

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.

1. Define motion
2. Define visual characteristics of a figure in motion
3. Define the differences between two-dimensional and three-dimensional

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)

20 years into the future, you are one of the top builders in the world! You are asked to build a new form of transportation. You have to come up with a new idea, this means that you can combine features of transportation that are already invented or completely invent a new one! We will use found objects to show your new invention. The future of moving across the town depends on you!

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.**

- Movement
- Motion
- Transportation
- Form
- Technique

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.**

Materials and stylistic decisions display artist intention that portray movement and creative modes for transportation.

Understanding of motion and historical background will ignite creative thinking and story telling.

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)

- Using sketches, TSWBAT devise characteristicsthey will incorporate intot their thre--dimensional structure.
- Provided a slide show on transportation, TSWBAT to identify how technology has influenced the ways humans travel around the world.
- Given clay, TSWBAT create a transportation object that incorporates realistic characteristics or fictional creations using additive and subtractive techniques.
- Using completed art work, TSWBAT summarize a story of how their invention will work.
- Using completed sculpture and the hearing the stories behind it, TSWBAT explain how their object is relation to motion.

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) <ul style="list-style-type: none"> • Slide show to see examples, verbally talk about the ways we get around, work in both 2-D and 3-D. 	Expression (Products and/or Performance) <ul style="list-style-type: none"> • Provide information to reach a variety of learning styles
Extensions for depth and complexity:	Access (Resources and/or Process) <ul style="list-style-type: none"> • Students can create a background and surface on paper and cardboard if they finish early. • have students create a name for their types of transportation 	Expression (Products and/or Performance) <ul style="list-style-type: none"> • Students can think about the environment that would surround their sculpture • students can transfer visual understanding into a verbal one.

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: three-dimensional, clay, additive techniques, subtractive techniques.

Literacy integration: present oral story about how to use your new invention

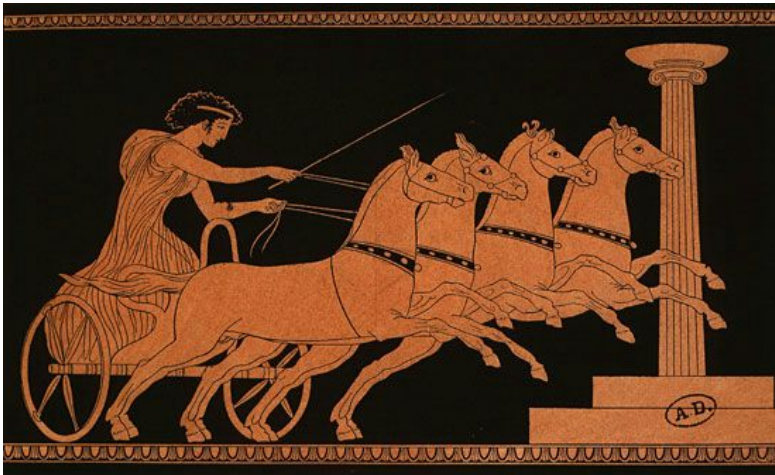
Materials:

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.**

Clay, subtractive tools, newspaper, cardboard, paint brushes, paint, plates, water cups.

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.**



ancientpeoples.tumblr.com



Bill Owen
www.billowenca.com



www.huffingtonpost.com

Preparation:

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

- prepare stations with cardboard or newspaper for students to build on
- create powerpoint with history and contemporary forms of transportation; art examples
- build and find examples

Safety:

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

Be aware of where the clay is, do not move it from your station at your tables.

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.**

1. Ask students how they get around if they are going down the street? Across Fort Collins? Across the US? Across the world?
2. What is transportation?
3. Is there any kind of transportation that you think is fun?
4. What kinds of transportation do you see a lot in Fort Collins?
5. How did people 1000 years ago get around? 200 years ago? How do people get around now? How could they get around in the future?

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.

- Verbally discuss what the students are interested in.
- Show historical and contemporary examples of transportation.
- Sketch to plan

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	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	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	Time
1	<ol style="list-style-type: none"> 1. Introduce new project. Begin with a recap of motion: what is motion? What are some things you painted about last week? Then, introduce the word transportation. What is it? What are some examples? What are forms of transportation you see around Fort Collins? How do you get around when you are going down the street? Around Fort Collins? Around the world? 2. Begin slide show. Before starting, start brainstorming with students how people got around before there were cars, airplanes and trains. See if they have prior knowledge. Start slide show with historical and contemporary examples of transportation and art works. 3. It is your job to create a brand new form of transportation! Start to think about what you will build: Does your object have wings? Wheels? Does it float? How many people does it carry? Are there windows? Is it made to take people really far away? Or close? Is your object made to be used for fun? Or is it going to be very useful and carry many people? 4. Students will briefly plan in sketchbooks. Separate a page into two sections and have them draw one thing on each side they want to put on their object (wings, wheels, pedals, etc). 5. After working in sketchbooks for a short amount of time, students will be given clay. We want to begin by letting them explore the material. No tools will be distributed at this time, as we want them to build and play before getting detailed. If students start finishing before time is up, we will work one on one to talk about the stories behind it, what they could add, drawing in sketchbooks to think of environments, or whatever else we see fit for the student. 6. Start clean up. Wrap all student work so they can work on it next week. 	<ol style="list-style-type: none"> 1. Comparing analogous situations: transferring insights to new contexts 2. Making plausible inferences 3. Generating solutions 4. Developing criteria for evaluation 5. Developing intellectual perseverance 6. Exercising fair-mindedness 	<ol style="list-style-type: none"> 1. 8:15 2. 8:20 3. 8:30 4. 8:35 5. 8:45 6. 9:20

	<p>7. Gather as a class at the end. Talk about what they discovered. What is something new you learned about clay? What is something new you learned about transportation? What is an exciting discovery you would like to add to the discovery board? Is there anything that you wonder about?</p>	<p>7. Practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives</p>	<p>7. 9:25</p>
<p>Day 2</p>	<p>(Will write a more in-depth plan when we see the pace they work at, since they tend to work quicker than we are used to!)</p> <ol style="list-style-type: none"> 1. Go over what we did last week. Ask students if they remember what our learning targets and focuses are for the project. Have some students explain what they were working on, what they have built so far. 2. Before they start working, show a video of a hover car or something to get them excited to build a form of transportation! 3. Have students gather for a demonstration. We will show them how to use clay tools to add details. Teach them what subtractive and additive methods are. Have them talk about their pieces and how they could use these techniques in them. 4. Work time for students. Finish working on clay sculptures. If students finish early, provide materials to create an environment for their sculpture. They can create a surface or a background using paints or crayons. 5. Clean up. Collect clay, wrap the works that are not finished. 6. Gather as a class at the end. Talk about what they discovered. What is something new you learned about clay? What is something new you learned about transportation? What is an exciting discovery you would like to add to the discovery board? Is there anything that you wonder about? 	<ol style="list-style-type: none"> 1. Developing intellectual perseverance 2. Listening critically: the art of silent dialogue 3. Analyzing or evaluating actions 4. Generating solutions; thinking independently 5. Exercising fair-mindedness 6. Comparing and contrasting ideals with actual practice 	

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.)

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>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.</p>
<ul style="list-style-type: none"> ● Using sketches, did the student devise characteristics they will incorporate into their three--dimensional structure? ● Provided a slide show on transportation,did the student identify how technology has influenced the ways humans travel around the world? ● Given clay, did the student create a transportation object that incorporates realistic characteristics or fictional creations using additive and subtractive techniques? ● Using completed art work, did the student summarize a story of how their invention will work? ● Using completed sculpture and the hearing the stories behind it, did the student explain how their object is relation to motion? 	<ul style="list-style-type: none"> ● Using sketches, did the student devise characteristics they will incorporate into their three--dimensional structure? ● Provided a slide show on transportation,did the student identify how technology has influenced the ways humans travel around the world? ● Given clay, did the student create a transportation object that incorporates realistic characteristics or fictional creations using additive and subtractive techniques? ● Using completed art work, did the student summarize a story of how their invention will work? ● Using completed sculpture and the hearing the stories behind it, did the student explain how their object is relation to motion?

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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.