



Visual Art Lesson Plan

Creating – Anchor Standard 3: Refine and Complete Artistic Work

Process Component

Reflect, Refine, Revise

Enduring Understanding

Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

Essential Questions

- What role does persistence play in revising, refining, and developing work?
- How do artists grow and become accomplished in art forms?
- How does collaboratively reflecting on a work help us experience it more completely?

Lesson Title

Work In Progress!

Grade Level

4th Grade

4.VA.CR3

Revise [artwork](#) in progress on the basis of insights gained through peer discussion.

SEL Core Competency(ies)

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

Objectives

The learner will make a drawing of their favorite cartoon or storybook character, while interacting with peers, and revising the work before completion.

Materials

Paper and (pencil, pens, colored pencil, crayons, or pastels)

Instructional Resources

None needed

Vocabulary

artwork: Artifact or action that has been put forward by an artist or other person as something to be experienced, interpreted, and appreciated.

characteristic(s): attribute, feature, property, or essential quality

image: Visual representation of a person, animal, thing, idea, or concept.

media: Mode(s) of artistic expression or communication; material or other resources used for creating art

Instruction/Motivation

Student will make a drawing of their favorite character. While creating their artwork, they are thinking through the process of their creation so that they are able to explain their choices and actions. When they are nearly through their drawing, they will compare notes with a peer, describing to the other student what they did and why. Their peer will give them feedback on the effectiveness of their artwork at its present state. Once that discussion has happened, they will reflect on what changes or revisions they might want to make to their image to clarify and enhance its meaning, and then they will go ahead and finish their piece.

Procedure

1. Give the student paper and whatever drawing/coloring options are handy. Using their memory, not a reference photo or screen, have them draw their favorite character.
2. After they are finished creating their artwork, ask them to explain to another student how they made their piece. Have the peer give feedback on what changes or revisions they might do to enhance the artwork.
3. Once they have had the discussion, they should reflect on what changes and/or details they could add to their image to enhance its meaning to a

viewer. Then they should go ahead and complete those revisions to their artwork, and finish the piece.

Closure/Reflection

- Ask the student if they were able to successfully convey their artistic methods to the other student?
- Ask them what feedback they received regarding adding details or making revisions to their artwork?
- Ask them what changes they decided to make, based on feedback, to enhance the artwork and its emerging meaning?

Evaluation

- Was the student able to create a drawing of the character of their choice?
- Was the student able to explain their artistic choices to their peer?
- Did the student make revisions to their artwork, to enhance its emerging meaning, after gaining insight from their peer?