

Art Symmetry

Grade: 2 nd grade		Subject: Art integrated Math	
Materials: construction paper, tempera paint, paint brushes, scissors, paper plates, cup for water		Technology Needed: screen to show art work or pictures. https://image.slidesharecdn.com/principleswithfamousartists-150121111626-conversion-gate02/95/principles-with-famous-artists-26-638.jpg?cb=1421860685 https://image.slidesharecdn.com/principleswithfamousartists-150121111626-conversion-gate02/95/principles-with-famous-artists-8-638.jpg?cb=1421860685 http://www.mcescher.com/gallery/back-in-holland/no-69-fishducklizard/ http://www.guruparents.com/image-files/color-mixing-chart-1.png	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) 2.G.3- Recognize that identical wholes can be equally divided in different ways. 4.2.1- Students identify specific visual art elements in a work of art that pertain to its structure.		Differentiation Below Proficiency: Have student cut out heart or help them. Have them paint the whole heart. Above Proficiency: Have students work on mixing colors by shade and experimentation. Approaching/Emerging Proficiency: Do lesson as is with adjustments as needed. Modalities/Learning Preferences: Visual-spatial- Have students do the lesson as is. Verbal-linguistic- Have student explain symmetry, color, and lines in their art piece as they do it. Bodily-kinesthetic- Have students get done with project early and let them clean up area and walk around observing other's work.	
Objective(s) Students will recognize dividing shapes equally can result in symmetry. They will have a better understanding of symmetry by creating a heart. Students will understand how to mix color by experimenting with paint. Bloom's Taxonomy Cognitive Level: Application			
Classroom Management- (grouping(s), movement/transitions, etc.) Students will start lesson by sitting and listening to lesson. After explanation have students go to desk and assign three people from each table to get paper, paint brushes, and water. Follow instructions to cut out hearts. Do not paint until you are told. After they are finished, have students wash hands. Students walk around and look at classmates art. Sit down, answer questions. Clean up desks.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use walking feet during transitions. Students will use their indoor voices. Students will only paint their hearts. Students will only share constructive feedback about classmates' artwork.	
Minutes	Procedures		
5	Set-up/Prep: Do project beforehand as sample. Put red, yellow, blue, and white paint on paper plates. Have two plates on each table: one with the paint and an empty one for mixing. Fill cups of water and put one on each table.		
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Tell students to sit at front of room. Ask students if they remember what symmetry is. If students have forgot, tell them that symmetry is when one shape becomes exactly like another if you flip, slide or turn it so it looks like a reflection. Can anyone give me an example of a symmetric object? Go around the room pointing out objects and ask students if they are symmetric. If they are symmetric, where is the dividing line? Ask students if they have ever noticed that hearts are symmetric? Do you have any other examples of shapes that are symmetric? Show students your sample heart. Does anyone know how to make a heart? What sort of colors am I using? Some colors are better for mixing together then others. Now we don't want to mix all the colors together because we don't want a yucky brown. You could mix blue and red to make purple or mix yellow and blue to make green. To make it lighter you can add white to your colors. Have a visual of the colors for the students. 		

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	<ul style="list-style-type: none"> I expect you to follow my instructions and only paint half of your heart. I also expect you not to make yucky colors. If you make a yucky color, I will give you two colors so that your heart will have pretty colors. If you forget and color both sides, you can start over on the back side. Artists use symmetry to make interesting art pieces. (show art pieces with symmetry) Do you see the symmetry in the art works? Today you will use your math skills and art skills and create a heart for your loved ones. Now we will use our walking feet and sit down at our desks quietly.
30	<p>Explain: (concepts, procedures, vocabulary, etc.) Now do not touch the paint or paintbrush until you are ready for that step.</p> <ul style="list-style-type: none"> Do this section step-by-step: First, we will fold our sheets of paper in half. Have all students fold paper in half. Have them hold their paper up when they are done. What is the shape of the paper? What happens when you fold it in half? Show that the folded paper is symmetric. Next show how to cut out a heart from the folded paper. Draw a half paper on the board and show them how it should be drawn. Tell students to draw out the shape of the heart as big as they can. Start with a curve at the top and then draw in as you go. Look at everyone's shape before letting them cut it out. Show students how to cut it out the shape. Walk around at this point and help student's if needed. Do you see what happens when you open the folded paper? What are the two equal sides called? Now that students are finished cutting let students paint. You are making symmetric artwork just like those art pieces I showed you. Explain to students that they will paint one half of their heart. Remind them to be careful with the paints and think about the colors before they mix them. Remind them not to make brown or other yucky colors. While paint is still wet, have students fold the blank half of the heart onto the painted half. Do you see how there is a little pattern between the two? What is that called? Now you can paint the other half using the lines from the other side.
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Give students the opportunity to paint their half of the heart. Go around the room and help students as needed. Ask them questions about their hearts. Who is it for? What is their goal for their piece of art? How is your heart going to be symmetric? How did you create that color and why did you choose it? Can you give me an example of another object in this room that is symmetric?
10	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> After heart is completed ask students to wash hands and go around the room looking at everyone's hearts. If student is done early, you could have them write a note for their loved one. Ask students to think about these questions: Do you see what happened when you folded your heart in half? How does this relate to symmetry? What did you like about the patterns? What colors do you think your classmates mixed to make that shade? Have students sit down on rug and answer these questions by raising their hands. Have students leave hearts in the corner of their desk.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (how can you document your student's learning?) <p>Ask the students questions about symmetry: Why did they choose to paint it like they did? Could you fold the heart differently? Look at student's hearts. Listen to their discussion.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Their heart and the review will demonstrate their ability to apply symmetry to artwork.</p> <p>Students are able to demonstrate their knowledge of symmetry and how to mix colors by creating and sharing their hearts.</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Now that I look at this lesson plan, I added more structure into my explain and explore section. I realize that younger students need more structure and explanations. By doing lessons step-by-step, students understand and can do the activity more fully. By integrating technology and history into my lesson, students receive more background knowledge. I also added more visuals so that the students could look at the information as they work on their hearts. By reflecting and editing this lesson plan, it will be more successful and complete next time.</p>	