

# Lesson Plan: Introduction to Project Through Art Experience

**Grade Level:** Pre-K, K, 1, 2

Objectives: Early Learning Objectives Option 2.

**Children will be able to:**

Students will be able to engage in an art project related to Amanda Williams's Redefining Redlining, a joint tulip-planting project, as it relates to colors and how they are defined throughout our peers' communities and neighborhoods.

## ■ Illinois Early Learning Standards

**Language Arts:**

17.A.ECb: Express beginning geographic thinking

25.A.ECd: Investigate and participate in activities using visual arts materials

ECa: Describe or respond to their creative work or the creative work of others

**OBJECTIVE:**

Students will be able to engage in an art project related to Amanda Williams's Redefining Redlining, a joint tulip-planting project, as it relates to colors and how they are defined throughout our peers' communities and neighborhoods.

## INTRODUCTION

Introduce the topic of colors and how they can be different in various communities and neighborhoods.

**You can say:**

Do you know what colors are? They are the different shades and hues that we see all around us, like red, blue, green, and yellow. Did you know that sometimes these colors can be different in different places? That's because people that build and design different communities and neighborhoods like different colors. Or think certain communities of people like different colors.

Show pictures of tulips and explain that we will be creating our own tulips, like Amanda and her friends, using different colors.

## ACTIVITY

- Provide each student with a tulip template and a variety of art materials such as crayons, markers, and paint.
- Encourage students to think creatively and use different colors to create their own unique tulip.
- Once they have completed their tulip, have them share their artwork with the class and describe the colors they used.

## DISCUSSION

- Lead a discussion about the different colors used in the tulips and ask students about how colors can be different in different neighborhoods and communities.
- Ask students to describe the colors they see in their own community or neighborhood.
- Encourage students to listen and learn from their peers' responses.

## CONCLUSION

Wrap up the lesson by having students reflect on their own artwork and what they learned about colors and communities. Invite students to take their tulips home and share them with their families.

## OPTIONAL ASSESSMENT

Observe and document students' participation in the activity and discussion.

Review students' artwork and listen to their descriptions of the colors used.

Encourage students to describe what they learned about colors and communities during the reflection portion of the lesson.