



# Visual Art Lesson Plan

Creating – Anchor Standard 3: Refine and Complete Artistic Work

## Process Component

Reflect, Refine, Revise

## Enduring Understanding

Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

## Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

## Lesson Title

*Artist Chat!*

## Grade Level

2<sup>nd</sup> Grade

## 2.VA.CR3

Discuss and reflect with peers about choices made in creating [artwork](#).

## Objectives

The learner will make a drawing of their favorite character or storybook character, and discuss and explain their artistic choices.

## Materials

Paper and (pencil, pens, colored pencil, crayons, or pastels)

## Instructional Resources

None needed

## Vocabulary

**artwork:** Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

**characteristic(s):** attribute, feature, property, or essential quality

**media:** Mode(s) of artistic expression or communication; material or other resources used for creating art

## Instruction/Motivation

Student will make a drawing of their favorite character. In creating their artwork, they are at the same time thinking through the process of their creation, so that they are able to explain their choices and actions. After completing their drawing, they will compare notes with a peer, describing to the other student what they did and why.

## Procedure

1. Explain the 3 vocabulary words; artwork, characteristic and media to the student. Make sure they are aware of the names of whichever media they will be using to create their art.
2. Give the student paper and whatever drawing/coloring options are handy. Using their memory, not a reference photo or screen, have them draw their favorite character.
3. After they are finished creating their artwork, ask them to explain to another student how they made their piece. Have them use all three of the vocabulary words introduced at the start of the lesson. Ask them to explain their artistic choices: sizes, shapes, colors, types of line, background, etc.

## Closure

- Ask the student if they were able to successfully convey their artistic methods to the other student?
- Ask them what they realized about the process, once they started explaining it to someone else?
- Ask them what they learned and/or noticed from hearing about their peer's artistic process?

## **Evaluation**

- Was the student able to create a drawing of the character of their choice?
- Was the student able to explain their artistic choices to their peer?
- Was the student able to reflect on their own, as well as a peer's artwork?