

Creative Arts 177, Kratochvil, Arts Lesson Template

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Title of Lesson: Sponge Art

Arts Discipline: Visual Arts

Short Overview of the Lesson: 1. Expressing texture in sponge painting.
2. Mixing and finding color.

Arts Vocabulary: Texture, primary colors, secondary colors, color wheel.

Specific Standard(s) this lesson addresses:

Component Strand: Creative Expression

Standard Grade Level: First grade

Standard: 2.1 Use texture in two-dimensional and three-dimensional works of art.

Skills and Knowledge: What will students know and be able to do as a result of participating in this lesson? (These should directly relate to the art standard you have chosen).

New Knowledge (what students will know)	New Skills (what students will be able to do)
Primary and secondary colors. Color wheel. Sponge techniques using tempura paint. Texture. Color mixing techniques.	Mix primary colors to create secondary colors. Dab the sponge to create a particular effect. Create a sponge painting using primary and secondary colors. Use sponge techniques to create works of art. Use water in sponge to create different textures in tempura paint. Combine colors to create new colors.

Instructional Materials Needed: Tempura paint- red, blue, and yellow
Sponges, newspaper, paper, and water.

Teaching Procedures/Lesson Structure:

1. **Warm-up Activity** (warming up the body and the mind, introducing new concepts, reviewing concepts already taught): Review primary colors and teach how to mix colors to make secondary colors. Introduce the concept of texture by demonstrating the use of pressure and water amount in the sponge to create different thicknesses of the paint and therefore various outcomes.
2. **Exploring the Concept** (understanding the concepts and elements through guided exploration from the instructor): Loading the sponge and mixing colors while practicing on newspaper.
3. **Developing Skills & Creating** (practicing and refining the concepts, allowing opportunities for students to apply the concepts to creating their own work of art): Give students the opportunity to do multiple art pieces so they can explore using the sponges as a tool. This will give them a chance to mix a variety of colors.
Art piece #1: primary colors. Art piece #2: Secondary colors. Art piece #3: mixed colors.

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4. **Performing/Displaying the Work of Art** (opportunities for students to perform/display their creations with feedback. This is always informal (no outside audience) as students develop skills: Hang up one of the three art pieces on the art wall. Students will be asked to write a sentence about their own artwork and one about some else's piece, identifying the primary and secondary colors in each piece.
5. **Observation/Feedback** (making observations about one's own work and the work of others). *Provide 5 questions that you could use to ask students about their own work and the work of others.*
 1. If this were an animal, what would it be?
 2. What would you name this art piece?
 3. What kind of texture is in your artwork?
 4. What primary colors do you see?
 5. What secondary colors were created?

Evaluation & Assessment: How will you know if the student has acquired the skills and knowledge you were aiming for? What assessment/evaluation tools might you use? How will you check for understanding during the lesson?

Through teacher observation, students will be assessed on how they use the sponge. Are they dabbing or using is like a brush? Students will also be observed on how they are able to mix colors, and if so, are they making colors other than brown?

Students will also be assessed in the following rubric:

	1	2	3
Use of sponge to create texture	Student struggled in understanding the use of pressure and water with the sponge	Student showed a basic understanding in using water and pressure with sponge	Student was able use water and pressure to create a variety of textures