



FRIENDS & STARS, INC.

A 501(c)(3) Nonprofit Organization

A Caring Community Supporting the Arts for Individuals with Different Abilities

LESSON PLAN

Introduction To Art For Individuals w/ Different Abilities

LESSON TITLE: I Am A Special Artist

LESSON PLAN # 1

DISCIPLINE/SUBJECTS: Visual Arts - Drawing

GRADE or AGE LEVEL: 6-8

ACTIVITY: Drawing Concepts and Structural Techniques

ARTS and EDUCATION STANDARDS (e.g., Grades 6-8):

(Georgia Performance Standards for Visual Arts Education)

The student will:

- VA.68.MC.1.a: Engage in the creative process to generate and visualize ideas.
- VA.68.CU.2.d: Participates in activities (e.g., discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history.
- .VA.68.PR.1.a: Understands and applies media, techniques and processes.

SOCIAL LIFE SKILLS VA.1.SC.2

- Directs own learning.
- Uses current technology as a tool.
- Adapts to change.

GENERAL GOAL: To apply the concept, structure and tools to the construction of drawing

LEARNING OBJECTIVES):

To describe and observe visual examples of art;
To apply sequencing procedures to 2-D art construction
To appreciate art works generated by self and others
To demonstrate appropriate use of art materials and supplies

ROOM ARRANGEMENT: 4 Tables lined in a U-Shape with pre-set art materials

MATERIALS: Sample 2-D Drawings for illustration, sharpened drawing pencils, erasers, rulers, compasses, drawing pads per student, markers, and color pencils

INTRODUCTION: Introduce the special needs students to the structure of drawing: illustrate (via video presentation) drawing techniques and proper use of the materials by drawing students

PROCEDURE or LEARNING ACTIVITIES:

1. **Warm Up:** Gesture Color Names and Color Wheel;
2. **Introduce** class procedures for art activities: open/closing practices, material usage, safety, wrap-up;
3. **Instruct** the basics of art creation;
4. **Introduce** the color wheel: primary, complimentary and monolog colors for selecting colors to fill in shapes;
5. **Active** sketching by student - pencil drawing of shapes; and
6. **Follow** pencil drawing with outlining shapes with markers.

CLOSURE:

Review art creations. Ask them to hold up their drawings and explain why they chose the colors, shapes or technique. Photograph the work created, collect and store students art works.

VOCABULARY:

Drawings, 2-D, drawing pencils, geometric Shapes, sequencing, composition, compass, color wheel, complimentary colors, hot colors, cool colors, blending

FIELD WORK (Optional):

ASSESSMENT/EVALUATION:

Student's description of 2D Drawings, student demonstration and use of new vocabulary (when applicable), student's ability to sequence steps in creating drawings, student demonstration of appreciation of these art works, student following directions re: material / supply use and appreciation.