

Name: Alyssa Lerner

Enduring/Big Idea: People use marks, patterns, and design to express ideas, create beauty, and communicate meaning across time and cultures.

Lesson Title: Mark-Making Compositions

Grade/Class: 3rd Grade Art

Time Allotment: Three 40-minute classes

LESSON PLAN OVERVIEW:

Lesson summary: In this lesson, students will make mark-making paintings arranged into a composition. The paintings will be composed of at least 3 individual circles or squares the students will trace, cut out, paint, and then glue onto their background paper. Each circle or square will utilize a different color theme chosen by the student. Once they have created their circles or squares they will arrange and glue the three paintings into a composition on their chosen background paper.

Rationale: This lesson will teach students about color palettes and composition. They will try a method of painting that is new to them by dipping Q-tips in paint to create decorative designs on their shapes. The student will choose their own color schemes for each square or circle and be able to articulate why they chose each color scheme. They will also be able to articulate why they chose their composition and what principle of art it utilizes.

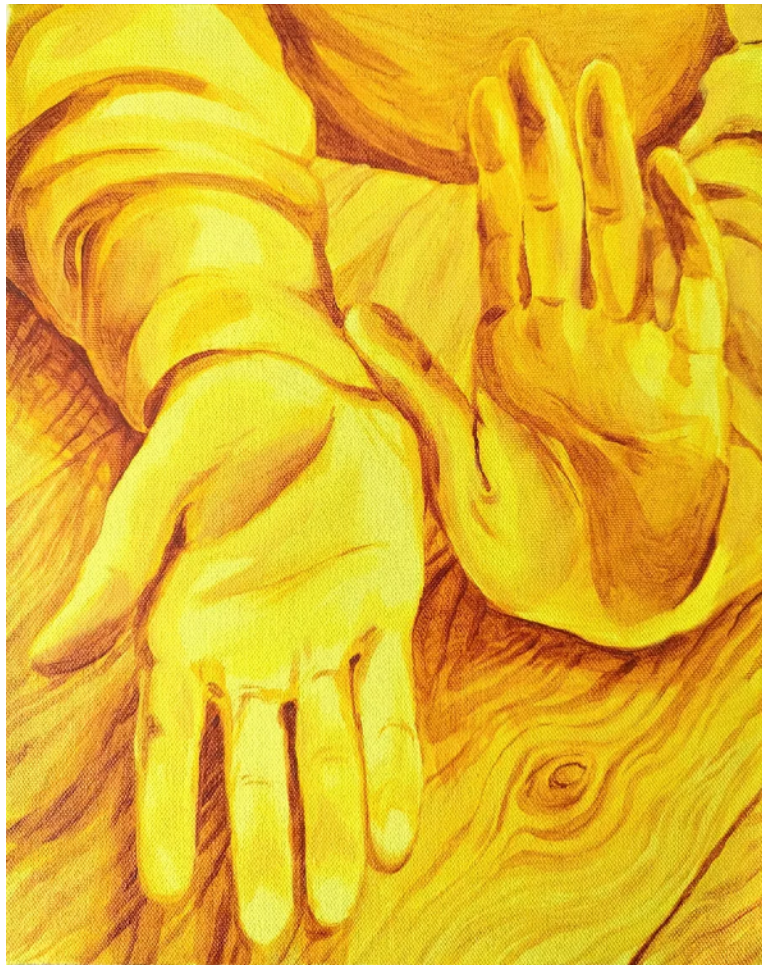
Artworks, artists and/or artifacts:

Cathleen Rehfeld
Blue and Orange
2008

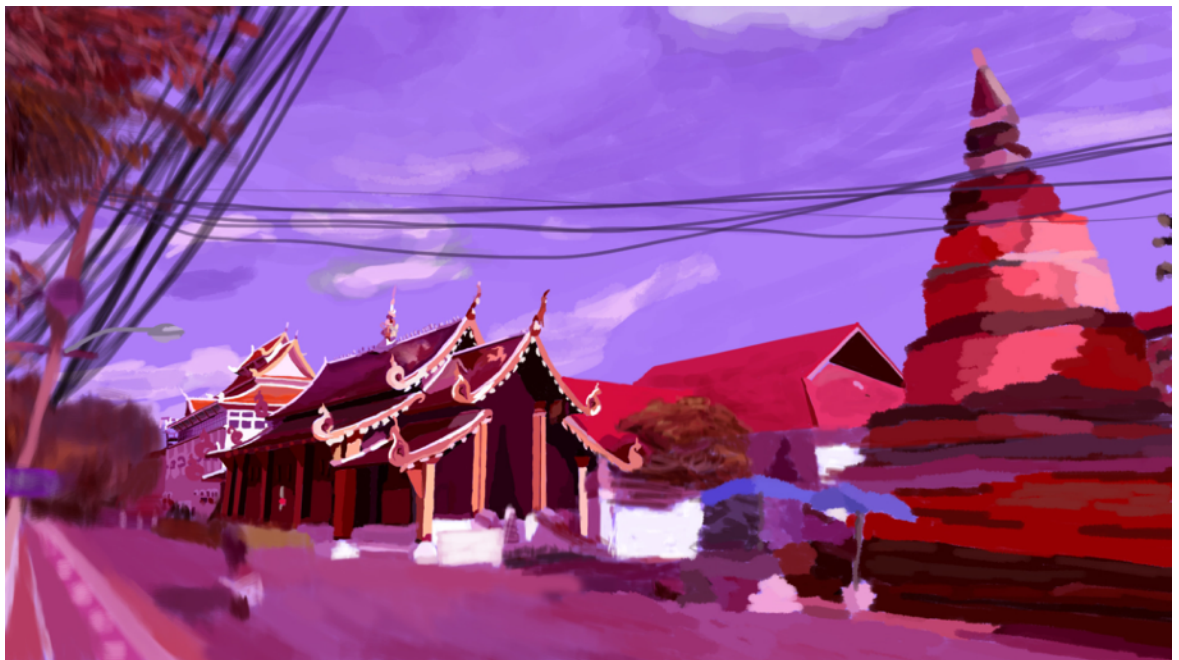


Elijah Kauffman

With Both Hands
2023



Erin Ng
Digital Painting
2024



Jennifer Barlett

House- Dots and Dashes
1999



Jim Zalewski
Dot Dash Dot
2020



Key Concepts

- People have always used marks to decorate, organize, and express ideas.
- Color choices affect the mood and impact of visual compositions.
- Composing visual elements using principles like balance, variety, and unity makes an artwork feel complete.
- Nontraditional tools (like Q-tips) can help us explore mark-making in creative ways.

Essential Questions

- How do artists use marks and color to create decorative or expressive artworks?
- How do different color palettes influence how a composition feels?
- What makes a composition balanced and visually interesting?
- Why might artists use unexpected tools or materials?

Standards

NCVAS

VA:Cr2.1.3a Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Cr2.2.3a Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.

VA:Re9.1.3a Evaluate an artwork based on given criteria.

Interdisciplinary connections:

When explaining composition students may have an understanding of what composing means in music, if the school offers general music classes this is a valuable connection.

Objectives

Knowledge

- Students will identify different types of color palettes (monochromatic, complementary, analogous).
- Students will describe basic principles of composition, including balance, unity, and variety.

Skills

- Students will create three unique shapes (circles or squares) using Q-tips to apply paint in decorative mark-making patterns.
- Students will compose and glue their painted shapes onto a background using a layout that shows balance and unity.

Disposition

- Students will reflect on their color choices and compositional decisions, and express their preferences and process through a written artist reflection.

Pre-Assessment

Class discussions will begin each class, and the first class will focus on the importance of craftsmanship. The second will focus on color and color palettes and the third will focus on composition and how to utilize the principles in their art.

Formative Assessment

Handout completeness and class activities.

Summative Assessment

See rubric on subsequent page

	Advanced	Proficient	Satisfactory	In Progress	Unsatisfactory
Points	5	4	3	2	1
Understanding of Color Palettes	The artwork shows an exceptional understanding of color palettes.	The artwork shows an understanding of color palettes.	The artwork shows a simple understanding of color palettes.	The artwork shows a little understanding of color palettes.	The artwork is incomplete or shows no understanding of color palettes.
Composition Creation	Artwork is completed with a clear use of the principles of art to create an exceptional composition	Artwork is completed with the use of the principles of art to create a composition	Artwork is mostly completed with the use of the principles of art to create a composition	Artwork is somewhat completed with the use of the principles of art to create a composition	Artwork is incomplete or not with the use of the principles of art to create a composition
Use of Variety	Student used variety in shape, color, and pattern exceptionally	Student used variety in shape, color, and pattern	Student mostly used variety in shape, color, and pattern	Student somewhat used variety in shape, color, and pattern	Student did not use variety in shape, color, and pattern or complete the artwork
Neatness	Artwork is exceptionally neat and marks were made very cleanly	Artwork is neat and marks were made cleanly	Artwork is mostly neat and marks were mostly made cleanly	Artwork is somewhat neat and marks were made somewhat cleanly	Artwork and marks are messy or artwork is incomplete

Instructional Procedures

Day 1

Motivation/Engagement/The Hook:

The teacher will start with a class discussion about craftsmanship and why it is important for the students to carefully trace and cut out their shapes. The discussion will end with the student gathering materials, they will need two different colored sheets of construction paper, one for their background and one for their first tracer, and three different-sized tracers that are all circles or all squares.

Development:

The teacher will demonstrate carefully cutting and tracing one size of their three sizes of tracers. The students will be instructed to trade with their classmates to gather the different colors needed for their shapes. This not only limits waste but also creates an opportunity for students to share and collaborate. The students should discard any of their unwanted paper at a designated area to be utilized by other classes. The students should have three different sizes in three different colors of the same shape by the end of student work time.

Culmination/Close:

After clean-up, the students will echo the learning target of "I am learning how to improve craftsmanship in my artwork." They will then be required to show a number with their fingers of how well they are understanding improving their craftsmanship. One being "I don't know what craftsmanship is," two being "I have an idea of what craftsmanship is," three being "I have a good understanding of what craftsmanship is," and four being "I could explain craftsmanship to a friend."

Instructional Procedures

Day 2

Motivation/Engagement/The Hook:

The teacher will start with a class discussion on color palettes and how they add to an artist's artwork by utilizing examples of artwork from the artists previously mentioned. The teacher will also show examples of artwork made with marks and have the class make inferences on how the artwork was created. The students will then have time to fill in the color worksheet as a warm-up in pencil.

Development:

The teacher will demonstrate how to execute the painting of the shapes using the qtips. The students will circle the three color palettes they plan to use for their shapes and will check in with the teacher to ensure understanding. The rest of the class will be student work time for them to paint each shape in their three color palettes.

Culmination/Close:

After clean-up, the students will echo the learning target of "I am learning how to choose color palettes to add interest to my artwork." They will then be required to show a number with their fingers of how well they are understanding improving their color palettes. One being "I don't know what color palettes are," two being "I have an idea of what color palettes are," three being "I have a good understanding of what color palettes are," and four being "I could explain color palettes to a friend."

Instructional Procedures

Day 3

Motivation/Engagement/The Hook:

The teacher will start the class with a discussion on composition and the principles of art. Students will engage in discussion on what appeals to them about different types of compositions.

Development:

The students will complete their thumbnail sketches to determine three possible compositions for their final artwork. Once they have decided on their favorite composition they will check in with the teacher to ensure they have an understanding of composition before they start gluing. Students will be given time to glue their paintings onto their background paper using glue sticks. Once they have completed gluing they will be instructed to fill out their artist's reflections handout.

Culmination/Close:

After clean-up, the students will echo the learning target of "I am learning how to create a composition to make my artwork cohesive." They will then be required to show a number with their fingers of how well they are understanding creating a composition. One being "I don't know what a composition is," two being "I have some understanding of what a composition is," three being "I have a good

understanding of what a composition is,” and four being “I could explain what a composition is to a friend.”

Preparation

Teacher preparation:

Artwork Sources:

Complimentary Color Scheme: <https://crehfeld.blogspot.com/2008/08/orange-and-blue.html>

Analogous Color Scheme: <https://huiling.artstation.com/projects/dO0G31>

Monochromatic Color Scheme: <https://www.artsy.net/article/artsy-editorial-figurative-artists-turned-monochromatic-palettes>

Dot and Line Artworks: <https://www.mutualart.com/Artwork/House---Dots-and-Dashes/D6D362AF22C632E1> <https://www.artpal.com/jimzalewski?i=168869-18>

The teacher will need to create tracers in each shape, cut qtips in half, and prepare paint trays.

Supplementary Materials

Attached at the end of the lesson

Student Supplies

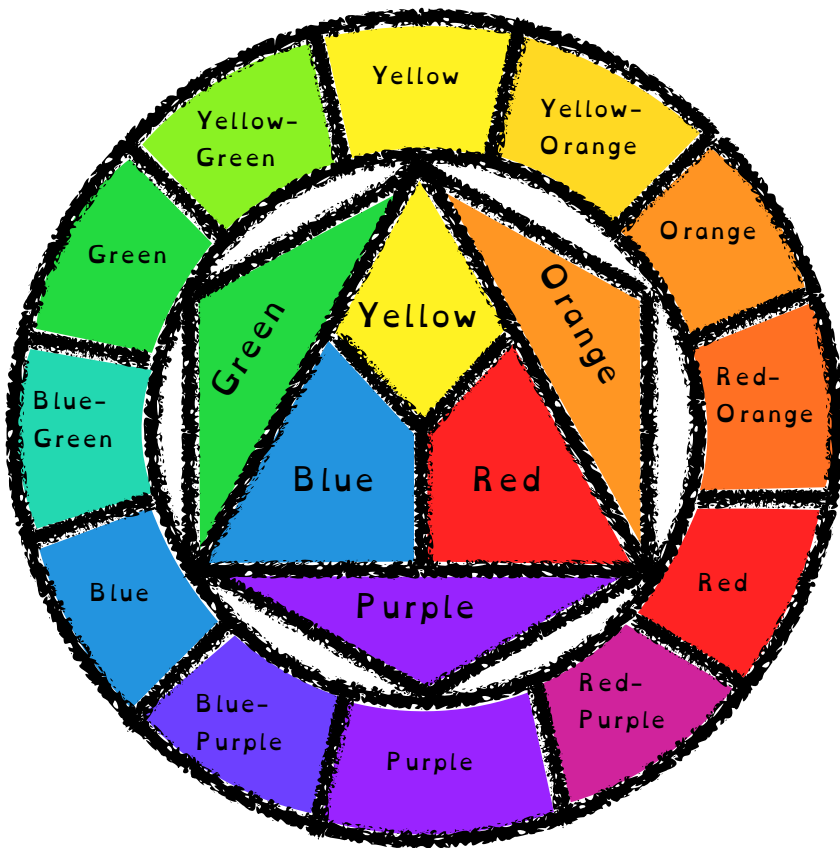
Two 9 x12 pieces of construction paper, scissors, tracers, pencils, qtips, paint, and glue sticks.

Considerations for modifications and/or adaptations:

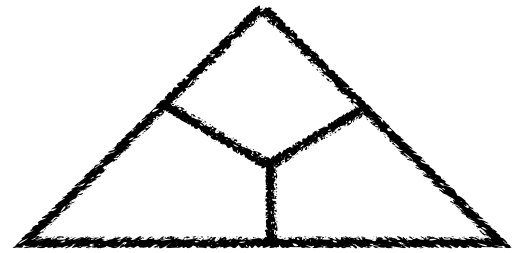
The lesson can be broken up into more days if a class needs more time on each part. If students are color blind, they can choose color palettes that suit their vision, and be given a paint tray where the colors are clearly labeled. Any students who need extra time or teacher assistance will be helped as needed. All handouts are written in Open Dyslexic to make them more legible for all students.

COLOR PALETTES

Color Wheel



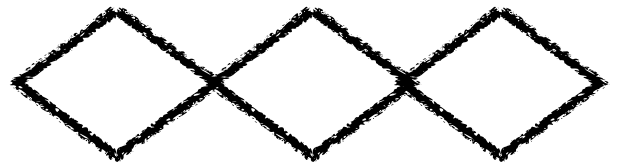
Primary Colors



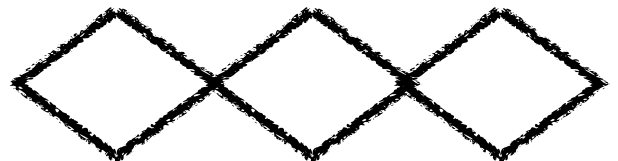
Secondary Colors



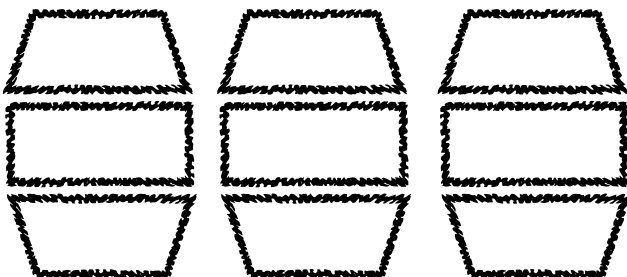
Warm Colors



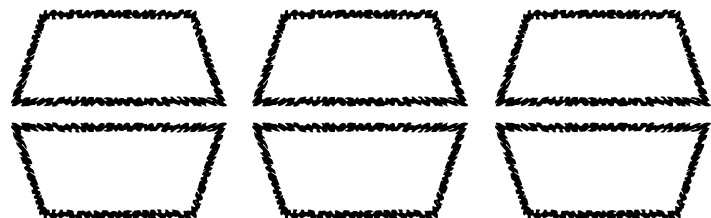
Cool Colors



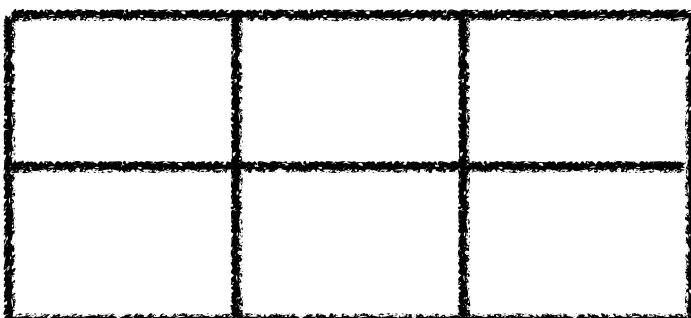
Analogous Colors



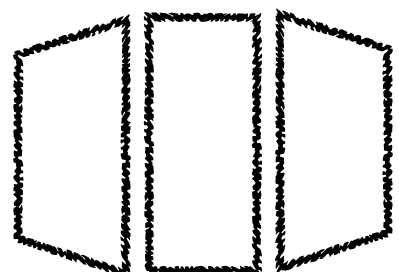
Complimentary Colors



Tertiary Colors



Monochromatic Colors



CREATING COMPOSITION

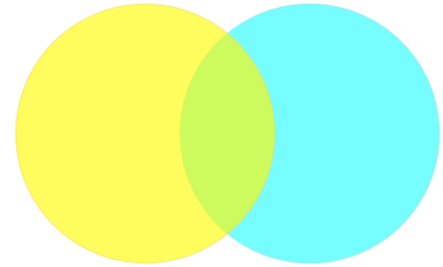
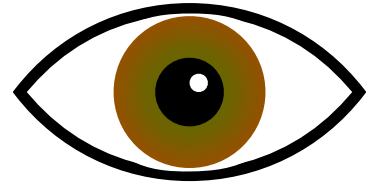
Emphasis: where the viewer's eye is drawn

Balance: when art is not too crowded or sparse in any parts

Unity: all the parts of the art works

Overlap: creates depth by placing parts in front or behind others

Movement: parts create visual flow



Thumbnail Sketches:

Draw five different compositions for your finished artwork using each of the five elements.

--	--	--	--	--

Artist Reflection

What color palettes did you choose for your shapes?
Why?

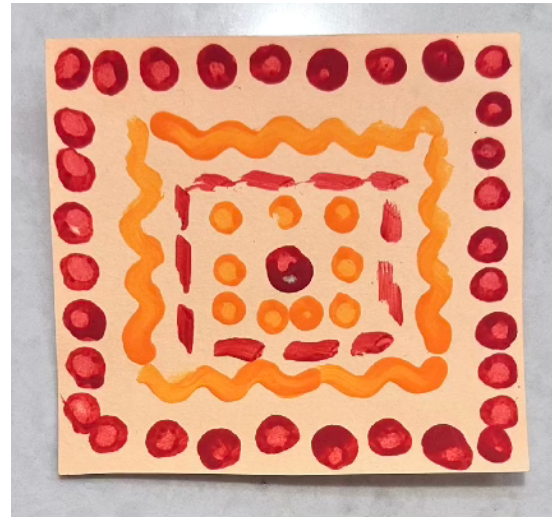
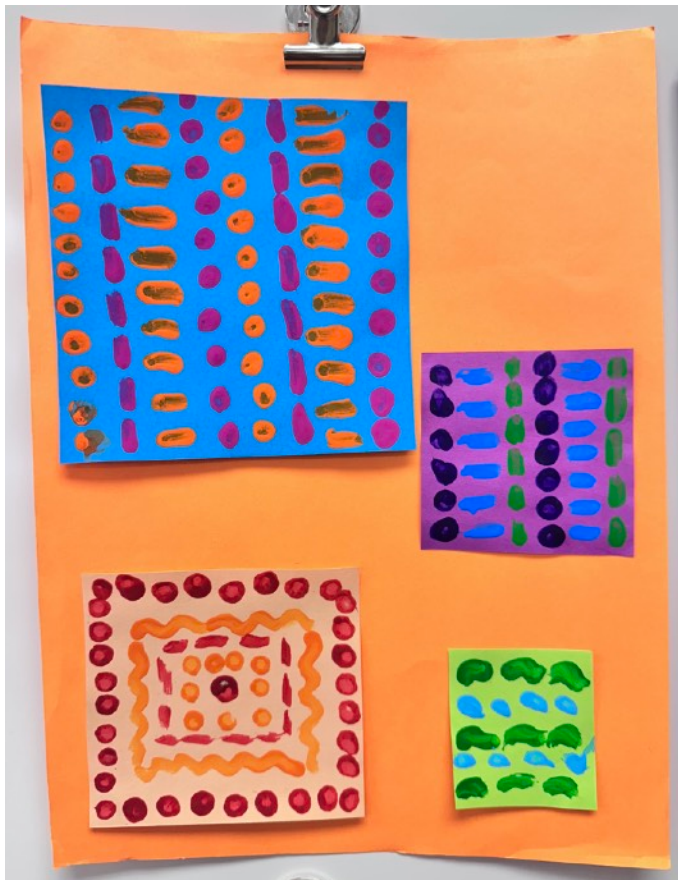
What techniques did you choose to create your composition?

Exemplars:

Painted Shapes



Final Composition



Final Composition

