

LESSON PLAN
(focus on entrepreneurship)



Main subject/-s: Art/English

Class (age): 12-13

Teacher/-s: Naibe Funda Dost

Duration: 45 minutes

Date: 5th May, 2023

Topic: Wood painting for entrepreneurship

The main goal of the lesson:

Cultural & Historical: The students will be able to demonstrate knowledge of the culture of wood painting.

Aesthetic & Critical Analysis: The students will accurately be able to identify and compare styles of wood painting.

Creation & Communication: The students' artworks will be expressive, thematic, and a good design.

Skills & Techniques : The students will be able to safe use of tools and equipment. Students will make clear, distinct, neat paintings.

Applications to Life: The students will be able to discuss the importance of using wood painting as a means of expression and communication together with entrepreneurship. Also, they will be able to create their own page in Instagram.

Didactic goal (*what other students' competences and/or skills will be acquired*):

Creative ability

Capacity for critical reflection

Capacity for growth and innovation

Organisational ability

Communicative ability

External awareness

Capacity for collaboration

Entrepreneurship ideas

1. Cognitive Process Outcomes (*the central disciplinary outcomes*):

1.1. **The main subject/-s:** Art and English

1.2. **Entrepreneurship:** searching the market, painting woods, presenting them to the teachers and students, selling them in the lesson by artificial money, creating an Instagram page, selling them in order to earn money and donate them.

2. Target Outcomes:

2.1. Methods used:

Cooperative learning

Brainstorming

Discussion

Student presentation

Performance

Presenting the material
Using social media in an effective way
Selling the materials

2.2. **Materials used:**

Oil based paints
Palette
Synthetic or natural bristel brush paints
Some decorations
Wood
Water
Varnish

2.3. **Resources** (*useful links*): [pinterest.com/wood arts](https://www.pinterest.com/woodarts/)

3. **Authentic Problems and Product Development:**

3.1. **Empathy / Real problem / Problematic situation of lesson topic**

(Discover the problem that you are facing in your real life and define the area to focus on)

Students sometimes have problems with

- enabling themselves to record from first-hand experience and from imagination, and to select their own ideas to use in their work;
- developing creativity and imagination through a range of complex activities;
- improving their ability to control materials, tools and techniques;
- increasing their critical awareness of the roles and purposes of art and design in different times and cultures;
- developing how to increase confidence in the use of visual and tactile elements and materials;
- fostering an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers
- adapting what they have learned in lessons to the real life

3.2. **Fact findings related to the topic of the lesson**

(Students search for some background information on the Internet or other sources)

Students search on the internet, find the best examples of wood arts and their prices, create their own wood paintings, exhibit them in the fair, present them to the teachers and students, create their Instagram page as a group and try to sell them on Instagram.

3.3. **Ideation**

(Brainstorming the best option / problem solution / idea that work, developing details, and finalizing the product)

Working in three groups, brainstorming (beads, birdhouses, bookmarks, clothespins, coasters, craft dowels, craft sticks, crates & boxes, cutting boards, key chains, magnets, letters & numbers, pallets, Paintings, picture frames, plaques – round, square, oval, rectangle wood tray with handles, small and large shapes- squares, cubes, and blocks, trunks, turnings – spools, etc., wood canvases, wood slices words, etc.), and selecting the most appropriate idea.

3.4. **Product Development and/or Prototyping**

(Selecting the best option / problem solution / idea that work, developing details, and finalizing the product)

After deciding what to make, they will follow these general steps in wood painting:

Step 1 – Choosing a Wood

They can draw on any wood surface they like, although some are a bit easier to draw on than others.

It would be more convenient to use woods with minimal grain, especially if they want their drawing to be detailed.

Grain can cause their lines to be bumpy while a wood with little grain allows them to draw more precise and definite lines.

Step 2 – Preparing The Wood Surface

It's ideal to draw on a smooth and sanded surface. For doing this they can use some sandpaper which

is not too coarse, on all areas of the wood that they are planning to paint.

This is not mandatory, but if they sand the wood, the final result will look much neater and drawing itself will be a lot easier to do when the surface is smooth.

In order to paint with oil painting on the wood, they have to grind it with sandpaper a lot to have smooth surface otherwise brush doesn't slide smoothly on the wood.

Step 3 – Putting Acrylic Primer.

After sanding, it is recommended to put two or three coats of special primer to the surface that they are planning to draw on. Choosing primer mainly depends on the type of paints with which they are planning to draw.

They would suggest using acrylic primer, which is often sold in art stores. It is perfect for coating of wood for acrylic, oil, gouache and tempera colors.

Step 4 – Painting

With a prepared surface they can proceed to drawing!

Step 5- Varnishing

When they are done and happy with their result, they can either stop at this or they may consider varnishing your piece. Varnish should be chosen according to the type of paints that they used.

Apply one or more coats of it, let it dry thoroughly and they are finished!

Apply some varnish to make it last longer and have a shiny look.

3.5. Dissemination and Testing (*of the final product*):

Presenting their materials to the teachers and the students

Buying them by artificial money

Creating an Instagram page and uploading the photographs of them together with their information

Later, they can make more materials and organize a fair at their schools in order to sell them.

4. Reflecting (*Collecting students' feedback on the lesson (activities, gained competences and skills, etc.) using different ways and tools*)

The teacher will collect one of the feedbacks below:

Kahoot

Questionnaire

Verbal feedback