

LESSON PLAN NAME: OIL PASTEL ART, MATRYOSHKA DOLLS FROM RUSSIA

GOAL(S) FOR YOUR LESSON PLAN: Students will have a clearer understanding of the meaning behind the beautiful Matryoshka Dolls from Russia, not only in the art detail but also in the purpose behind the tradition- Concluding the reading literature.

CALIFORNIA STATE STANDARDS ADDRESSED IN LESSON PLAN:

- Language Arts Standard: (R 2.5) Distinguish the Main Idea and Details & (R2.7) Follow written Instructions
- VAPA Standard: (3.0) Historical and Cultural Context 3.4; (4.0) Aesthetic Valuing 4.1 Compare and Contrast; and 4.2 Making Judgements.

DURATION: The prep took about 20 min. and the entire lesson took about 60 min. (The students that needed more time were accommodated.)

MATERIALS/PREPARATION NEEDED: Pre-cut the various sizes needed using beige construction paper for the nesting dolls. Each child should make at least four dolls, but as many as you choose is ok. *1 set for ea. student. For example: cut one ea. (8x5), one (6 x4), one (3x4), and one (2x2). This helps the children visualize the descending sizes of the dolls. You also need (12x18) black construction paper to glue the finished dolls on. Other supplies: glue, scissors, black Sharpies and a set of oil pastels for each student.

X CO-TAUGHT WITH ART COACH **OBSERVED ART COACH** **TAUGHT INDEPENDENTLY**

BODY OF LESSON PLAN:

Introduction/Activation of Prior Knowledge:

We read a story called The Keeping Quilt in the Houghtin Mifflin Anthology. The main characters were from Russia, therefore; there was an additional mini-lesson on Matryoshka dolls. This is where the idea evolved from.

Teaching the Lesson:

Upon reading the story called, Nesting Dolls, I proceeded to show the children pictures of some beautiful and intricate dolls I found on the internet. We discussed the history behind the dolls and the artistry involved. We also discussed how it related to the original story that we had read, called The Keeping Quilt. Then, I took out about five sets of actual nesting dolls, (I own one and borrowed from other teachers) and allowed the children to touch them and look at them closely to see the details (in small groups). After a few minutes, the Art Coach, Ms. Villaescusa, began to teach a directed drawing. It was delivered step by step, the children need to really listen and follow the instructions.

Guided Practice:

When the students completed the main outline of the Nesting Dolls using a Sharpie marker, they began to add details and use oil pastels to color them in.

Conclusion:

The word “border” was one of the vocabulary words from the story, so I decided to have the students add a border, using white chalk, to the black paper before they glued the dolls on.

Extension Activities:

We then looked at one another’s finished art, and complimented them. Finally, students were allowed to share on how they could improve this art next time.

Assessment:

Authentic assessment. In addition, children were given the opportunity to critique their own work and share as to how they may improve it next time.

Research Reference:

In the Houghtin Mifflin anthology, it was suggested to teach the students about Nesting Dolls from Russia, so I went with that idea and did additional research on the internet.