

**Patrick Hopkins**

**QC TPA LESSON PLAN 1**

**UNIT TITLE:** Worldly Wonders

**UNIT GOALS:**

1. **Art skills/technique:** Students will learn to advance their line making, blending, and layering while gaining skill with chalk pastels.
  2. **Art medium/Concepts/Artists:** Students will learn to use chalk pastels and dark paper to create atmospheric art inspired by Frederic Edwin Church's "Aurora Borealis."
  3. **Student Choice/Engagement:** Students will learn to create their own vision of the northern lights through their choice of an analogous color pallet, perspective, and creative detail to enhance their landscapes.
- 

**LESSON TITLE:** The Aurora Borealis

**GRADE LEVEL:** 4<sup>TH</sup>

**LENGTH OF LESSON:** 45 min

---

**LESSON OBJECTIVES:**

1. Students will learn to blend and make gradients with chalk pastels on test strips of dark papers.
2. Students will learn about Fredric Edwin Church's "Aurora Borealis" painting and be able to analyze and describe his use of analogous colors and gradient techniques.
3. Students will learn to use a value scale when practicing their gradient techniques.

## INSTRUCTIONAL STRATEGIES & LEARNING TASKS

### Learning Segments and Pacing:

Time	Description of activity
- 5 minutes	- Students will be inquired to share any knowledge they have about the northern lights and any prior knowledge of what is an atmospheric phenomenon.
- 10 minutes	- Students will explore the work of Fredric Edwin Church's "Aurora Borealis" and the context surrounding its creation. A 3 min video of the piece will also be shown.
- 5 minutes	- I will demonstrate for students how to blend, shade, and care for chalk pastels, as they can be incredibly messy.
- 15 minutes	- For the remainder of class, students will choose from three dark colored construction papers to test different sets of analogous colors for their projects.
- 5 minutes	- Clean up

### INSTRUCTIONAL MATERIALS & RESOURCES:

- A completed version of the final project.
- Fredric Edwin Church's "Aurora Borealis" will be shown throughout the entire unit.
- Video on Church's piece.

**Differentiated Instruction:** How will your instructional tasks and supports assist all learners in accomplishing the lesson objectives?

- Some students may struggle with blending and fading chalk pastels, if so, Q-Tips and tortillons will be an option.
- Students who'd prefer by demonstrating themselves will be allowed to participate in my demonstration.
- If a student would prefer to portray a different atmospheric while still utilizing blending techniques, their preferences will be considered as an alternative.

---

**LESSON ASSESSMENT:**

**Formative (in process) Assessment:**

- Students must recite instructions learned in the demonstration before beginning work on their test strips.
- Students practice of creating gradients with analogous colored chalk pastels will be monitored during work time.

**Summative Assessment:**

- Students must hand in their test strips that show blending skills and gradient techniques reflecting my demonstration, and an accurate analogous pallet.

**Patrick Hopkins**  
**QC TPA LESSON PLAN 2**

**UNIT TITLE:** Worldly Wonders

**UNIT GOALS:**

1. **Art skills/technique:** Students will learn to advance their line making, blending, and layering while gaining skill with chalk pastels.
  2. **Art medium/concepts/artists:** Students will learn to use chalk pastels and dark paper to create atmospheric art inspired by Frederic Edwin Church's "Aurora Borealis."
  3. **Student choice/engagement:** Students will learn to create their own vision of the northern lights through their choice of an analogous color pallet, perspective, and creative detail to enhance their landscapes.
- 

**LESSON TITLE:** Lines of the Aurora

**GRADE LEVEL:** 4th

**LENGTH OF LESSON:** 45 minutes

---

**LESSON OBJECTIVES:**

- 1.) Students will learn to create a rough draft of their final projects with white chalk pencils on 9x12 black construction paper of their choice.
  - 2.) Students will learn to create their Aurora Borealis with wavy lines and gradients.
  - 3.) Students will learn to create a layered mountain range in the lower half of their project.
-

## INSTRUCTIONAL STRATEGIES & LEARNING TASKS

### Learning Segments and Pacing:

Time	Description of activity
- 10 minutes	- Students review their progress in blending and layering on their test strips. Students will learn the meaning of a gradient and review how value scales can help in their creations.
- 10 minutes	- I will demonstrate how to create an Aurora using chalk pastels by creating wavy lines and gradients. I will then demonstrate how to create a layered mountain range in the bottom half of the project surface.
- 15 minutes	- Students continue working on their projects. Students' line and gradient techniques will be monitored to assess their understanding of my demonstration.
- 10 minutes	- Clean up. Students place their projects on drying racks where rubbing of chalk dust is unlikely.

## **INSTRUCTIONAL MATERIALS & RESOURCES:**

- A completed version of the final project.
- Fredric Edwin Church's "Aurora Borealis" will be shown throughout the entire unit.
- Wavy lined stencils
- Tortillons

## **Differentiated Instruction:**

- Students who may not have the motor skills to make wavy lines or gradients, stencils and trillions will be offered.
- 

## **LESSON ASSESSMENT:**

### **Formative (in process) Assessment:**

- Students will review their test strips and look to their blending/ layering/ gradient skills/ and mountain ranges to assess their comprehension of the skills required for the current lesson.
- Students must present their chalk pencil rough draft of their projects before using chalk pastels. Their projects should include lines for their Aurora and a layered mountain range.

### **Summative Assessment:**

- Students must have moved on to using chalk pastels on their project by the end of the class.

**Patrick Hopkins**  
**QC TPA LESSON PLAN 3**

**UNIT TITLE:** Worldly Wonders

**UNIT GOALS:**

1. **Art skills/technique:** Students will learn to advance their line making, blending, and layering while gaining skill with chalk pastels.
  2. **Art medium/concepts/artists:** Students will learn to use chalk pastels and dark paper to create atmospheric art inspired by Frederic Edwin Church's "Aurora Borealis."
  3. **Student choice/engagement:** Students will learn to create their own vision of the northern lights through their choice of an analogous color pallet, perspective, and creative detail to enhance their landscapes.
- 

**LESSON TITLE:** Final Phenomena

**GRADE LEVEL:** 4<sup>th</sup>

**LENGTH OF LESSON:** 45 minutes

---

**LESSON OBJECTIVES:**

- 1.) Students will review their rough drafts of their projects and review their chalk gradients progress in creating their Auroras with chalk pastels and their layered mountain middle ground.
- 2.) Students will learn to use fine erasers to enhance their edges and remove any excess dust from their projects.
- 3.) Students will learn to add additional artifacts such as chalk snow caps, snowflakes, or reflected colors, and a foreground to add vibrance, depth, and layers to their projects.

**INSTRUCTIONAL STRATEGIES & LEARNING TASKS**

**Learning Segments and Pacing:**

Time	Description of activity
<ul style="list-style-type: none"> <li>- 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Students will make sure the Aurora segment of their projects are completed.</li> </ul>
<ul style="list-style-type: none"> <li>- 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- I will demonstrate how to create enhancements to add environmental effects to their projects. The demonstration will also show students how to enhance their edges and remove any excess dust with fine erasers.</li> </ul>
<ul style="list-style-type: none"> <li>- 20 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Students engage with adding their effects to their projects and removing excess chalk dust.</li> </ul>
<ul style="list-style-type: none"> <li>- 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>- Clean up. Students place their projects on racks where possible rubbing of chalk is unlikely. Any materials students used for their effects must be returned to their appropriate locations.</li> </ul>

**INSTRUCTIONAL MATERIALS & RESOURCES:**

- A completed version of the final project.
- Fredric Edwin Church’s “Aurora Borealis” will be shown throughout the entire unit.
- Tortillons

- White paint or pastels (For winter effects)
- Dark colored paint. (Ocean, ground, trees)
- Toothbrushes (For snow effect)

**Differentiated Instruction:**

- Students will be able to use what tools and materials they deem fit to create what environmental factors they wish to add to their projects.
  - I will offer personal assistance and suggestions if they appear lost in their decision making.
- 

**LESSON ASSESSMENT:**

**Formative Assessment:**

- Students must choose an effect that can be reasonably applied with the materials available.
- Students who choose to use a different material, such as white acrylic paint for snowflakes, must demonstrate efficiency or receive a demonstration from the teacher.

**Summative Assessment:**

- Students must have finished their project completed with a chalk gradient aurora, a layered mountain middle ground, and no excess chalk dust.
- Students must show an additional element of their project. Such as blowing blizzard, landscapes (water, ice), or snowfall.