

“Mental Perspective” lesson plan

By Brooke Benham

Grade Level: 3rd – 5th



Mini-Lesson Plan Template- Art Integrated Lessons

Your Name: Brooke Benham

Lesson Title: Perspective

Number of Students: 20

Grade

Level: 3rd – 5th

This unit will include the introduction of the artist Leonid Afremov and the reading of the book “Seed Magic” by Jane Buchanan. It will integrate science through the discussion of the effects rain has on plants and will integrate reading comprehension through distinguishing points of view. The unit will also include teacher samples of the watercolor paint activity and a slide presentation.

LESSON RATIONALE

This lesson will encourage the students to think about the way they view the world, people, and their own personal experiences. It will address ones’ mental perspective in different scenarios and will go over the benefits of enhancing your perspective in a positive way. It is important to teach children how to have a positive outlook on life. This will help students in multiple ways. If a student is able to identify the good in things, they will be less prone to sadness/ anger, which would mean their attitude would be happier, leading them to being kinder to those around them. Teaching students to change their perspective in the classroom could also decrease the problem of bullying. If a teacher encourages the students to look for the beauty in things, even things that are sometimes overlooked, it is more likely that students will find ways to view their classmates in a positive way.

The book “Magic Seed” by Lane Buchanan will be read. This book supports the theme that beauty can be found in anything if you open your mind and change your perspective. It will also help students with reading comprehension and distinguishing points of views between the characters. The students will also be introduced to the artist Leonid Afremov. They will view multiple rain scene paintings by him. The students will be able to think about why he wanted to depict rain so beautifully and they will also be able to create their own painting of rain. To do this, they will be taught how to use watercolor paint. It is important for students to learn different art processes at a young age, so they are able to build a foundation in the arts and experiment with what techniques they prefer the most. In creating their very own painting of rain, the students will be able to keep this as a reminder that they can change their perspective.

BIG IDEA: Perspective

ESSENTIAL QUESTIONS: How does a change in point of view affect our perception?

How can we create art that communicates our perspective?

How can we see beauty in the world around us?

LEARNER OUTCOMES/ OBJECTIVES: Students will learn the effects of perception in their own lives. They will become aware of the benefits of improving ones' perception towards more positivity. They will be able to identify the beauty in different things that they may have not been able to before. They will be encouraged to practice a more positive point of view and should be able to use this to view their classmates with more appreciation. In learning this, they will create a painting of rain using the process of watercolor.

Virginia State Content Standards

1. 3.6 The student will create works of art that communicate ideas, themes, and feelings.
2. 4.4 The student will create works of art that connect ideas, art forms, or cultural themes to personal experiences.
3. 5.3 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.

National Visual Arts Standards

3rd: VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

VA:Re.7.2.3a Determine messages communicated by an image.

4th : VA:Cr1.2.4a Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

VA:Re.7.2.4a Analyze components in visual imagery that convey messages.

5th: VA:Cr1.2.5a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

MATERIALS NEEDED FOR LESSON (be specific)

A. Art supplies

- 20 pieces watercolor paper**
- 10 paint palettes**
- 3 sets of watercolor paint**
- enough to have a variety (maybe 35) of small to medium sized brushes**
- 20 regular sized sharpies**
- 10 chiseled tipped sharpies**
- baby wipes**
- a roll of paper towels**
- 20 pencils**

B. Additional Materials

- the book "Seed Magic" by Jane Buchanan**
- a few Leonid Afremov rain paintings**

LESSON PROCEDURES

A. Teacher/Classroom Prep

- Collect watercolor paper, fill cups with water, tear the paper towels and squeeze the watercolor paints into each paint palette. Divide the paint palettes, brushes, water, paper towels, pencils, and paper. Display teacher samples somewhere in the classroom. Get the slideshow prepared for presentation.**

LESSON SEQUENCE

Teacher Actions

4:00-4:05- teacher action: greets students. Tells students that we are going to focus on perspective today. Perspective can be defined in different ways, but today we are talking about our mental perspective. Mental perspective is our point of view or attitude towards something. It is how we view the world, people, and characters in books. Our goal today is going to be able to seek out the beauty in the world around us

4:05-4:08- Uses the ocean as an example. Teacher thinks of the ocean as beautiful, but some people may be afraid of the ocean. To fix this, a person could just focus on the waves and their beauty. We are to change our point of view in order to see the beauty in it. We should do this with people too. Teacher asks students different things that they think are beautiful. Teacher encourages students to think about that, along with the point of view or perspective of the characters as the book is being read

4:08-4:16- reads "Seed Magic" to class and asks questions afterwards like "What was Rose's perspective of the birds in the beginning of the story?" "How did her perspective change?" Emphasize that she saw the beauty in something.

4:16-4:18: Use slideshow to introduce Leonid Afremov's rain paintings and discuss how he saw beauty in something that most people are not fond of. Ask students why some people might not like rain. Discuss how rain is beautiful because it is part of a system that makes beautiful gardens grow.

4:18-4:23 Introduce the art project through process images of teacher samples and a demo on how to use watercolor. Explain how the paint will show up darker if they use less water and vice-versa. Tells the students that the brush is their friend and not to jam it in the water cup, but to swish it around. Tells them to clean brush with water each time before using a different color. Tells students to create rain with watercolor paint and use a black marker to draw the outlines of themselves dancing in the rain. They can draw an umbrella with things that they

Expected Learner Actions

enter classroom, takes seat, and listens

listens and gives answers of beautiful things

listens to the story and give answers to the teacher's questions

students listen and answer why they think some people might not like rain

view the teacher samples and demo on watercolor and listen to instructions on how to accomplish the art work

love under it. Gives them a suggestion to draw person first and then the umbrella so the umbrella will be big enough to cover the figure. Now when students think about rain they will be able to think of it in a fun way.

4:23-4:49: allow them to create

4:49: Give the students a 5-minute warning

4:54: Give the students a 1-minute warning

4:55: Tell the students that time is up and to set their paint brushes down

4:55-4:59: Check to make sure every student created art that shared their perspective on rain. Have students share their perspectives and art work among their table. Observe and evaluate if the students are able to communicate their point of view to their classmates.

4:59-5:00: Bring up big question: "What can we do to help us see the beauty in the world and in the people around us?" Have the students repeat after the teacher, "Change our perspective"

create the rain painting using watercolor on watercolor paper

working to finish up their art

students bring their project to an end and put down their paint brushes

students share what they created with their table and explain to their classmates why chose to depict themselves in the way they did and how this will help them change their perspective on rain

students repeat after teacher to bring the lesson to a close

ADAPTATIONS AND RECOMMENDATIONS

-If the student is frustrated with creating the aesthetic of the assignment I will just allow them to create with the watercolor paint how they please and attempt to help them problem solve.

-If a student is putting way too much water in the paint I could give them a new paint palette and could add drops of water to each individual color in the palette and give them this palette instead so that the paint is already usable for them and they will not have to deal with the amount of water holding them back. I will also give them more paper towels and remind them to dry off the brush after cleaning the brush in their water cup.

- In case a student is having trouble with keeping the colors from mixing in the palette, I can ask if they want to paint with just two or three of their favorite colors instead and if they sound excited for this, I will squeeze the paints they want on to a painters' palette with plenty of space between each color and give them a separate brush for each color so that the mixing of colors will not hinder them from getting the outcome they want.

ASSESSMENT

A. Assessment:

Check to make sure every student created art that shared their perspective on rain. Have students share their perspectives and art work among their table. Observe and evaluate if the students are able to communicate their point of view to their classmates. If teacher notices a student not sharing their idea, go personally ask them about their view point and congratulate them on their art work.

Bring up big question: "What can we do to help us see the beauty in the world and in the people around us?" Have the students repeat after the teacher, "Change our perspective"

Leonid Afremov Activity, Process Images:



1) Sketch your drawing with pencil



2) Trace over the pencil with sharpie



3) Fill in outlines how you please. You can add patterns or leave spaces open too.



4) Paint the rain with your watercolor paint

All teacher samples for Leonid Afremov Activity:



Images of teaching:



Teaching about perspective



Reading "Magic Seed" by Jane Buchanan

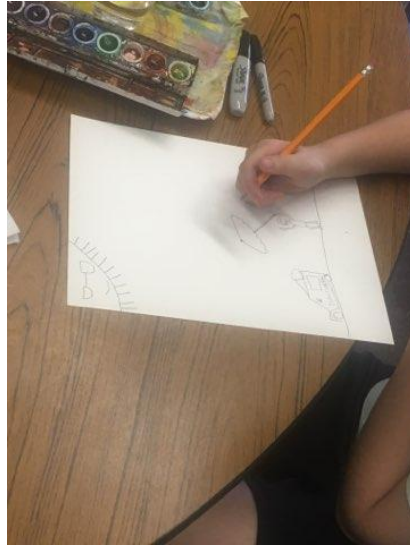


Doing demo on watercolor paint

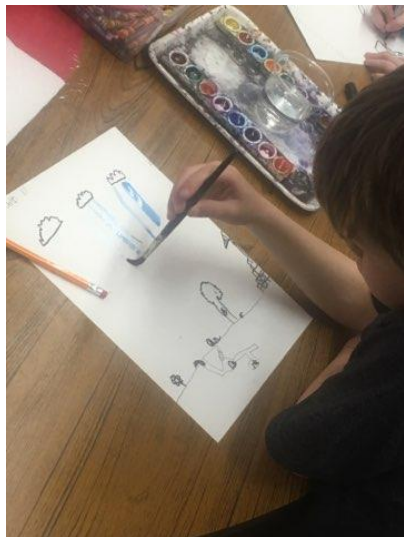
Student's Process Images:



Drawing outline of themselves in pencil



Filling in outline with sharpie



Painting in the rain with watercolor paint

Student's work:



Additional Activities:

Jackson Pollock Activity:



“Jump In” by Jackson Pollock.

Bio: Jackson Pollock was an American painter who lived from 1912-1956. His art was very influential in the abstract expressionist movement and he was known for his style of drip painting.

<https://www.jackson-pollock.org>

Intro: Not everyone can see the beauty in his art work because they do not understand it but when you open your mind and change your perspective you can see beauty in the different colors and in the complexity of all the little lines

Activity: drip and slide the paint around on a sheet of paper and create an abstract work of art that you can find the beauty in.

Use tempura paint or acrylic paint and have them put water in it so it will be able to slide and drip easier on their paper.

Materials needed: tempura paint or acrylic paint, paint palettes or paper plates to put the paint on, water cups, paint brushes, 8.5-inch-wide by 11-inch-tall sheets of paper, paper towels

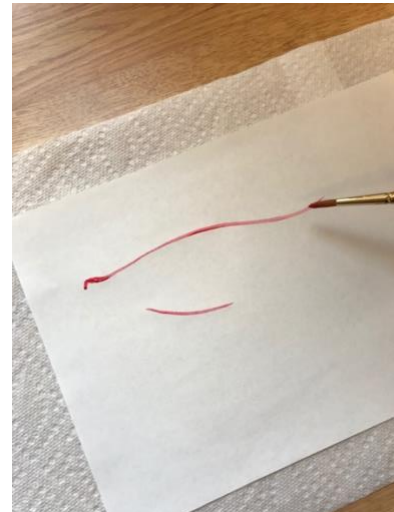
Process Images & Teacher Sample:



1) wet paint brush



2) add three to four drops of water to the paint and mix it around



3) gently glide your paint brush across the paper to form desired forms

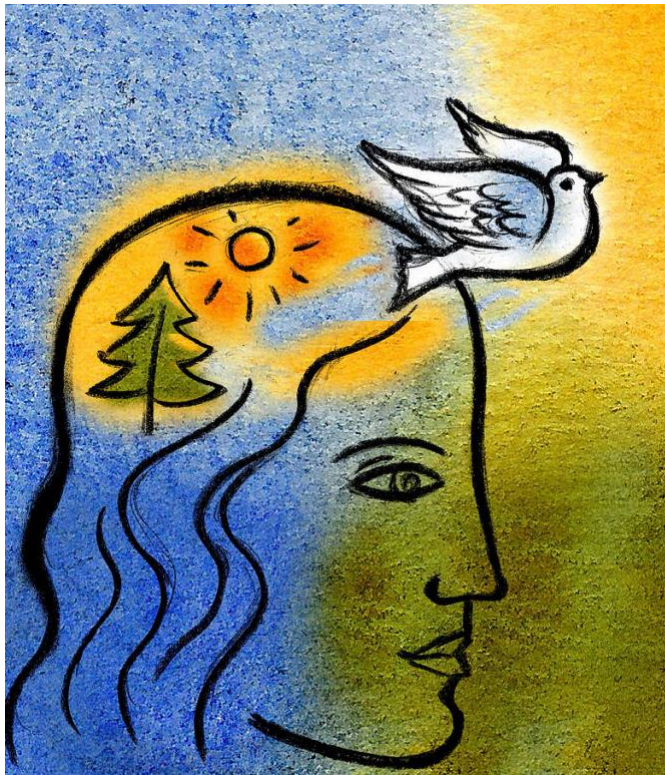


4) continue to use different colors and different line forms throughout your paper.



Final Product

“Positive Outlook” Activity:



“Positive Outlook” by Leon Zernitsky

Bio: He was born in Russia in 1949. He is an illustrator fine artist who creates art for international magazines, book publishers and major corporations around the world. He is well-versed in classical methods of painting. He also likes to paint in tune with the spirit of great Russian avant-garde artists.

Intro: He drew things that he found calming in his head and also drew one coming out of his head. This reflects the concept of thinking positively. If you can keep a peaceful mindset, that perspective is bound to radiate out of you, making the world a happier place.

Activity: Draw an outline of yourself and then cut out images from old magazines and/or draw images of things that you enjoy. These images should be placed in the head area and then some should also be exiting the head. Then sponge on watercolor in desired areas.

Materials needed: 8.5-inch-wide by 11-inch-tall sheets of light colored construction paper, sharpies, pencils, old magazines, scissors, glue sticks, colored pencils, watercolor palettes, sponges, water cup, paint brushes, papertowels

Process Images & Teacher Sample:



1) Put name on the back of your paper then draw the outline of your head with pencil and then go over it with sharpie.



2) Cut out things from the magazines that you find enjoyable



3) Arrange them how you please in the head and coming out of it. Draw anything extra you want in it with pencil. Then glue the cut-outs down



4) color in the drawings with colored pencil



5) Wet the watercolor colors that you want to use with the paint brush. Only put 2 or three drops of water in them because the sponge will pick up the color better. Once the water is applied to the color, dip your sponge in the color and then press your sponge on your paper until you get the desired look you want.



Final Outcome

“Washed Ashore” Activity:



"Washed Ashore" Art Exhibit by Angela Haseltine Pozzi.

Bio: Angela Haseltine Pozzi founded and directed the “Washed Ashore” project in 2010. It is a non-profit community art project based in Bandon, Oregon that collects pollution out of the Atlantic Ocean and uses it to build sculptures of creatures effected by the pollution.

<https://washedashore.org>

Intro: Talk about how the artist took a bad situation of the pollution and turned it into something positive by collecting the trash and raising awareness. Instead of just being sad about the effects of pollution, she decided to take action in efforts of changing people’s perspectives to think of these creatures as beautiful and this way people will be less likely to pollute and ruin their environment.

Activity: Have students make a bird or sea creature out of trash. Use the empty bottle as the base and then allow students to use construction paper along with old magazines and any other recycled material to build off of the bottle. Give a quick demo on how to fold paper correctly to be able to attach it to the bottles.

Materials needed: empty water bottles, different colored construction paper, glue, scissors, clear tape, old magazines, other recycled material, markers

Process Images & Teacher Samples:



1) Begin with taping down objects you want at the base of your project



2) For objects you want to be sticking off your bottle, you must fold the paper and leave the folded part attached, while leaving a lip at the other end.



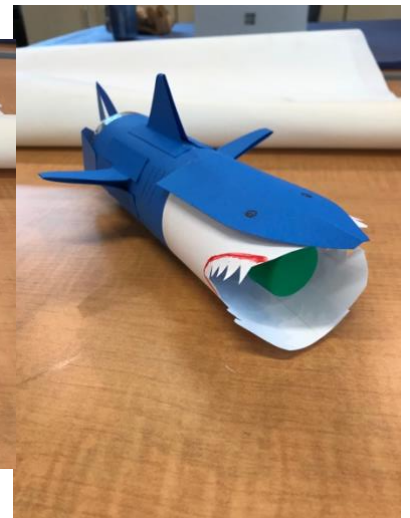
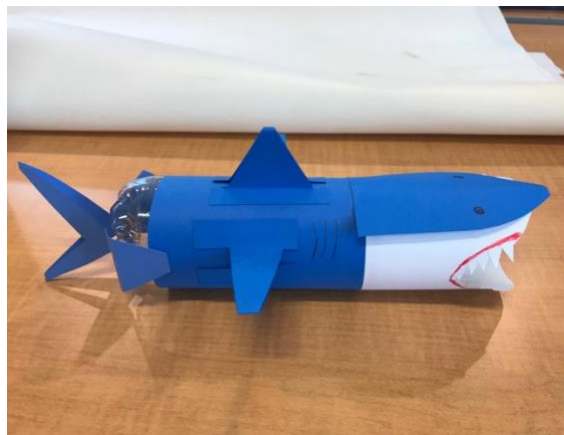
3) You cannot glue paper to the bottle because it will not stick. You can glue paper to other paper that will be taped to the bottle.



4) You must fold the lip left on your cut-out and lay this part flat on the bottle to tape it.



Final Outcome



An extra teacher sample

Jenny Holzer Activity:



“Turn Soft and Lovely Any Time You Have a Chance” by Jenny Holzer

Bio: Holzer was born in 1950 in the United States. She is an American neo-conceptual artist. She focuses on delivering words and ideas in public places and is based in New York.

Intro: Holzer uses quotes to challenge the public’s perspective. We’re going to choose a quote to help us change our perspective as well.

Activity: Have the students decorate a piece of paper and then write a quote on it that will help them remember to change their perspective. The quote can be a phrase of their own, something that they have heard, or a quote chosen from the list of quotes provided. Encourage students to cut out pages of magazines that have things on them that they associate with beauty. Have them glue these things on their paper. Also do a demo on how to hole punch and tie a ribbon through the paper.

Materials needed: 6 by 6-inch sheets of paper, markers, ribbon, scissors, hole punchers, glue, magazines

Quotes:

“Never underestimate the power you have to take your life in a new direction.”

-Germany Kent

“If you look the right way, you can see that the whole world is a garden.”

-Frances Hodgson Burnett, *The Secret Garden*

“When you are joyful, when you say yes to life and have fun and project positivity all around you, you become a sun in the center of every constellation, and people want to be near you.”

-Shannon L. Alder

“A positive attitude may not solve all our problems but that is the only option we have if we want to get out of problems.”

-Subodh Gupta

“In order to carry a positive action we must develop here a positive vision.”

-Dalai Lama

“A positive attitude turns I can't & I won't, into I have & I will!”

-Mandy Hale

“A positive attitude awakens inner strength, energy, motivation and initiative.”

-Anonymous

“Once you replace negative thoughts with positive ones, you'll start having positive results.”

-Willie Nelson

“A positive attitude points you toward the best and brightest in the world around you, expanding your potential for growth and development in all areas of life.”

-William DeFoore

Process Images & Teacher Sample:



1) cut out images from magazines that you enjoy and glue them down on your paper



2) punch holes at the top of your paper with the hole puncher



3) put the string through the holes



4) Tie the string like the teacher showed you into a bow



5) pick out a quote or use one of your own and write it with marker on your paper



6) draw in designs and other images that you enjoy



Final Outcome

Handouts:

Jackson Pollock Activity Instructions:

Materials needed:

- tempura paint or tempura paint
- paint palettes or paper plates to put the paint on
- water cups
- paint brushes
- 8.5-inch-wide by 11-inch-tall sheets of paper
- paper towels

Instructions:

Drip and slide the paint around on a sheet of paper and create an abstract work of art that you can find the beauty in.

Use tempura paint or acrylic paint and have them put water in it so it will be able to slide and drip easier on their paper.

Steps:

- 1) put name on the back of paper
- 2) wet paint brush
- 3) add 3 to 4 drops of water to the paint and mix it around
- 4) gently glide your paint brush across the paper to form desired forms
- 5) continue to use different colors and different line forms throughout your paper

“Positive Outlook” Activity Instructions:

Materials needed:

- 8.5-inch-wide by 11-inch-tall sheets of light colored construction paper
- sharpies
- pencils
- old magazines
- scissors
- glue sticks
- colored pencils
- watercolor palettes,
- sponges
- water cup
- paint brushes
- paper towels

Instructions:

Draw an outline of yourself and then cut out images from old magazines and/or draw images of things that you enjoy. These images should be placed in the head area and then some should also be exiting the head. Then sponge on watercolor in desired areas.

Steps:

- 1) Put name on the back of your paper
- 2) draw the outline of your head with pencil
- 3) go over it with sharpie.
- 4) Cut out things from the magazines that you find enjoyable
- 5) Arrange them how you please in the head and coming out of it
- 6) Draw anything extra you want in it with pencil
- 7) glue the cut-outs down
- 8) color in the drawings with colored pencil
- 9) Wet the watercolor colors that you want to use with the paint brush. Only put 2 or three drops of water in them because the sponge will pick up the color better.
- 10) Once the water is applied to the color, dip your sponge in the color and then press your sponge on your paper until you get the desired look you want.

Artists:



“Dreaming Rain” by Leonid Afremov

Bio: Afremov is a Russian–Israeli modern impressionistic artist who mainly works with a palette knife and oil paint. Most of his pieces are very colorful.

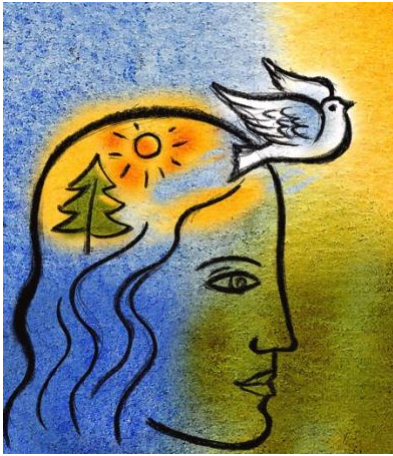
Website: <https://afremov.com/Leonid-Afremov-bio.html>



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Website: <http://www.leonzernitsky.com>



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Website: <https://washedashore.org>

Jenny Holzer Activity:

Quotes that can be used:

“Never underestimate the power you have to take your life in a new direction.”

-Germany Kent

“If you look the right way, you can see that the whole world is a garden.”

-Frances Hodgson Burnett, *The Secret Garden*

“When you are joyful, when you say yes to life and have fun and project positivity all around you, you become a sun in the center of every constellation, and people want to be near you.”

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