

Samantha Bachman
Romero Britto Animal Drawings
Second Grade
March 24- March 31 2014
90 Students in 3 Sections of Second Grade

I. Unit Rationale : The skills, techniques, elements, and principles of the Arts can be learned, studied, refined, and practiced.

Through this unit the students will be exposed to the colorful artwork of Romero Britto. Students will analyze his work for formal qualities such as line, shape, pattern, and color, and subject matter. Students will compare his work to the Cubist and Pop Art movements, looking for similarities. Students will also have the opportunity to practice their drawing skills by drawing animals and responding to the prompt "If you could be any animal in the world, what animal would you be?" Students will create a drawing in a similar style of Romero Britto, using markers, crayons, and oil pastels. Students will study and use warm and cool colors to complete their drawings. Finally the students will write about their artwork and justify decisions made about content and formal qualities. Students will have the opportunity to share their work with the class and receive positive critique.

I chose this lesson because I thought it would be fun for the students to imagine themselves as animals as well as experiment with bright colors and patterns. I feel that drawing animals is very popular at this age. I noticed that during their free drawing time, many of the students began drawing a variety of animals. Many students were fascinated with my artwork and wanted to learn how to draw or make my cat character. I also feel as if many students believe they can't draw and I am interested in giving them the tools to draw any animal they want.

I have found that many of the students have studied the "dead white guy" artists and I believe that they are very important to study, but I also believe in exposing students to contemporary artists from different cultures or races. It is important to me for students to know that art is not just something of the past, but is also quickly accelerating into the future. Romero Britto is a Brazilian American artist who is actively creating and producing. His work references Pop Art and Cubist movements, making him an excellent artist to cover in the school setting because these connections can be made in a more contemporary way.

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Romero Britto Animal Drawings-Introduction to Artist and Drawing Animals
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Lesson 1 of 3

II. Lesson Rationale : The skills, techniques, elements, and principles of the Arts can be learned, studied, refined, and practiced.

During this lesson, I will show the students the work of Romero Britto. We will first observe his work and talk about its formal qualities. We will compare the work of Romero Britto with the work of the cubist and pop art movements. This is a way for students to learn a bit about the characteristics of two of the most famous art movements through a fresh and contemporary lens and using the common interest in animals during this age.

I will then show the students some steps to drawing an animal. Students of this age are fascinated with animal related things, but often do not have the confidence to draw them. I hear many students say “I want to draw _____ but I’m a bad artist.” Students may draw the animals as they wish, but if they are feeling particularly lost, I will provide them with the steps to draw whatever they want.

Finally students will practice drawing animals using the prompt “if you could be any animal in the world, what animal would you be?” This prompt will allow students to create an animal that they feel a personal connection to and allow them to use their very playful imaginations. I am always interested in allowing the students to play through their artwork.

III. Learner Outcomes

- Students will recall the artist Romero Britto
- Students will identify the elements of art found within Romero Britto’s work
- Students will recall the art movements Pop Art and Cubism
- Students will compare the work of Romero Britto to Pop Art and Cubism
- Students will recall the breakdown of drawing an animal.
- Students will select an animal that they would want to be.
- Students sketch several animals as practice before creating their final drawing.

IV. Materials Needed for Lesson

- a. Teacher Materials

Poster showing images of Romero Britto's art
 Poster showing Pop Art and Cubist Artworks
 Poster showing the steps to drawing an animal
 Three printouts of any animal
 Chalk and Chalk Board
 Sharpie Marker

b. Student Materials

Pencils
 Handout for "If you could be any animal in the world, what animal would you be?" handout will depict images of animals around the edges for the students to use as reference.

i. Materials for Special Needs Students

I have not been informed of any students who need special materials at this time, but capable of enlarging text or decreasing complexity of question.

V. Lesson Procedures

a. Starting the Lesson

I will begin the lesson by introducing the students to the artist Romero Britto and show them some images of his artwork. I ask the students what they notice about his artwork to get them talking about it. What do you notice about the color? Lines? Shapes? Patterns or designs?

b. Lesson Sequence

Teacher Actions	Expected Learner Actions
<p>1. Start of class- Teacher will introduce the lesson showing images of romero britto's artwork and asking the students what they notice about the elements of art in his work.</p>	<p>1. Students will respond with answers such as what elements of art they see or and things about the elements. Bold lines, Bright colors, etc. Students will point out subject matter</p>
<p>2. Teacher will show students images from Cubist and Pop art movements. Teacher will review some of the qualities of these movements. Teacher will ask students to compare these movements to Romero Britto's art.</p>	<p>2. Students will look at cubist images and talk about use of bright colors, bold lines, and geometric shapes in both pieces. Students will look at pop art movement and notice similarities with bright colors, use of pattern, and popular subject matter.</p>
<p>3. Teacher will transition by showing teacher samples of what the students will be</p>	

<p>making, and asking the students “if you could be any animal in the world, what animal would you be?”</p> <p>4. Teacher will then show the students the sheet that they will be working on. Teacher will say “I know that sometimes drawing animals can be a little tough, so I’m going to show you a few steps to help you draw an animal.” This will serve as a transition to the demo.</p> <p>5. Teacher will break down drawing an animal.</p> <ul style="list-style-type: none">- Finding the shapes on your animal<ul style="list-style-type: none">-teacher will have students provide shapes they see on an image.-Drawing the shapes and lines-Outline the shapes<ul style="list-style-type: none">- teacher will ask what outlining means- Erase inside shapes leaving outline behind-Add details<ul style="list-style-type: none">-teacher will ask students to provide missing features of animal such as tail, ears, eyes. “What’s missing?” <p>6. Teacher will ask students to repeat steps verbally</p> <p>7. Teacher will pass out sheets. Teacher will assign students to get pencils for their tables. Teacher will remind students of steps if they are having trouble. Teacher will sit down with students and help them individually</p>	<p>3. Students will share their responses with the class.</p> <p>4. Students will offer any questions that they have and offer responses if they think drawing animals is a little tough.</p> <p>5. Students will provide responses to teacher questions and provide missing features for animal drawing on chalkboard.</p> <p>6. Students will recall the steps for drawing the animals.</p> <p>7. Students will get pencils and write names on the tops of their papers. Students will begin to apply steps of drawing an animal. Students will draw several animals on their papers.</p>
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<p>8. Teacher will ask students to clean up by putting pencils away and stacking papers. Teacher will emphasize that they will choose one of their practice drawings next class to create a final drawing.</p>	<p>8. Students will clean up materials.</p>
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VI. Ending the Lesson

- a. **Closure of Lesson- Students will be asked what artist they learned about and what art movements he references.**
- b. **Transition to Next Lesson-I will tell the students that they will be using their practice sheets to help develop their final drawing.**

VII. Assessment of Student Learning

-Students will be evaluated throughout the entire lesson to check for focus or understanding. After the introduction of a new topic, students will be asked to repeat information or recall the steps for drawing an animal. I will work with students while they are drawing their animals, checking for understanding of the steps and reinforcing information

-Repetition will be the key to achieving student learning. Each day the topics of cubism, pop art, Romero Britto, and drawing techniques will be reviewed. Students will be asked to identify the qualities of Romero Britto's artwork, cubism, and pop art. Students will be asked to compare Britto's artwork with cubism and pop art verbally. I will look at students practice sheets to see if they are applying their knowledge.

VIII. References to Materials Consulted

http://en.wikipedia.org/wiki/Romero_Britto

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Romero Britto Animal Drawings- Production
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Lesson 2 of 3

I. Lesson Rationale: The skills, techniques, elements, and principles of the Arts can be learned, studied, refined, and practiced.

During this lessons students will use animal drawing techniques they used in their practice session to create an animal drawing based off the prompt, "If you could be any animal in the world what animal would you be?" Students will create a pencil drawing of their animal. Then they will look at Britto's work and point out what's missing. Students will divide animal into shapes using rulers and wavy lines. Students will learn about some patterns and draw them in different sections of their animal with makers. Then students will learn about warm and cool colors and color the background with cool or warm colors and the animal with the opposite. Finally the students will look at his work and see the bold outlines and add their own bold outlines with oil pastels.

Through this lesson, the students will refine and practice many of the different elements of art.

II. Learner Outcomes

- **Students will generate an artwork similar to the style of Romero Britto.**
- **Students will use materials and techniques in an appropriate manner. (markers for patterns, crayons for coloring, oil pastels for lines.**
- **Students will identify some of the elements of art within their own work and the work of the studied artist.**
- **Students will use several patterns in their drawings.**
- **Students will use warm and cool colors in logical areas of their artwork**

III. Materials Needed for Lesson

a. Teacher Materials

Teacher samples
Examples at several stages of production
Crayons
Markers
Oil pastels
Poster of pattern and design ideas

Drawing Paper

b. Student Materials

Crayons

Markers

Oil pastels

Pencils

Drawing Paper 9x12

Drawing practice sheet

i. Materials for Special Needs Students

I have not been informed of any students who need special materials at this time, but capable of enlarging text or decreasing complexity of question.

IV. Lesson Procedures

a. Starting the Lesson

I will begin the lesson by reintroducing the artist and covering points in the last class. I will point out some of the elements of art that are found in Romero Britto's artwork and go over the art movements he references. I will do this at the beginning of every class to build comprehension about the artist and his work over time. I will ask the students questions to check for their understanding and allow them to drive the conversation. I will transition after this introduction to talk about what they did last class and the steps they went through to complete their work. Then I will introduce the next step and knowledge needed to create the next part of their artwork.

b. Lesson Sequence

Teacher Actions	Expected Learner Actions
1. Teacher will introduce the step of drawing the animal on their final piece of paper. Teacher will remind the students that they can continue to practice on their practice sheet. Students will be reminded of the steps they learned in last class to help them draw an animal if they are having trouble. The teacher will ask the students if they think they should draw their animal really tiny or if they should use most of their space for their animal. Teacher will show students on a piece of paper the	2 Students will offer responses to questions posed to the students. Students will help pass out pencils.

difference between drawing large and drawing small. Teacher will remind students to choose an animal that they would want to become. Teacher will then ask students to get pencils for their tables. Teacher will pass out practice sheets from the previous day and blank papers.

2. Teacher will walk around the classroom, helping students to draw their animal larger. Drawing large can be difficult for students at this age. Teacher will notice when the students are finished drawing their animals and will gauge when to start the next step.

3. The teacher will begin the next step when at least half of the students are finished with the first one. The teacher will gather the student's attention to do a demonstration near the front of the room. The teacher will tell the students that they will be drawing lines across their animal to divide their animal into different shapes. The teacher will announce that the students will be creating 5 lines across their paper, 4 straight lines and one curvy line. The teacher will demonstrate the straight lines and the proper way to use a ruler, holding it down tightly and drawing your line towards you. The teacher will check for understanding throughout the

2. Students will draw with pencil their chosen animal. Students will use the steps they learned if they are having trouble drawing their animal. Students will tell the teacher when they are done with this step. Students will continue to try to draw their animal larger if they do not succeed the first time.

3. Students will offer responses to teacher questions and will offer their own questions to be answered.

demo, especially for how many lines they need.

4. Teacher will pass out rulers and watch students as they get started with drawing their lines. The teacher will help any students that appear to be having trouble with this step. The teacher will offer compliments and affirmation to students who are doing a good job. The teacher will gauge how quickly the students are finishing their lines and will decide when to start the next

5. Teacher will introduce the patterns portion of the lesson. Teacher will show students some images of Romero Britto's work and ask students to find the patterns that they see. Teacher will show similar patterns and designs from the pop art movement, dots, and flowers. Teacher will also ask students to name some other patterns that they can do. Teacher will also show the students that they can make patterns out of the food the animal eats or other facts about their animal. Teacher will next demonstrate how they will do their patterns. Teacher will tell the students that they will be drawing their patterns with markers! They will not be coloring big areas with the markers only drawing their patterns. They will draw a different pattern in each section divided up by their lines. Teacher will assign students to

4. Students will draw their lines using a ruler for their straight lines and then drawing a curvy line across their paper. Students will make sure that their lines are going off the edge of their paper rather than ending near the edge. Students will let the teacher know when they are done with this step.

5. Students will offer responses for patterns that they see in the images of romero britto's artwork. They will offer their own ideas for patterns that they may want to try on their own images. Students will use markers to draw their designs, not color entire areas. Students will try different patterns, ones they like, maybe make a pattern out of the food their animal would eat. Students will fill in the majority of their areas with patterns. Students will help pass out markers.

pass out markers to their tables. Teacher will walk around and help students as needed. Teacher will gauge the stages of student progress and decide to show the next part when at least half of the students are finished drawing their patterns.

6. The teacher will then begin a review of warm and cool colors. The teacher will ask why they are called that. The teacher will tell the students that they will color their animal with either all warm or all cool colors, and then color the background with the opposite colors. The teacher will next do a coloring demo using crayons. The teacher will ask the students if they should color lightly or darkly and if they should leave any white spaces or if they should color the entire image one color or fill in each section with a different color. The teacher will demonstrate how to take your time with coloring, tracing the outline of your shape you want to color and then “coloring small” on the inside and leaving no white space behind. Teacher will assign students to put away their markers if they are finished and pass out crayons to their tables. The teacher will monitor the students and check for their understanding by observing how they are coloring their image. Teacher will monitor the rate of completion

7. The teacher will begin the next portion of the lesson by

6. Students will offer prior knowledge about what warm and cool colors are. The students will offer responses that they should color some areas more lightly, especially the areas with lighter colored patterns, but they should color the other areas more darkly so the colors are bright and bold like Romero Britto’s art. Students should also color each area a different color, following their lines that they defined earlier. Students will color their entire image. Students will help pass out crayons and then start their image.

7. Students will offer answers for what tracing is. Students

<p>asking what the students think tracing means. The teacher will then demonstrate how to trace over their lines with oil pastel. The teacher will emphasize that they should choose a dark color to create their outlines, pretty much any color besides yellow. Teacher will call up tables so they can get oil pastels for their tables. Teacher will monitor the progress of students. Teacher will direct students to an “early finisher activity if they finish early” Teacher will tell students that they will be sharing their artwork with the class next time. Teacher will ask students to clean up.</p>	<p>will help pass out oil pastels. Students will choose a darker color to trace their lines. Students will finish their artwork and work on an early finisher if every component of their project is complete. Students will be helpful to their groups during cleanup.</p>
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V. Ending the Lesson

a. Closure of Lesson

Students will be praised for their work they have completed. Students will be asked to recall a bit of information that they learned over the course of the lesson.

b. Transition to Next Lesson

Students will be informed that they will be creating artist statements during the next class and some of them will have the opportunity to share their artwork.

VI. Assessment of Student Learning

Students will have created a final drawing of an animal using bright colors, patterns, and bold lines and using the appropriate materials for the portions of their final drawings.

Students will have used all warm colors or all cool colors on the subject of their drawing, and the opposite on the background of their drawing.

Students will have used a variety of patterns in their final drawing

--Student learning will be monitored throughout the lesson while students are working on their drawings. Common mistakes that are found through teacher observation will be represented for clarification. Presented materials will be reviewed each day to improve student comprehension

VII. References to Materials Consulted

<http://thetalkingwallsmurals.blogspot.com/2013/05/romero-britto.html>

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 Romero Britto Animal Drawings- Critique
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Lesson 3 of 3

I. Lesson Rationale

The purpose of this portion of the unit will allow students to look back on the work they have created and pinpoint not only the elements of art that they used but also identify what they like about their own work and what they would like to change if they had the chance.

II. Learner Outcomes

- a. **Students will identify some of the elements of art within their own work.**
- b. **Students will evaluate the quality of their own work**
- c. **Students will critique their own artwork and point out which portions they like and do not like.**
- d. **Students will explain why they would want to change something about their artwork**

III. Materials Needed for Lesson

a. Teacher Materials

- i. Handout of questions for student self critique
- ii. Powerpoint to introduce critique topic and for class discussion

b. Student Materials

- i. Student artwork
- ii. Critique Handout

iii. Materials for Special Needs Students

- 1. Students who are identified as ESL will be read the handout verbally and will have the opportunity to discuss their artwork verbally to check for understanding

IV. Lesson Procedures

a. Starting the Lesson

- i. **Students will be introduced to the topic of critique by the teacher asking what they think critique means.**

b. Lesson Sequence

Teacher Actions	Expected Learner Actions
1. Teacher will introduce the topic of critique using a PowerPoint and asking students	1. Students will take out their artworks. Students will respond to teacher questions

<p>questions like. What is a critique? Why do you think a critique is important?</p> <p>2. Teacher will review questions on the critique and review sheet, reading them verbally. Teacher will pass out critique sheet to students. Teacher will pinpoint ESL students who are having trouble reading the sheet and will help them with each question.</p> <p>3. Teacher will gain the attention of the class. The teacher will use a PowerPoint with each one of the questions and then will facilitate a conversation surrounding the review and critique questions. Teacher will hold up the artworks of students who are self critiquing verbally to the class.</p>	<p>2. Students will work on their critique and review sheet.</p> <p>3. Students will participate in class discussions and will show and critique their artworks</p>
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V. Ending the Lesson

a. Closure of Lesson

- i. The lesson will be brought to a close by the teacher praising the students for the nice job they did analyzing their artwork. The teacher will emphasize the importance of self critique by explaining to the students that critique will help us to become better artists so we know what to do for next time!

b. Transition to Next Lesson

- i. Students will be reminded that critiques will happen at the end of each lesson so the habit is very important to build on and continue.

VI. Assessment of Student Learning

a. Students will complete a critique sheet to the best of their ability, responding to each question.

b. Students will offer thoughtful responses in terms of their artwork, referencing line, shape, pattern, color, or content

VII. References to Materials Consulted