Lesson Plan 3 Title: Polaris Observation Length: 2 classes

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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. |
| * What is multi media art? * How do we create art off of observations? * What is a focal point? |

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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) |
| While traveling deep into the backcountry of the jungle we’ve been asked to observe our surroundings (polaris elementary outdoors)! In your sketchbook record as many observations as you can. After returning from the jungle we need to show the public what we’ve observed. In order to do this, we’ll be making a mixed media artwork based on our observation. |

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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.** |
| * Purpose * Observation * Connection * Focal point |
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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 convey meaning by transferring observations into artwork using artistic attributes and principles.   + I can create art that conveys meaning through transferring observations. |

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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 their sketchbooks, students will be able to closely observe their surroundings to generate ideas for their artwork.   + ***Blooms:*** *Creating;* ***Standard/ GLE:*** *Observe and Learn to* ***Comprehend -*** *The identification of characteristics and expressive features in works of art and design help to determine artistic intent and purpose* ***Art Learning:*** *Conceptual/ideation/personal grounding* * Using mixed-media, students will be able to create a variety of patterns, textures, and effects in their artwork.   + ***Blooms****: Creating* ***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* * Shown a variety of images, students will be able to identify the characteristics of mixed-media as well as the focal point of the image.   + ***Blooms****: Understanding, Analyzing* ***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:*** *Historical & Multicultural Content* * Given various art materials, students will be able to create a mixed-media artwork with a clear focal point.   + ***Blooms****: Applying, Creating* ***Standard/ GLE****:Invent and Discover to* ***Create -*** *Demonstrate basic studio skills* ***Art Learning:*** *Expressive features and characteristics of art* * Using completed artwork, students will be able to evaluate how the artist’s observations influenced their work.   + ***Blooms****: Evaluating* ***Standard/ GLE****: Relate and Connect to Transfer - Works of art connect individual ideas to make meaning;* ***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/ pastels/ multi media | Choice of Media |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use of mixed media | Using found objects to create texture  Incorporate more complex techniques such as background, middleground,foreground, and focal point  Create as many colors as possible with pastels |

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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: observation, exploration, focal point, mixed-media  Literacy: Ideation/brainstorming around characteristics of Polaris |

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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 * Found objects * Cups/bowls for water * Paintbrushes * Tissue Paper * Box of found objects/materials * Hot glue guns/ elmers glue * Aluminum foil |

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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.** |
| * Sketchbook * Powerpoint presentation of mixed media artwork * Susan Reedy and Barbara Kendrick: Mixed media Artwork * Images with clear focal points |

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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, sketchbook * Create powerpoint presentation * Set up hot glue gun station * Cut paper and tag board for final artwork |

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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 * Walk quietly, stay with the group, and stay in line. * Do not touch the hot glue or the metal part of the hot glue gun when it is plugged in. |

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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. |
| * Show mixed media artwork as examples   + How can you make different textures with mixed media? * Do a “How to be an Explorer of the World” activity to encourage deeper thinking   + Look at one spot in the room. What are 10 details you notice that you might not have noticed before? * Allow students to “play” with the materials to encourage discovery   + “How many textures, colors, or patterns can you create with these materials? |
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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 about each detail of things around them.   + Look at one spot in the room and focus on it. What are some things you never noticed before? Are there more colors? Is there a crack in the wall you never noticed? What textures do you see? * Ask students to raise hand and share their observations |

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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)**   * (Lauren) Ring Chyme and gather students in a circle * Introduce mixed media * Ask students to explain what texture or mixed media is - calling on a few students to answer, then introduce artwork   + Susan Reedy and Barbara Kendrick Artwork   + Present powerpoint - showing them work examples   + Ask students if they have any questions about texture or mixed media   Present Prompts to students - written on final Powerpoint slide - on white board. In your sketchbook...   * + How many textures can you make with these materials?   + How many colors can you make with the pastels?   + How many different patterns can you make?   Explain what materials are available - where the hot glue gun station is (Julie), and let them work and explore on their own.  Do demo with mixed media - showing how to use the hot glue gun, and how to mix pastels.  Ask students to clean up - Call on one student at each table to grab bowls of water and dump them in the sink   * Teacher goes around with bucket and asks students to turn in leftover found objects * (Julie) unplug and put away hot glue guns   Ring chyme and have students circle up. Introduce exploration and observation.   * + Ask students to look at one spot in the room and find ten things they never noticed before. Then have students share their discoveries   “Now we are going to do the exact same activity, but this time we are going to take it outside. So now, please quietly grab your sketchbooks and a pencil and line up at the door.”  Let students run around the playground and document what they see - “What are 20 things you see - maybe there are some things you never noticed before? What does the playground look like? What does the playground feel like? |  | 5 min  2 min  30 min  10 min |

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| Day 2 | * Ring chyme and ask students to gather in a circle on the floor * (ADAM) Remind students we are working with mixed media and that we’ll be creating a final artwork today. * (ADAM) Introduce the concept of focal point:   1. Show image of circles and ask students what they see first or where their eyes are drawn to.   2. Ask if anyone knows what that “spot/area” is called.   3. Begin covering different ways to make focal point. Show each image and ask what they see and how the artist made it a focal point.      + Circles - size      + Lines - converge      + Tree - detail/texture      + Apple - center/pattern      + Peacock - Combination   4. Ask students why an artist would create a focal point? * (JULIE)Review observation skills by playing the Adj. game.   1. Explain to them that an adj is a word that describes something   2. Bring out object (giant teddy bear) and have students go around the circle describing one word about it. If the word has already been used then they can’t use it again. * Now have students add adj to the observations they made outside.   1. Most kids wrote down things such as (Slide). Push their thinking by asking them what color was the slide? How did it feel? How did it look? What color was it? Was it big or small? * Ask a student to give an example of how they could take an observation they made and create the same effect with art materials. (For example: How could you make a big bumpy red ball out of multi media?) * Give project criteria by writing it on the board.   1. Final piece has to include 2D and 3D material   2. Project has to be based off of at least one observation   3. Project has an obvious focal point * Give students time to WORK on project * (ADAM/JULIE) REFLECTIVE ACTIVITY:   1. Have students partner up and share projects   2. Students will assess each other by seeing if their partners project meets the criteria. In their sketchbook students give a checkmark for each of the three criteria met.   3. The first two criteria will be observed inside (focal point, 2D and 3D)   4. For the third criteria partners will get to go outside and find the observation that their partner based their artwork on. Before they head outside tell them that when I yell “moose” they all have to come back to the classroom door as quickly as possible. “Don’t tell your partner where your observation is, but if they are having trouble you can give them hints. Once you’ve found one partner's observation switch and go find the other partners observation.”   CLEAN UP:   1. Assign one student to pick up paintbrushes and place them in the sink (one of us will wash them once they are all in the sink) 2. Have one student at each table collect water bowls and pour them out in the sink and place them on the counter 3. Table will put all supplies back into a ziplock bag 4. Every student will place their sketchbook with their project on top of it on the kidney table. WITH NAMES! 5. Every student will pick up 3 pieces of trash off the floor  * When students are done with clean up they will return to the circle carpet and catch a bubble to be silent. When all students are quietly sitting we will return to them their paintings. Once all paintings are handed out they will put their paintings in their backpack and line up at the door for snack |  | **5 min**  **10**  **min**    **Till 9:20**  **15 min**  **10 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 do a peer critique with a scavenger hunt. In pairs, the students will:   1. Share what they created, but not say what place/thing influenced them   2. Ask partner to point out where they used 2D and where they used 3D material   3. Ask partner what the focal point is   4. After students have checked off these requirements on the provided rubric, students will go outside and have a scavenger hunt to try to find the place/thing their partner’s work was based on |
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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 detailed observations to generate ideas for their artwork? * Did students create a variety of patterns, textures, and effects in their artwork. * Did students identify the characteristics of mixed-media as well as the focal point of an image. * Did students create a mixed-media artwork with a clear focal point. | * Check (+) - Student created an artwork based on their observations using a variety of 2D and 3D materials that has a clear focal point. * Check - Student created an artwork based on their observations using 2D or 3D materials with a somewhat clear focal point. * Check (-) - Student created an artwork using 2D or 3D materials that does not have a clear focal point. |

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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.