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| MUSEUM | LONDON |

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| **Lesson Plan – Art Car** | |
| **Subject:** Visual Art | **Teacher:** |
| **Grade Level:** JK/SK | **Date:** |
| **Topic:** Colour (Fun Car) | **Timeframe:** |

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| **Ontario Curriculum Expectation(s)** |
| V1.1 – demonstrate an awareness of personal interests and a sense of accomplishment in visual arts  V2.1 – explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new ways  V2.2 – explore different elements of design in visual arts  V3.1 – use problem-solving skills and their imagination to create visual art forms |

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| **Learning Goal** |
| Students will…  -be introduced to the concept of 3D sculpture  -explore colour, pattern, and texture  -use their imagination to create an interesting vehicle |

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| **Materials/ Resources** |
| -egg cartons (cut into a range of sizes)  -acrylic/ craft paint  -scissors  -hot glue gun/ hot glue sticks  -other decorative materials on hand (sparkles, pompoms, toothpicks, etc.)  [www.parentsociety.com](http://www.parentsociety.com)  Differentiated Activities:  -Lego/large building blocks |

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| **Lesson** |
| **Introduction: (5-10 min.)**  -students will be introduced to the reference artwork, “Car” by Greg Curnoe and discuss how they would react if they saw a vehicle like this one on the street  -Curnoe enjoyed making artwork that was personal, and this work was no exception, referencing the style of his own car  -invite students to brainstorm together what their car might look like if they could design one of their very own, in order to make it as interesting as possible! |
| **Body: (30 min.)**  -students will be provided with sections of an egg carton (approx. half a carton)  -they will move and reposition carton pieces in order to plan out the form of their car  -adults in the classroom will have hot glue stations set up in order to assist with the assembling of the vehicles  -when students’ car forms are glued together, paint and decorative materials will be provided for students to complete the design of their personal car  **Conclusion: (10 min.)**  -invite students to share their “art car” to the class and why they made it the way they did |

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| **Differentiation** |
| Visually impaired students and students with impaired motor skills:  -students will be provided with Lego or large building blocks in order to create their “art car” |

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| **Assessment and Evaluation** |
| Students’ work will be evaluated based on a checklist with the following criteria:  -made an unconventional vehicle with creative design  -incorporated at least 3 different colours/patterns  -was on task while working  -was able to share something about their “art car” either to the class at large or during an interview with teacher |

**Art Resources**



*Car*, Greg Curnoe, Oil, Metal, Masonite, Wood, 1967, 168 x 173cm

<http://visiblestorage.ca/car/>



<http://www.parentsociety.com/parenting/big-kids/11-car-and-truck-crafts-for-tiny-gearheads/>