

Visual Arts Lesson Plan

Title:Cone/Wood Comparison

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Age Group:9th-12th

In the table below are the Visual Arts Standards and the Universal Constructs. Check the ones covered in the lesson.

Standards Adapted from NAEA Standards 	Understand, select and apply media, techniques and processes.	Understand and apply elements and principles of design.	Students will consider, select, apply and evaluate a range of subject matter, symbols & ideas.	Understand the visual arts in relation to history and culture.	Reflect upon and assess the characteristic of their own and other's work.	Students will make connections between the visual arts, other disciplines and daily life.
Universal Constructs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Complex Communication 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Flexibility & Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Productivity & Accountability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

District, Building, Department Goals or Objectives:

Visual Art Standard D: Explore the arts within cultures, times and places.
 Visual Art Standard E: Reflect upon works of art.
 Social Studies Standard A: Culture
 Social Studies Standard C: People, Places, and Envrionments

Learning Targets:

Recognize the artistic style of Cone and Wood.
 Identify similarities and differences between Cone and Wood artwork.
 Analyze works of art using principles and elements vocabulary.
 Make connection between Regionalism and American history.
 Study and understand the symbolism in the titles, "Prelude" and "Young Corn".
 Reflect on the emotion and mood created by the paintings.

Description:

Introduce artists, Marvin Cone and Grant Wood.
 Introduction to Regionalism as a part of American History in the 1930's
 Review concepts of landscape painting (distance, foreground, middle ground, background, focal point, horizon line)

Teacher Preparation:

Familiarize self with District collection and the artworks of American Regionalist artists.
 Understand the local connections and history of Grant Wood and Marvin Cone.

Materials and Resources Needed:

Access to online District art collection
 Cedar Rapids Museum of Art

Projector/Interactive White Board
Graphic Organizers/Reflection Sheets

Vocabulary:

Collection
Regionalism
Landscape
Foreground
Middle ground
Background
Focal Point
Horizon Line
Depression
Symbolism
Prelude

Plan / Procedures:

I. Introduction

A. Introduce artists, Marvin Cone and Grant Wood.

B. Introduce Regionalism as a part of American History in the 1930's

C. Review concepts of landscape painting (distance, foreground, middle ground, background, focal point, horizon line)

II. Compare and Contrast: Artistic styles (color, form, line, brushmark, etc.) between Cone and Wood

A. Students individually complete Venn Diagram or other graphic organizer to document observations

B. Large group discussion and create list of similarities and differences

C. Compare "Prelude" and "Young Corn" to other works by the same artists.

III. Application of Landscape elements

A. Teacher will demonstrate how to complete a drawing using color pastels.

i. Start with under drawing using black or dark blue pastel.

ii. Start to block in major shapes with darker colors, remind students to only blend in this step

iii. Begin to add in details using lighter colors, laying the chalk pastel on the paper without blending.

B. Students will complete several color studies using Color Pastels.

C. Students will choose a local landscape and recreate it using color pastels and the steps demonstrated.

III. Reflection on Artworks

A. Use elements and principles (art vocab) to describe in writing the emotion and mood of each piece.

Assessment:

Formative: Informal questioning during introduction

Formative: Graphic Organizer during compare and contrast (rubric outlining content expectations)

Formative: Participation in group discussions

Formative: Short paragraph description of emotion and mood

Summative: Landscape drawing

Follow Up Activities:

Students continue to work in pastel using a different subject (portraits, animals, etc)

Resources & References:

CRMA.org

District Art Collection website

Grant Wood and Marvin Cone by Joseph Czestochowski
The Regionalist Vision by Wanda Corn
For questions about this lesson, contact:

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