

Lesson Plan Title: Let's Get to Know Each Other! Length: One class period

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Blog review: found that students had previously created creatures, worked with natural materials. Previous teachers had taught students about storytelling and illustrating books.

Observation of classroom and students

Interview with classroom teacher: Students are going to vary in their motor skills- some students will know how to use scissors and hold pencils while others will struggle.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are a successful artist! You want to create art for an exhibit that shows everyone who you are! What are some things that make you special? Today, we will begin preparing for your show starting with your sketchbook!

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Planning

Ideation

Artistic reflection

Artistic intention

Artistic process

Subject matter

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Art and the creative process allows for students to express and communicate personal connections and interests.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

1. Given prompts, TSWBAT plan their sketchbook covers ~~to be personal to them~~ **using stories for inspiration.**
2. Given choice with mediums, TSWBAT create a sketchbook cover and puzzle piece with subject matter of their choice.
3. By discussing visiting artists' art, TSWBAT identify subject matter in a work of art **and describe it.**
4. Using student art work, TSWBAT identify subject matter in their own and others' art work **and talk about it clearly.**
5. Given drawing materials, TSWBAT compose a cover and puzzle piece that demonstrates the inherent characteristics and elements of art.

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) 1. Stations with different mediums. 2. Option to draw in sketchbook during or after finishing project.	Expression (Products and/or Performance) 1. Students will experiment with different mediums which some may have not yet been exposed to. 2. Students can plan and refine work throughout the process of creating art works.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)



1. Students can create a story based on their drawing and verbally communicate at the end of class.
2. Students can create and write a title for the art work.

1. Students can reflect on their ideas and artistic decisions to create a story, therefore engaging in literacy practice and improvise creative ideas.
2. Students can practice writing skills and internalize their decisions to create the title.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Vocabulary: explore, create, pastels.

Literacy strategies: Verbal planning, writing title, planning in grid format.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Sketchbooks
- Tempera paint
- Pastels
- Markers
- Colored pencils

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Visiting artists will provide fiber works, pottery, and printmaking images to pass around.

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Glue white paper on to sketchbook covers
- Gather materials
- Cut out puzzle pieces
- Gather art work to pass around

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Safety:
Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Do not run in the classroom.
Be aware of neighbors.
Pay attention where the materials are.

Action to motivate/Inquiry Questions:
Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do to motivate students and get them thinking and ready to participate**. **Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.**

Providing students with examples of art done by their visiting artists.
Starting the class by interacting with students as if they are the artist.
What is your art about? Why? What colors do you use for your art? Why? What kinds of materials do you use? Markers? Colored Pencils? Paint? Why? How do you choose?

Ideation/Inquiry:
Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

1. Brainstorm with class about the interests of the students.
2. Draw four ideas in sketchbooks to put on the covers.
3. Explain the art is about connections to the artists.
4. Connect all the puzzle pieces to display the unity of the student in class.

Instruction:
Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1			Time
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<p>1. Introduce one of the teachers as a visiting artist. Explain that we will be teaching them art for the next couple months. During the introduction, pass around works of art and let students observe them. Pass around prints, pottery, and fiber work. Show works with my friends, food and colors I like, etc.</p> <p>Ask students:</p> <ul style="list-style-type: none"> ● What is this a print of? ● Who could this be? ● Why would I draw them? ● What colors do you see? <p>2. Ask questions about why we create art: When you draw or paint, what do you draw? Family? Friends? Places? Food? Toys? Why do we draw these things? (Response should be because they like these things). So if you draw things that you like, do you think other artists do the same thing?...YES!</p> <p>3. Introduce sketchbooks: Why would an artist use a sketchbook? To plan? To practice? To experiment? Sketchbooks are where artists can plan art works and come up with GREAT ideas! We are each going to get our own. All of the sketchbooks look the same, so how are we going to make each of ours special? We are going to decorate the covers! Show examples of Patrick's and our own sketchbooks.</p> <p>4. Brainstorm ideas for what to put on sketchbooks: If artists make art about things they like, things that are important to them, what should we make art about? Things we like! What are some things that you like to do? What do you do outside of school? What did you do this summer? What toys do you play with? Do you spend lots of time with your family? What are your favorite colors?</p> <p>5. Instructions for projects: We are going to be drawing on our sketchbooks. Each table is set up with different supplies, so you have the choice to go to any table and use what you want. Try to explore different things, you can draw with one medium or with every medium. If they want to plan before</p>	<p>1. listening critically and exploring insights into new contexts</p> <p>2. thinking independently, clarifying and analyzing</p> <p>3. assessing and making interdisciplinary connections</p> <p>4. exploring thoughts and analyzing or evaluating</p> <p>5. thinking independently</p>	
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<p>they draw, they can use the inside of their sketchbooks to come up with some ideas.</p> <p>6. If students do plan before, they can talk to a teacher about which one they will use for their cover. Teacher will ask questions:</p> <ul style="list-style-type: none"> ● Describe each drawing. ● What is your favorite about each of them? ● Is there a way you could combine different parts of your drawings onto your cover? <p>7. Time to create: students will draw on their covers and explore the different mediums. Can use multiple mediums such as markers, crayons, colored pencils, oil pastels, and watercolor paint.</p> <p>8. When students are close to being done, gather to discuss what their drawings are about. After they talk about some of their work, we will introduce part two of the lesson: the puzzle project.</p> <p>9. Intro for part two: Now that you have shown us how special each one of you is and told us about your favorite things, we are going to talk about something else, what it means to be a team. You all have interests outside of school, but when you come to school, you are one class, one team. Even though we each have our own interests and personalities, we come together to be one class, just like a puzzle. You are all puzzle pieces of the same picture! Now, we have different puzzle pieces that you can draw or paint however you want! Make them special to you!</p> <p>10. Spend rest of time working on puzzle pieces, we will collect them at the end and present the final puzzle at the beginning of the next class.</p> <p>11. CLEAN UP! Each station is in charge of cleaning their own table. Put all of the drawing materials back into their boxes and put into the middle of the tables. The paint table can choose one person to take the cups to the sink, one person to take paint brushes, and the rest can collect the watercolors and put them in the middle of the table. When all tables are organized, students can go to recess and teachers will rinse the brushes and put the boxes of drawing materials into the class bin.</p>	<p>6. developing one's perspective, exploring thoughts</p> <p>7. transferring insights to new contexts</p> <p>8. reasoning dialogically, comparing perspectives, interpretations, or theories and making plausible inferences, predictions, or interpretations</p> <p>9. comparing analogous situations, transferring insights to new contexts</p> <p>10. exploring thoughts underlying feelings and feeling underlying thoughts</p> <p>11. exploring implications and consequences, developing integrity</p>	
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Group discussion

Check-in during planning process

Questions about how they explored the media:

When you draw or paint, what do you draw? Family? Friends? Places? Food? Toys?

Why do we draw these things?

Why would an artist use a sketchbook? To plan? To practice? To experiment?

What was your favorite thing to draw or paint with?

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

1. Did students plan their sketchbook covers to be personal to them?
2. Did students create a sketchbook cover and puzzle piece with subject matter of their choice?
3. Can students identify subject matter in a work of art?
4. Can students identify subject matter in their own and others' works of art?
5. Did students compose a cover and puzzle piece that demonstrates the inherent characteristics and elements of art?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

1. Did students plan their sketchbook covers to be personal to them?
2. Did students create a sketchbook cover and puzzle piece with subject matter of their choice?
3. Can students identify subject matter in a work of art?
4. Can students identify subject matter in their own and others' works of art?
5. Did students compose a cover and puzzle piece that demonstrates the inherent characteristics and elements of art?

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)



Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey