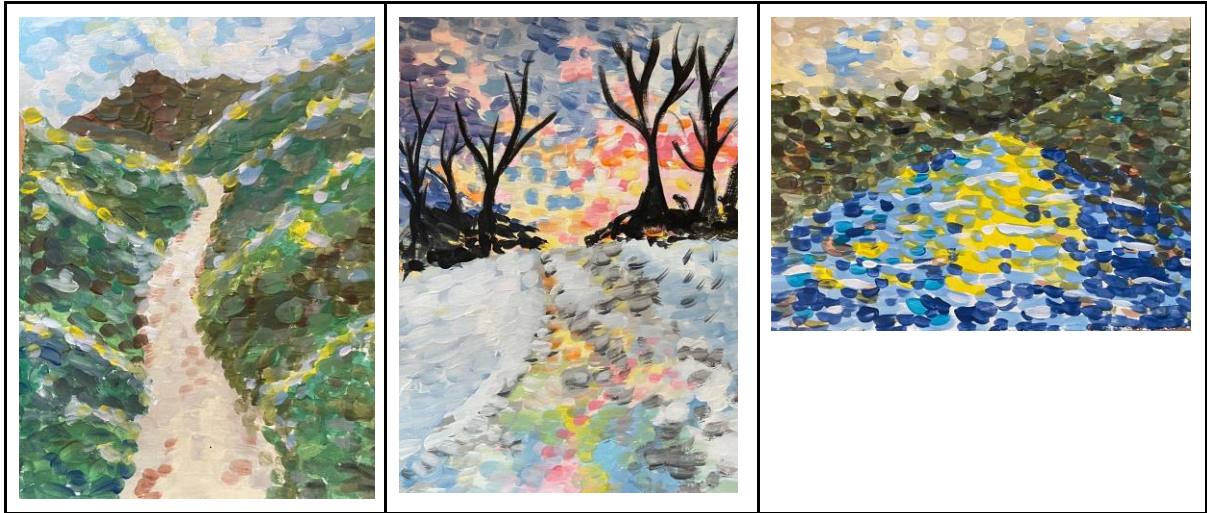


Sample 5th Grade Lesson Plan Impressionism and Monet Landscapes

Unit Title: Impressionism and Monet Landscapes

Central Focus: Students will form an understanding of the Impressionist art movement by creating an Impressionism-inspired artwork of a location that has personal importance to them. Students will research the history and cultural impact of Impressionism.

Benchmarks:



Objectives, Standards, and Criteria

Objectives	Standards	Criteria
Attentively participate in read aloud and discuss importance of learning about major art movements like Impressionism.	VA:Re.7.1.5a Compare one's own interpretation of a work of art with the interpretation of others.	Student actively participates with answer cards and partner and class discussions. Student writes 3 things they notice or wonder about Impressionism on their card.
Define Impressionism and replicate hallmarks of Impressionism in their own work; Define and describe painting en plein air	VA:Re9.1.5a Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.	Student lists 3 characteristics of Impressionism. Student replicates and explains at least 2 characteristics of Impressionism in their own work. Student defines painting en plein air and explains 1 reason why it is important to Impressionism.

Maintain organized workspace and neat materials inside and outside	VA:Cr2.2.5a Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	Student's workspace is tidy and organized indoors. Once outdoors, student keeps track of materials and remains organized. Student's outdoor painting kit is returned complete.
Understand cultural impact of Impressionism	VA:Cn11.1.5a Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	Student explains at least one way that Impressionist artists rebelled against realism.
Identify, describe, depict, and discuss a place of personal importance through Impressionist painting	VA:Cr2.3.5a Identify, describe, and visually document places and/or objects of personal significance. VA:Cr3.1.5a Create artist statements using art vocabulary to describe personal choices in artmaking.	In their artist statement, student explains rationale of how they chose their subject, why it is important to them, and why they depicted the place the way they did. They may include an important memory they have in this location, people they were with, family significance, etc.

Unit Instruction

Abbreviated Chart

	Lesson Overview
Day 1	Introduction to Monet and Impressionism. Read <i>Mornings with Monet</i> as a class. Based on the book, what do you notice, what do you wonder about Impressionist art? Lesson overview. Students work in groups to complete Impressionist art stations. Closure and group discussion. Assign homework (email reference photo to teacher).
Day 2	Watch video of Monet painting en plein air. What do you notice, what do you wonder? Why did Impressionists paint outside? Collect plein air kits and go outside for mini plein air painting. Back inside, clean up, remind students of homework.
Day 3	Recap of last two days. Begin personal landscape study in Impressionist style. Class walk-through. Clean up.
Day 4	Finish landscape. Clean up. Display landscape at front of classroom. Group discussion and closure.

Day 1

Lesson Title: Who was Claude Monet?**Objective(s) of the day:**

- Describe basic characteristics of Impressionist artwork.
- Define Impressionism and painting en plein air.
- Explain how Impressionists worked with light and color to capture a single moment
- Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

Hook/Motivation (10 minutes):

- Teacher reads *Mornings with Monet* aloud. Monet's artwork projected on the screen.
- Students have 2 minutes to reflect on index card; what do you notice, what do you wonder about Monet's artwork and Impressionism? How does the work make you feel? What makes you say that? What do you notice about the use of color and light in Monet's work? (Project Zero, n.d.).
- Class discussion: teacher repeats back information and writes takeaways on large paper pad to hang in front of room; for example "hold up your index card if you also noticed that Monet uses quick, loose brush strokes."

Demonstration (5 minutes):

- Teacher and students collaborate to define 5 characteristics of Impressionism through observation of Monet's work.

Transition (2 minutes):

- Teacher Assisted: Students form pairs or small groups before breaking off to complete stations.

Engagement/Studio Practices (25 minutes):

- Students walk around art room with groups to complete short stations.
 - Sample packet provided below
- Teacher walks around room to oversee and assist.

Closure (8 minutes):

- What did we learn about Impressionist art? Teacher takes notes on paper at front of classroom to create vocabulary and characteristics posters to hang in front of classroom.
- Explain rest of unit: Tomorrow we will be painting en plein air, just like the Impressionists. Once you get to class, we will take the outdoor kits you prepared outside and spend some time capturing nature through artwork. The next day, we will be working on personally significant landscapes, just like you brainstormed in your stations. Make sure to find a reference image in your family's photos and have an adult email it to me! We will need this image for class on Wednesday. (I will also email parents/guardians directly).

Day 1: Materials for students

- Index cards for reflection
- Tempera paint sticks, writing utensils for work at stations

Day 1: Resources for teaching

- *Mornings with Monet* by Barb Rosenstock
- Images of Monet's work from Metropolitan Museum of Art on prepared slides
- Rubric

Day 1: Assessment and data analysis

The index cards, packets of work from stations, and 1-point rubric provide examples of

prior knowledge and understanding of new content/ project. Class reflections and discussions provide evidence of understanding project themes. Teacher reviews ideas on index cards, work from stations, and 1-point rubric to check for understanding.

Monet and Impressionism

Today we will be learning about Claude Monet and the Impressionist art movement by completing stations in small groups. Work through each station with your group while completing your packet independently.

Station 1: Introduction to Impressionism

Explore the pages “Who is Claude Monet?” and “Impressionism” on the Tate Kids website using the links below. Answer the questions.

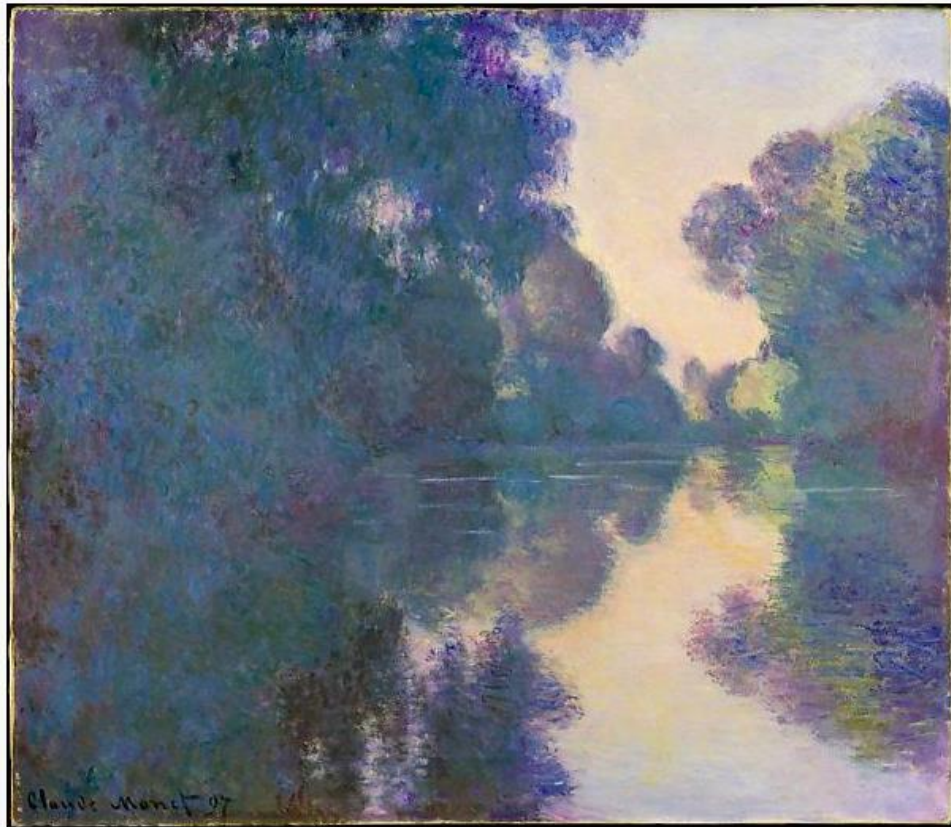
<https://www.tate.org.uk/kids/explore/who-is/who-claude-monet>

<https://www.tate.org.uk/kids/explore/what-is/impressionism>

1. Why were Impressionists called “impressionists?”
2. What were the brushstrokes of Impressionists like?
3. Why did Impressionists paint outside?
4. Were there women Impressionists? Who were they?

5. Was Impressionism only in France? If not, where else was it?

Station 2: Relative vs. local color



Take a look at Monet's 1897 painting, *Morning on the Seine near Giverny*. What do you notice about Monet's use of color in this painting? Write down any colors you see.

Impressionists are famous for their use of bright colors. You might notice that Monet's painting does not contain any black, even in the shadowy areas by the riverbank. Instead, he uses deep teals and purples to capture the shadows. It might surprise you to see such bright colors in this nature scene!

When artists talk about **local color**, they mean the color that an object would be in pure, white light. These are the colors we often think of things being. For example, grass is green and snow is white.

However, we don't usually see objects in perfect lighting! Impressionists tried to capture the effects of light and atmosphere on color. Instead of painting grass as green because we *know* grass is green, Impressionists used **relative color** to capture the color of an object as they saw it in a given light and atmosphere. The riverbank is full of teal, blue, and purple because Monet used relative color to capture the river at that moment!

Station 3: Quick Light Study

At this station, we will practice observing the way light changes the appearance of an object. Remember how we learned that Monet and the other Impressionists painted very quickly to capture fleeting moments of light? You will need to work quickly, just like the Impressionists. Do not worry about capturing details or making your drawing look super realistic. Focus on the general shapes, colors, and light that you see. Remember what you learned about relative color at station 2!

First, sit in front of the vase of flowers with the light source behind you. Spend 5-7 minutes sketching what you see using tempera paint sticks. Then, switch spots and do the same with the light source in front of you. Remember, this is just a study. It doesn't need to be perfect!

Light source in front

Light source behind



Station 4: Plein Air Painting Kits

Tomorrow, we will go outside to paint en plein air, just like the Impressionists did. You will pack everything you need and prepare your paper for painting so we are ready to go tomorrow!

You will need:

- 1 tote bag
- 1 pencil with eraser
- 2 paint brushes
- 1 set of gouache paint
- 1 washcloth/rag
- 1 leakproof jar with water

Write your name on a piece of masking tape and stick it to your tote bag. Pack your supplies inside your tote bag. Make sure your water is sealed tightly!!

Next, prepare your board for painting. I have left an example on the work table.

Write your name on a piece of masking tape and stick it to the back of your clipboard. Place your piece of paper on the middle of the board and use long pieces of masking tape to stick down all 4 sides.

Make sure to apply the tape evenly so you get a nice, clean border.

I will collect the tote bags at the front of the classroom. Thank you for your help assembling them!

Station 5: Places of Personal Importance

Throughout our lives, we form connections with places that are meaningful. This might be a place where you spend a lot of time, somewhere you have a lot of happy memories, or somewhere a meaningful event took place.

Impressionist landscapes are some of the most breathtaking because of the way they captured a fleeting moment of light and time to convey the beauty and sensory experience of nature. Because we are studying Impressionism, we will paint natural landscapes as well.

Take some time to start thinking about meaningful natural places in your life. For example, I might write down the beach at Cape Cod where my family visits every summer, my backyard where I played with my brother when I was little, or a lake where I went kayaking with my cousin.

In this space, jot down as many ideas as you can for 2 minutes.

Next, read through the list and choose the place that is the most meaningful to you. Write down a few ideas about why you selected this place, what it looks, smells, sounds, or feels like, any memories you have there, etc.

For homework, talk to an adult at home to find a reference photo of your location. If you can't find one, looking through your family photos might spark more inspiration. Email your reference photo to me so I can print it out. I can't wait to see your finished landscapes! Thank you for your hard work. 😊

Day 2

Lesson Title: Painting en plein air!

Objective(s) of the day:

- Define painting en plein air and explain why it was important in Impressionist art.

- Successfully paint outdoors by maintaining organized materials and managing time well

Hook/Motivation (8 minutes):

- Return exit ticket rubric/reflection and address questions/concerns.
- Watch video of Monet painting outdoors in his garden (<https://www.youtube.com/watch?v=w8JpFbprjHE>) 2 times. On index card: What do we notice and wonder about painting en plein air? What do we see Monet doing in this video?

Demonstration (5 minutes):

- Explain to students how we will set up once outside. Remind students of expectations for behavior and craftsmanship. Explain how students might take a moment to breathe deeply, relax, find a subject, and begin work.

Transition (5 minutes):

- Walk outside with students.
- As a class, take a deep breath and close our eyes. Focus on how the sun feels on your skin, if there is a breeze, is it cold, etc... what do we feel, smell, hear? Look around our environment for potential subjects and inspiration. Once we have identified what we want to paint, set about capturing this moment and its feeling using supplies in your kit.

Engagement/Studio Practices (20 minutes):

- Work quietly and independently on mini painting.

Closure (12 minutes):

- Pack up materials and walk back inside.
- Disassemble kits, rinse brushes, put away materials.
- Class discussion: What did we learn about painting en plein air? What was our experience like? Students fill out reflection 1-point rubric. Remind students about homework due tomorrow.

Day 2: Materials for students

- Plein air painting kits assembled yesterday:
 - Pencil and eraser
 - 2 paint brushes
 - Leakproof cup with water
 - Washcloth/rag
 - Gouache paint set
 - Prepared board with watercolor paper

Day 2: Resources for teaching

- “Monet painting in his garden in Giverny, France,” Los Angeles County Museum of Art YouTube Channel (<https://www.youtube.com/watch?v=w8JpFbprjHE>)
- Rubric

Day 2: Assessment and data analysis

What do you notice/wonder index card provides evidence of engagement and critical thinking. Class discussion and student feedback on daily rubric will allow teacher to see students who may need more guidance, assistance, and feedback.

Day 3**Lesson Title:** Personal Landscapes, Part 1.**Objective(s) of the day**

- Identify, describe, and visually document places and/or objects of personal significance.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Hook/Motivation (5 minutes):

- Return exit ticket rubric/reflection and address questions/concerns.
- Place plein air paintings at front of classroom; gather for short discussion
- Review motivations behind the Impressionist movement: capture a single moment of time by emphasizing color and light
- Hand out printed reference images.

Demonstration (5 minutes):

- Show students how to lightly sketch in major shapes using pencil
- Demonstrate how to start blocking in major colors, identify small areas of complementary and “surprise” colors.
- Remind students to pay special attention to color and light.

Transition (5 minutes):

- Students collect materials, set up at their table.

Engagement/Studio Practices (30 minutes):

- Students work on painting their landscapes. Teacher projects images of Monet’s landscapes on board and sets up music before walking around to address questions and concerns.

Closure (5 minutes):

- Students clean up and fill out 1-point rubric.

Day 3: Materials for students

- Paintbrushes
- Watercolor paper, masking tape, drawing boards
- Pencils and erasers
- Gouache paint
- Palettes for mixing
- Reference images

Day 3: Resources for teaching

- Images of Monet’s work from Metropolitan Museum of Art on prepared slides
- Rubric

Day 3: Assessment and data analysis.

Student feedback on daily rubric will allow teacher to see students who may need more guidance, assistance, and feedback, and lesson can be adjusted as necessary.

Day 4**Lesson Title:** Personal Landscapes, Part 2.**Objective(s) of the day**

- Identify, describe, and visually document places and/or objects of personal significance.
- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

Hook/Motivation (2 minutes):

- Remind students that this is the last day to work on their personal landscape paintings.
- Return exit ticket rubric/reflection and address questions/concerns.
- Invite students who are struggling or may need additional clarification to stay for another demo; students who are ready to go and excited to get started may do so

Demonstration and Transition (5 minutes):

- Students who are confused stay for additional demo/troubleshooting
- Other students collect materials, set up at their table, and get started.

Engagement/Studio Practices (30 minutes):

- Students work on painting their landscapes. Teacher projects images of Monet's landscapes on board and sets up music before walking around to address questions and concerns.
- When finished, students take out Chromebooks and begin writing an Artist Statement to be hung next to painting. If students do not finish in class, they may finish for homework.
 - Assignment on Google Classroom: Now that you have finished your Impressionist landscape painting, take some time to reflect on your process and work in 1 to 2 paragraphs. Make sure to include the personal significance of the location you chose. Here are some guiding questions to help (you don't have to answer all of them!):
 - Why did you choose your location and why is it important to you?
 - What memories do you have there? Who was there with you? What does it smell/taste/feel like?
 - What artistic choices did you make and why did you make them?
 - How did learning about Impressionism impact your artistic choices? Which characteristics of Impressionism did you try to replicate?
 - What was your favorite part of this unit? Of your finished piece?
 - What challenges did you overcome while working on this piece?

Closure (13 minutes):

- Students clean up and fill out unit reflection.
- Class walk around to look at finished work. What do we notice and wonder about peer work? What are our takeaways from Monet and Impressionism? What did we like about this unit and activities? What did we find challenging?
- Please finish writing your Artist Statement on your Chromebook and submit it on Google Classroom! Thank you for your thoughtful work!

Day 4: Materials for students

- Paintbrushes
- Watercolor paper, masking tape, drawing boards
- Pencils and erasers
- Gouache paint
- Palettes for mixing
- Reference images

Day 4: Resources for teaching

- Images of Monet's work from Metropolitan Museum of Art on prepared slides
- Rubric

Day 4: Assessment and data analysis.

Assess exit tickets from prior three classes and look for growth and challenges student faced/overcame. Look at reflection rubric for evidence of learning, growth, and improvement. Assess understanding of Impressionism.

Part 4A: Assessments**Tools and practices for providing feedback to students:**

- Daily exit ticket gives students the opportunity to assess their work in progress and ask questions. The previous day's exit ticket is returned at the beginning of class with teacher feedback. This allows for open communication and provides a basis for teacher to assess student progress.
- Teacher walks around classroom during work time to provide feedback, encouragement, and to help troubleshoot.

Formative Assessments**Day 1**

Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	Index card lists at least 3 things student wonders or notices about Monet and Impressionism.	
	Work from stations is thorough and reflects mindful thinking and learning about Impressionist art.	
Do you have any questions, concerns, or confusion about Impressionism or our plans for the next few days? If not, what are you excited about in this project? What did you learn today?		

Teacher Feedback:

Day 2

Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	Student reflects on index card about what they notice or wonder about plein air painting. Student defines the term and explains why plein air painting was important to Impressionists.	
	Once outdoors, student keeps track of materials and remains organized. Student's outdoor painting kit is returned complete.	
What did you think of painting en plein air? Was it more challenging than you expected? How did this experience impact your understanding of Impressionism?		
What went well in art class today? Do you want to try painting outside again? If so, what might you do differently?		
Do you have any questions or concerns about class tomorrow, when we will be painting our personal landscapes?		
Teacher Feedback:		

Day 3

Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	Student has identified a place of personal importance and begun the process of depicting it in the Impressionist style.	
	Student shows good craftsmanship and care for the art room, materials, tools, and equipment.	
Do you have any questions, concerns, or confusion about our project? Do you think you are on track to be able to finish your work tomorrow?		
Teacher Feedback:		

Day 4

Concerns: Areas Needing Work	Criteria: Standards for Performance	Advanced: Evidence of Exceeding Standards
	Student depicted a place of personal importance using characteristics of Impressionism.	
	Artist statement is clear and explains motivation behind subject.	
	Student shows good craftsmanship and care for the art room, materials, tools, and equipment.	
What is Impressionism? List a few characteristics of Impressionist art.		
Why is Impressionism important? Were the Impressionists brave? Why or why not?		

What is painting en plein air? Why was it important to the Impressionists?
I love this about my work...
I wish I could do this differently...
One more thing I'd like to share with my teacher about this lesson is... One way my teacher could make this lesson better is...
Teacher Feedback:

Summative Assessment

	Developing	Achieved	Exceeded	Score & Comments
Ideas: Conceives and develops creative ideas in line with lesson objectives	Student has trouble defining key vocab words. Does not incorporate characteristics of Impressionism into their landscape painting.	Student can define the key vocabulary words. Student incorporates at least 2 characteristics of Impressionism into their landscape painting.	Student can define key vocab words and extra vocabulary words. Goes above and beyond to incorporate characteristics of Impressionism in their work	
Artist Statement: Student uses written language to explain meaning behind their artistic choices.	Student does not complete Artist Statement or Artist Statement lacks depth or meaningful reflection.	Student explains how and why they chose their subject.	Student explains rationale of how they chose their subject, why it is important to them, and why they depicted the place the way they did. Student	

			includes additional information, such as an important memory they have in this location, people they were with, family significance, etc.	
Participation: Read aloud, exit tickets, partner and group discussions, index cards.	Student does not participate or is disruptive during class activities. Exit tickets and index card activities may be incomplete.	Student actively participates during class activities. All exit tickets and index card activities are completed.	Student enthusiastically participates in class and completes exit tickets and index card activities thoughtfully and with detail.	
Craftsmanship: work is careful and deliberate.	Student could be more careful and deliberate with their work. Work is sloppy or rushed and does not represent their best effort.	Student's work is neat, careful, and intentional.	Student's work represents their absolute best effort in forethought, care, and deliberation.	
Studio Etiquette: supplies and space are maintained and taken care of.	Student does not clean supplies, may use materials incorrectly, and leaves space messy and disorganized.	Student takes care of supplies and leaves art room neat and organized.	Student takes care of their own supplies and helps with other tasks around the art room if they have extra time.	