Lesson Plan Title: Favorite Place Length: 2 classes

**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 willneed to know to be successful.

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| **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. |
| Are students able to:   * Identify a seascape, landscape, and cityscape? * Demonstrate how to mix colors and create washes with acrylic paint? |

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| **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) |
| For our first adventure, we’re going to explore one of your favorite places. Image that you are an archeologist on a far away expedition and you’ve just discovered your favorite place! You need to document this place so you can share it with everyone in the museum back home. What does it look like? What objects do you see? How does the place make you feel? Now, create a painting of your favorite place using acrylic paints. |

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| **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.** |
| * Intent * Purpose * Expression * Observation * Connection |

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| **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.** |
| * Artists make connections between their art and the world around them by observation.   + I can connect art to the world around me. * Artists use intent and purpose to create art that communicates a story or narrative.   + I can decide what I want my art to say and mean. |

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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** |

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| **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) |
| * Using acrylic paints, students will be able to mix colors and create opaque washes in their painting.   + ***Blooms****: Creating, Application;* ***Standard/ GLE****: invent and discover to create - Use familiar symbols and basic media to identify and demonstrate characteristics and expressive ideas of art and design* ***Art Learning:*** *Materials/techniques* * Using storytelling, students will be able to generate ideas to develop a plan for their painting.   + ***Blooms****: Creating, Application;* ***Standard/ GLE****: Observe and Learn to* ***Comprehend -*** *Artists make choices that communicate ideas in works of art;* ***Art Learning:*** *Conceptual/ideation/personal grounding* * Using storytelling, students will be able to create a painting that communicates a story or narrative about their favorite place.   + ***Blooms****: Creating, Application,;* ***Standard/ GLE:*** *Relate and connect to transfer - Works of art connect individual ideas to make meaning;* ***Art Learning****: Expressive features and characteristics of art* * Shown a variety of images, students will be able to identify the characteristics of seascape, landscape, and cityscape in contemporary artwork.   + ***Blooms****: Remembering;* ***Standard/ GLE:*** *Envision and Critique to Reflect - Artists, viewers, and patrons make connections among the characteristics, expressive features, and purposes of art and design/ Invent and discover to create - Use familiar symbols and basic media to identify and demonstrate characteristics and expressive ideas of art and design;* ***Art Learning:*** *Historical/ multicultural content* * Using completed artwork, students will be able to evaluate how the artistic decisions of their peers created a story or narrative.   + ***Blooms:*** *Evaluating, Analyzing, Understanding;* ***Standard/ GLE****: Envision and Critique to Reflect - Artists, viewers, and patrons use the language of art to respond to their own art and the art of others;* ***Art Learning****: critical reflection/ aesthetics/ transfer* |

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| **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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| **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) |
| Use of markers/colored pencils | Choice of Media |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use of watercolor or acrylic paint | Painting with tone and value or perspective to create depth  Incorporate more complex techniques such as overlapping, foreground middleground, background. Washes  Create at least 10 new mixed colors into your painting that reflect the emotive quality desired. |

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| **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: Seascape, Landscape, Cityscape, opaque  Literacy: Ideation/brainstorming around characteristics of favorite place, and creating a story/narrative during reflective activity |

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| **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 * Colored Markers/Pencils * Acrylic Paint * Cups/bowls for paint * Paintbrushes |

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| **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.** |
| * “The Great Wave” - Katsushika Hokusai * “Among the Sierra Nevada Mountains” - Albert Bierstadt * “New Shoes for H” - Don Eddy |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Gather art materials and pictures/posters to bring to Polaris * Cut tag board for acrylic painting |

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| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| * Don’t eat paint or stick it in your eyes |

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| **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. |
| * Tell performance story as described on page 1. Ask following questions:   + Where are you?   + What does it look like?   + What objects do you see?   + What does it feel like? * Show art examples (Hokusai, Bierstadt, Eddy) |

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| **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. |
| * Prompt students to think of their favorite place. Have them close their eyes and imagine their place while asking questions:   + Where are you? Does it look like the types of paintings we just discussed? Landscape? Seascape? Cityscape?   + Why is this your favorite place?   + What does it look like? Smell like? Sound like?   + What colors do you see?   + How does this place make you feel? * Students will describe their thoughts/ideas to a classmate while they write/draw them in their sketchbook |

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| **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 |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**   * (ADAM) Ring chyme and ask students to gather in a circle on the floor * (ADAM) Introduce landscape, seascape, cityscape art with examples from Hokusai, Bierstadt, Eddy and discuss:   + Show the students a painting and ask them to describe what they see.     - (LAUREN WRITES) Write down these characteristics on the board.       * Landscape         + Mountains/hills/fields         + Sky         + Rivers/lakes         + People/animals       * Seascape         + Ocean/waves/beach         + Boats         + Sky         + People/animals       * Cityscape         + Buildings/stores/houses         + Streets/cars         + Signs         + People     - (ADAM) Directs this conversation into definition/description of each type of art   + Show painting of cityscape and ask students to explain how artists are influenced by their surroundings and   + Show painting of Hokusai And explain how artists can express emotions     - Colors, objects, symbols   + Art to document place, convey how a place feels, or imagine a new place * (ADAM) Introduce activity with performance story   + For our first adventure, we’re going to explore one of your favorite places. Image that you are an archeologist on a far away expedition and you’ve just discovered your favorite place! You need to document this place so you can share it with everyone in the museum back home. What does it look like? What objects do you see? How does the place make you feel? Now, create a painting of your favorite place using acrylic paints. * (ADAM) Tell students that they first need to document what they see by describing it to their fellow archeologists. Model process with Lauren and Julie. Pair off students in groups of two and tell them to switch sketch books with their partner. * (ADAM) Tell students to close their eyes and imagine their favorite place. Then ask students prompt questions and tell them to be as detailed as possible with responses:   + Where are you?   + Why is this your favorite place?   + What does it look like? Smell like? Sound like?   + What colors do you see?   + How does this place make you feel? * Have students describe their thoughts/ideas to a classmate while they record their ideas in the sketchbook. * (ADAM) Using important/specific details, allow students to brainstorm ideas for their painting in sketchbooks. Ask students to create one or two quick drawings of what they would like to paint with colored markers/pencils. * (LAUREN) Ring chime and ask students to gather around the kidney table for paint demo. Ask them to return tape recorders as they gather.   + Demonstrate acrylic paint and discuss:     - Mixing colors       * One paper for red, blue, yellow, and another for actually mixing     - Opaque wash     - Rules for using acrylic paint       * Paint only goes on paper, not on anything or anyone else * Students create painting based on favorite place. * (LAUREN) Ring chyme, regroup, and direct cleanup - ask for volunteers * Clean up:   + One student per table to collect brushes and take them to the sink.   + One student per table to collect bowls of water, dump at the sink and then bring to kidney table.   + One student per table to collect paper plates and throw away. * (JULIE) While students are cleaning up, ask the rest of the class to gather in a circle on the rug. Ask if anyone wants to share discoveries from the lesson. | **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**  **10 min**  **5 min**  **15 min**  **10 min**  **10 min**  **10 min**  **10 min** |
| Day 2 | * Write LT on board: I can create a painting of my favorite place that tells a story. * (JULIE) Ring chyme and ask students to gather in a circle on the floor * (JULIE) Review content from last class by asking students questions:   + Does anyone remember what we talked about last week?   + Ask students if anyone wants to share a discovery that they had last week or something they learned about painting. Student comes to front and shares painting with discovery     - Where to mix colors?     - How they made their favorite color last class     - How to create a gradient wash * (JULIE) Review objectives of painting:   + Create an acrylic painting of a favorite place   + Remind students to fill the entire canvas, and that they can paint detail over dried areas painted last class.   + Cover LT and ask students to think about that as they’re painting. Tell them that we will be using these paintings to create a story at the end of class. * Hand out student paintings and allow students to finish work. * (ADAM) Once finished with their paintings, ring chyme and regroup. Release students by table and ask them to stack pallets, put brushes in sink, and then sit on floor. Leave paintings on the table. Once all students are seated, explain the storytelling activity:   + Tell students they will pick one piece of art and create a story/skit about that painting that they can act out for the rest of the class.   + Assign each group of students a different table from what they worked at. Tell them they have 2 min to decide which painting the group wants to use.   + Ask students to each write down at least 4 items/ideas/or things they see in the painting in their sketchbook.   + Now, using your ideas, work with your group to create a story that can be acted out for the class. Model this process for the students. “For example, maybe we saw mountains, a rabbit, a hat, and a person in the painting. This could be a story about a magical rabbit that leads someone into the mountains to find their lost hat.”   + Give students 5-10 minutes to develope story and skit.Tell them that every student needs to participate in the skit, but that you can be an object if you don’t want to talk. * (ADAM) Ring chime and have all students regroup on carpet. * (ADAM) Ask for groups to volunteer and share their skits with the class. * If there is time, ask groups to explain how the painting they chose influenced their story/skit. |  | **10 min**  **5 min**  **15 min**  **25 min**  **10-15 min** |

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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 work in groups to create a story and skit for a painting they choose:   + What objects/places/ideas do you see in this painting?   + What does it make you think of or feel?   + What could be a story the artist is trying to tell? |

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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. |
| * Did students use acrylic paints to mix colors and create opaque washes in their painting. * Did students use storytelling to generate ideas and develop a plan for their painting? * Did students create a painting that communicates a story/narrative about their favorite place? * Can students identify the characteristics of seascape, landscape, and cityscape in historical artwork. * Can students evaluate how the artistic decisions of their peers created a story/narrative? | * Check (+) - Student created painting of a place with 4 or more mixed colors. * Check - Student created painting of a place with at least 2 mixed colors. * Check (-) - Student created painting with primary colors |

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

8/9/15 Fahey