**SCHEDULE**

* 10:30-10:45 AM Socializing & Drawing in Docent Room
* 10:45-10:55 AM Introduction/Welcome in Docent Room
* 10:55 – 11:30 AM Gallery Activity
* 11:30 – 11:50 AM Docent Room Activity
* 11:50 – 12:00 PM Share artwork and Good-Bye

**SET UP**

* Welcome table and Registration checklist
* Nametags for participants and instructors (marker)
* Easel with welcome sign outside room and post schedule on easel
* A/V PowerPoint ready & iPad with images and social stories loaded
* Brown paper covering on table (table in U shape open to door)
* White paper/newsprint taped down to mark each student’s stations (student writes name on station)
* Prompt activity on tables (What are your favorite shapes? Favorite colors?)

**LESSON OBJECTIVE**

Looking John Hoyland works: Shape and Color

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| Lesson Plan | Materials | Modifications |
| Socializing and Structured Play (Image and prompts laid out on table and schedule for parents w/ bathroom info | 15 mins. |  |
| **Welcome** | 10 mins. |  |
| Welcome to the Yale Center for British Art   * Introductions: Introduce talking star. Hi my name is \_\_\_\_\_\_\_, What is your name? (be sure to gesture) * Review Images from Social Story including museum rules & schedule.   Warm-up: Today we are going to look at how shapes and colors work together in an artwork. What are some of your favorite shapes? Colors?  Transition: Let’s go into the galleries and see what shapes and colors John Hoyland, an artist working in Britain likes to use in his artwork. | Schedule  Talking Star  Social Story Part I | Volunteer leads students up to 4th floor via stairs; another via elevators |
| **John Hoyland, *Shine 8.3.83 & The Full Mad Moon 27.2.90*** | 35 mins. |  |
| * Direct students to sit on dots and pair with an adult. * Look at works and lead discussion about what shapes and colors the artist uses in his artwork. Discuss background & foreground, size and scale in Hoyland’s artwork. * Pass out a large felt sheet to each student and then pass out a felt pieces and yarn packet for each pair/family to share. * Invite each student to create their own composition inspired by Hoyland’s work. Remind students to pay attention to the shapes and colors they use. * After working on the felt compositions, take time discuss the student artists’ decision in front of the Hoylands. * Clean up: Separate unused pieces. Return unused pieces into the packet and close. Pick up used backing. Volunteer will collect foam piece packets and backings.   Transition: Now that we explored composition with shapes and colors, we are going to the docent room to create another Hoyland inspired artwork from this artwork. | Seating Dots  Impasto texture pieces  Pass out felt pieces packet to students and large felt piece. | Images of Hoyland and his studio on Ipad |
| **Art-making Activity** | 20 Mins |  |
| Looking at their felt artworks, students will now interpret the felt shapes and colors in oil pastel. Foam shapes, glue, and string can be included in the oil pastel work—whatever the student artist would like to use for his/her creation.  \*\*Work together on one large collaborative piece to hang in the docent room instead? | Black paper  Oil Pastels  Paper towel | Black foam core? Cut?  Wooden sticks to scrape pastel on paper |
| **Sharing of artwork & Conc.** | **10 mins** |  |
| Each child presents finished artwork to the group.  Next date is Oct. 19  Hope to see you again next month! | Thank you and Goodbye! |  |
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