Cn10.1.5a

Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through artmaking.

Procedure / Instruction - Daily Plan

- EQ4 - Students will be shown Leonardo Da Vinci and his sketchbooks filled with all sorts of content, to show them how much he loved learning.
- EU 2 - This will inspire interests of what they love to learn for their own books.
- EU1 / EQ 1 - We will go over why it is important to love learning, and will hook students into the lesson by asking about their interests and motivations.
- EU3 - Students will then view different book covers to equip them for their targeted project.
- EQ3 - Students will be encouraged to use new vocabularies of art and design (typography) to view surroundings in new ways through art making.
- EQ2 - Students will reflect by identifying, describing, and visually documenting ideas of personal significance.
- Direct Instruction - We will go over the medium (watercolor pencils, and sharpie markers) using different techniques for varying readiness levels.
- Guided Practice - Students will then practice medium on test strips, and will check for student understanding.
- Students will have pre-made books, made from bristol paper (cover), construction paper (inside flyleaf) and, copy paper (book pages) all folded in half and stapled together at the score line.
- Independent Creation - Students will create their own book covers while giving peer feedback at their tables.
- Clean up - Students will clean their stations.

- Closing - Students may share an informal artist statement and why they love learning about their chosen cover.

Materials & Resources

Instructional Materials:

1. Ultra-fine Sharpies
2. Watercolor pencil sets, 12/set, 1 set per 2 students
3. Bristol paper pads, 9x12 - folded in half to be the book cover
4. Strips of bristol paper can be used for watercolor pencil practice
5. Brushes and water containers.
6. Construction paper to be folded inside the cover to be a colored flyleaf
7. Copy paper 8.5x11 - folded in half inside the construction paper to be used as book pages
8. Long arm stapler to staple all pages together

Resources:

1. Powerpoint Presentation
https://docs.google.com/presentation/d/1Py-p_FuHmH3ckEDWMXKoUC04lmJEYqHY2nWsPMrdFug/edit?usp=sharing

Assessment

Formative:

Peer feedback: Tell tablemates their topic they love to learn about, have table mates asks questions about the topic, have table mates discuss about how they visualize their topic.

Summative:

- **Performance Task:** Students will show they understand the EUs when they transfer their chosen topics information literacy into their own creative cover.
- **Self-Assessment:** *Informal Artist Statement* – Student will share the title of their work, and what they created in their artwork, and why they love learning about their topic to classmates and teacher(s) as they work and finish up their pieces.

