

Lesson Plan Title: Let's Get to Know Each Other! Length: One class period

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.

Blog review: found that students had previously created creatures, worked with natural materials. Previous teachers had taught students about storytelling and illustrating books.

Observation of classroom and students

Interview with classroom teacher: Students are going to vary in their motor skills- some students will know how to use scissors and hold pencils while others will struggle.

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)

Part One: You are a successful artist! A lot of the time, artists make art about things that they like and see in their world. Today, we are going to make art about who we are! What are things that you see every day? What are some of your favorite things? What do you do for fun? Who are your favorite people? We will sketch in our sketch books to plan out a cover, then we will decide what things we will put on our covers. Think about what you like and what will show who you are.

Part Two: Now that we talked about and created art that shows who we are, we are going to do another project. We each have our own interests and favorite things, which is great! But we are also in kindergarten now and all in one class, a group. We can all be ourselves, but we can participate and enjoy others in our groups. In art class, we will have lots of our own ideas and discoveries, but we will also work together and help each other make great art.

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.**

Planning
Ideation
Artistic reflection
Artistic intention
Artistic process

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, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Art and the creative process allows for students to express and communicate personal connections and interests.

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 sketchbooks and drawing materials, TSWBAT plan their sketchbook covers using stories for inspiration. (Bloom's: Applying- Standard: # 1 - GLE: #1.1 -Art learning: Ideation - Numeracy, Literacy)
2. Given individual shapes of a puzzle, TSWBAT recognize that smaller shapes put together makes bigger shapes. (Bloom's: Analyzing - Standard: # 3 - GLE: # 3.1 -Art learning: Comprehend - Numeracy, Literacy)
3. By providing choice with various drawing mediums, TSWBAT explore and compare different materials. (Bloom's: Analyzing - Standard: # 4 - GLE: # 4.1 -Art learning: Exploration - Numeracy, Literacy)
4. By discussing the art created by the visiting artists, TSWBAT observe contemporary art practices. (Bloom's: Understanding - Standard: # 1 - GLE: # 1.1 -Art learning: Observation - Numeracy, Literacy)

5. By discussing the personal relevance of contemporary artists and the teachers, TSWBAT make connections between their personal interests and their art practice. (Bloom's: Understanding - Standard: # 2 - GLE: # 2.1 -Art learning: Connections -Numeracy, Literacy)
6. Through group discussions at the end of the projects, TSWBAT communicate their process and personal relevance to their peers. (Bloom's: Understanding - Standard: # 2 - GLE: # 2.1 -Art learning: Communicate -Numeracy, Literacy)
7. Through connecting students work into one piece at the end of class (puzzle project), TSWBAT model collaboration in the creative art process. (Bloom's: Creating - Standard: # 4 - GLE: # 4.1 -Art learning: Collaboration -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> <ol style="list-style-type: none"> 1.Stations with different mediums. 2. Option to draw in sketchbook during or after finishing project. 	<p>Expression (Products and/or Performance)</p> <ol style="list-style-type: none"> 1. Students will experiment with different mediums which some may have not yet been exposed to. 2. Students can plan and refine work throughout the process of creating art works.
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p> <ol style="list-style-type: none"> 1.Students can create a story based on their drawing and verbally communicate at the end of class. 2.Students can create and write a title for the art work. 	<p>Expression (Products and/or Performance)</p> <ol style="list-style-type: none"> 1. Students can reflect on their ideas and artistic decisions to create a story, therefore engaging in literacy practice and improvise creative ideas. 2. Students can practice writing skills and internalize their decisions to create the title.

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: explore, create, pastels.

Literacy strategies: Verbal planning, writing title, planning in grad format.

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.**

- Sketchbooks
- Tempera paint
- Pastels
- Markers
- Colored pencils

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.**

Visiting artists will provide fiber works, pottery, and printmaking images to pass around.

Preparation:

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

- Glue white paper on to sketchbook covers
- Gather materials
- Cut out puzzle pieces
- Gather art work to pass around

Safety:

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

- Do not run in the classroom.
- Be aware of neighbors.
- Pay attention where the materials are.

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.**

Providing students with examples of art done by their visiting artists.

Starting the class by interacting with students as if they are the artist.

What is your art about? Why? What colors do you use for your art? Why? What kinds of materials do you use? Markers? Colored Pencils? Paint? Why? How do you choose?

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.

1. Brainstorm with class about the interests of the students.
2. Draw four ideas in sketchbooks to put on the covers.
3. Explain the art is about connections to the artists.
4. Connect all the puzzle pieces to display the unity of the student in class.

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			Time
1	<p>1. Introduce one of the teachers as a visiting artist. Explain that we will be teaching them art for the next couple months. During the introduction, pass around works of art and let students observe them</p> <p>2. Ask questions about why we create art: When you draw or paint, what do you draw? Family? Friends? Places? Food? Toys? Why do we draw these things? (Response should be because they like these things) So if you draw things that you like, do you think other artists do the same thing?...YES!</p> <p>3. Introduce sketchbooks: Why would an artist use a sketchbook? To plan? To practice? To experiment? Sketchbooks are where artists</p>	<p>1. Meet contemporary artists and explore the art they create and become motivated to create their own.</p> <p>2. Students explore ideation by having a group discussion about art and why they make it.</p> <p>3. Students will give their thoughts on the importance of sketchbooks and how they can be used.</p>	

<p>can plan art works and come up with GREAT ideas! We are each going to get out own. All of the sketchbooks look the same, so how are we going to make each of ours special? We are going to decorate the covers!</p> <p>4. Brainstorm ideas for what to put on sketchbooks: If artists make art about things they like, things that are important to them, what should we make art about? Things we like! What are some things that you like to do? What do you do outside of school? What did you do this summer? What toys do you play with? Do you spend lots of time with your family? What are your favorite colors?</p> <p>5. Instructions for projects: Before we draw our covers, we are going to write our names in our sketchbooks, then we are going to draw FOUR different things we like in our sketchbooks. You can draw each thing on one whole page or you can draw two things on one page. Think about what we talked about as a class, people, toys, places, sports, etc.</p> <p>Also important: When students are drawing in sketch books, they will only be using pencils. However, look around the room and what do you see at each table? All different kinds of supplies! When you are done with your sketches, show an art teacher, then go to the table that has the medium you want to draw your cover with.</p> <p>6. After students have finished their four sketches, show one of the art teachers so they can ask what students want to draw on their covers. When approved, students will start on their cover using their choice of material.</p> <p>7. Time to create: students will draw on their covers and explore the different mediums. Can use multiple mediums as long as not making a huge mess.</p> <p>8. If it looks like most students are done, by half way through the class, we will bring class together on the purple rug to talk about their art. The covers will be drying in another part of the room, but we will ask students to explain what they drew about and why it is special to them. After they talk about some of their work, we will introduce part two of the lesson: the puzzle project.</p>	<p>4. Students will practice ideation by having a group discussion by answering questions about what they will be putting in their sketchbooks.</p> <p>5. Students will practice individual brainstorming by creating four different preliminary sketches for their covers in their sketchbooks.</p> <p>6. Students will analyze their sketches and pick their favorite to show one of the art teachers. After getting their sketch approves the students will begin work on their cover.</p> <p>7. Students will begin to explore mediums and how they can be used in the art making process.</p> <p>8. Students will engage in a class discussion about their art and why it is special to them.</p>	
--	--	--

<p>9. Intro for part two: Now that you have shown us how special each one of you is and told us about your favorite things, we are going to talk about something else, what it means to be a team. You all have interests outside of school, but when you come to school, you are all one class, one team. Even though we each have our own interests and personalities, we come together to be one class, just like a puzzle. You are all puzzle pieces of the same picture! Now, we have different puzzle pieces that you can draw or paint however you want! Make them special to you!</p> <p>10. Spend rest of time working on puzzle pieces, we will collect them at the end and present the final puzzle at the beginning of the next class.</p> <p>11. CLEAN UP! Each station is in charge of cleaning their own table. The paint table can just put brushes in a cup for us to clean while they are at recess.</p>	<p>9. Students will be introduced to the puzzle piece project. they will discuss how each artist is different, but that it is still important to work together as a class.</p> <p>10. Students will work on designing a puzzle piece that expresses their individuality and what makes them unique.</p> <p>11. Students will assist in the clean up process.</p>	
--	--	--

<p>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>
<p>Group discussion Check-in during planning process Questions about how they explored the media</p>

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.
<ol style="list-style-type: none"> 1. Given sketchbooks and drawing materials, Were Students Able To plan different ideas to personalize their sketchbook covers? 2. Given individual shapes of a puzzle, WSAT recognize that smaller shapes put together makes bigger shape? 3. By providing choice with various drawing mediums, WSAT explore and compare different materials? 4. By discussing the art created by the visiting artists, WSAT observe contemporary art practices? 5. By discussing the personal relevance of contemporary artists and the teachers, WSAT make connections between their personal interests and their art practice? 6. Through group discussions at the end of the projects, WSAT communicate their process and personal relevance to their peers.? 7. Through connecting students work into one piece at the end of class (puzzle project), WSAT model collaboration in the creative art process? 	<p>Student _____</p> <ol style="list-style-type: none"> 1. Used sketchbook to plan different ideas for a personal sketchbook cover. _____ 2. Realized that smaller shapes can be combined to create larger shapes. _____ 3. Explored and compared different materials. _____ 4. Discussed art created by visiting artists and observed contemporary art practices. _____ 5. Made connections between personal interests and personal art practice. _____ 6. Communicated process and personal relevance to peers. _____ 7. Modeled collaboration in the creative art process. _____ <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>

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 us on Friday was the way we broke the class time up into two different projects. Our classroom teacher, Julie, told us after that we gave them the right amount of time for each project and we were able to transition well between the two. The transition also gave us each a chance to introduce our art work to the students. For cleanup we have five buckets, one for each table; each bucket has a different creature/animal on it which allowed us to have students put their supplies away very quickly. They just had to put their supplies back in the buckets while we had two volunteers pick up the cups of water for the watercolor.

What didn't work very well, at least for me, was that I feel like I might not have given the students enough direction in what they were supposed to be doing exactly. This age group is difficult because you cannot over explain things because they will get confused but you also cannot leave it open-ended because then the projects will not match what you were wanting them to learn that day. The students not having enough direction seemed to work out okay for this lesson because it was all about experimentation and seeing where the students are but in the future I want to be more direct and clear about what is expected.

We tried a couple of different activities to get attention and keeping the kids from talking when they shouldn't be. A couple that seemed to work fairly well were "catch a bubble" and the repeat back to me clapping. Catch a bubble was used while we were talking as a class on the rug and during clean up. During clean up students were not allowed to line up for recess until their table was clean; when the table was clean you could pop your bubble. Students then continued to pop their bubbles, so I think in the future before they can pop their bubbles we need to explain that they only have one bubble and once it is popped they cannot pop it again. The clapping activity worked very well, I think that we should continue to use that as a way to get the students to come back together after they have had some work time.

Jenna:

Overall, I think that the class went much smoother than I expected. The students were engaged the entire time with the projects, they never really got too loud or off-focus, they were telling really interesting stories with their drawings, and clean-up went really smooth. Everything seemed to be timed well and each student had time to finish and some drew in their sketchbooks.

The discussion and instruction piece at the beginning was what could have gone a little better. In terms of management, it was obvious there are certain things that are easier to do with older groups like passing objects around, discussing without raising hands, etc. Also, I let a couple students just talk and talk because I thought it was relevant when it really wasn't.

Next class, I wasn't to work on the group discussion. I need to be more intentional in the questions I ask, make sure students are raising their hand, and get students back on topic when they seem to stray. Also, I think preparation will be really important for the next class since our next project is more specific. I really need to think of more guiding questions and ways to introduce the new project. This will be more beneficial in helping them understand the big picture of the project.

Other than that, it was very smooth and we had a lot of fun hearing the students' ideas and seeing their work.



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

8/9/15 Fahey