

Lesson Plan  
Title: Intro to Principles of Design and Connection to Murals  
Grade Level: 6th grade  
Length: 2 days

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**Pre-Assessment:**

*This will need to be done prior to teaching your lesson.* Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- Day 1:
- Review previous lessons to check for students' level of understanding of the art elements
  - Discussion at the start of class while showing the principles of design. Where have you seen some of these words before? Which ones stand out? What do these words mean?
- Day 2:
- Review closing question to check students' level of understanding on the previous 4 principles of design
  - Opening question: Why would it be important to use the principles of design when making murals? Discussion

**Performance:**

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

In this lesson, students will be introduced to the Principles of Design, and focus on the principles of balance, proportion, emphasis, contrast and unity, to help them design murals that engage a large public audience.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- Composition
- Principles of Design
- Murals
- Public Art
- Unity

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

- Students will understand how principles of design are used in art to create engaging compositions

- Students will understand why it is important to have an engaging composition for mural designs to attract a wider audience
- Students will understand how mural artists use principles of design to send a clearer message

**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

**Objectives/Outcomes/Learning Targets:**  
 Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.  
**Should be written as:** Objective. (Bloom’s: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

- Artists will combine their previous knowledge on mural designs and the purpose of murals to use the principles of design to enhance the effectiveness of their mural design in spreading a message. -Observe and Learn to Comprehend
- Artists will discuss the meanings of the principles of design in art, and share their sketches with partners to discuss how they used the principle of design to offer and receive new ideas. - Envision and Critique to Reflect
- Artists will create thumbnail sketches using each principle of design that we focus on, to develop an understanding of how it is used and what it looks like in art. -Invent and Discover to Create
- Artists will look at a series of murals and discuss where and how they see the principles of design being used in order to increase the effectiveness of the message of the mural. -Relate and Connect to Transfer

**Differentiation:**  
 Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<p><b>Differentiation:</b>        (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>- If students do not have access to a device with internet, they can ask the teacher to look up the meaning of their name for them</li> <li>- Slides will be in Desmos and the link will be given to the students who are learning remote</li> <li>- We will be on Zoom in addition to in person for students who are learning remote</li> <li>- If students do not have materials, they can borrow one from the classroom as long as it is sanitized before and after</li> <li>- Show video, have visual aids, as well as verbal instruction</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>- Students can choose which materials out of their art kit to use for their drawing</li> <li>- Students can use inspiration from the examples given or come up with their own interpretation</li> </ul>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>- Students can research more about each principle</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>- Students can choose to use a new material</li> <li>- Students can do multiple thumbnail sketches for each principle</li> </ul>

- Students can try practicing a principle we have not explored as a class

- Students can combine multiples objects in one sketch

**Literacy:**

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

**Vocab:** principles of design, balance, emphasis, proportion, contrast, unity, mural, public art, composition, thumbnail sketch

**Literacy integration:** opening question, closing question, reading about the principles of design

**Numeracy integration:** proportion, mural design, spatial relationships

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Desmos
- Personal device
- Creative Process Journal
- Pencil
- Paper (optional)
- Colored supplies (optional)

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Google Slides
- Desmos
- Intro Video (link in google slides)
- Principles of Design visual poster (in classroom)
- Teacher example (in desmos)

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Set up Google Slides
- Transfer google slides to Desmos
- Create teacher example
- Print and hang principles of design poster

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Students' technology usage will be monitored to ensure they are on safe websites
- Students' have an understanding of how to safely use art materials and will be monitored to ensure they are doing so
- Students' will complete COVID 3 (sanitize hands, clean desk, check mask) upon entering and exiting the room

- Students' will sit in their assigned seat for the purpose of contact tracing
- Students' with COVID symptoms will be sent home

**Action to motivate/Inquiry Questions:**  
 Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Day 1
  - Show a different street artist video at the start of class to continue showing them examples of what is possible with mural designs
  - Opening question in Desmos: Think of 5(or more) **simple** objects that you like, or enjoy drawing. List them here. (We will use these in our practice today)
- Day 2
  - Show another street artist video to continue showing examples of mural designs
  - Opening question in Desmos: Why do you think it is important to use Principles of Design when coming up with a mural design?

**Ideation/Inquiry:**  
 Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Day 1:
- create list of objects they enjoy drawing
  - introduce cake analogy with elements of art and principles of design
  - discuss where they have seen principles of design
- Day 2:
- Why is it important to use the principles of design when coming up with a mural design?
  - Discuss yesterday's principles and introduce unity as bringing it all together

**Instruction:**  
 Give a detailed account (in bulleted form) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

	<b>Instruction</b> - The teacher will...	<b>Learning</b> - Students will...	<b>Time</b>
	-		-
Day 1	<ul style="list-style-type: none"> <li>- Welcome</li> <li>- Covid 3</li> <li>- Show artist video during first 3</li> <li>- Take attendance</li> <li>- Get organized for the day</li> </ul>	<ul style="list-style-type: none"> <li>- Welcome</li> <li>- Students complete first three and go to their seat</li> <li>- Students view artist video</li> <li>- Students log on to Desmos and get out their materials for the day</li> </ul>	<ul style="list-style-type: none"> <li>- Welcome (7min)</li> </ul>

	<ul style="list-style-type: none"> <li>- Zone 1 <ul style="list-style-type: none"> <li>- Opening question</li> <li>- read responses in Desmos as they are coming in to monitor engagement</li> <li>- Have student read objective</li> <li>- Review agenda</li> </ul> </li> <li>- Zone 2 <ul style="list-style-type: none"> <li>- Review Art elements</li> <li>- Introduce cake analogy for art elements and principles of design</li> <li>- Introduce principles of design and facilitate discussion</li> <li>- Introduce the 4 principles we will focus on (balance, emphasis, proportion, contrast) and give students time to set up page (have them check their partners)</li> </ul> </li> <li>- Zone 3 <ul style="list-style-type: none"> <li>- Cold call 1 student read out the definition of Balance</li> <li>- Introduce balance with examples</li> <li>- Express key takeaways of the principle in art</li> <li>- Actively monitor as students take 5 minutes to create a sketch using balance in their first quadrant</li> <li>- Check in with online students</li> <li>- Turn and Talk (1min) students show their partner and discuss how they showed balance.</li> </ul> </li> <li>- (repeat the steps in Zone 3 above for emphasis, proportion and contrast)</li> <li>- Zone 4 <ul style="list-style-type: none"> <li>- Closing Question: review responses as they come in to check for engagement and understanding</li> <li>- Give closing announcements (what material they will need tomorrow and connection back to murals tomorrow)</li> </ul> </li> <li>- Exit <ul style="list-style-type: none"> <li>- Covid last 3</li> <li>- Dismiss</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Zone 1 <ul style="list-style-type: none"> <li>- Students answer opening question in Desmos listing objects they like to draw</li> <li>- One student reads out objective</li> <li>- Students listen to the agenda and ask any current questions about the day before we start</li> </ul> </li> <li>- Zone 2 <ul style="list-style-type: none"> <li>- Students will actively listen</li> <li>- Students will discuss where they have seen some of the principles of design and what they could mean in general</li> <li>- Students will divide their paper into four quadrants and check to make sure their partner has done the same.</li> </ul> </li> <li>- Zone 3 <ul style="list-style-type: none"> <li>- One student reads out the definition of balance</li> <li>- Students listen and view examples while teacher explains the key takeaways</li> <li>- Students sketch for 5 minutes using the objects from their list to show balance</li> <li>- Students turn and talk for 1 min to share how they showed balance to their partner.</li> <li>- Students online show the camera what they worked on and/or type in the chat how they showed balance</li> </ul> </li> <li>- (repeat the steps in Zone 3 above for emphasis, proportion and contrast)</li> <li>- Zone 4 <ul style="list-style-type: none"> <li>- Students answer closing questions in Desmos (1min)</li> <li>- Students listen to closing questions and make any reminder notes if needed.</li> </ul> </li> <li>- Exit <ul style="list-style-type: none"> <li>- Students pack up</li> <li>- Covid last 3</li> <li>- dismiss</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Zone 1 (3min)</li> <li>- Zone2(8min)</li> <li>- Zone 3 Balance (11min) Emphasis (11min) Proportion(11min) Contrast(11min)</li> <li>- Zone 4 (3min)</li> <li>- Exit (3min)</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>- Welcome <ul style="list-style-type: none"> <li>- Covid 3</li> <li>- Show artist video during first 3</li> <li>- Take attendance</li> <li>- Get organized for the day</li> </ul> </li> <li>- Zone 1 <ul style="list-style-type: none"> <li>- Opening question</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Welcome <ul style="list-style-type: none"> <li>- Students complete first three and go to their seat</li> <li>- Students view artist video</li> <li>- Students log on to Desmos and get out their materials for the day</li> </ul> </li> <li>- Zone 1 <ul style="list-style-type: none"> <li>- Students answer opening question in Desmos</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Welcome (7min)</li> </ul>

	<ul style="list-style-type: none"> <li>- read responses in Desmos as they are coming in to monitor engagement</li> <li>- Cold call 2-3 students to share answer</li> <li>- Open it up to volunteers to share ideas</li> <li>- Have student read objective</li> <li>- Review agenda</li> <li>- Zone 2 <ul style="list-style-type: none"> <li>- Review principles of design</li> <li>- Turn and talk: how would you summarize each of the 4 we focused on yesterday?</li> <li>- Cold call 1 student to summarize one of the 4</li> <li>- Cold call 1 student to summarize one of the remaining 3</li> <li>- Open up for volunteers to summarize the last two</li> <li>- Introduce Unity</li> <li>- Cold call student to read definition</li> <li>- Facilitate discussion: Where have you heard unity? What does unity mean?</li> <li>- Show examples and explain the key takeaways of unity in art</li> <li>- Show video about Unity</li> </ul> </li> <li>- Zone 3 <ul style="list-style-type: none"> <li>- Active monitoring while students sketch unity</li> </ul> </li> <li>- Zone 4 <ul style="list-style-type: none"> <li>- Show examples of murals and ask students where they see principles of design</li> <li>- Turn and talk: Where do you see examples of the principles of design being used? (1min)</li> <li>- Whole class discussion: cold call 2-3 students to share what they discussed, then open to volunteers emphasize the importance of principles of design in murals</li> <li>- closing question- monitor responses to check for understanding and engagement</li> <li>- Give closing announcements - what you need for next week, we will be diving into drafting next week.</li> </ul> </li> <li>- Exit <ul style="list-style-type: none"> <li>- Covid last 3</li> <li>- Dismiss</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Students share responses to question</li> <li>- One student reads out objective</li> <li>- Students listen to the agenda and ask any current questions about the day before we start</li> <li>- Zone 2 <ul style="list-style-type: none"> <li>- Students turn and talk to summarize each of the 4 principles we focused on yesterday (1min) Online students type in chat</li> <li>- Students share short summaries of each principle of design that we focused on yesterday with class.</li> <li>- Student reads out definition of Unity</li> <li>- Students discuss where they have seen unity before as a class and what it means.</li> <li>- Students listen to examples and key points</li> <li>- Students observe video</li> </ul> </li> <li>- Zone 3 <ul style="list-style-type: none"> <li>- Students practice creating sketches that show unity</li> </ul> </li> <li>- Zone 4 <ul style="list-style-type: none"> <li>- Turn and talk- where do you see examples of the principles of design being used in these examples? Online students type in chat</li> <li>- Whole class discussion, students share ideas</li> <li>- closing question Choose one of the mural examples we just looked at. Describe how you see the Principles of Design used in this mural.</li> <li>- Listen to announcements and make any reminder notes</li> </ul> </li> <li>- Choose one of the mural examples we just looked at. Describe how you see the Principles of Design used in this mural.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Zone 1 (5min)</li> <li>- Zone 2 (15min)</li> <li>- Zone 3 (15min)</li> <li>- Zone 4 (10min)</li> <li>- Exit (5min)</li> </ul>
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**Student reflective/inquiry activity:**

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

- Day 1
  - Desmos closing question: Out of the the four Principles of Design that we focused on today:
    - Which one(s) do you feel most confident about and understand?
    - Which one(s) do you not quite understand, or need a bit more explanation on?
- Day 2
  - Desmos closing question: Choose one of the mural examples we just looked at. Describe how you see the Principles of Design used in this mural.

**Post-Assessment (teacher-centered/objectives as questions):**

Have students achieved the objectives and grade level expectations specified in your lesson plan?

- Criteria for Success
  - Did students complete at least one thumbnail sketch for all 5 (balance, emphasis, proportion, contrast, unity)?
  - Did students show use of the principle of design in each sketch?
  - Did student relate at least one of the principles of design to a specific mural in the closing question?

**Post-Assessment Instrument:**

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

- MYP grading chart
- Rubric

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Desmos  
 Google Slides  
 Rubric

**Self-Reflection:**

*After the lesson is concluded* write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

This lesson went really well. I was worried about the timing and that we wouldn't get through everything but we did. After the first day, students were still a bit confused on some of the principles and what they mean or look like in art. However, after the second day and looking at more examples and having class discussions, students seemed to easily point out where and how principles were being used. If I were to teach this again, I would spread it out over a week so each principle could be given one day to focus on it.