

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.

At the beginning of the presentation, ask the class a series of questions about Egyptian cultures.

- What do you know about the Egyptians?
- What are Egyptian tombs?
- What do you know about Egyptian tombs?
- Why did the Egyptians spend so much time and effort on building tombs?
- What did they put inside the tombs?
- Who were tombs made for?
- How were the tombs decorated?
- When were tombs created?

After answering questions, the slide show will begin.

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 an archaeologist going to find ancient artifacts in Egypt! You must search the playground to see find the ancient artifacts so you can learn all about the culture.

After finding all of the special artifacts, you are inspired to create an artifact that shows people what you love. Hundreds, maybe thousands of years from now, people can know about what was important to people in 2016!

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.**

Artifacts, tradition, tombs, culture.

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.**

Different cultures create artifacts to communicate their values and what is important to them.

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)

After a presentation on Egyptian art, the student will be able to plan five ideas of artifacts they would preserve. (Blooms: synthesis; Standard: comprehend; GLE: 2.1)

Using a concept map, the student will be able to generate five concepts and three ways to execute those concepts. (Blooms: synthesis; Standard: transfer; GLE: 4.1)

Given found objects, the student will be able to create a sculpture that represents something important in their lives. (Blooms: application; Standard: create; GLE: 3.2)

Using their sculptures, the student will be able to draw a space for their eternal life that include personal artifacts. (Blooms: application; Standard: create; GLE: 3.1)

Using final sculpture and drawing, the student will be able to title their work and write an artist statement on what it means to them. (Blooms: analysis; Standard: transfer; GLE: 4.2)

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:

Access (Resources and/or Process)

Expression (Products and/or Performance)

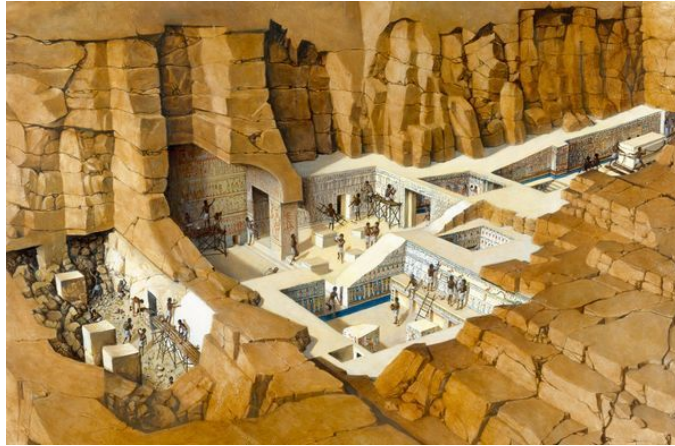
(Multiple means for students to access content and multiple modes for student to express understanding.)	<p>Sketches can be done in sequential order if the concept mapping does not work well.</p> <p>Sculptures can be made with modeling clay instead of found objects.</p> <p>Artifacts can be made in two-dimensional mediums.</p>	<p>Multiple ways to plan work.</p> <p>Option to work with variety of mediums.</p> <p>Option to work with variety of mediums.</p>
Extensions for depth and complexity:	<p>Access (Resources and/or Process)</p> <p>Write a story about what your object means to you.</p> <p>Title your work of art and create a narrative about it.</p>	<p>Expression (Products and/or Performance)</p> <p>Express personal meaning while integrating literacy.</p> <p>Create a story about the work of art.</p>

<p>Literacy:</p> <p>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.</p> <p>Vocabulary: Artifacts, tombs, found objects, narratives.</p> <p>Literacy and Numeracy: Concept map</p>
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<p>Materials:</p> <p>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.</p> <ul style="list-style-type: none"> ● sketch paper ● pencils ● markers ● crayons ● cardboard ● found objects ● hot glue guns ● oil pastels

<p>Resources:</p> <p>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.</p>
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Slide show presentation on history of Egyptian art.





**Preparation:**

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

- prepare slide show
- collect found objects
- place objects in the playground for archaeological dig
- prepare paper and materials for sketching day
- set up hot glue stations around the room

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 hot glue gun. Although they are low heat, they can still burn you. Do not push the glue sticks in, as it will clog the glue and you may burn yourself.

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.

What is an ancient artifact? If you could make an artifact that people 1000 years from now would see, what would it be and why? What would you want people to know about you?

How can you communicate the important things in your life through a sculpture?

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.

On a sheet of paper, draw a concept map. There needs to be five main concepts that describe the five most important things in your life. After you have those concepts, draw a bubble around it and make three branches. Using the branches, think of three different ways that you can show your idea through a sculpture (etc. if you like math, how can you show math in a sculpture with found objects?).

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: Intro & Planning	1. Class will start out with a brief video to hook students. The video is a cartoon that shows an archaeologist excavating an Egyptian tomb.	1. Distinguishing relevant from irrelevant facts.	Time 3 mins
	2. We are going to be archaeologists! We have a task to find objects outside. All of the objects must be found. We need to find the following: a tie, five red tubes, five toilet paper rolls, an old newspaper comic, and a box of lucky charms. After giving instruction, the class will line up and go to the smaller playground and search for the objects. When all the objects are found, we will line up and go back to the classroom.	2. Making interdisciplinary connections. Hook student interest.	10 mins

	<p>3. Based off the video and the artifact search, what do you think you will be creating? After hearing some ideas, introduce the project. The slide show will assess prior knowledge on Egyptian culture, then briefly talk about tombs and what objects were placed with the mummies. Many questions will be asked along the way that lead students to explain why artifacts would be placed with a person for the afterlife. If you were to show something that was important to you or take an artifact with you, what would it be? We are going to create sculptures that show a really important part of our lives.</p> <p>4. Students will do a concept map that includes five ideas for their artifact. After you have those concepts, draw a bubble around it and make three branches. Using the branches, think of three different ways that you can show your idea through a sculpture (etc. if you like math, how can you show math in a sculpture with found objects?). If students finish, they must get it checked off and start to sketch their favorite idea.</p> <p>5. Clean up! Sketches should have their names on them, pencils should be back in the cups, and students should be sitting quietly at their tables. Once tables are cleaned and students are sitting quietly, they will be dismissed to line up by their table.</p>	<p>3. Comparing analogous situations: transferring insights to new contexts.</p> <p>4. Generating and assessing solutions.</p> <p>5. Exercising fair-mindedness.</p>	<p>15 mins</p> <p>15 mins</p> <p>5 mins</p>
Day 2:	<p>1. Today is a work day! Recap the main targets for the project by asking questions. What is the theme of the project, what were some ideas you had last time? How can you show</p>	<p>1. Listening critically: the art of silent dialogue.</p>	<p>3 mins</p>

	<p>(specific themes) in a sculpture? What found objects would work best with your theme?</p> <ol style="list-style-type: none"> 2. Concept map and a sketch should be completed and shown to the teacher before starting. When you are done with your sketch, raise your hand so that you can get a sticker and start to work with the found objects. 3. The rest of the day is to work on your found object artifact. Think about what materials will get your point across the best. Also, there are hot glue guns set up around the classroom. Only one person at a time can use the glue guns. BE CAREFUL when using the guns, even though they are low heat, they can still hurt you if it touches your skin. Also, DO NOT push the glue stick in or shove a pencil into the glue gun, and it will clog and break the gun. Only use it if Elmer's glue will not work on your material. Be creative with your materials. 4. Clean up! All found objects should be put back where you found them and no scraps should be on the floor. Scissors, markers, and pastels should be put back in their containers. Any glue used should have the caps back on and the glue gun should be unplugged. Find somewhere to put your names on your works and store them in the class box. Sketches can be returned back into the class drawer. 	<ol style="list-style-type: none"> 2. Comparing analogous situations: transferring insights to new contexts. Generating and assessing solutions. 3. Generating and assessing solutions. 4. Exercising fair-mindedness. 	<p>15 mins</p> <p>20 mins</p> <p>10 mins</p>
Day 3:	<ol style="list-style-type: none"> 1. Last work day! By now, all of the sketches should be finished and everyone should have started their final sculpture. Think about what materials will get your point across the best. Also, there are hot glue guns set up around the classroom. Only one person at a time can use 	<ol style="list-style-type: none"> 1. Comparing analogous situations: transferring insights to new contexts. Generating and assessing solutions. 	<p>35 mins</p>

	<p>the glue guns. BE CAREFUL when using the guns, even though they are low heat, they can still hurt you if it touches your skin. Also, DO NOT push the glue stick in or shove a pencil into the glue gun, and it will clog and break the gun. Only use it if Elmer's glue will not work on your material. Be creative with your materials.</p> <p>2. Clean up! All found objects should be put back where you found them and no scraps should be on the floor. Scissors, markers, and pastels should be put back in their containers. Any glue used should have the caps back on and the glue gun should be unplugged. Find somewhere to put your names on your works and store them in the class box. Sketches can be returned back into the class drawer.</p>	<p>2. Exercising fair-mindedness.</p>	<p>10 mins</p>
Day 4:	<p>1. (If needed, extra work day, see above instructions) Students can take the next 10 minutes to finish any details that they still need to finish.</p> <p>2. Using your sculpture as a reference, you are going to draw what they inside of your pyramid would look like if you had one. Think about all of the artifacts that you would want in your space for your eternal life. Also, think about how you would want the outside to be. Is it a pyramid or another crazy building that seems impossible to build? What is it made of? All of the details are important.</p> <p>3. Clean up any markers or other drawing utensils you used. When your table is clean, come sit in the center of the room for a group discussion and bring your drawings. Three volunteers can talk about their final artwork.</p>	<p>1. Comparing analogous situations: transferring insights to new contexts.</p> <p>2. Comparing analogous situations: transferring insights to new contexts. Generating solutions.</p> <p>3. Exercising fairmindedness. Analyzing or evaluating arguments, interpretations. beliefs, or theories.</p>	<p>20 mins</p> <p>20</p> <p>5 mins</p>

	Explain the process, the meaning behind your piece, and what you included in your drawing. Make sure the explain why you did everything so the rest of the class understands your thinking.		
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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.)

Have students fill out a self-relection answering the following questions:

1. What was your ancient artifact and why did you decide to create it?
2. What did you like about your sculpture and why?
3. What would you change on your sculpture and why?

Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	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>After a presentation on Egyptian art, was the student will be able to plan five ideas of artifacts they would preserve?</p> <p>Using a concept map, was the student will be able to generate five concepts and three ways to execute those concepts?</p> <p>Given found objects, was the student will be able to create a sculpture that represents something important in their lives.?</p> <p>Using their sculptures, was the student will be able to draw a space for their eternal life that include personal artifacts?</p> <p>Using final sculpture and drawing, was the student will be able to title their work and write an artist statement on what it means to them?</p>	Ancient Artifacts			
	Standard	Advanced	Proficient	Developing
	ObServe	Students show high understanding of Egyptian culture verbally and throughout process.	Students show some understanding of Egyptian culture verbally and throughout process.	Students show little or no understanding of Egyptian culture verbally and throughout process.
	Comprehend	Students sketched well and used personal	Students sketched well and used few personal	Students sketched but did not use personal

		concepts in sketch. Concept map fully completed.	concepts in sketch. Concept map somewhat completed.	concept in sketch. Concept map not completed.
	Create	Student created sculpture that successfully communicates the theme of their work.	Student created sculpture that somewhat communicates the theme of their work.	Student created sculpture that does not communicate the theme of their work.
	Reflect	Student completed the reflection and was thoughtful about process.	Student completed the reflection and wrote little about process.	Student did not or hardly completed the reflection.

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.)

The age level (fourth grade) really knew a lot about the project. I was really surprised about how much they already knew about Egyptian culture. It was a little hard for the first class to think about how to create a realistic looking object out of found objects, but after getting some good examples from the other classes, it started to really click on how to use the materials. Maybe having some examples or demonstrations on how to build with found objects would really help to get things going.

It worked really well to have students go up to Susan or to classmates and have them guess what their objects were. Many students were rushing it, so this helped them understand the artist intention was not coming across how they wanted it to and make any changes. Having someone in place for the students that finish early would be helpful. Maybe having the students who are done collaborate on building the class pyramid would invest them and keep them working for the length of the period.

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

8/9/15 Fahey