

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.

Did students use their sketchbooks and explore their own body movements, and create a painting of a figure or an object in motion.

Given acrylic paint, did students mix colors and apply those colors on their paper

Given examples of Rosset and did students identify how movement was captured

Did students use completed art works, to explain their decision making process and a story behind their painting.

By using the discovery board, students were able to communicate and express what they learned to the rest of the class

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 painter who focuses on trying to capture figures in motion. Sometimes you paint people swimming and other times you paint them playing tennis! You have decided that you want to focus on yourself and make a painting that shows what you love to do.

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.**

Motion, movement, color

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, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

By exploring our body movements and positions, students will create two-dimensional art work that captures a figure or object in motion.

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. Using gesture drawings and ideas from last class, TSWBAT create a painting of a figure and objects in motion.
2. Given acrylic paint, TSWBAT mix colors and apply those colors on their paper.
3. Given examples of Roset and Meyerson, TSWBAT identify how movement was captured.
4. By using the discovery board, TSWBAT communicate and express how they portrayed movement in their paintings.
5. Using their completed artworks, TSWBAT explain their decision making process and story behind their painting.

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) <ol style="list-style-type: none"> 1. Drawing, planning verbally, exploring motion kinesthetically, and working three dimensionally 2. Work and share ideas in small groups 	Expression (Products and/or Performance) <ol style="list-style-type: none"> 1. Planning process happens in a wide variety of ways
Extensions for depth and complexity:	Access (Resources and/or Process) <ol style="list-style-type: none"> 1. Students can create a story based on their painting and verbally communicate at the end of class. 2. Students can create and write a title for the art work. 	Expression (Products and/or Performance) <ol style="list-style-type: none"> 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: two-dimensional, discovery, movement.

Literacy Integration: Verbalization of process.

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.**

Paint brushes, acrylic paint, white and black paper, cups, pipe cleaners, scissors.

Resources:

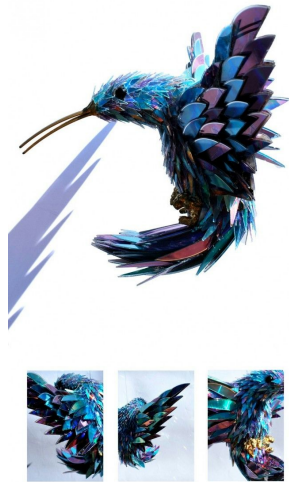
List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**



Social Climbing, Chris Mason
<http://collabcubed.com/2012/05/08/chris-mason-social-climbing/>



Ivan Minekov
<https://fineartebooks.wordpress.com/tag/modern-sculpture/>



Sean E. Avery, <http://www.home-designing.com/2012/02/stunning-sculptures-made-from-discarded-cd-fragments>



Alberto Giacometti
Homme qui chavire/Falling Man

<http://artblart.com/tag/alberto-giacometti-figurine-dans-une-boite-entre-deux-boites-qui-sont-des-maisons/>



Gwen Meyerson

<https://www.etsy.com/listing/69845224/summer-fine-art-print-8x10-man-and-woman>

Shahzia Sikander

Traffic Jam

<http://www.artnet.com/Magazine/news/manson/manson4-4-5.asp>

1950

Bronze, 60 x 22 x 36 cm



Conrad Roset

<https://unbocetoaldia.wordpress.com/2014/10/24/workshop-conrad-roset-iii-2/>

Preparation:

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

- create slide show
- create painting examples

Safety:

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

- be careful with the acrylic paint, it goes only on the brush.
- if working with pipe cleaners, do not hit other students with them.

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.**

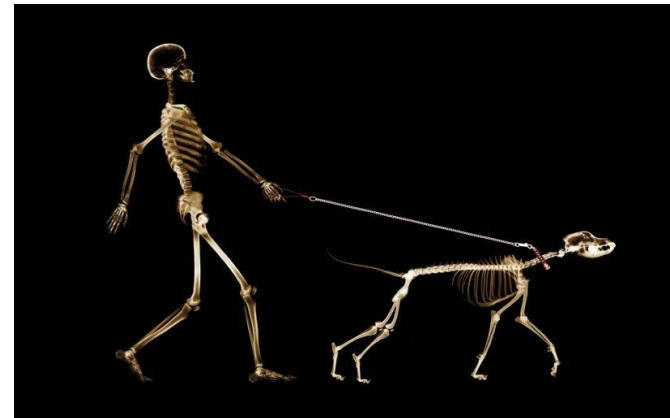
“If you were playing soccer what would it look like when you kicked the ball?”



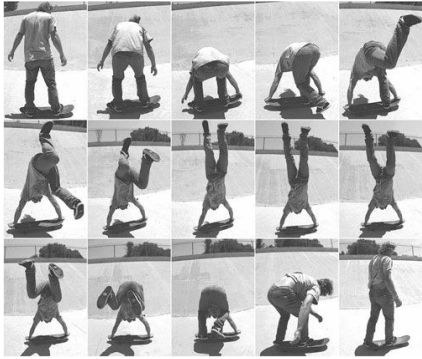
<http://www.livestrong.com/article/245450-techniques-to-kick-a-soccer-ball-far/>



<http://transformfitness.com/2014/02/10-reasons-you-should-be-jumping-rope/>



<http://www.aliexpress.com/item/HOT-PRINT-OIL-PAINTING-40-50-THE-SKULL-ART-WALKING-THE-DOG-Canvas-Print-WALL-ART/32341488566.html>



<http://www.theworldsbestever.com/2011/03/09/say-what-2/>

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.

- “Freeze” game to help students see and feel what movement looks like (from last class)
- Gesture painting activity (from last class)
- Color mixing demo

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	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <ol style="list-style-type: none"> 1. Start off class at the purple rug. Talk about the discovery board. What are some things you learned about motion? Did you learn anything about working with pipe cleaners? Were there any questions from last week? 	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <ol style="list-style-type: none"> 1. Comparing analogous situations: transferring insights to new contexts 	Time
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<ol style="list-style-type: none"> 2. Introduce the next lesson Just like last week, we are going to make art about motion. We are going to be working with acrylic paint and two different types of paper. We are also going to explore mixing colors. Think about some questions we asked last week: <ol style="list-style-type: none"> a. What do things look like in art that show movement? How can things that are not moving look like they are? b. Explain some of your sculptures, what did you do to show motion? c. What do you know about mixing colors? 3. After talking about some of the concepts from last week, we will show a more examples of paintings that show movement. Ask the students questions to see what makes the figures look like they are moving. 4. Have students gather around the teacher. The teacher will do a quick demonstration on color theory. She will show only one color mixture (yellow and blue makes green), then she will explain that the students will be exploring what other colors mix together to make more colors. We will put those findings on the discovery board. 5. Explain specific expectations for the project: <ol style="list-style-type: none"> a. We will be painting a FIGURE in the painting, if students want to draw other things (dogs, toys, buildings), it must have something to do with the figure. b. We will be making a minimum of two paintings, one must be one white paper, one must be on black paper. c. When students are mixing colors, they must only be mixing two colors at a time. 6. Students can begin to work on their paintings. The figure in motion can be doing whatever the students want it to be doing. Teachers will be helping students with colors and ideas for paintings while documenting. 7. If students finish early and do not want to paint anymore, they will have the option to build with the pipe cleaners again. If they do not want to do either of those, they can color with crayons in their sketchbook. 	<ol style="list-style-type: none"> 2. Clarifying and analyzing the meanings of words or phrases 3. Analyzing or evaluating action 4. Refining generalizations and avoiding oversimplification; making plausible inferences, predictions, or interpretations 5. 6. comparing and contrasting ideals with actual practice 7. Exercising fair-mindedness and developing intellectual good faith or integrity 	
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	<p>8. Start clean up. We will pick two helpers to collect the paint brushes, two students to collect water cups, and the rest of the students will organize their tables.</p> <p>9. Once students have cleaned, we will sit in the front of the classroom and fill our the discovery board. What did you learn about motion? What did you learn about mixing colors?</p>	<p>8. exercising fair-mindedness</p> <p>9. Reasoning dialogically: comparing perspectives, interpretations; practicing Socratic discussion: clarifying and questioning</p>	
Day 2			
Day 3			

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.)

Discovery board discussion about what the students learned in class.

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

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

1. Did students use gesture drawings to create a painting of a figure and objects in motion?
2. Did students use acrylic paint to mix colors and apply those colors in their paper?
3. Given examples of Roset and Meyerson, did students identify how movement was captured?
4. When using the discovery board, did communicate and express how they portrayed movement in their paintings?
5. Using their completed artworks, did the students explain their decision making process and story behind their painting?

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.

6. Did students use gesture drawings to create a painting of a figure and objects in motion?
7. Did students use acrylic paint to mix colors and apply those colors in their paper?
8. Given examples of Roset and Meyerson, did students identify how movement was captured?
9. When using the discovery board, did communicate and express how they portrayed movement in their paintings?
10. Using their completed artworks, did the students explain their decision making process and story behind their painting?

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