

Name: Alyssa Lerner

Enduring/Big Idea: Humans look for patterns in life and nature

Lesson Title: Dot Flowers

Grade/Class: 4th Grade Art

Time Allotment: Three 40-minute classes

LESSON PLAN OVERVIEW:

Lesson summary: In this lesson, students will be required to paint a flower with radial symmetry using dots as the only marks on black paper. They will be shown images of different flowers with radial symmetry to reference while they draw their own. The students will utilize two different palettes to create contrast between the flower and the background. The outline of the flowers will be white to make it clear and easy to see.

Rationale: This lesson teaches students about radial symmetry as it relates to nature. Humans look for patterns as it helps our brains make sense of the world. During this lesson, students will learn to utilize observational drawing skills for their flower outlines. Lastly, students will learn to identify and effectively use warm and cool color palettes. Nature is integral to the human experience and the patterns we see are integral as well.

Artworks, artists and/or artifacts:

Georges Seurat

Seascape at Port-en-Bessin, Normandy

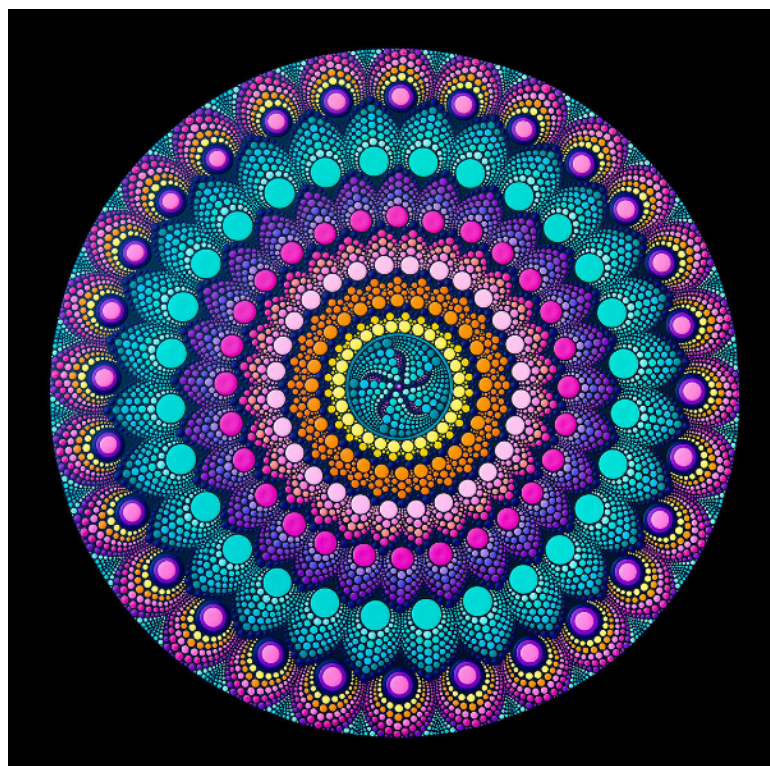
1888



Colin Dixon Tjapanangka
Young Men's Dreaming And Honey Ant Dreaming
1988



Brandon Rollin
Tropical Rainflower
2025



Key Concepts

- Humans seek patterns and routine
- Radial symmetry is found in nature
- Artists use different color palettes for contrast
- The color palette used affects the final product

Essential Questions

- Why do humans like patterns?
- How can color palettes add to our artwork?
- What is radial symmetry?
- Why would an artist use radial symmetry in their artwork?

Standards

NCVAS

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others

VA:Re.7.2.4a Analyze components in visual imagery that convey messages.

Interdisciplinary connections: The incorporation of radial symmetry relates to the mathematical concept of radius, circumference, and diameter. While 4th graders are not yet learning this concept, introducing radial symmetry lays the groundwork for a better understanding of the concepts in the future.

Objectives:

Knowledge:

The students will show an understanding of radial symmetry through their artwork.

The students will identify colors palettes.

Skills:

The students will utilize observational drawing skills to create a radial design.

Dispositions:

The students will create neat dot designs.

Pre-Assessment

Class discussions at the beginning of class each day of the lesson. Day one introduces radial symmetry and the project as a whole. The next introduces the concept of dot painting and shows examples of artwork that uses dots as the only

marks. The last day introduces/refreshes the students on the concept of different color palettes depending on when in the school year the lesson is taught.

Formative Assessment

Handout completeness and class activities.

Summative Assessment

	Advanced	Proficient	Satisfactory	In Progress	Unsatisfactory
Points	5	4	3	2	1
Understanding of Symmetry	The whole artwork is exceptionally utilizing radial symmetry	The artwork is utilizing radial symmetry	The artwork is mostly utilizing radial symmetry	The artwork is somewhat utilizing radial symmetry	The artwork is incomplete or minimally utilizes radial symmetry
Color Palette Usage	Artwork is completed exceptionally using two different color palettes as the prompt requires	Artwork is completed using two different color palettes as the prompt requires	Artwork is mostly completed using two different color palettes as the prompt requires	Artwork is somewhat completed using two different color palettes as the prompt requires	Artwork is incomplete or not using two different color palettes as the prompt requires
Observational Drawing Skills	Student drew from observing examples exceptionally	Student drew from observing examples	Student mostly drew from observing examples	Student somewhat drew from observing examples	Student did not draw from observing examples 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 radial symmetry and how it differs from typical symmetry. The discussion will end with a picture on the board with examples of flowers for the “drawing from observation” portion of the lesson.

Development

The teacher will demonstrate the different types of petal shapes students can think about utilizing in their artwork. The students will then use their handouts to trace the possible petal options. The teacher will demonstrate how to draw the flower outline onto black project paper. Students will be given time to gather their papers and draw their outlines.

Culmination/Close:

After clean-up, the students will echo the learning target of “I am learning how to draw from observation to make my drawings more accurate.” They will then be required to show a number with their fingers of how well they are understanding drawing from observation. One being “I don't know what drawing from observation is,” two being “I have an idea of what drawing from observation is,” three being “I have a good understanding of what drawing from observation is,” and four being “I could explain drawing from observation to a friend.”

Instructional Procedures

Day 2

Motivation/Engagement/The Hook:

The teacher will start by showing examples of paintings that utilize dots in their artwork. The images should be shown in their entirety first, the teacher should then show close-up details of the artworks and start the class discussion of the reasons artists would choose to use dots instead of brush strokes or other painting methods.

Development

The teacher will demonstrate how to use the back of a paintbrush dipped in white paint to trace the flower outline with dots. The teacher should emphasize how slow and measured the students need to be to get effective, clean marks. The students will then have work time to complete the white outline dots on their artwork. If student

finish quickly the teacher can start the demonstration of how to add dots to the inside of their flower shapes.

Culmination/Close:

After clean-up, the students will echo the learning target of “I am learning how to make neat marks to make my artwork look radially symmetrical.” They will then be required to show a number with their fingers of how well they are understanding drawing from observation. One being “I don't know how to make neat marks to achieve radial symmetry,” two being “I have an idea of how to make neat marks to achieve radial symmetry,” three being “I have a good understanding of how to make neat marks to achieve radial symmetry” and four being “I could explain how to make neat marks to achieve radial symmetry to a friend.”

Instructional Procedures

Day 3

Motivation/Engagement/The Hook:

The class will start with a color theory handout and then an activity. The teacher should have pencils and markers in the colors necessary to fill out the handout preset on the tables to ensure the handout is completed expeditiously. In the activity students have to hold up or touch items in the classroom that correspond to the color categories. For this activity, the teacher says, from “touch a warm color” to “show me an analogous color scheme with three colors” to “hold up two complimentary colors” as a refresher for the students.

Development

The teacher will demonstrate adding dots to the inside of the outline in a cool or warm color scheme if the class did not have time during the last class. The students will have time to complete the inside of their outlines in either a cool or warm color scheme. Once the students have finished the inside dots, the teacher will demonstrate how to do the outside dots in the opposite color scheme from the inside dots.

Culmination/Close:

After clean-up, the students will echo the learning target of “I am learning how to use contrasting 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 drawing from observation. One being “I don't know how to use contrasting color palettes to add

interest to my artwork ,” two being “I have an idea of how to use contrasting color palettes to add interest to my artwork,” three being “I have a good understanding of how to use contrasting color palettes to add interest to my artwork” and four being “I could explain how to use contrasting color palettes to add interest to my artwork to a friend.”

Preparation

Teacher preparation:

Research on Georges Seurat, Brandon Rollin, Colin Dixon Tjapanangka, the history of aboriginal dot art and pointillism.

Artwork Sources: Georges Seurat– <https://www.nga.gov/collection/art-object-page.53139.html>

Colin Dixon Tjapanangka– https://www.abell.com/auction-lot/colin-dixon-tjapanangka-1954-young-men-s-dream_975409B82D

Brandon Rollin– <https://brandonrollin.com/product/tropical-rain-flower-print/>

Photos of Flora Sources:

<https://blogs.baruch.cuny.edu/symmetries/2013/04/07/symmetries-in-nature/>

<https://www.seednet.eu.com/product/3083/petunia-celebrity-f1-plum-ice.html?language=en&ref=8>

<https://www.boredpanda.com/geometrical-symmetrical-plants-nature/>

<https://www.diyphotography.net/symmetry-in-photography-everything-you-need-to-know/>

<https://boudewijnhuijgens.getarchive.net/amp/topics/radial+symmetry>

<https://www.istockphoto.com/photo/daffodil-gm106596517-14084738>

<https://pezzettinoart.blogspot.com/2010/11/radial-symmetry-leaves-painting.html>

<https://www.theschoolofphotography.com/tutorials/symmetry-in-photography>

<https://www.adorama.com/alc/how-to-use-radial-balance-in-photography/>

Supplementary Materials

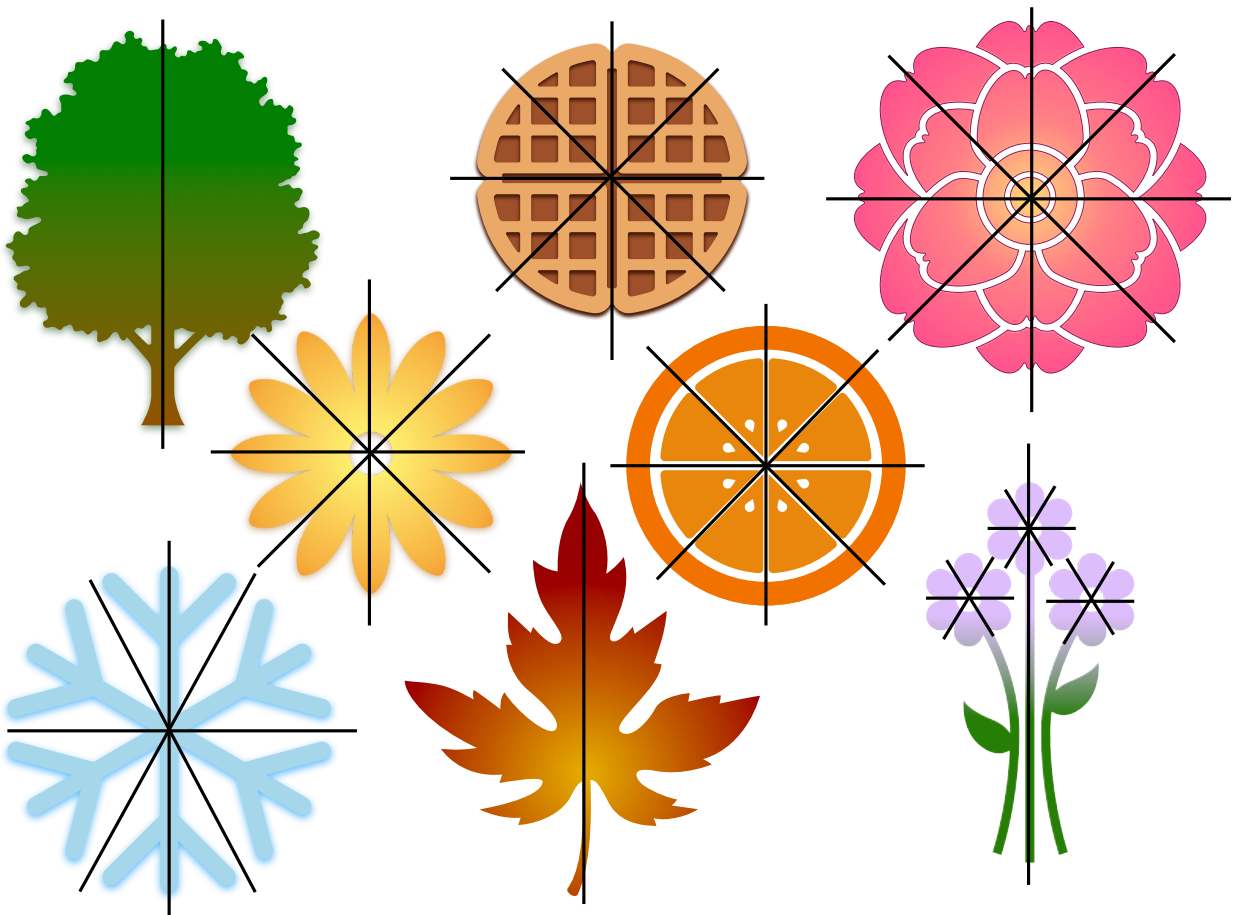
Attached at the end of the lesson

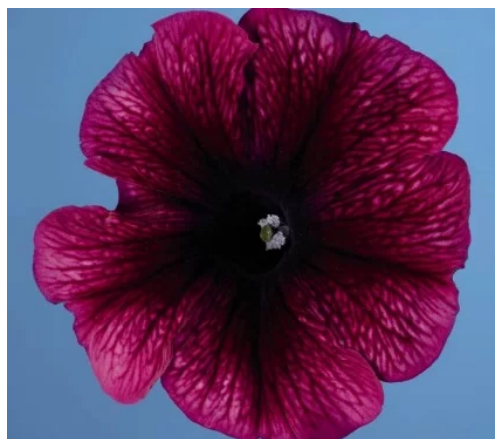
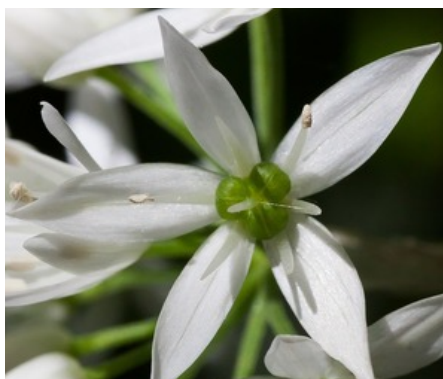
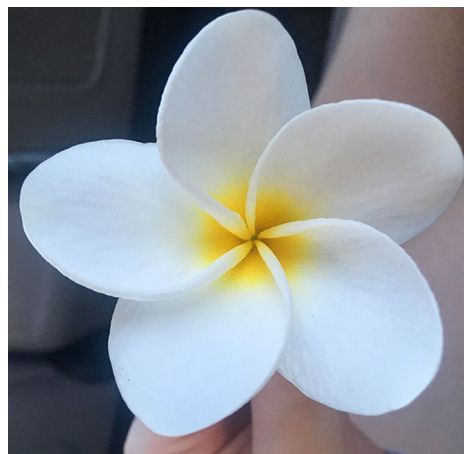
Student Supplies

A piece of black construction paper of a size of the teacher's choice, white paint, 3 warm color paints, 3 cool color paints, and one paint brush per student.

Considerations for modifications and/or adaptations:

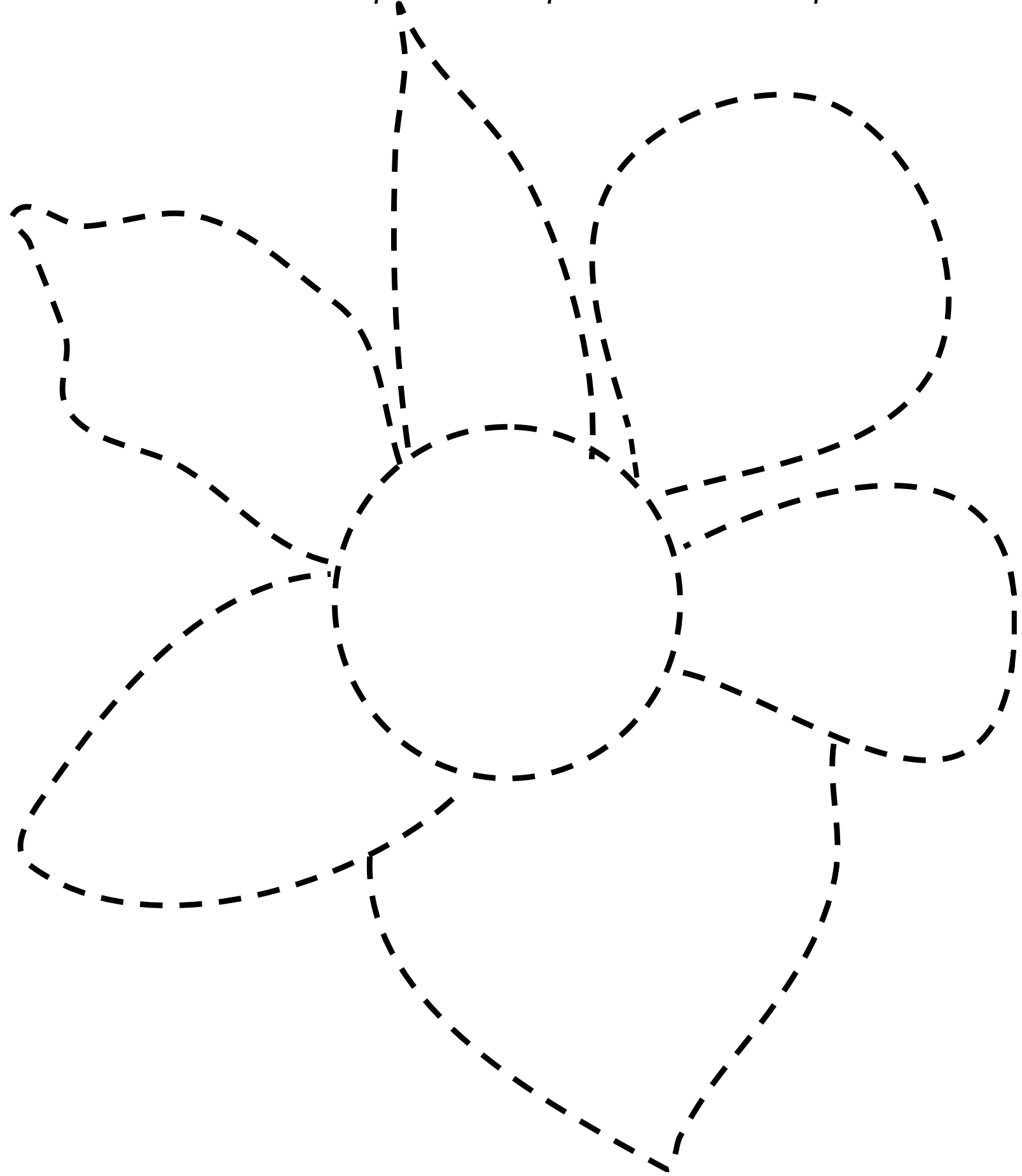
The lesson can be broken up into more days if a class needs more time on each part. Students who do not want to do a flower will have the opportunity to present a different object from nature that has radial symmetry to the teacher for consideration. All handouts are written in Open Dyslexic to make them more legible for all students.





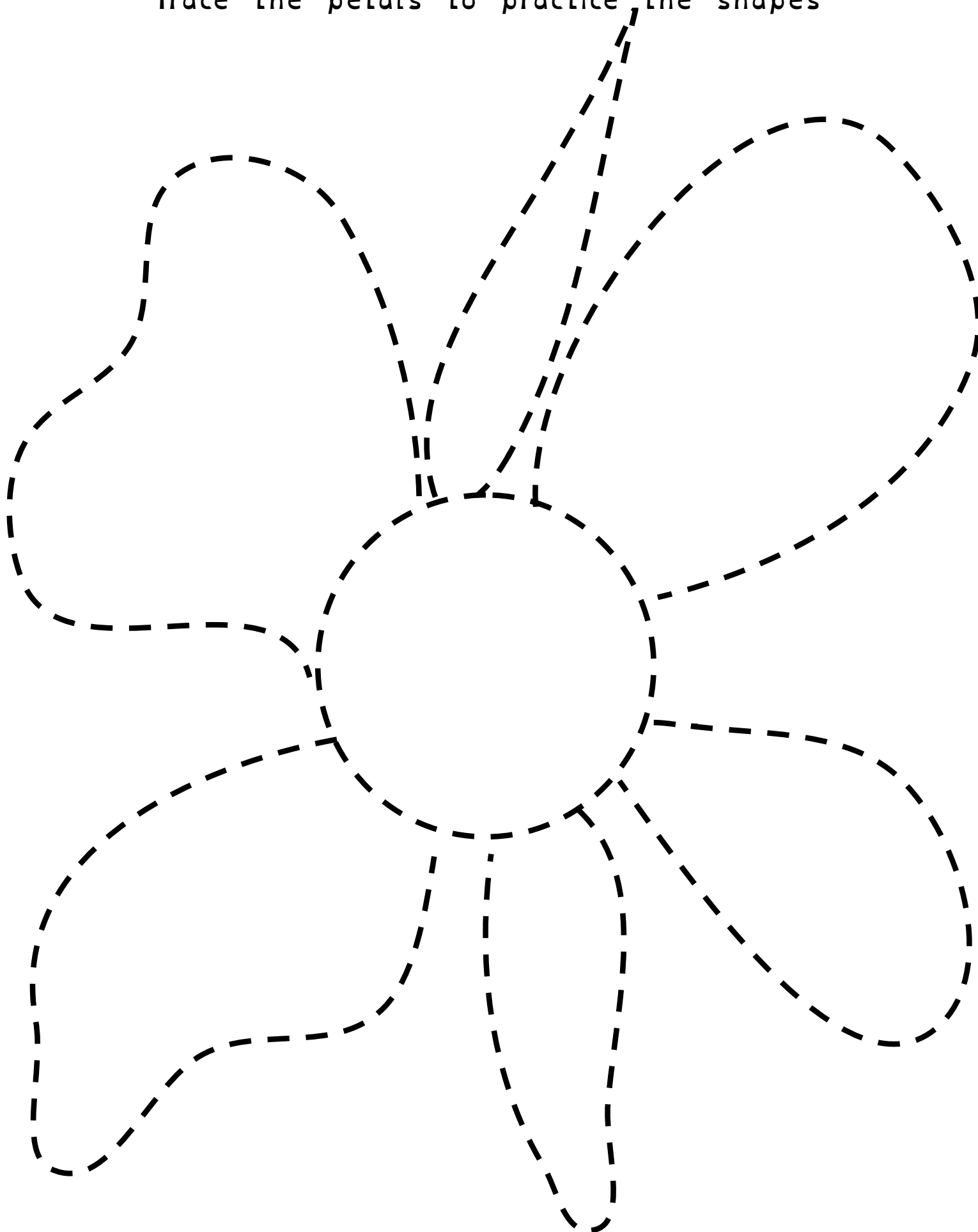
PETAL PRACTICE

Trace the petals to practice the shapes



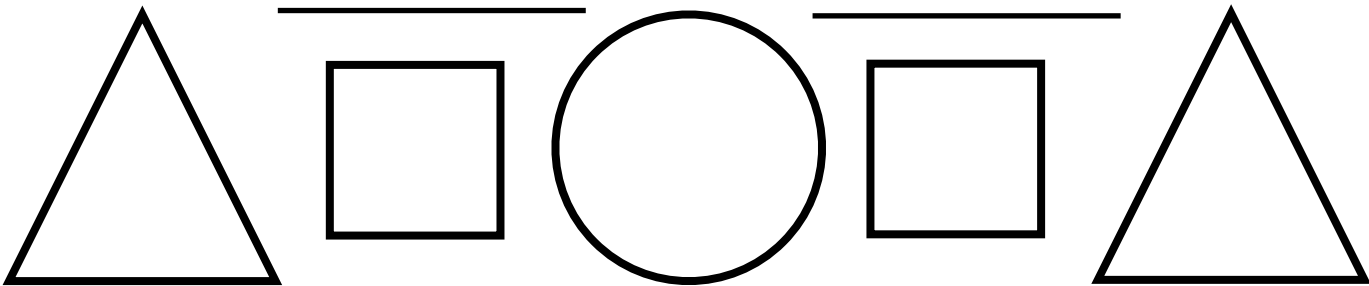
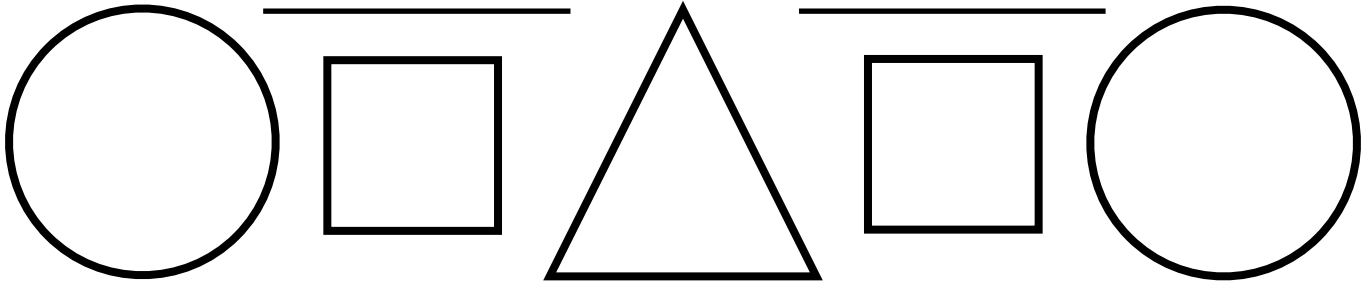
PETAL PRACTICE

Trace the petals to practice the shapes



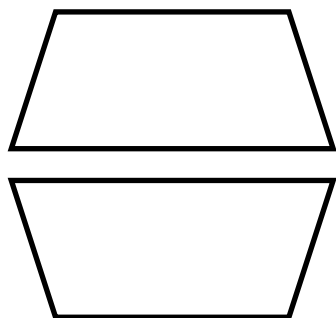
WARM & COOL COLORS

○ = Primary △ = Secondary □ = Tertiary

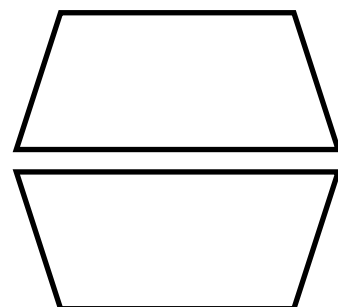


COLOR IN COLOR SCHEMES

ANALOGOUS COLORS



COMPLIMENTARY COLORS

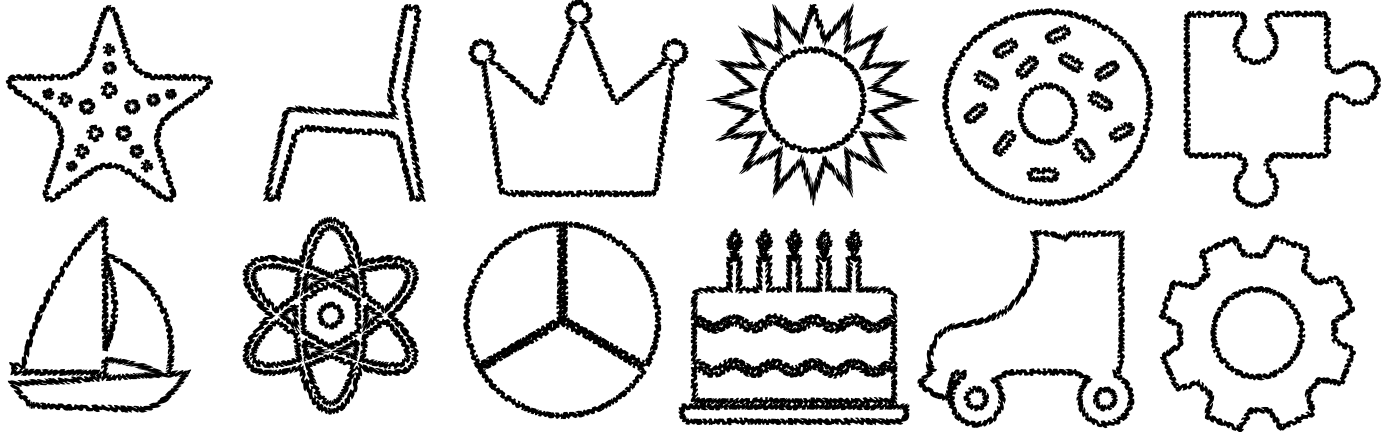


RADIAL SYMMETRY

Similar parts arranged around a central

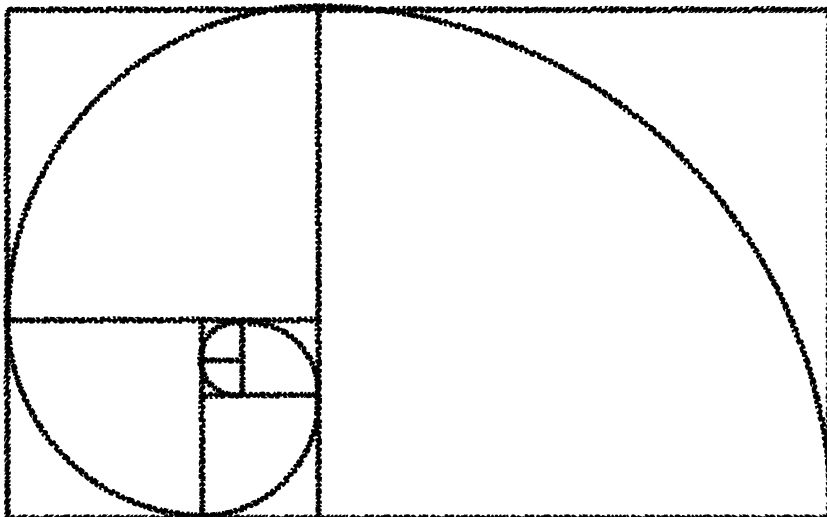
Which objects have radial symmetry?

Draw lines to show how your answers and cross out the others.

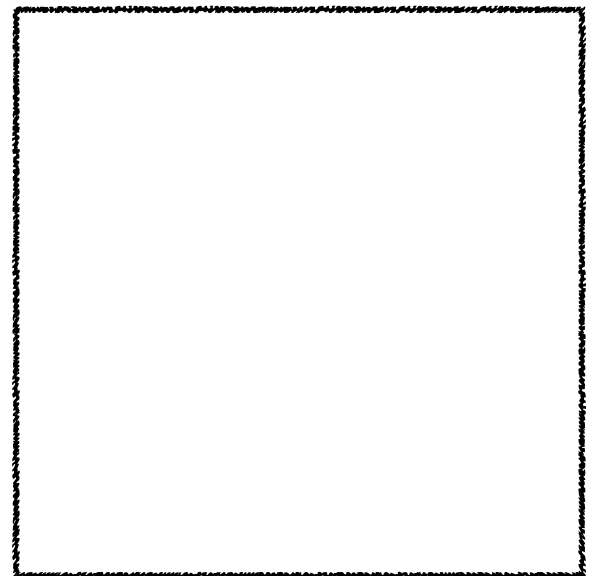


Fibonacci Spiral

The Fibonacci Spiral refers to natural shapes that are proportionally pleasant to the human eye, such as seashells, flowers, pinecones, galaxies, and more! This spiral grows outward, creating a balanced design that often has radial symmetry.



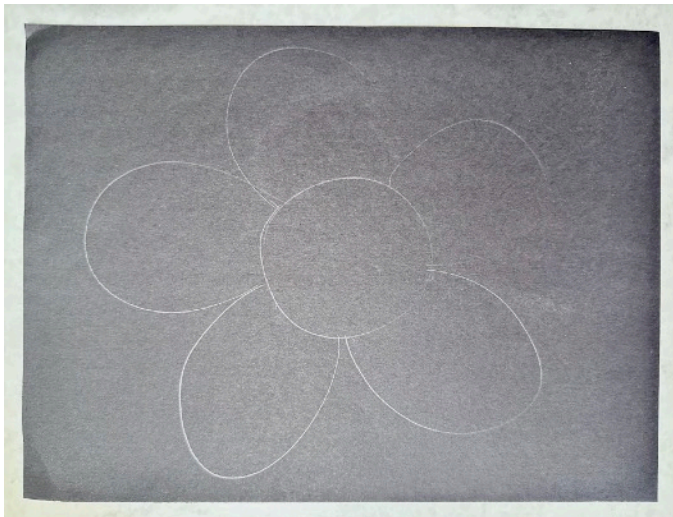
Draw a natural object with radial symmetry, keeping the Fibonacci spiral in mind!



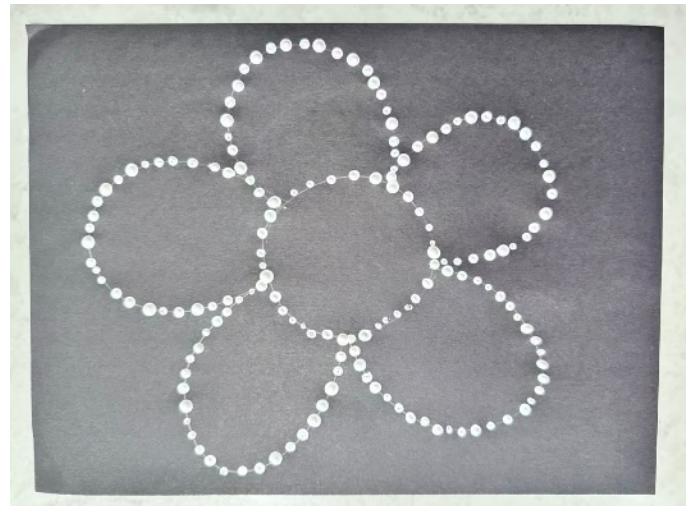
Reminder: radial symmetry means similar parts around a central point

Exemplars

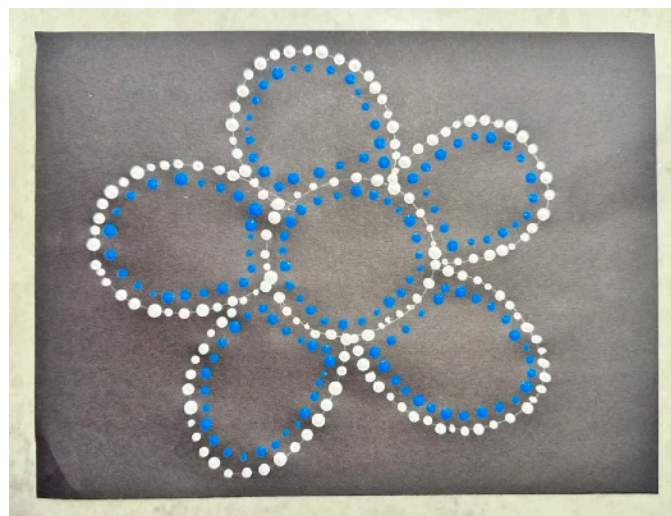
Flower Outline Drawn From Observation



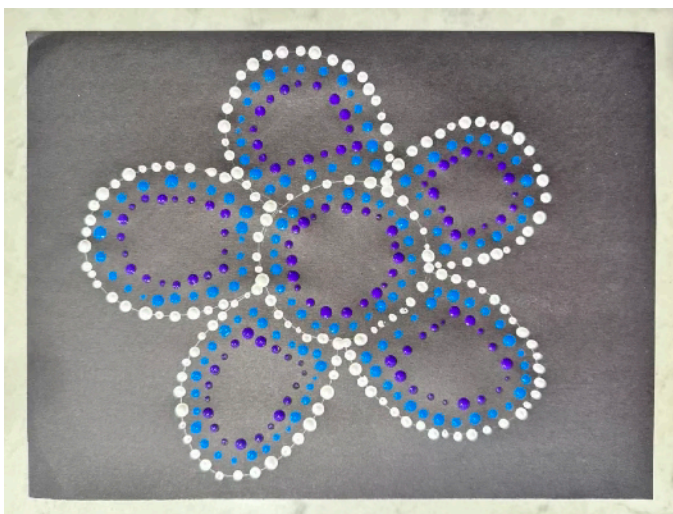
White Dot Outline



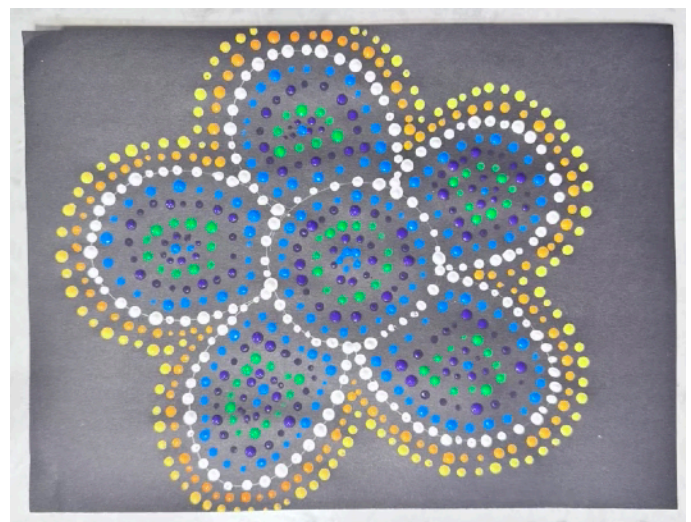
Inside Dots First Layer



Inside Dots Second Layer



Inside Dots Complete Outside Dots Second Layer



Final Dot Flower Artwork

