

## **LESSON PLAN:**

**Teacher: Ms. Nisha Drinkard**

**Lesson Title: Notan: Principles of Light and Dark**

**Date: October 17, 2009**

**Subject: Arts**

**Class Description: Grade 11, 25 students**

**Duration of Lesson: 58 minutes**

**I. Lesson Rationale: Students need to understand this basic principle of design, positive and negative space. This lesson introduces students to Notan, the Japanese word meaning dark-light.**

**II. Where this lesson fits into my unit/Follow-up activities: As part of our learning Elements of Art unit including drawing and two-dimensional design skills. This lesson will be after the lesson on line and shape and before the lesson on the visual texture.**

### **III. Goals**

- A) Students will recognize principle of Notan, positive and negative shapes in art.**
- B) Students will add concepts in the creation of their work.**
- C) Students will create Notan art pieces.**
- D) Students will be able to activate prior knowledge skills, including practicing constructive criticism and classroom critiques of finished work.**

### **IV. Objectives:**

- A) Given examples from selected student work, art, graphic design and comic books, students will demonstrate their knowledge of the components of Notan through class discussion.**
- B) Given ideas of concepts students will add their own ideas into their art pieces, utilizing resources including natural elements, found objects and or Internet research as needed.**
- C) Given the opportunity students will create a collage cutting out black construction paper, which utilizes positive and negative space, showing excellent craftsmanship in design and execution.**

**D) Given their prior knowledge students will participate in classroom critique of completed student work.**

## **V. Materials**

- A) SMART Board**
- B) Black construction paper**
- C) Scissors**
- D) Glue stick**
- E) Backing surface**

## **VI. New Jersey Core Curriculum Standards**

STANDARD 1.1 (Aesthetics) All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.

STANDARD 1.2 (Creation and Performance) All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual art.

STANDARD 1.3 (Elements and Principles) All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.

STANDARD 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

STANDARD 1.5 (History/Culture) All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

## **VII. Lesson Development**

- A) Anticipatory Set: The teacher will begin the lesson by drawing students' attention to the SMART Board at the front of the room.**

**On the SMART Board is a short video clip about positive and negative space.**

**[http://www.artsconnected.org/toolkit/watch\\_space\\_positive.cfm](http://www.artsconnected.org/toolkit/watch_space_positive.cfm)**

**The teacher will then place images on screen and ask students to clarify, through class discussion, which part of the image is the positive space and which is the negative space.**

- B) The teacher will then go through images of positive and negative artwork, graphic design, and comic books. Asking questions of the class, such as why does the positive or negative space makes this a strong image? The discussion will also include concept of art shown.**
- C) Explanation of types of concepts expected to be used in art project will be discussed with the class.**
- D) Students will begin working in groups discussing concepts for their projects. Teacher will monitor each group.**
- E) Teacher will explain lesson for cutting out black squares.**
- F) Students, working independently, cutting shapes out of black paper and gluing them down to a backing surface. Teacher will monitor students' independent work, answering questions individually and drawing class attention to various works in progress.**
- G) Teacher will direct discussion of completed student artwork for classroom critique.**
- H) Guided Practice: Since the students are learning a new skill under the supervision of the teacher, this entire lesson serves as an example of guided practice.**
- I) Closure: The teacher will conclude the lesson by passing out an "exit slip" to the students. On the exit slip will be images of positive and negative forms. The students will need to correctly identify which forms are positive and which are negative.**

**Students will complete exit slips as group work. Teacher will verbally conclude lesson.**

**J) Student Evaluation: The teacher will assess the progress of the students through reviewing the exit slips; through her observation of students during the lesson; use of a rubric for grading project; through individual conferencing; etc.**

**K) Teacher Evaluation and Reflection: After the conclusion of today's lesson, I will reflect upon what went well and what can be improved next time. I will write notes in my teaching journal.**

**L) Accommodations: Because this is an inclusion class, there are learners who have special needs. I will provide the necessary accommodations for them as stated in their Individualized Education Plans.**

**M) References:**

**Bothwell, Dorr and Mayfield, Marlys. Notan the Dark-Light Principle of Design. New York, NY: Dover Publications, 1968.**