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Formal Lesson Plan & Assessment
School of Education
Raritan Valley Community College

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I. Kindergarten – Introduction to Painting and Proper Painting Techniques

II. Essential Questions:

- What is paint?
- How are colors made?
- What are Primary/Secondary colors?
- What are complementary colors?
- What do popular artist's paint?
- How do you use paint and use paintbrushes?

III. Standards: Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts (<http://www.nationalartsstandards.org>).

Standard Seven – Planning for Instruction – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>).

IV.	Learning Objectives	Assessments
	Students will be able to know how to properly paint using various colors and paintbrushes.	Teachers will be able to conclude that students have learned how to properly use painting materials when students complete a short verbal quiz.
	Students will be able to begin mixing colors and learn about primary and secondary colors.	Teachers will be able to evaluate the student's skills by assessing the completed projects.

V. Materials:

- Tempera Paints (two trays per table)
- Color wheel
- Paintbrushes (one per student)
- Cup of water (one per table)
- Paper towels
- Paper (one 5in by 8in sheet per student)

VI. Pre-lesson assignments and/or prior knowledge:

The instructor will demonstrate how to use the paintbrush and water with the paints. The instructor will also show the students how to properly hold the paintbrush.

VII. Lesson Beginning: Set up demonstration table. Have the class gather around and show how to hold the paintbrush, how to use the paintbrush, and how to wash the paintbrush. Give the students a brief introduction of the color wheel, and challenge the students to give it a go at mixing their own secondary colors (orange, green, and purple).**VIII. Instructional Plan:**

1. Each of the six tables will contain the ROYGBIV Tempera paint colors, paint brushes, a cup of water, paper towels, and a 5in by 8in piece of painting paper.
2. Students will observe the experimental painting demonstration and the color wheel.
3. Students will discuss with their tables and share what they will be painting. They must paint what “makes them feel happy”.
4. Students will begin to paint, while focusing on how the paintbrushes are being held are cared for.
5. Students will complete their paintings and observe their classmates. They will also learn how to clean up painting stations at this time and place their painting on the drying racks at the rear of the classroom.

IX. Closure: When project is complete, the class will observe and admire each others work and the projects will be collected. The students will be verbally assessed as a class. They will be asked the following questions, asked to discuss with their tables, and then be called on for the answer. This will give students the opportunity to reinforce what they have learned during this lesson.

- What primary materials must you have ready and nearby to paint?
- How do you hold a paintbrush?
- How should a paintbrush make contact with the paper?
- How does water help you when you are painting?
- Why do we keep paper towels near by?
- What are the three primary colors?
- How would you mix orange/green/purple?
- Where do you put your painting when it is finished and why?

The students will be assessed in this intangible manor, rather than a written format because at this age, kindergarteners are still somewhat inadequate with certain fine motor skills such as drawing letters to form words. This assessment will allow students to discuss the possible answers to the questions asked, strengthening the student’s effective communication and comprehensive decision making skills.

References

Home | National Core Arts Standards. (n.d.). Retrieved from

<http://www.nationalartsstandards.org/>

New Jersey Professional Standards for Teachers. (n.d.). Retrieved from

<http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

Color Wheel and How to Use it! (n.d.). Retrieved from

<http://www.dimensionsthruart.com/pages.php?pageid=25>

Kids Mixing Primary Colors. (2010, February 28). Retrieved from

<http://www.ecokidsart.com/kids-mixing-primary-colors/>

Rationale statement**Date of Completion:** February 19th 2018**Date of Submission:** February 21st 2018**Title of Artifact:** Formal Lesson Plan & Assessment**Standard:** Standard Seven: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

My Formal Lesson Plan & Assessment is being placed under Standard Seven (Planning for Instruction) because this is an introductory lesson to a skill they will use throughout their elementary art education. To certain students who attended pre-schools with a focus in the arts, this will be a reinforcement lesson. After this lesson, each student should have similar knowledge of the subject and will challenge himself or herself by using a medium that they are not used to in the every-day classroom. Students will practice how to properly hold and use a paintbrush – which will also support other fine motor skills. The kindergarteners will be assessed through a verbal quiz as a class. The students will practice social and decision-making skills while discussing the possible answers with nearby classmates.