

Lesson Plan Title:Found-Object Houses and Transportation Length:Two Days

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 transportation
2. Define types of transportation
3. Define the characteristics of transportation
4. Define the differences between two-dimensional and three-dimensional
5. Define aspects of houses

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 have just completed your transportation project. It was very popular and now you have just enough money to build your dream house! Your builders need an example from you before they can start construction, so using found objects you build a three-dimensional model show exactly what you want your house to look like when it is finished!

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.**

1. Transportation
2. Form
3. Space

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.**

Understanding of features of houses 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)

1. Given a power point, TSWBAT compare and contrast features of different homes. (Bloom's: Understanding - Standard: # 1 - GLE: # 1.2 - Art learning: Discussion - Numeracy, Literacy)

2. Given sketchbooks TSWBAT sketch four ideas for their house incorporating different features (Bloom's: Applying - Standard: # 3 - GLE: # 3.1 - Art learning: Ideation - Numeracy, Literacy)
3. Given cardboard boxes TSWBAT create a house that they would want to live in using features (Bloom's: Creating - Standard: # 3 - GLE: # 3.1 -Art learning: Create - Numeracy, Literacy, and Technology)
4. Given found objects TSWBAT create detail in the interior and exterior of their structure using features. (Bloom's: Creating - Standard: # 3 - GLE: # 3.1 -Art learning: Create - Numeracy, Literacy, and Technology)
5. Using their structure TSWBAT communicate the decisions made to represent parts of their structures regarding features. (Bloom's: Understanding - Standard: # 2 - GLE: #2.1 - Art learning: Intent - Numeracy, Literacy)

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.**

<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p> <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. 	<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> ● Provide information to reach a variety of learning styles
	<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <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 story explaining who lives in their house

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, form, space

Literacy: develop a story about their house and how it could connect to their transportation from last week

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.**

Acrylic Paint

Found objects:

 Pipe cleaners

 Cardboard boxes

 Fabric

 Buttons

 Foil, etc..

Hot glue gun

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.**



<http://imgfave.com/collection/185258/Cool-houses>



http://www.oddee.com/item_96556.aspx



<http://curiousphotos.blogspot.com.br/2010/09/shoe-houses.html>



<http://www.littlepumpkin.co.uk/melissa-doug-multi-level-wooden-dollhouse>

Preparation:

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

1. Prepare found object bin
2. Prepare a slide show talking about different types of houses
3. build/find examples
4. Hot glue gun safety gloves for students
5. Paint and paint brushes
6. Paper plates
7. Water cups

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 your paint brush is, do not walk around with paint brush

Be aware around hot glue guns. One person at a time, single file line. Have one teacher close by to keep an eye on things

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. What types of houses do you see around town? Big? Small? New? Old?
2. What type of house would you live in if you could live in any house you wanted?
3. What would it have on the outside? A pool? Jungle gym? Swing set?
4. What would the inside look like? What color would the walls be? Would there be pictures?

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 housing.
- 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	<p>1. Go over what we did last week. Ask students if they remember what transportation is and how it affects them. Have some students explain what they were working on, what they have built so far.</p> <p>2. Begin a slide show discussing different types of housing through history.</p> <ul style="list-style-type: none"> a. Native American: have you seen houses like this before? Talk about how not all houses look like the houses we live in today b. Kings and Queens: Talk about how kings and Queens lived in huge castles with many rooms c. Pioneers: Talk about how many were made out of wood. One picture shows a house coming out of the dirt. d. Modern: Houses we see today <p>3. You have to come up with your perfect house! If you could make a house any way you wanted how would you do that? Will it be big? have a lot of rooms like a castle? Would your friends live with you?</p> <p>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 include in their house (Windows? Lots of bedrooms? Color?)</p> <p>5. Students will be able to find the perfect box to make their house with, Paint will be distributed to given students the</p>	<p>1. Comparing analogous situations: transferring insights to new contexts</p> <p>2. Making plausible inferences</p> <p>3. Generating solutions</p> <p>4. Developing criteria for evaluation</p> <p>5. Developing intellectual perseverance</p>	<p>1. 8:15</p> <p>2. 8:20</p> <p>3. 8:30</p> <p>4. 8:40</p> <p>5. 9:15</p>



	<p>chance to add color to their houses. Found objects will be available for students to use within their houses.</p> <p>6. Start cleanup. Students need to put all of their found materials into the tub at their table. One person from each table will pick up painting materials and take them to the sink.</p> <p>7. Gather as a class at the end. Talk about what they discovered. What is something you learned about houses today? What kind of materials were the houses made of? Did they all have windows? What is something exciting you discovered? Is there anything you still have questions about that we could add to our “I still wonder” part of the board?</p>	<p>6. Exercising fair-mindedness</p> <p>7. Practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives</p>	<p>6. 9:25</p> <p>7. 9:30</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.)

Students will find a partner and talk to them about their house and why they included materials and items in their house

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

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

1. Given a power point did students compare and contrast four ways houses have changed through time.
2. Given sketchbooks did students sketch four ideas for their house.
3. Given cardboard boxes did students create a house that they would want to live in?
4. Given found objects did students add detail to the interior and exterior of their house?
5. Using their house did students communicate the decisions made to represent parts of their house?

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.

Student _____

1. Compared and contrasted four ways houses have changed through time. _____
2. Sketched four ideas for their house. _____
3. Created a dream house out of a cardboard box. _____
4. Used found objects to add detail to the interior and exterior of house. _____
5. Communicated decisions made to represent parts of house. _____

Super Duper: Work is finished, unique, and has a lot of detail.

Good Work: Work is finished, unique, and has detail.

Okay: Work is finished with little detail.

Almost There! : Work is not finished.

--	--

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.)

Nicole:
What worked well for this art experience? Why?
We continued with found object sculptures today because all the students seem to like them and are very engaged. I think that the whole lesson went pretty well, the students knew a lot about houses and had great ideas for their house and ways to incorporate the features that we discussed at the beginning of class.

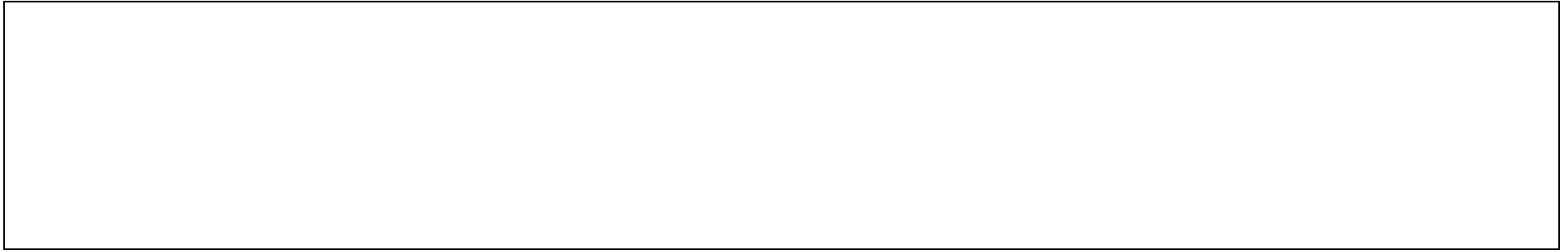
What didn't work well for this art experience? Why?
We let the kids use the hot glue guns by themselves this week. It was not as smooth as it could have been, I should have talked to them about how to use them and about the rules at the hot glue gun station. no one was burned while using them though so that was good.

What would you do differently? Why?
After talking with Patrick, questioning is something I need to work on to get the students to think deeper about what we are doing. I need to have questions to throw back at them after they answer one of my questions. An example we talked about was that one student said they had a chimney. I said that was a good feature of a house and it would have been a good chance to get them to think deeper by asking what they use their chimney for?

Jenna:
What worked well for this art experience? Why?
The thing that worked well for this lesson was the materials. The students were engaged again in creating. They had more experience working with found objects and planned out a little better how to build their homes.

What didn't work well for this art experience? Why?
Overall, the lesson went smoothly. The one thing that could have gone better, as always, is the planning. As the documenter, it was my job to help students get paint and use the glue guns. The students had a really hard time with certain things, like getting the gloves on before working with the glue and using the hot glue gun in general. We did not really explain how to use the glue guns, and if it were just one teacher in the class it would have been really hard to balance teaching and working the glue line.

What would you do differently? Why?
Because it is such a young age group, I would be sure assume that students do not already know how to use supplies and to make sure students understand how to use materials. This would save a lot of time helping when the teacher should really be engaged with students. Since I was the documenter, it was not that big of a deal, but in a normal classroom I think it would be a necessity to plan out a time to teach students all basic skills.



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

8/9/15 Fahey