

Lesson Plan: Interactive Chalk Art Length: One Class- Grades K-5

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.

What does it mean for something to be interactive?
How can an artwork be interactive?

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 have just been asked by your city to draw on town square and create a drawing that people can come be a part of!

The mayor asked if you will draw and work of art on the ground with chalk that people can pose on and take a picture on. She wants her town to really stand out among the others and have an awesome interactive art space, so it is up to you to provide that!

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.**

Interactive, space, perspective, 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.**

Works of art can express and engage the interests of a community.

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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, TSWBAT explain and draw an interactive chalk drawing. (Bloom's: Identify;Standard: Comprehend;GLE 1.1)
 Using chalk, TSWBAT create a chalk drawing that includes the artist in the scene. (Bloom's: Apply;Standard: Create;GLE 3)
 By drawing a scene with chalk, TSWBAT explore perspective and expressive features of art. (Bloom's: Generate;Standard: Create;GLE 3)
 Creating an interactive chalk scene, TSWBAT create a space that expresses their personal interests. (Bloom's: Apply;Standard: Transfer;GLE 4)
 Looking at others' works of art, TSWBAT analyze the elements and perspective of the scene. (Bloom's: Analyze;Standard: Reflect;GLE ;)

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)	Expression (Products and/or Performance)
	Students can work in groups of two or independently. Students can draw one drawing with both students or two scenes with one student in each. Students can draw with chalk on paper instead of on the ground.	Determining the most productive way to work. Exploring ideas and concepts in multiple ways. Working in different dimensions.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Interact with the other student in your group within the drawing.	Adding complex requirements/

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: Interactive, scenes, perspectives, foreground, middle ground, background.

Collaboration, planning on surface

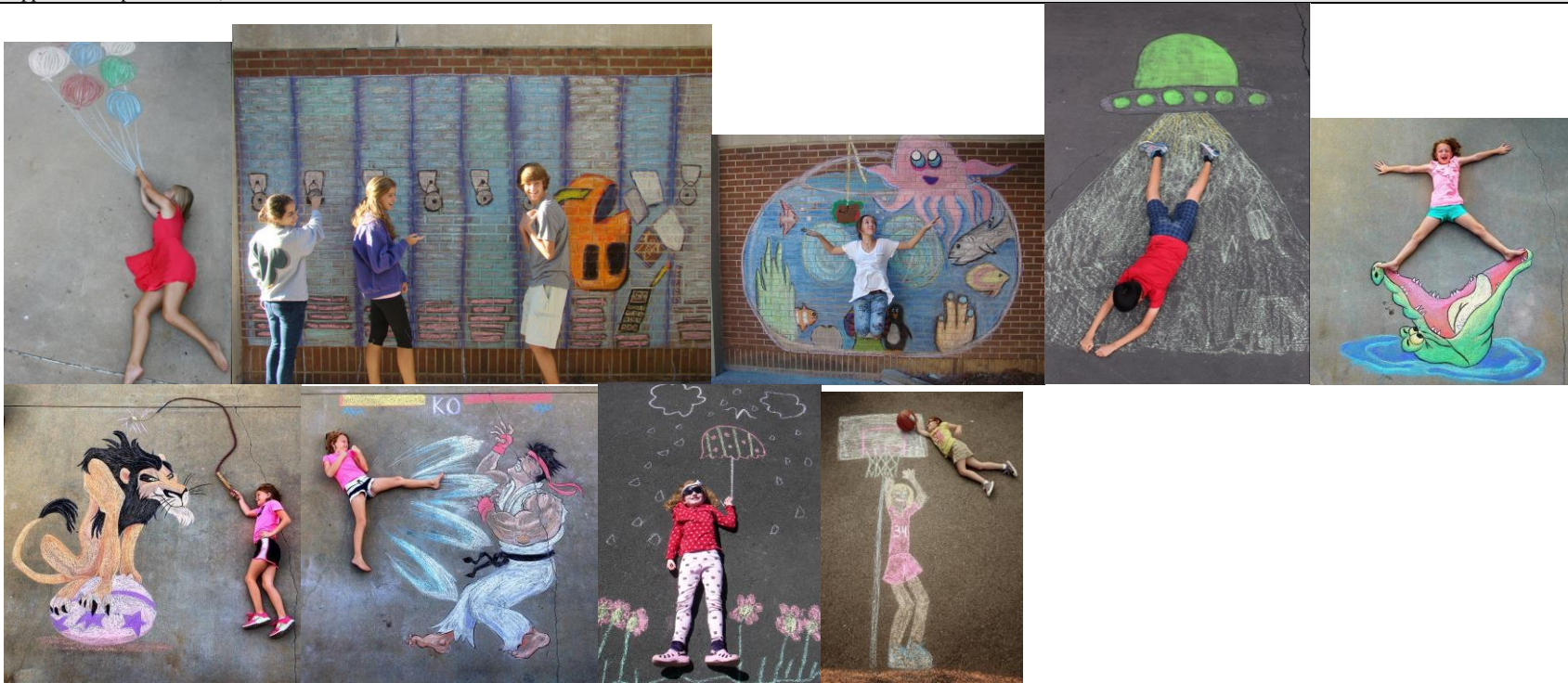
Materials:

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.**

- chalk
- concrete
- paper

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.**



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Preparation:

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

- prepare slide show
- get materials
- ask administration what space to use

Safety:

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

Stay away from the street.
Always be in the vision of the teachers.

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 does it mean for an artwork to be interactive?

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.

- Discuss with partner what concept you would like to do.
- Sketch on the ground next to your drawing with what you want to do as your scene.

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	<ol style="list-style-type: none">1. Before starting presentation, ask the class the following questions:<ol style="list-style-type: none">a. What does interactive mean?b. What do you think it means for an artwork to	<ol style="list-style-type: none">1. Clarifying and analyzing the meanings of words or phrases.	Time 2 min
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	<p>be interactive?</p> <p>2. Start presentation. With each image, ask what students notice? What “objects” is the artist interacting with? What are the themes of the art? What elements are included to make the art look like a realistic scene? Explain the project to students. Once we get outside, pick a partner to work with. Talk about possible theme you would want to do (remember that these artists took from the world around them and drew scenes that interested them). Then, create your scene. Make sure to measure out the space you will want to me in. Also, trace the person posing so that people will know what it is after you are gone. Include the foreground, middle ground, and background so that it is a complete scene. Don’t rush through it!</p> <p>3. Work time. Students can work with their partners or individually to create their scenes. If they want, the teacher can take a picture of them in their scene to show the interactive aspect.</p> <p>4. Clean up. Make sure there are no chalk pieces on the ground. Students should be lined up and quiet before we go back into the school.</p>	<p>2. Reasoning dialogically: evaluating perspectives, interpretations or theories. Listening critically; the art of silent dialogue.</p> <p>3. Generating or assessing solutions. Comparing analogous situations: transferring insights to new contexts.</p> <p>4. Exercising fair-mindedness.</p>	<p>5 min</p> <p>Depends on class</p> <p>5 mins</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.)

Looking at the scenes on the ground or in photos, which ones did you like the best/ Why? Which ones could take more time to work on? What makes you say that? What was fun about this project? What was frustrating about this project?

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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.

After a presentation, was the student able to explain and draw an interactive chalk drawing?
 Using chalk, was the student able to create a chalk drawing that includes the artist in the scene?
 By drawing a scene with chalk, was the student able to explore perspective and expressive features of art?
 Creating an interactive chalk scene, was the student able to create a space that expresses their personal interests?

Interactive Chalk Art			
Standard	Advanced	Proficient	Developing
Observe	Students show high understanding of interaction and compositions verbally and throughout process.	Students show some understanding of interaction and compositions verbally and throughout process.	Students show little or no understanding of interaction and compositions verbally and throughout process.
Comprehend	Students thoroughly discussed their scene with a partner	Students somewhat discussed their scene with a partner	Students did not discuss their scene with a partner before

		before starting their drawing.	before starting their drawing.	starting their drawing.	
	Create	Student created an interactive scene that is unique.	Student created a somewhat interactive scene that is somewhat unique.	Student created a scene that is not interactive or unique.	
	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.)

This lesson was really fun for students to do and the teachers to watch. The “interactive” aspect helped to add some depth to the project instead of just letting them draw whatever they wanted to. I was surprised that lower levels like kinders and first graders understood and came up with some really creative ideas. Working with a partner really helped student come up with diverse ideas.

For older groups, it would be interesting to come up with a class scene that is big enough to fit everyone and add a lot of detail.

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

8/9/15 Fahey