

Art Enrichment Lesson Plan

Grade 3

*****Use at least 2 volunteers if possible.**

*****Please check with teacher ahead of time to make sure there is a CD player in the classroom. If not, you will need to arrange for one.**

MASTERPIECES:

- *The Harlequin's Carnival*, 1924-1925
- *People and dog in the Sun*

ARTIST:

Joan Miro i Ferrà (pronounced HWAN Mee-RO ee fare-AH)

MUSIC:

- Music CD- *Dali: Musica Flamenco*
(Music is played during the Hands-On Experience)

VOCABULARY:

- Surrealism- an art movement that refers to the unconscious mind to create images which appear dreamlike.

MATERIALS:

- Tempera Paint- orange, magenta, purple, turquoise, yellow, green, red, and blue
- Glass droppers and small black cups
- Bottle brushes/Pipe cleaners- for cleaning droppers
- 9x12" white construction paper- 1 per student
- Black Sharpie fine point marker- 1 per student
- Hair Dryer on cool setting
- Newspapers- 1 per desk
- Bucket of water

SET-UP DEMONSTRATION STATION:

***There will be no need for a demonstration station as the first half of the Hands-on experience for this lesson will be done before the Artist/Masterpiece Discussion so the paint has a chance to dry.

PREPARATION:

- Place a piece of newspaper and 1 sheet of white construction paper on each desk.
- Plug in the hair dryer.
- Place newspapers down in an area for paintings to dry when completed.
- Cover a table with newspapers (or two tables, if possible, so many students can work at the same time).
- Set up 2 cups (small black cups) of each color of paint. Fill them about ¼ full.
- Line paints/droppers down the middle of the table(s). Students will come to both sides of the table to add drops of paint to their paper.
- Set up CD player for the music CD.

INTRODUCTION:

Gain students attention. Introduce yourself and other volunteers. Explain that this is the Art Enrichment Program and parents get to come to their classroom four(4) times a year to learn about artists and have fun making art.

STATE OBJECTIVE:

Today we will create splotch paintings. While they are drying, we will learn about the artist, Joan Miro, and look at many examples of his work. We will then have fun using our imaginations, just as Miro did, to turn splotches into creatures.

HANDS-ON EXPERIENCE (1st half):

- Instruct students to take a pencil and write their name on the back of their white construction paper.
- Have them fold the white construction paper in half.
- Send as many students as can fit to the table(s) set up with the paint. On one side of the folded paper, students will use the glass droppers to add drops of paint using **3 colors only**.
- Send students back to their desks with their paper still open.
- Tell them to close the folded paper and rub, smooth, and squish the paint until drops of the drops of paint are smoothed out.
- They can open the paper and leave the paint to dry on top of their desks.
- Right after everyone is finished using the glass droppers, **volunteer(s) must place droppers in a bucket of water to soak to avoid paint drying in side tube.** Please remove the black bulb from the dropper and, then, place both pieces in the bucket of water.
- When all students have folded and smooshed their splotches, leave them to dry on their desks and invite everyone to a floor location to learn about Miro.

****If more than one volunteer is available....while one volunteer leads the discussion, the other volunteer can start using the hairdryer on the student's pictures (perhaps in the hallway due to the noise).

REVIEW:

Review previous classroom Art Enrichment Projects. “Does anyone remember one of the artists we already learned about? What was special or interesting about that artist’s work” Etc.

DISCUSS ARTIST, MASTERWORK(S), AND POSTERS:

Discuss the artist using the biography information. Present the masterwork(s) and invite discussion through observation and questions. Ask questions from the Question List (in your lesson folder) as needed.

*****Refer to Miro’s own specific Question List about the paintings (in Miro’s lesson bin).**

****While students are still on the floor, demonstrate the following Hands-On Experience (2nd Half), before sending them to their desks. Show samples.**

HANDS-ON EXPERIENCE (2ND HALF):

- Play music CD while the students work independently.
- Instruct students to check if paint has dried. If not, a volunteer can use the hairdryer on cool setting to mostly dry the paint.
*****If one area is very wet and thick, tell students to avoid it. Getting wet paint on the black markers will ruin the marker.**
- Students can look at their splotches as a whole or as many different parts.
- Remind them about Miro’s creatures.
- Have them take their black Sharpies and use their imagination to change the splotches they see into one strange animal or many little creatures.
- When finished, have them place their paper in drying area.

CLEAN-UP:

Gather Sharpies and make sure caps are on tight. Rinse out droppers with miniature bottle brush(es)/pipe cleaners. Rinse out little black cups so they can be used again. Recycle newspaper. Return hairdryer to bin.

CLOSE:

Review facts about Joan Miro and check for understanding. Discuss splotch paintings and compare/contrast theirs to Miro’s. Refer to Question List to further discuss.