**Grade 2-4 Impressionism Indian Corn**

Name: Miss Susanna

Grade level and subject: 2-4 Art

Time: 12:05-12:50 PM

Date: Tuesday, October 3, 2017

**Instructional Objectives:**

The student will be able to…

1. Explain that Impressionism art gives the impression of something, but gives no clear lines.
2. Create impressionistic Indian corn by painting on cob template using pencil erasers and tempera paint.

**Materials Needed:**

1. 3 pencils with perfect erasers per student
2. Red, yellow, orange, and brown Tempera paint
3. Water in cups
4. Plates to serve as palettes
5. Poster of Claude Monet
6. Video (<https://www.youtube.com/watch?v=ah5g2M14oUM>)
7. Corn cob templates (3 per student)
8. Corn husk from a farmer
9. Staples/stapler
10. Paper towels for all!
11. Paper on the tables
12. Indian corn
13. Scissors

**Scope and Sequence of Lesson**

**Review / Drill:**

1. Color: tint (add white), shade (add black)
2. Write on board:
	1. **Romanticism**
	2. **Realism**
	3. **Impressionism**
3. Romanticism = perfect and dreamy, lots of emotions and feelings
4. Realism = depicts real life, often the working class; rejects romanticism.

**Hook / Anticipatory Set:**

1. Realism was a reaction to Romanticism. Realist painters like Courbet and Millet did not like Romanticism art because it was too perfect and dreamy. They wanted people to realize that real life was not easy, so they started making real life paintings that showed hard work and dirtiness.
2. Now some people did not like Realism art so they decided to try Impressionism. Impressionism painters wanted to get away from the dark shades of Realism, so they focused on **color** and **light**. They used **loose brush strokes** instead of fine smooth strokes.
3. Show poster of Claude Monet. Monet was the most famous Impressionism Painter.
4. You will get to see some Impressionism art on this video (<https://www.youtube.com/watch?v=ah5g2M14oUM>) about Claude Monet.

**Lesson**

**Introduction:**

* As you listen to the first 2 minutes of this video, I want you to answer 3 questions:
	+ **Where was Monet born?** (Paris, France)
	+ **His mother was a ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_.** (singer)
	+ **How many works of art did Monet create?** (2500 works of art)
* At 2 minutes, stop and ask those 3 Questions.
* Now for the rest of the video, I want you to be thinking about Monet’s style of Art – Impressionism. These are your two questions:
	+ **What 2 things did Impressionism focus on?** (color and light)
	+ **How did Impressionist painters make their brush strokes?** (loose brush strokes)
* Show rest of video.
* Ask the 2 questions at the end.

**Direct Instruction / Modeling:**

* We are going to try our hands at making Impressionism art. We are going to use paint, but we will not use paintbrushes. Instead we will use pencil erasers!
* **Show impressionistic Indian corn.**
	+ Can you tell exactly where each kernel of corn is? Or does it look a little smudged together? (No, they are smudged and overlapping.)
	+ We get the impression that there are kernels, but we cannot count the kernels like we could **on this REAL Indian corn cob** (hold up real Indian corn). What do we call that if we are just getting an IMPRESSION of something? (Impressionism)

**Discussion questions:**

* If we would try to paint this Indian corn exactly like it is in REAL life, what kind of art would that be? **(REALISM)**
* If we paint this corn with lots of light and color and give people the Impression that there are kernels, what kind of art is it? **(IMPRESSIONISM)**

**Assignment:**

1. Draw stump on each of your cornstalks.
2. Write name carefully on the back of each corn cob.
3. Hold 3 pencils in a circle. Punch it lightly into the yellow paint. Then one time onto plate. Now onto your corn cob.
4. Cover each of your 3 cobs completely with yellow impressions of kernels. You may go over the edge of the line.
5. Now do the same with orange, but do not cover the entire cob. Start with the same one that you started with yellow so the yellow paint is drier and won’t smear as much.
6. Now red. Cover less of the cob.
7. Now Brown. (Mix some red into the brown for them.) Only cover some portions of the cob.
8. Dry.
9. Cut out.
10. Staple husks onto cob stumps.
11. (Teacher, arrange each person’s bundle of Indian corn on display wall.)

**Closure:**

Turn and tell. Explain how to do this in pairs: Turn toward each other. One tells, the other listens and helps if necessary.

1. What are the 3 –isms we have talked about so far? **(Romanticism, Realism, Impressionism)**
2. What are 2 things that Impressionism focuses on? **(color and light, loose brushstrokes)**

**Self Evaluation**

*Rating: 1 – inadequate, 4 – needs improvement, 6 – satisfactory, 8 – very good, 10 – excellent*

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| **Area** | **Rating** | **Comments** |
| Success in reaching objectives |  |  |
| Student interest and motivation |  |  |
| Variety of student interaction |  |  |
| Classroom management |  |  |
| Differentiated instruction |  |  |