Submitted By:

Name(s): Hillary Douglas

School/Grade Level: 1st Grade

Big Idea/Title of Lesson: “Light and Lilies” exploring the work of Claude Monet

Date(s): 2020  Duration: 2/60 minute lessons

Objective: Students will learn about the work of <Claude Monet and create a watercolor resist painting of 12 waterlilies and pads.

State Standards Being Addressed (only one standard per curriculum item)

Mathematics of Language Arts Standards: 1.NBT.1 - Count to 120 starting at any number less than 120. In this range read and write numbers and represent a number of objects with a written number.

Visual Arts Standard:
Strand. 1 Create
Concept. 3 - Elements and Principles PO101. Identify and use elements and principles in his or her own artwork.

Global Perspectives:

Claude Monet was a painter from France who focused on painting nature in different natural lights. He was part of a “movement” of artists who explored light in their painting called “Impressionism.” Monet’s paintings give the impression of the subject and the time of day they were painted. During the last years of his life, Monet’s eyesight began to fail. Driven to still create art, he painted the waterlilies in his garden.

21st Century Skills Content: (place an X before all that apply)

X Creativity/Innovation  X Problem Solving  X Health/Wellness
X Critical Thinking  ___ Democracy  X International Perspectives
X Communication  ___ Adaptability/Resiliency  ___ Ethics
X Collaboration/Teamwork  ___ Financial & Economic Literacy  ___ Social/Civic Responsibility

Teacher’s Role During and After Lesson:

Before: Teacher will review OMA lesson plan and prepare to actively participate in activities.

During: Teacher will informally monitor and guide student progress. Teacher will assist with setup/clean up and will make connections or help amend curriculum as appropriate.

After: Teacher will reinforce any concepts resented during OMA introductory lessons.
Materials:
Inspirational images of Claude Monet and his waterlily paintings
Sun
Claude Monet Picture Book (TBD)
Samples of project
9x12 inch paper
Oil pastels
Paint brushes
Blue watercolor paint
Newspapers (to protect tables)

Lesson Plan 1 Design:

A. Anticipatory Set / Activation of Prior Knowledge:
Students look at a painting of Claude Monet’s waterlilies. AIS calls on individual students to share what is going on in the picture. AIS asks students if anyone has visited the Turtle Pond on the U of A Campus. Students whisper with their neighbor what time of day they think it was painted (Morning, afternoon, nighttime?)

B. Teaching the Lesson:
AIS explains that artists who explore how things look at different times of day are called “Impressionists.” AIS shares an image of Claude Monet and talk about how he was from the country of France/painted many things throughout his life, but started to lose his eyesight. The last 20 years of his life he painted what was in his backyard, a pond of waterlilies and pads.

AIS divides class into three groups for morning, noon, and night. Each group whispers to each other about a movement they can do to represent their time of day. (Morning, yawn/stretch; Noon, eat lunch; Night, sleep/snore.) AIS holds sun to the left to show morning and morning group does their motion and so on. AIS mixes it up/speeds it up.

AIS then uses the document camera to demonstrate how to draw lilies, lily pads and waves with oil pastels. AIS shows the pastels and has class divide themselves in dark and light categories. Light colors are for morning flowers and dark colors are for night. AIS encourages students to think about what time of day they imagine their lilies. AIS encourages students to take time, draw slowly, and add details to lilies/pads. Lilies are like cups with a “W” drawn inside. Pads are like circles or ovals. Students may draw waves with white oil pastel that are invisible this week but will “magically appear next week.” AIS will encourage students to imagining different kinds of wavy lines. Students should draw between no more than 12 lilies and pads on their paper. AIS models how to draw and then “count on” from the number of items drawn to keep track. AIS explains that musicians can also be Impressionists like the composer Debussy. He captured a mood or a passing feeling. Students will have worktime to draw their lilies and pads while listening to Debussy.

C. Closure / Concluding the Lesson:
OMA Helpers and AIS will collect and organize work. Class will meet back on the carpet. Students will “call a friend” and tell them one interesting thing about Claude Monet. AIS will call on a couple of students to share ideas with the class if time allows.
Lesson Plan 2 Design:

A. Anticipatory Set / Activation of Prior Knowledge:
Students go toe-to-toe with a partner and describe what we did in our last class. Students return to seats on the carpet and AIS calls on students to share individual responses. AIS will read a story about Claude Monet (TBD)

B. Teaching the Lesson:
AIS uses document camera to project an image of Monet’s waterlilies. Class counts how many flowers and how many lily pads are in the image. AIS explains that today we will use watercolor “resist” to paint our water. When a plastic or waxy surface does not absorb water it is called a resist. AIS shows bottle with oil/water color and asks student to describe what is happening AIS will use document camera to demonstrate how to protect desks with newspaper and use blue watercolor to paint over wave lines and around flowers while preventing paper from getting too wet.

Students stack newspapers and paints in order to receive their Ninja Math cards. Students count the total number lilies and lily pads to make up the “magic number” of their number bond. Students circle whether their piece shows morning, afternoon, or nighttime. Students will glue Ninja Math cards to their work.

C. Closure / Concluding the Lesson:
Students trade with neighbor and check to make sure their number bond is correct. Students clean tables and return to carpet. Students will discuss 2 elements of art used with their neighbor. AIS calls on volunteers to share responses with the class if time allows.

Methods for Facilitating Creative and Critical Thinking:
- Consideration of how thins look at different times of day
- Connection to previous experience at Turtle Pond, or any other pond
- Consideration of how artist’s life experiences influenced his work
- Art interpretation

Strategies for Active Participation:
- OMA Helpers
- Whisper with a neighbor
- Creating individual art piece
- Checking neighbor’s work
- Ninja Math card

Strategies for Reviewing, Assessing Understanding, and Reinforcing:
AIS and Classroom Teacher will walk around room to ensure and observe students understanding of wave lines/drawing lilies and pads/counting number to 20.