

Lesson Concept Plan: Intro to Mark Making

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INTR3B05:ADEL

Setting: Studio with Gallery introduction

Age Group: Kindergarten (JK/SK), Grade 1, Grade 2 (some changes apply within lesson for older children)

Learning Objective: At this age, children are still developing understanding of basic artistic concepts like colour, texture, patterns, mixing and mark making. Ideally in this lesson, children would gain a better understanding of mark making concepts and tools, while also playing with primary colours. Children will be able to create their own unique art pieces rather than all creating a similar looking painting.

Studio Tools: Paint, Paper, Misc. objects for mark making (combs, sticks), Misc. objects for stamping (foam, apple slices, bottle caps)



The focus of my lesson plan is to form a developing interest in children for mark making. Mark making is a key element to a child's developmental process, and teaches them abstract and creative thinking. 'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things.' (EYFS)

These opportunities to explore mark making should be available in all areas of schooling but this lesson plan is specifically designed as an art lesson. My plan takes the children to both a gallery and studio setting exploring the ideas that; a) the kids get full creative control over what marks they'd like to make and b) gain an understanding of how mark making expresses ideas in works of art.

Though I work primarily as a video artist, I also have a background in illustration and drawing. Mark making formed my artistic practice, my drawings developing over the years into the works that led me to OCADU, and that led me to ADEL. Having worked in a summer camp I also further developed mark making practice with children through Graffiti lessons, and with younger children, stamping sessions. I have a deep interest in furthering this artistic practice to better myself as an art educator.

For the first quarter of my lesson, approximately half an hour, I would be taking the students to the contemporary gallery on the AGO's fifth floor to discuss ideas of mark making and print making. I would be showing the students the works: *I was, saw I*. Looking at this piece, we would discuss ideas of simple mark-making. I would raise questions in the portion regarding types of mark making; what do you see? What materials has the artist used? Why do you think they chose to use that material over

other ones? I would then talk about the kind of marks that artist had made. How some are deeper than others, thicker, thinner, longer, shorter and why? Does the way the marks look effect the piece? In this specific work, the marks used create a landscape, which we may not have been able to recognize if they artist hadn't used different mark making methods. I hope that this will teach the children that it is not about what material you use, but it is how the artist uses her tools.

The next painting we would visit would be *Purple and Green*. For this painting, we will be discussing colour. Ideally the children coming into the gallery and studio will have already discussed primary colours in their school. Though the main focus of this lesson is mark making, colour is also a very important aspect. Colour is more dynamic in a child's eye than black and white so I feel that it is important to make sure that both elements are part of the lesson.

Everything discussed during the gallery tour will become necessary during the studio visit for the children after a lunch break. It will show which children retained the most information from the tour, though over all what matters is that all students feel successful in producing a work in the studio.

The questions I would be posing in this portion of the lesson would consist of questions about colour, lines, and shapes. The children would be asked to identify shapes that they see within an abstract piece opening up the imagination for later studio practice.

The next three quarters of the program would take place in the studio. The second quarter will consist of a demonstration of the work that the children will be creating. I will be using this time to connect all that we have learned together in the gallery with the

mark making techniques I am teaching at the beginning of the studio lesson. I will tie in both works seen as integral parts of the demonstration process asking students for input on what marks and colours I could use next (showing the children that any mark or colour is ok!) This would hopefully push the students to be incredibly creative while in the gallery. The questions I would raise during the demo would be; what kind of textures can I create with my tools? Then follow up with specifics (eg. a comb through paint would make it look like strands of grass) Using various tools, children will create an abstract artwork based on what they learned in the gallery. I will be using all the items at our disposal to show the students the different patterns they can create. The last two quarters will be a work period for the children to create their works with supervision.