**Laura Verderber, Melanie Damore, Cassandra Pollock**

**Lesson Plan**

**Lesson Title: Crayon Relief**

**Day: 1**

**Objectives/ Adaptations/ Assessments**

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| **Objective 1:** Students will experiment how separates from oil. | **Pre-Assessment:** | **Format:** We will demonstrate how water and oil separate.  | **Adaptations:** Explain process in a different way.  |
| **Standard: 9.1.3.A:** Know and use the elements and principles of each art form to create woks in the arts and humanities.  | **Formative Assessment:**  | Students will conduct their own experiment through crayons and paint.  | Accommodate when needed.  |

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| **Objective 2:** Students will use crayons and paint to make crayon resist pictures. | **Pre-Assessment:** | **Format:** Hand out materials and give detailed instructions.  | **Adaptations:** Assist if needed. Adapt materials if necessary.  |
| **Standard: 9.1.3.B:** Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.  | **Formative Assessment:**  | Students create their design with crayons and then add a black wash.  | Help with materials and creating a wash.  |

**Lesson Body**

**Anticipatory Set:** Show students oil and water separation process.

**Procedures:** Demonstrate water and oil separation. Have students participate in demonstration. Introduce the art project by showing examples. Have students draw an object or scene that makes them happy on the substrate given. Depending on when students finish, introduce how to make and apply a wash of black tempera paint. Have the students describe why the tempera paint did not cover up the crayon design. Have students begin to clean up their work areas, put away materials, and if time is left over have students present what they created.

**Materials:** Crayola crayons, oil, colored water, white paper, and large paintbrushes.

**Closure:** Have students describe to the class why the water separated from the oil.Have students present their design.

**Clean-up:** Collect crayons while students are laying down their black wash. Have students put away materials and wipe of work areas when their project is completed.

**Independent Practice:** None.

**Safety Considerations:** Avoiding swallowing materials.