Lesson Plan 5 Title: Environments 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:   * Define habitat * Create a 3D habitat for their anthropomorphic object using cardboard, acrylic paint, and mixed media |

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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 this lesson, we will consider the anthropomorphic object we created in the last lesson, and create a room, habitat, or case for it. (I.e. one student created an anthropomorphic trophy, so maybe he could try and create a trophy case). This is a way to enhance and build on the personality or character we want our creatures to have as well as work in a 2D and 3D way. Students will paint the different walls of the room and put them together to make a 3D room for their 3D creature. |

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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 * Influence * Observation * Connection * Composition * Space |

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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   + I can make decisions on what I want my art to 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) |
| * Viewing contemporary artwork examples, students will be able to identify the emphasized characteristics created through the addition of a background   + ***Blooms****: Remember, Understanding* ***Standard/GLE:****Relate and Connect to Transfer -**Works of art connect individual ideas to make meaning* ***Art Learning:*** *Historical and Multicultural Content* * Using their sketchbooks, students will be able to generate ideas and a plan for creating their room   + ***Blooms:*** *Creating* ***Standard/GLE:*** *Observe and Learn to Comprehend - Artists make choices that communicate ideas in works of art* ***Art Learning:*** *Conceptual/Ideation/Personal Grounding* * Using acrylic paint and cardboard, students will be able to create a 3D diorama   + ***Blooms:*** *Application* ***Apply Standard/GLE:*** *Invent and Discover to Create* ***-*** *Demonstrate basic studio skills* ***Art Learning:*** *Materials/Techniques* * Using given materials, students will be able to create an environment/atmosphere that emphasizes the characteristics of their object   + ***Blooms:*** *Apply,**Create* ***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:*** *Expressive Characteristics & Features of Art* * Using completed artwork, students will be able to evaluate how the artistic decisions of their peers influenced the final pieces.   + ***Blooms:*** *Evaluating* ***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/ 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 2D and 3D materials   * Use of both cardboard and paint or markers | Choice of Media |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use of sketchbooks for planning | * Using paint and cardboard to create 3D features * Planning their project through sketching |

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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: Anthropomorphic, habitat, narrative,  Literacy: Ideation/brainstorming around characteristics of their creature and creating a story about their creatures room |

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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 * Powerpoint * Cut up cardboard and gesso * Acrylic paint * Pallets * Paint brushes |

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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.** |
| * Powerpoint   + How background can change meaning * Show work from Sandy Skoglund |
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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 * Powerpoint * Prepare material for room - build ahead of time * Storytelling assessment print out |

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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 other materials |

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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. |
| * Imagine the world that your creature lives in   + What does the place the creature comes from tell you about the creature * Show examples   + Powerpoint * How can the background/additional information change the way we understand something? |

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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 object coming to life. Have them close their eyes and imagine their object while asking questions:   + Where does your creature live?   + Where is your creature’s favorite place?   + How can you change the way people see your creature? * Students will pair up and talk about their creature and the ideas they have |

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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 | Ring chyme - have students gather in circle to begin class  (LAUREN) - “Alright crew, today we are going to be continuing our lesson on place and working in 3D. We are going to build an environment for our anthropomorphic creatures”   * GO through powerpoint * Introduce work samples and contemporary artists   + Sandy Skoglund * Begin the ideation by having them imagine their creatures favorite place * Think about your creature. What personality does your creature have? Does it have a favorite color or a hobby? If your creature could go anywhere in the world, or in an imaginary world, where would it go?   + Name ten things about the creature’s personality   + What details will help viewers better understand your creature?   + Have students turn and talk to their partner about what their objects personality is like and what place they would live in. Discuss their habitat * Have students return to their seats and draw a few ideas in their sketchbook - have them sketch ideas for the walls, floors, or ceiling * After 5 min of sketching, begin working * Bring students together in circle and do a turn and share so students can share their ideas with their peers (in the meantime, set up supplies at table and create groups) * Send students back to their seats and give student the blank rooms   + Go around asking questions like, “What type of world does your creature live in?” What is the most important thing you want people to know about your creature?   + How will your background help describe your object     - Ie- why is place important? * Cleanup   + Have one student collect all of the paintbrushes and put them in the sink for teachers to clean   + Have students stack their sketchbooks in the center of the table for pickup   + Have one student from each table pour out water from bowls |  |  |
| Day 2 | (ADAM)   * Greet students and ask them to describe what we talked about and worked on last week   + Does anyone remember what we worked on last time?   + What is the purpose of our habitats?     - To emphasize our object’s characteristics/personality   + Does it do anything for our objects?     - It can create a story, help us imagine their habitats   + Does it tell us anything about them?     - Maybe what they do, where they live, what they act like   + Review LT on board:     - I can create a habitat for my object that emphasizes its characteristics * Review the schedule for the day and remind students they need to finish their habitats by 9am   + Ask the students if they know what craftsmanship is/means     - Quality of design/work in something made by hand   + Ask them what things/details they think they need to make sure they get done before 9 AM     - Are all areas covered     - Are all pieces glued together properly     - Have your objects been placed into your habitat?     - Is your intent clear to the viewer? * Ak for any questions * Release students to get their objects and habitats from the kidney table and start working * Work time   + Allow students to finish their habitats by 9am * Partial clean-up   + Have students at the painting table collect all of the paintbrushes and clean them at the sink   + Have the rest of the students gather the mixed media materials     - As students clean off their table, ask them to walk around and gather pieces from the floor * Ring chime and ask students to sit back at their tables with their sketchbooks, objects, and habitats. * Reflective activity   + Descriptive words game     - Tell students they will now play a word game to explore each other’s habitats and objects. Give instructions for game and model       * In groups of two, you’ll be given descriptive words on index cards       * Walk around the room and choose two habitats to observe. You can’t do one of your own or one that another group has done.       * While looking at the habitat/object, choose words that describe what you see or feel.         + Model this with Julie by showing a picture of Sandy Skoglund’s work and choosing words that we feel       * Leave at least 3 words at each habitat       * Ask them to return to their seats when done     - Pair up students and let them go     - Ring chime and describe pair share       * Return to your seat and read the words others left for your habitat.       * With a partner, share the words that your project got. List the words you think go well with your piece and then share the words you didn’t expect   + Ring chime and move on to artist statements   + Artist Statement     - Review what an artist statement is by asking questions       * What is an artist statement?       * Who writes them?       * What can it tell us?     - Show example of a past artist statement from one of the students     - Ask for questions     - Allow students to complete the artist statement prompt in their sketchbooks. This will contain       * Student name       * Title of Piece       * How did I get my idea?       * What materials did I choose to use and why?       * How does my habitat affect my object? What does it say about my object? * Finish cleaning-up   + Have students stack their habitats, with objects, on top of their sketchbooks on the kidney table.   + Pull paper off table and pick-up any random pieces of paper * Ask students to line up for recess and dismiss |  | 8:20  8:30  9:00  9:10  9:30  9:40 |

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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.) |
| * First, students will create an artist statement to reflect on their process and decisions. * Second, students will be given slips of paper with descriptive words on them. They’ll walk around the room and place at least five words on five different pieces that reflect that word or make them feel what the word describes. The student then goes back to their work and examines the words left in front of their artwork. In pairs, they’ll share the words that their project got and say the words they think go well with their piece and then share the words they didn’t expect. |

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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 identify the emphasized characteristics created through the addition of a background * Did students use their sketchbook to generate ideas and a plan for creating their room * Did students use acrylic paint and cardboard to create a 3D diorama * Did students create an environment/atmosphere that emphasizes the characteristics of their object * Did students evaluate how the artistic decisions of their peers influenced the final pieces. | * Check (+) - Student created an environment for their object that clearly emphasizes the object’s characteristics. * Check - Student created an environment for their object that somewhat emphasizes the object’s characteristics * Check (-) - Student created an environment for their object |

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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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