

Lesson Plan Title: One Time When I was Happy Length: One Day

**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.

Can students...

1. describe what it looks like when people are happy
2. describe the process of mono-printing
3. discuss centers rules

**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 printmaker who works mainly in mono-prints and relief prints, you are also a very happy person and you want to find a way to share your happiness with others! You think that the best way to do this is to create images of the times when you were most happy! You think really hard about times when you were most happy and write/draw them in your sketchbook as inspiration.

**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.**

Emotion, Choice, Centers, Storytelling

**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.**

Art can be used as a tool to tell stories about emotions.

**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 images, SWBAT describe in detail how the images show happiness. (Bloom's: Remembering - Standard: # 2 - GLE: # 2.1 - Art learning: Observe - Literacy)

2. After a demo on relief printing, SWBAT demonstrate and describe the process in detail. (Bloom's: Remembering - Standard: # 1 - GLE: # 1.2 - Art learning: Observe - Numeracy, Literacy)
3. Provided printmaking materials, SWBAT accurately follow the steps of the processes to create a print accurately depicting a time they were happy. (Bloom's: Creating- Standard: # 3 - GLE: # 3.1 - Art learning: Develop Craft - Numeracy, Literacy)
4. Given time to work in their sketchbooks, SWBAT create two drawings about a time they were happy. (Bloom's: Applying - Standard: # 3 - GLE: # 3.1 - Art learning: Create - Numeracy, Literacy)
5. After finishing their images, SWBAT describe in detail the story behind their images. (Bloom's: Understanding - Standard: # 2 - GLE: # 2.1 - Art learning: Reflect - 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.**

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| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)                               | <b>Expression</b> (Products and/or Performance)      |
|   | Students can choose which printmaking technique they would like to use | Students get to choose the time they were most happy |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)                               | <b>Expression</b> (Products and/or Performance)      |
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| <b>Literacy:</b><br>List terms (vocabulary) specific to the topic that students will be introduced to in the lesson <b>and describe how literacy is integrated into the lesson.</b> |
| Vocab: Mono-prints, relief prints   |
| Literacy: Oral story telling  |

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| <b>Materials:</b><br>Must be grade level appropriate. <b>List</b> everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) <b>List all materials in a bulleted format.</b> |
| <ul style="list-style-type: none"> <li>Plexiglass</li> <li>Styrofoam</li> <li>Printing Ink</li> <li>Paper(Different Colors)</li> <li>Blotting paper</li> <li>Water Trays</li> <li>Brayers</li> <li>Plates to roll ink</li> </ul>           |

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| <b>Resources:</b><br><b>List</b> all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. <b>Make reference to where the material can be found.</b> (These are the resources used by the teacher to support/develop the lesson.) <b>List all resources in a bulleted format.</b> |
| <ul style="list-style-type: none"> <li>The Happy Family</li> </ul>  |



“Freedom of Want,”



HAPPY STREET — PALETTE KNIFE Oil Painting On Canvas By Leonid Afremov



**Preparation:**

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

Prep styrofoam plates  
Prep powerpoint

**Safety:**

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

Careful with ink

**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.

Have any of you been happy before?  
When were you happy?  
Why were you happy?

**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.

We will be sketching in our sketchbooks for ten minutes thinking about when we have been happy. We are going to draw pictures to show what was happening while we were happy. We are going to be using what we draw in our sketchbooks to help us create mono-prints and relief prints today.

**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 | <b>Instruction</b> - The teacher will... (Be <b>specific about what concepts, information, understandings, etc. will be taught.</b> ) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>  | <b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific about what will be the intended result of the instruction as it relates to learning.</b> ) <b>UNDERSTAND</b> | <b>Time</b>   |
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| 1   | <ol style="list-style-type: none"> <li>1. Welcome to class! We are so HAPPY to see you! Today we are going to be talking about times when we were happy!               <ol style="list-style-type: none"> <li>a. Who remembers what mono-printing is from last week? Does anyone remember drawing on the glass with markers and getting our paper wet? Yeah? Well today we are going to be using mono-printing and relief printmaking to make our art.</li> </ol> </li> <li>2. When were sometimes that any of you were SUPER happy?               <ol style="list-style-type: none"> <li>a. Birthday parties? Vacations? Field Trips? Christmas? Halloween?</li> </ol> </li> <li>3. We are going to look at a power point to see ways that other people have shown times when they were happy</li> </ol> | <ol style="list-style-type: none"> <li>1. Listening critically: the art of silent dialogue               <ol style="list-style-type: none"> <li>a. Making plausible inferences</li> </ol> </li> <li>2. Making connections</li> <li>3. Listening critically</li> </ol>                            | <ol style="list-style-type: none"> <li>1. 8:15</li> <li>2. 8:20</li> <li>3. 8:25</li> </ol> |

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|  | <p>a. How do you know they are happy from these pictures? What kinds of colors are they using? Bright ones? Dark Ones?</p> <p>4. We are going to spend the next TEN minutes sketching out sometimes when we were really happy. We will be using these pictures as references to use when we make our final mono-prints and relief prints.</p> <p>5. Relief print demo. Every one sit on the rug in the back of the room by the costumes. To make a relief print we have to draw into the Styrofoam plate with our pencil. The part of the plate that we push down is going to be the color of our paper!</p> <p>a. After we finish drawing our picture we have to roll the ink onto our plate. We want the ink to cover the WHOLE plate, but we don't want it to be too thick.</p> <p>b. After we have all our ink on we are going to place our plate, ink side down, onto a piece of paper. We are going to put another piece of paper onto top and rub our plate and count to TWELVE. After we count to twelve we are going to peel off our plate and see our image!</p> <p>6. Now that we have had a demo on relief printing you can decide whether you want to do relief printing or mono-printing for today.</p> <p>7. We will clean up and there will be a person picked from each table to help with the clean up process. If you were not picked to help you need to be sitting in your chair quietly until all materials are picked up.</p> <p>8. Class discussion. What were some images you made today? What story were they telling?</p> | <p>4. Generating or assessing solutions; Thinking independently</p> <p>5. Analyzing actions</p> <p>6. Thinking independently</p> <p>7. exercising fair-mindedness</p> | <p>4. 8:35</p> <p>5. 8:45</p> <p>6. 8:50</p> <p>7. 9:20</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.)

Students will share the stories behind their images

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| <b>Post-Assessment (teacher-centered/objectives as questions):</b><br>Have students achieved the objectives and grade level expectations specified in your lesson plan?  | <b>Post-Assessment Instrument:</b><br>How well have students achieved the objectives and grade level expectations specified in your lesson plan?<br>Include your rubric, checklist, rating scale, etc.   |
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| <ol style="list-style-type: none"> <li>1. Given images, did students describe in detail how the images show happiness.</li> <li>2. After a demo on relief printing, could students describe the process in detail.</li> <li>3. Provided printmaking materials, did students accurately follow the steps of the processes to create an image.</li> <li>4. Given time to work in their sketchbooks, did students create two drawings about a time they were happy.</li> <li>5. After finishing their images, did students describe in detail the story behind their images.</li> </ol> | <p>Student _____</p> <ol style="list-style-type: none"> <li>1. Described in detail how images showed happiness. _____</li> <li>2. Described relief printing process after demo. _____</li> <li>3. Accurately followed printmaking steps to create an image.<br/>_____</li> <li>4. Created two images in sketchbook. _____</li> <li>5. Shared a story about their art. _____</li> </ol> <p>Super Duper: Work is finished, unique, and has a lot of detail.</p> <p>Good Work: Work is finished, unique, and has detail.</p> <p>Okay: Work is finished with little detail.</p> <p>Almost There! : Work is not finished.</p> |

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| <p><b>Self-Reflection:</b><br/> <i>After the lesson is concluded</i> 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.)</p> |
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Nicole:

What worked well for this art experience? Why?

The idea of having the students' think of a time when they were happy worked well for the lesson this week. They all had great examples of time they were happy. One student made images of her and her grandma jumping on the bed the night she slept over at her grandma's house.

What didn't work well for this art experience? Why?

Giving students fifteen minutes at each printmaking station did not work that well in my opinion. Some of the students seemed to think that they were not getting a chance to go do the other kind of printmaking. They also seemed to started to get bored during the last five minutes at each station.

What would you do differently? Why?

I think to fix the bored problem at the stations the students should have been given their sketchbooks to use to think of more ideas for thing that they could do at the next station. I think it also would have been good to explain that they would have 15 minutes at each center so there wasn't confusion about not getting the chance to try something.

Jenna:

What worked well for this art experience? Why?

For this class, we did two printmaking centers, one with monotypes and one with styrofoam relief prints. The students ended up printing some really great images about a thine when they remember being happy. They all had different stories, which I wasn't sure if they would copy our example. Everyone came up with very personal stories.

What didn't work well for this art experience? Why?

We didn't really think through how the relief station would be set up. We had two tables for the students to sit and draw on the styrofoam and another table for them to print. But room was so tight that students didn't have anywhere to place their plate while they rolled the ink on top. It got pretty messy and some of the colors started mixing. The students didn't really seem to notice or care, but it was frustrating to watch.

Also, it got a little crazy because I first had students bringing up their paper to print at the inking station, but but because there were so many students wanting to print at the same time and because of the mess, that did not really work out. By the second group, I had the students bring their plates back to their seats to transfer the images there, which went much smoother.

What would you do differently? Why?

In terms of instruction, maybe we should be going through the exact motions the students will be going through since we are in someone else's space. Again, as I say every week, thinking about the details. With centers, at this point I feel like it will be trial and error, but if we are observing what works and what doesn't, then we should be able to react properly.

I am really impressed with how well the students are doing at the centers, so other than a couple details, things have been running very smooth.



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

8/9/15 Fahey