

M-DCPS Visual Arts Lesson Plan Template

Grade: 6th-8th grade	Date(s): 4/10/25
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Lesson: color blocking - painting	Media: Acrylic paint
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Standards: Florida State Standards – [www.CPALMS.org](http://www.CPALMS.org)

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.  
 VA.68.O.2.1: Create new meaning in artworks through shared language, expressive content, and ideation.  
 VA.68.S.1.3: Use ideas from cultural, historical, and artistic reference to create personal responses in personal artwork.  
 VA.68.S.1.2: Use media, technology, and other resources to derive ideas for personal art-making.  
 VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Objectives/Student Outcomes: Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example: Students will be able to..., Students will know..., Students will understand..., Students will do...	Differentiated Instruction Strategies: How will you modify your instruction to meet the individual needs of your students?
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Students will study the composition of landscape paintings, emphasizing space, depth, and the concepts of foreground, middle ground, and background. Students will then create their own landscapes using principles of landscape composition.	ESOL/ELL: Introduce and reinforce key vocabulary using images and real-life examples. Create a word wall with visuals and bilingual translations if possible. Pair ELL students with supportive peers or bilingual students for collaboration and language modeling. ESE: Use labeled diagrams using foreground, middle, and background. Provide step by step visual instructions. Offer pre-drawn landscape templates. Break down the project into smaller tasks with clear, simple instructions for each stage.
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Materials/Supplies: List all materials and supplies needed to complete the lesson.	Visuals/Resources/Technology: List all visual samples, handouts, resources, and technology that will be used to enhance the lesson
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Paint Water Paintbrush Paper Tissue paper Gel pen	Powerpoint Teacher sample
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Elements of Art and Principles of Design:

<b>Color</b>	Form	<b>Line</b>	<b>Texture</b>	<b>Shape</b>	<b>Space</b>	Value
<b>Balance</b>	<b>Contrast</b>	<b>Emphasis</b>	Movement	<b>Pattern</b>	Rhythm	Unity

Vocabulary: Essential vocabulary that should be introduced and/or reviewed.

Value: The lightness or darkness of tones or colors. White is the lightest value; black is the darkest. The value halfway between these extremes is called middle gray.  
 Highlight: the lightest spot or area; any of several spots in a modeled drawing or painting that receives the greatest amount of illumination.  
 Contrast: art experts refer to it as the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece, so as to create visual interest, excitement and drama. Considered a principle of design with variety.  
 Contour line: a line that defines a form or an edge. The outline or silhouette of a given object or figure. Can also be used to show basic details or changes within the plane of an object.

Line quality: Using a range of types of line to show expression, texture, movement, light, space, etc. to add interest to a drawing.

Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.

Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

Foreground: The part of the picture that is the closest to the viewer. It usually appears at the bottom of the artwork and contains the most detail and largest shapes.

Middle Ground: The space in the middle of the picture. It sits between the foreground and background and helps create a sense of space or transition.

Background: The part of the picture that is farthest away from the viewer. It often appears at the top of the artwork and has less details and smaller shapes.

Depth: The illusion of space or distance in an artwork. Artists create depth to make flat pictures look 3D by using size, overlapping, color, and placement of objects.

Introduction/Background: (Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.

The purpose of the lesson is to help students develop an understanding of space within a landscape painting, construct a model that demonstrates foreground, middle ground, and background in a landscape, and demonstrate their knowledge of the following visual concepts: space, depth, foreground, and background by making an original, imagined landscape painting.

Essential Question(s): A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.

Higher Order Question(s): What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?

How do artists use foreground, middle ground, and background to create a sense of space in landscape paintings?  
 What techniques help create depth and perspective in a two-dimensional artwork?  
 How can color choices affect the mood and atmosphere of a landscape?

How might changing the placement or colors of the foreground, middle ground, and background in a landscape painting change the viewer's interpretation of the scene?

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Procedures/Learning Activities: A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art-making, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies. Example: Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.

1. Introduction - Choose Your Landscape
  - a. Think about a place that holds deep personal meaning for you—a location that reflects your identity, memories, or cultural background.
  - b. Use your phone to find or take a photo of this place.
2. Quick Sketch with Tissue Paper
  - a. Place a piece of tissue paper over your phone screen or printed image.
  - b. Lightly sketch the major shapes of the landscape, focusing on the foreground, middle ground, and background. This is your basic composition.
3. Transfer and Glue the Sketch
  - a. Carefully transfer your tissue paper sketch onto a sheet of heavy paper or canvas.
  - b. Use glue to lightly adhere the tissue paper sketch in place. This will serve as the base of your painting.
4. Color Blocking with Complementary Colors
  - a. Choose complementary color pairs (e.g., blue/orange, red/green, yellow/purple).
  - b. Paint each area of your landscape using bold, blocked shapes of these complementary colors to create visual interest and contrast.
  - c. Think abstract—focus on color and shape more than realistic detail.
5. Add Detail with a White Gel Pen
  - a. Once the paint is dry, use a white gel pen to add detailed lines, textures, or patterns to enhance the visual story of your place.
  - b. You can outline shapes, add texture to trees or buildings, or write words and symbols that connect to your identity.
6. Reflect and Share
  - a. After completing your painting, write a short reflection explaining why you chose this place and how your color choices and design represent your connection to it.

Sketchbook/Home Learning Assignments: Include any home learning or independent learning assignments that accompany this lesson.

Students write a friendly letter (complete with the date, salutation, body, closing, and signature) describing to friends or family their trip to their imagined landscape (as if it were a real place). Before conducting the letter-writing exercise, students will look at the Florida Highwaymen landscape again. Use the following questions:

- If you were inside this landscape, what would you see?
- What would you smell?
- What would you hear?
- What might you taste?
- What could you touch?
- Have students ask themselves the same questions about their own landscapes and make a list of their answers. Suggest that they incorporate these descriptions into their friendly letters.

Evidence of Student Learning: Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, videos, etc.

Assessment: “Begin with the End in Mind.” How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, Formative (The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment Example: reader’s notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The “summary of student’s achievement in relation to...learning standards.”)

	<p>Observation of final project Interview with student Group assessment (critique) Observation of process (student working) Portfolio</p> <ul style="list-style-type: none"><li>a) Tracking</li><li>b) Demonstrates growth</li><li>c) Compiles a variety of techniques and media</li></ul> <p>Journals</p> <ul style="list-style-type: none"><li>a) Ideas for projects</li><li>b) Sketches</li><li>c) Teacher generated assignments</li></ul> <p>Vocabulary Test Unit Test Report/Essay Exit Slip</p>
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