Lesson Plan Title:\_\_\_\_\_**Introduction 9/11/15**\_\_\_\_\_ Length:\_**90 minutes**\_ Jonathan and Lizzy

**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. |
| -The teachers reviewed blogs written by Colorado State students (Art326) about what was taught the previous year-Discussed art education ideas with the teacher-During this class, we will pre-assess by asking the students to infer sources of inspiration and meaning in our artwork that we show as part of our teacher introductions.Last year they did a unit called “Discover yourself” - a series of unique self portraitsNarratives of themselves using symbols to illustrate * illustrating narratives
* paint
* found objects
* collage
* sculpture (using cardboard, pipe cleaners, feathers, beads etc…)

-Given prompts, how well can the students brainstorm a variety of original ideas for their sketchbook covers? (Ideation)-Given markers and colored pencils, how well can students create a critically thought out drawing of their “ideal thinking space” on the cover of their sketchbook? (Media / techniques)-Shown artwork by the teachers, how well will students be able to make and explain critical inferences about the influences and intent of the artwork? (Art history / culture)-Given drawing materials, how well can students compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art? (Inherent characteristics / expressive features)*Inquiry Questions:*Questions about teachers’ artwork:What do you think inspired me to create this piece?What does this piece say to you?Discovery board post it: What makes your “Ideal Creative Laboratory” unique? |

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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) |
| -Creating personalized artwork for the front cover of the sketchbook - draw their ideal thinking space / creative laboratoryRAFT:Please excuse this interruption from your local news station: We have just been notified that there is a meteor is headed this way. A select group of elite creative thinkers (YOU) have been chosen to be sent to the moon. Your mission is to design a creative laboratory that will become the perfect working space for YOU! We have the ability to send any resources necessary, so let’s get creative! The purpose for this workspace will be for later use to design, create and build our future home. Let’s get started brainstorming and building our creative laboratory! |

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| **Concepts:**List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferable. 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.** |
| IdeationArtistic Reflection (thinking about art)Artistic Intention |

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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, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**  |
| Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches to develop technique and communicate ideas.Visual imagery influences understanding of and responses to the world. |

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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) |
|  5 Categories of Objectives: o Ideation o Inherent characteristics / expressive features (elements and principles) o Media / techniques o Art history / culture o Reflection / assessment-Given prompts, TSWBAT brainstorm sketchbook cover designs that are original. (Creating - Reflect - GLE 2 - Ideation - Literacy)-Given media, TSWBAT create a drawing of their “ideal thinking space” on the cover of their sketchbook that is critically thought out. (Creating - Create - GLE 3 - Media / techniques)-Shown artwork by the teachers, TSWBAT make and explain inferences about the influences and intent of the artwork. (Analysing - Comprehend - GLE 2 - Art history / culture)-Given media, TSWBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art. (Creating- Create- GLE 1 - Inherent characteristics / expressive features)-Using their artwork, TSWBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as challenges and successes in their process. (Evaluating- Transfer- GLE 1 - Reflection / assessment) |

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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) |
| Allow students to express their brainstorming ideas in writingor in words, or only draw their cover in pencil if they are slower and short on time | Written / verbal brainstorming, pencil only on cover |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Push students to develop their ideal thinking location even further in their sketchbook - what would be around it, where would it be, etc. | Have students create a drawing of another ideal thinking space or an ideal relaxing space on a new page within their sketchbook |

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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.** |
| Thumbnail sketches - discuss that these are small sketches used to plan out different ideas and compositionsComposition - briefly discuss the importance of using the inherent features and characteristics of artLiteracy is also integrated by encouraging students to write out a brainstorming list of words and ideas for their ideal thinking space |

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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 (with blank cover)MarkersColored PencilsDiscovery boardPost it notesPower point with artwork examples |

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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.** |
| -Introduction PowerPoint-Our own art work to show  |

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| **Preparation:** What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| PowerPointOur own work (teachers)Discovery boardPost-itsSketchbook covered with blank paperMarkers, colored pencils, crayons…  |

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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.** |
| Classroom rules apply during Art time- the students will be held to the same expectations. (ex: no running, no throwing materials, respect your neighbors space...etc)  |

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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. |
| The RAFT will motivate students to brainstorm ideas for their sketchbook covers.Please excuse this interruption from you local news station: We have just been notified that there is a meteor is headed this way. A select group of elite creative thinkers (YOU) have been chosen to be sent to the moon. Your mission is to design a creative laboratory that will become the perfect working space for YOU! We have the ability to send any resources necessary, so let’s get creative! The purpose for this workspace will be for later use to design, create and build our future home. Lets get started brainstorming, and building our creative laboratory! After looking at the teachers art, the students will be intrigued and want to create their own artwork. 1. Open PowerPoint with introduction slides for both teachers. Briefly introduce our backgrounds / interests, and show some examples of artwork we have created. Having the actual artwork would be more effective for this grade level.
2. Ask the students questions about 1-2 artworks each:
	1. What do you think inspired me to create this piece?
	2. How do you know this? What makes you come to that conclusion?
	3. What does this piece say to you?
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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. |
| Open PowerPoint with introduction slides for both teachers. Briefly introduce our backgrounds / interests, and show some examples of artwork we have created.Ask the students questions about 1-2 artworks each:* 1. What do you think inspired me to create this piece?
	2. How do you know this? What makes you come to that conclusion?
	3. What does this piece say to you?

1. Observe and Learn to COMPREHEND1. What drives an artist to choose one thing over another?

2. Envision and Critique to REFLECT1. Why is planning an important aspect of art?
2. How do artists plan works of art?

3. Invent and Discover to CREATE1. Where do ideas come from and how do the evolve?

4. Relate and Connect to TRANSFER1. Why would and artist want to make art about the world in which he or she lives?

Ask students to share things that they might want or need in their space-How will they get in/out?-What will the lighting source be?-What colors will the room be?-What technology / furniture / audio / tools will be needed? |

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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)**1. (5 min) Sit in a circle with all of the students at the front of the room. Have everyone go around one at a time and say their name, give a rating from 1-10 of their energy level and enthusiasm, and state one art material that they would love to work with this semester. (Cooperative Learning- Social skills)
2. (10 min) Open PowerPoint with introduction slides for both teachers. Briefly introduce our backgrounds / interests, and show some examples of artwork we have created. We will bring in one piece of our own art work as well!
3. (5 min) Ask the students questions about 1-2 artworks each:
	1. What do you think inspired me to create this piece?
	2. What does this piece say to you?
4. (10 min) Introduce sketchbooks and their purpose:

Ask students what they believe we could use the sketchbooks for as a class and as individual students? We will be using them at the beginning of each class immediately after the group circle greeting. They will be used for responding to a prompt each class period and for ideation / brainstorming, as well as practicing drawing techniques. We can share our sketchbooks and maybe even bring them every time to sketch along with them- allows us to move around the room with out being intrusive (doing the same activity as them and engaging in conversation* 1. Today, we will be creating artwork to decorate the cover of the sketchbooks using markers and/or colored pencils. The artwork will be a drawing of their ideal thinking / brainstorming space, which can be taken from many different angles.
	2. RAFT here
	3. Ask students to share things that they might want or need in their space-How will they get in/out?-What will the lighting source be?-What colors will the room be?-What technology / furniture / audio / tools will be needed?(Cooperative Learning- Face-to-face)
1. (2 min) Hand out sketchbooks and have the students brainstorm on the first page or two using their own pencils. Let them disperse wherever they’re comfortable within the room.
2. (45 min) Work time - Have the students check in with us when they are ready to create the final cover. Ask them questions and push them to keep developing their ideas if necessary. Hand them markers and/or colored pencils to create the cover.
3. (2 min) Spend a couple minutes having everyone walk around the room and see each other’s sketchbooks.
4. (5 min) Clean up - have the students make three separate piles for the markers, colored pencils, and sketchbooks. Make sure every sketchbook has a name on the front.
5. (5 min) Explain / show the discovery board. At the end of each day, students will write one new discovery they made and post it on their name section. This will be used as an exit ticket every class period.
	1. Have the students do this. Tables that are done and quiet can come up to put them on the board, and then are released to recess.
 | **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**1. Listening critically, thinking independently, and giving reasons and evaluating evidence.
2. Listening critically, noticing significant similarities and differences, reasoning dialogically: comparing perspectives, interpretations, or theories.
3. Questioning deeply: raising and pursuing root or significant questions. Analyzing or evaluating interpretations, beliefs, theories…etc.
4. Developing one’s perspective: creating or exploring beliefs, arguments, or theories.

1. Independent thinking. Exploring thoughts underlying feelings and feelings underlying thoughts.

 1. Developing criteria for evaluation: clarifying values and standards.
2. Comparing and contrasting ideas with actual practice, noting significant similarities and differences.
3. Developing intellectual good faith or integrity.
4. Thinking precisely about thinking: using critical vocabulary. Developing intellectual courage.
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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.) |
| Questions about teachers’ artwork:What do you think inspired me to create this piece?What does this piece say to you?Discovery board post it: What makes your “Ideal Creative Laboratory” unique? |

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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. |
| -Given prompts, WTSBAT brainstorm a variety of original ideas for their sketchbook covers? (Ideation)-Given markers and colored pencils, WTSBAT create a critically thought out drawing of their “ideal thinking space” on the cover of their sketchbook? (Media / techniques)-Shown artwork by the teachers, WTSBAT make and explain critical inferences about the influences and intent of the artwork? (Art history / culture)-Given drawing materials, WTSBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art? (Inherent characteristics / expressive features)-Using their artwork, WTSBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as challenges and successes in their process? (Reflection / assessment) | -Given prompts, WTSBAT brainstorm a variety of original ideas for their sketchbook covers?-Given markers and colored pencils, WTSBAT create a critically thought out drawing of their “ideal thinking space” on the cover of their sketchbook?-Shown artwork by the teachers, WTSBAT make and explain critical inferences about the influences and intent of the artwork?-Given drawing materials, WTSBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art?-Using their artwork, WTSBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as challenges and successes in their process?  |

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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.) |
| **What worked well for this art experience? Why?**Having a plan to work from that allows for flexibility, over planed activities and reference questions to ask students helps tremendously. We started with our introductions that transitioned nicely into our prompt for the sketchbook cover. The artwork we brought were both representations of things and places we enjoyed. These examples helped the students understand that artists create based on topics that mean something to them. When it was the students’ turn to create their “Creative Thinking Lab” they were able to take inspirations from some things they liked and other survival aspects they personally found important. We found the lesson to be an overall success!**What didn’t work well for this art experience? Why?**Our lesson went pretty smoothly. We had to redirect the group a few times, which tells us we may have to split up our talking into shorter bursts. During the actual work time, getting the students to think beyond what they were just putting on the surface, but the purpose for their decision proved to be a bit of a challenge. By the end of it, the majority of the class could explain why they had chosen what they did in order to create their unique “Creative Thinking Lab.” And one student out of the class was having a rough day so bargaining with him to draw what we had intended versus what he wanted to do gave us the first taste of what we would or would not allow a student to do during our class time.**What would you do differently?** **Why?**After the lesson was over, we discussed how the overall class went. Everything seemed to line up pretty well. We worked as a team and every step of the lesson led right into the next. We did realize that the questions we asked were along the lines of our inquiry questions, but after reflecting on the matter we came up with the idea of having the questions printed out in our lesson instruction and highlighted will help us stay on track and remind us of the inquiry questions we want the students to be thinking about while they are working on their art. |

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

8/9/15 Fahey