

Your Name: Rachel Vredenburg

Lesson Title: "Personal Pastel Landscape"

Number of Students: 20- 25

Grade Level: 4th grade

Length of each lesson: 40 minutes

LESSON RATIONALE

Students will be introduced to the Fauvism movement in the context of art history and contemporary artists who focus on color. Students will observe that art can use color to express feeling rather than being realistic and will help them connect to a broad range of artistic styles. Students will also review the basics of color theory as well as vocabulary for specific color schemes such as warm colors, complementary colors, cool colors, to develop their vocabulary in other areas of learning. Then, students will create a landscape using lines and shapes! This will reinforce vocabulary while also developing the motor skills needed to complete this activity. They will choose their colors according to their personal preferences to develop decision making skills. Exploration of both subject matter and color will further their creative thinking skills and create enthusiasm due to this project's personalized aspect. Additionally, this introduction to the historical context will expand their exposure to art history. Specifically, since they are utilizing the bold colors of Fauvism, students will imagine themselves as artists in the context of art history, as their work relates to the present era of art history. This will allow them to explore their own connections to colors and interact with the larger context of art making. Finally, students will participate in a reflection discussion in which they share why they chose their shapes for this project and why they paired them with their specific color scheme. In addition, they will reflect on how artists can use imagination to make art that is fun and not necessarily realistic. This will reinforce key terminology and emphasize the importance of reflecting on the creative process while completing their pieces.

PROCESS: Oil pastel drawing

ARTISTS: Henri Matisse:

Henri Matisse is a French painter and Collagist regarded as the leader of the Fauvism movement. Born in 1869, in France, he "sought to use color as the foundation for expressive, decorative, and often monumental paintings" (The Art Story, 2015).

Regarding his education, he “failed the entrance exams for the École des Beaux Arts but unofficially joined the studio of French symbolist painter Gustave Moreau in 1892” (The Art Story, 2015). Matisse was constantly exposed to other cultures and wanted his art to be “of balance, of purity and serenity devoid of troubling or depressing subject matter” (The Art Story, 2015).



Etal Adnan: Is a Lebanese artist who made vibrant, simple paintings, and wrote poetry. She was born in Beirut, Lebanon in 1925 (Poetry Foundation, 2021). She did not mix her paints but placed her bold colors directly on the canvas. She says that “Colours make visible what the person is trying to say, but silent” (Van Gogh Museum, 2022). So, by looking at a painting, it’s almost like the painting is talking to her.

Commented [MT1]: I love that you are using her work to introduce this project to the students! How cool as an example.

Commented [VR2R1]: Thank you! Her simplicity and bold colors were perfect!



BIG IDEA: Imagination

LEARNER OBJECTIVES:

- Students will explore the media of oil pastel on paper.
- Students will practice drawing and enlarging a sketch on larger paper.
- Students will understand color relationships and how that influences the mood of a piece.
- Students will create a colorful landscape that demonstrates color relationships.
- Students will understand the basic tenants and history of Fauvism and create their own contemporary piece based on style and color.
- Students will do their best and practice using a new medium

3-5 National Standards for Visual Arts (VAS): <https://www.arteducators.org/learn-tools/articles/219-national-visual-arts-standards-at-a-glance>

A:Cr2.1.4a: Explore and invent art-making techniques and approaches.

VA:Cr2.2.4a: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA:Re.7.2.4a: Analyze components in visual imagery that convey messages.

2-4 VA State Standards of Learning (SOL) in the arts: [Vdoe Standards](#)

4.13 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.

4.12 The student will use the following to express meaning in works of art:

a) Color—hue, tint, shade, intensity. _____

MATERIALS NEEDED FOR LESSON

A. **Art Supplies:** 6 oil pastel sets (one per table), 20-25 8x10" pieces of sketchbook paper per class (can use colored construction paper if you want), 20-25 pencils, 15-20 erasers, 20-25 scrap papers to practice blending, 20x25 standard copy paper sheets, 20-25 plastic sleeves to prevent smudging.

B. Additional Materials:

[Linked PowerPoint Vredenbug_Oil Pastel Elementary Lesson_2025.pptx](#).

VOCABULARY/DEFINITIONS:

Fauvism: Art movement ca. 1899-1907 that emphasized radical color and the artists' personal connection to a subject or scene (Taggart, 2020).

Primary colors: Red Blue and Yellow

Secondary color: green, purple, orange

Warm Colors: Color scheme in which red or yellow is dominant.

Cool Colors: Colors in which blue are dominant.

Complementary colors: colors opposite one another on the color wheel.

Blending: the process of joining two colors to make a new color

ELEMENTS AND PRINCIPLES: (3-5 elements and/or principles you will introduce)

Commented [MT3]: Will these be skills you introduce to them for the first time or do you know if they have previous experience with space and depth in 2D artmaking?

Commented [MT4R3]: If they are new skills, a 40 minute class period may not be enough. You may need two classes. Maybe you planned for this, but it would be alot to introduce these as new ideas and get a final landscape done in one class.

Commented [MT5R3]: I see it's a three day lesson. That seems manageable.

Commented [MT6]: Make sure any links are accessible.

Color, Line, Shape

MOTIVATING STUDENTS: PERSONAL and SOCIAL RELEVANCE

Since students are selecting a landscape based on their own experience, this connection serves as the initial motivation. Similarly, I will present the information through both a contemporary and historical lens. This will create a more current interest in the use of color and inspire students to make their own individual works of art.

Commented [MT7]: Maybe their landscape is tied to a memory?

LESSON PROCEDURES

A. Teacher/Classroom Prep:

To prepare for each class, the teacher will cut 30 pieces of paper to an 8x10" size; this will allow for a few extras. The teacher will also make a digital presentation to introduce the art history component and contemporary artist images to inspire students.

B. Pre-assessment:

Students will be reminded of color schemes from past learning during the introduction to the lesson and the teacher will scaffold new terms onto the basic understanding of color blending. Many students are already able to sketch at this age level, so the drawing component will be refined during this project with a new medium and potentially new techniques such as exploring different lines and shapes, etc.

Commented [MT8]: Do you know if they have blended colors previously? Something to check with Cynthia. Have they used oil pastels at all?

Commented [VR9R8]: They haven't used pastels yet this year, so I wanted to make sure I demo the basic skills at first

Commented [MT10R8]: Yes, great plan! You are showing them how to blend, but your example shows that you filled in with solid colors. You may want to show another example where blending is used if you want them to blend for the final project.

Commented [VR11R8]: Yes, that did feel like a lot to go over. I think I will switch over to solid shapes to show an "even coverage and careful pressure" demo for day 1 instead

Commented [MT12]: If there is an issue with the oil pastels, they could be taken away and a student could use crayons instead. Finding alternative materials to use so the students are all still able to do the project.

Commented [VR13R12]: Definitely! Originally, I had it set up so that if younger learners did a version of this lesson, they would use crayons as an alternative.

C. Behavioral Expectations:

Students are expected to conduct themselves appropriately in class. For instance, they will not throw any art supplies or misuse any tools. Any of these unsafe actions will result in the revocation of their permissions to use the materials and crayons instead. They can talk at a reasonable volume level.

D. Organizer:

The teacher will create a digital presentation to clearly outline the expectations of the lesson as well as introduce relevant artist techniques and a teacher sample. This will also include verbal elaboration during the introduction of the lesson.

[Vredenburg Oil Pastel Elementary Lesson 2025.pptx](#)

Commented [MT14]: I added some comments on the PPT.


Commented [VR15R14]: Perfect thank you!

E. Extension Activity:

If students finish the drawing processes early, they may free draw, scratch additional designs into their final image with a pencil, or work on a vocabulary word search.

Commented [MT16]: I like that this reinforces their new vocabulary and that you have provided options for the extension activity that tie into the pre-existing process and add onto it.

NAME: DATE:



OIL PASTEL VOCAB

DIRECTIONS:
Find all the words written below.

MATISSE	HUE
OIL PASTEL	LANDSCAPE
WARM COLOR	ADNAN
COOL COLOR	LAYERING
BLENDING	

End of Class #4 Discussion questions

“Why did you select this place?

How does this subject reflect you?

Define your color scheme and how does this combination make you feel?

How does this use of color connect to our example paintings?”

LESSON SEQUENCE. Also referred to as scripting or timing. Make sure to include times (for example 10:30-10:35 teacher action: greet students/ learner action: enter classrooms and take seats. Be very specific from beginning to end. Remember to include material distribution, cleanup and closure. While writing keep in mind that the scripting must be detailed enough so that a substitute or colleague should be able to teach your lesson from the info you provide.

Teacher Actions (include teacher questions and explanations)

Day 1 (40 minute classes) 8:55-9:35

8:55: Greet students as they walk in and take their seats.

9:00-9:15: Teacher will introduce students to the lesson via PowerPoint, emphasizing vocabulary such as warm, cool, and complementary colors. As well as the concept of stylized painting. Using the teacher sample as an example, the teacher will talk about personal connection to hiking in the mountains and encourage students to think about a place they have been (Virginia Beach, Forest, etc)

9:15-9:30 Teacher will pass out practice paper and instruct students to write their names on the back. Then the teacher will conduct a brief demo on coloring techniques so students may follow along. These include tracing the shape first and applying appropriate pressure, so the pastels do not break.

9:23: Teacher will announce that there is 10 mins of work time left.

9:32 Teacher will announce cleanup.

9:34: Students will line up to wait for their homeroom teacher.

9:35: Class is dismissed, and the teacher will say goodbye to students as they leave.

Expected Learner Actions

Day 1

8:55: Enter classrooms, say hello to Mrs. T and Ms. V, and take seats.

8:55-9:15: Students will listen to the lesson introduction, demo, and answer interactive questions.

9:15-9:30: Students will receive a piece of copy paper to practice blending techniques

9:32: Students will clean up and line up by the door for dismissal.

9:34 Students wait safely for their homeroom teacher.

11:15: Students are dismissed and say goodbye as they leave.

Day 2:

8:55: Students will say hello and take their seats

8:53-9:00 students will take a pencil from the cady write their names on the back, and begin drawing 4 options for their final piece.

9:00-9:30: Students will work on their sketches the whole bell, if they finish early they may use crayons to test colors on their sketches.

9:32 Students will clean up and line up to leave with their teacher.

Commented [MT17]: What will you say to introduce the lesson and get them thinking about their ideas for their landscapes? Your script should be a little more in depth so someone else would be clear on what to discuss and introduce students to.

Commented [MT18]: Remind students to put their names on the paper and turn over.

Commented [VR19R18]: So true!

Commented [MT20]: What is the demo? What are you demoing?

Commented [MT21R20]: Hah!! Funny we are both here!

Day 2

8:55: Greet students and ask how their day is going.

8:53-9:00 Teacher will remind students that they are working on sketching and planning today and pass out copy paper for students to start/continue their sketches.

9:00-9:30 Teacher will walk around and encourage students' line and shape choices.

9:23: Teacher will announce that there is 10 mins of work time left

9:32: Teacher will announce time for cleanup.

9:35: Teacher will wish students a good day as they are dismissed.

Day 3:

8:55: Teacher will greet students and remind them they should begin their drawings today by the end of class. The teacher has passed out student sketches and left a piece of 8x10" sketchbook paper in front of each student's seat.

8:57-9:05 Teacher will demo how to draw their final drawing based on the sketches.

9:23: Teacher will announce that there is 10 mins of work time left.

9:05-9:30 Teacher will walk around to help and encourage students.

9:33 Teacher will announce cleanup and ask reflection questions such as "what colors did you choose and why?"

9:35 Teacher says goodbye to students as they leave.

Day 4:

9:35 Students say goodbye to Mrs. T and Ms. V as they leave.

Day 3

8:55-8:57: Students come in, sit at their seats.

8:57-9:05 Students will follow along with the demo and use pastels responsibly.

9:05-9:30 Students continue coloring until cleanup is announced.

9:33; Students clean up after the teacher's announcement placing completed drawings in on Mrs. T's desk. Then line up.

9:35: Students say goodbye as they leave

Day 4

8:55 Students will say hello as they enter the classroom.

8:57-9:15 Students will finish up their landscape drawings taking care to cover the entire paper.

9:15 students will step back from their drawings and walk about the room as instructed.

9:16-9:17 Students will practice art classroom etiquette by keeping their hands to themselves during this tour.

9:18-9:32 Students will listen to the teacher's example discussion and be ready to share details about their own works. "I chose to draw the beach cause I LOVE going there in the Summer" "I chose lots of green cause it is my

Commented [MT22]: So do you expect that they will start and finish their final landscape in one class period? What size paper will the final be on? More details about how this final class will go. I would plan for a bit more reflection related to the project as a closure/gallery walk activity. This lesson seems like it could realistically take 4 classes to complete.

8:55: Teacher will greet students and remind them they should finish up their drawings today. The drawing have been passed out at each student's assigned seat.

favorite color" "My landscape is like the examples because they both used super bright colors!"

8:57-9:15 Students will finish up their drawings.

9:33 Students will put their projects in a plastic sleeve/bag and line up with their projects.

9:15: Teacher will announce that it is time to look at everyone's artwork.

9:35 Students say goodbye as they leave

9:16-9:17 Teacher will supervise as students walk around the room and look at each other's artwork.

9:18-9:32 Teacher ask what students observed at the other tables. Teacher will ask students to talk about work and will model talking about their own artwork as an example by holding up the teacher sample and telling the class "I did mountains cause I love hiking, I used orange for the sun as it makes me happy" ask students who would like to share their project. "Why did you select this place?

How does this subject reflect YOU?

Define your color scheme and how does this combination make you feel?

How does this use of color connect to our example paintings?"

9:33 Teacher will ask students to place projects in a protective sleeve and line up so that their homeroom teacher can pick them up.

9:35 Teacher says goodbye to students as they leave.

Commented [MT23]: So do you expect that they will start and finish their final landscape in one class period? What size paper will the final be on? More details about how this final class will go. I would plan for a bit more reflection related to the project as a closure/gallery walk activity. This lesson seems like it could realistically take 4 classes to complete.

Commented [MT24]: Have a few specific questions prepared to ask them that helps you tie the assessment piece in as it relates to your objectives for the lesson.

ADAPTATIONS AND RECOMMENDATIONS:

Students who need more time due to hyperactivity or other special needs will have the extra time allocated. Further, in the case of ADHD or distractable students, the teacher will use preferential seating to keep students physically close to the teacher's desk to discourage off-task behavior. Students who experience a sensitivity to textures and have issues with the texture of oil pastels may wear gloves or wrap pastels in a napkin to prevent direct contact. They may also choose to use crayons as an alternative to oil pastels.

Regarding classroom management, the teacher will be monitoring the class as students work on the projects. The teacher will note that safety is the top priority and any students not adhering to safety protocol will not participate.

DIFFERENTIATION STRATEGIES: (These should also be reflected in the lesson sequence)

- Flexible grouping
- Open-ended activities
- Exploration by interests
- Negotiated criteria
- Anchoring/Extension activities
- Independent studies
- Tiered activities/products
- Journal prompts
- Multiple levels of questions
- Scaffolding
- Choice: Learner profile, Readiness, Interest

ASSESSMENT & DOCUMENTATION OF TEACHER/STUDENT LEARNING

A. **Assessment:**

The formative assessment will include a discussion of the vocabulary that students have learned in past classes including warm and cool colors etc. Further, the next checkpoint will be the student's demonstration of using line and shape in their sketches. As the teacher walks around, they will see the understanding and be able to correct students as they are practicing and learning. Finally, students' last pieces will reflect their understanding of the assignment in that they use shapes and different types of lines to create their artworks. Students' participation in the class discussion to reflect on their pieces will also indicate their understanding based on their answers of why they made certain design decisions.

B. **Documentation:**

The evidence of learning will be documented in the form of the actual projects turned in at the end of the lesson as well as non-identifying photos taken during class. The details and ability to follow directions, paired with overall craftsmanship will be evident in these pieces

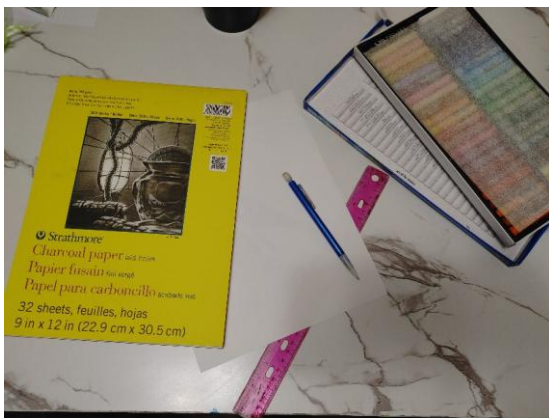
Commented [MT25]: The assessment piece needs more consideration. What does this look like as it relates directly to your objectives for the lesson? What assessment tools will you use? What does formative assessment (check-in on sketches for example) look like? How will you be able to confirm a student has met the objectives you have outlined for this assignment?

Commented [VR26]: I added a more in depth description of the assessment

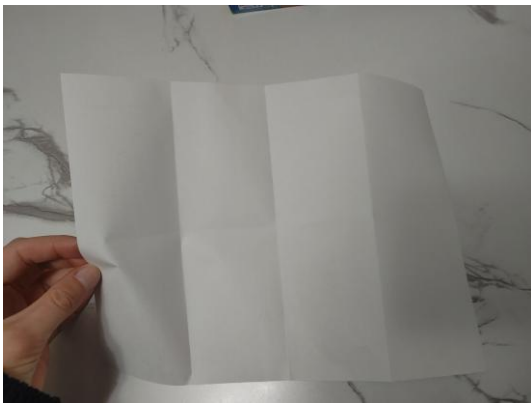
Commented [MT27]: I think you need to build in more time for class discussion. Who will type their discussions and submit them to Canvas? The students? When will they do this? I didn't see it built into the lesson. Will they have devices?

Process Images

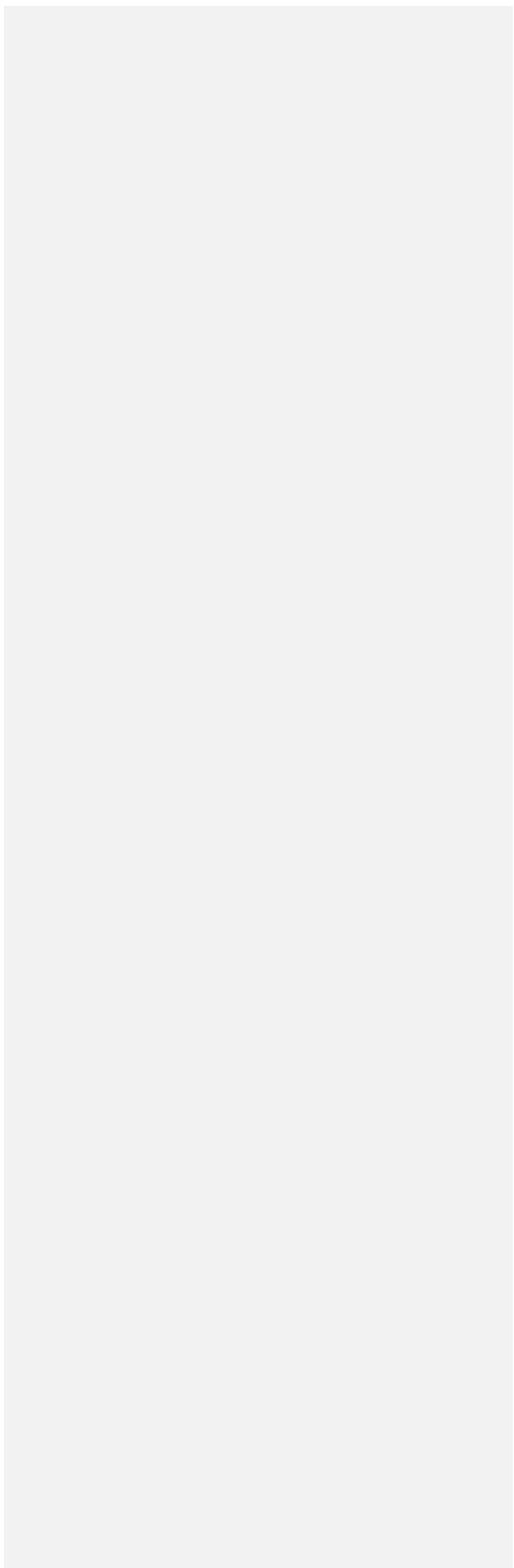
Step 1: Gather Supplies including drawing paper, copy paper, pastels/crayons, a ruler, and a pencil.

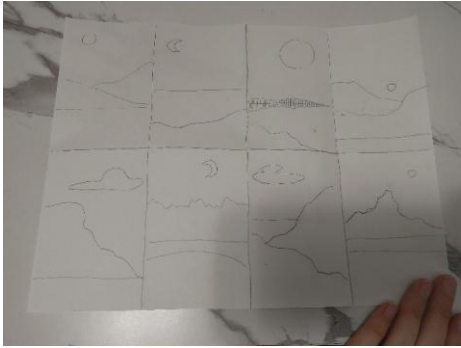


Step 2: Fold the copy paper in half 4 times until you have 8 sections (sections can be flexible based on age group. For 4th grade 4 sections is probably fine)



Step 3: Sketch out different compositions in each section using a shape, a straight line, and a wavy line. There are so many combinations!





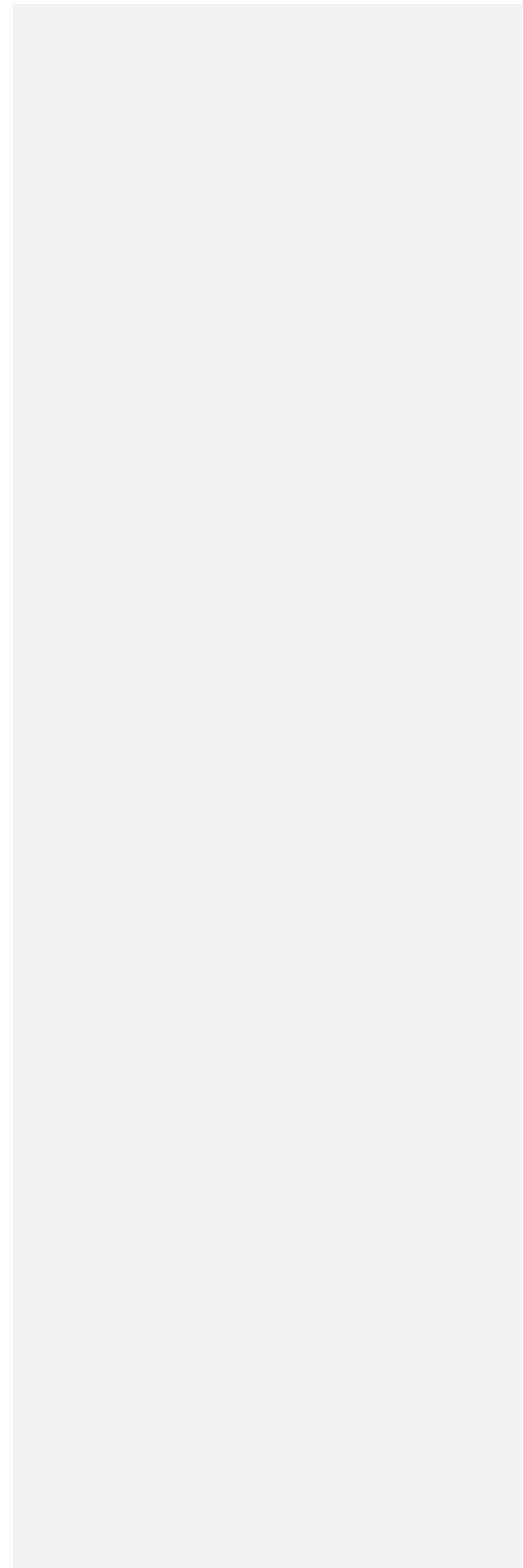
Step 4: Choose one of the ideas and draw it larger on the 8x10 drawing paper. Pick out a color for each shape (5 in this case).

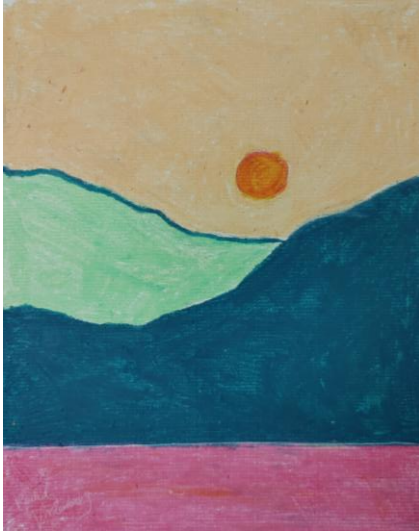


Step 5: Fill in each section with pastels/crayons. Use a pencil to remove clumps.



Final Image





References

Poetry Foundation. (2021, October 25). *Etel Adnan*. Poetry Foundation.

<https://www.poetryfoundation.org/poets/etel-adnan>.

The Art Story. (2015). *Fauvism Movement Overview*. The Art Story.

<https://www.theartstory.org/movement/fauvism>.

Van Gogh Museum. (2022, May). *5 Things You Need to Know About Etel Adnan*. Van Gogh Museum. <https://www.vangoghmuseum.nl/en/art-and-stories/stories/5-things-you-need-to-know-about-etel-adnan>.