Lesson Plan Title:\_\_\_\_\_Exhibition Activity Day!\_\_\_\_\_ Length:\_\_\_\_\_\_One 90-Minute 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 willneed to know to be successful.

**For this plan you only need your enduring/essential understanding, concept(s), outcomes/objectives (which will not be the “full five”) because of the nature of this lesson, and your instruction.**

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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.** |
| Observation Influence  Composition |

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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.** |
| Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. |

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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) |
| Given Activity worksheet and other student artwork, TSWBAT create a drawing and story that demonstrates critical observation. (Synthesis - Comprehend - Visual arts learning involves analyzing the formal and sensory qualities of art - Reflect -Literacy)  Given Group Discussion Prompts, TSWBAT verbally describe how artistic content shows the artist’s intent. (Evaluation - Transfer - Viewers and patrons make personal meaning and infer artistic intent - Media / techniques- Literacy) |

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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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|  | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)** | **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** |
| Day 1 | 1. 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 answer “How are people supposed to act in an art museum?” (Cooperative Learning- Social skills) 2. Briefly go over the rules of how to act in the exhibition (no yelling, running, or touching the artwork).    1. Explain and hand out the activity worksheet.    2. Number them off 1-5 on their worksheets to determine which group they are in 3. Go to the exhibition.    1. Give the students time to examine all of the artwork being displayed    2. Have the students break up into their groups, choose an artwork from the grade designated to them, and complete the activity sheet       1. Content of the sheet:          1. Draw your chosen artwork in the box below! Only using pencil- we will have time to add color in the classroom.          2. **Story Time!** Create a story about the artwork your group chose to draw! Everyone will create their **own story**, then we will share with our groups. After all groups have shared their stories, wait for Jonathan and Lizzy to give the next directions. *Once upon a time . . . \_\_\_\_\_\_\_\_\_\_* (Cooperative Learning- Positive Interdependence) 4. Return to the classroom. Provide time for students to color their drawings and/or finish their stories. 5. **GROUP DISCUSSION:** Answer the questions by talking about them with your group!   **(1: moderator 2:recorder 3:reader 4:reader)**  (Cooperative Learning- Positive Interdependence)  **Moderator-** Makes sure every group member gets a turn to talk  **Recorder-** Writes answers or notes for each question  (short answers- do not write down every word)  **Reader-** Read the questions out loud to the group when it is time!(if you have 2 readers, take turns reading the questions to the group)   1. What did you FIRST see when looking at the chosen artwork? 2. What do you think the artwork means? What is the artist trying to tell you? 3. How do you know what the artist wants you to see? How do you know what the artist wants you think about the artwork?   (Cooperative Learning- Face to Face)  6. Clean up - students clean up their drawing supplies and put away their activity worksheets.  7. Explain how the students will be receiving all of their artwork back, say goodbye / thank you for an awesome semester, etc. | 1. Listening critically, thinking independently, and giving reasons and evaluating evidence. 2. Listening critically, thinking independently, and giving reasons and evaluating evidence. 3. Comparing and contrasting ideas with actual practice, noting significant similarities and differences, thinking about thinking.      1. Make reasoned decisions, explore alternatives, interpret information beyond surface meaning. 2. Comparing analogous situations: transferring insights to new contexts. Make reasoned decisions, explore alternatives, interpret information beyond surface meaning. 3. Developing intellectual good faith or integrity. 4. Listening critically: the art of silent dialogue | 8:15      8:25  8:35    9:00   9:20                      9:35    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.) |
| Activity sheet and small group discussions! |

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

What worked well for this art experience? Why?

Today was great overall. Our activity kept the students engaged well. They enjoyed drawing an artwork from the exhibition as a group and then writing their own stories about that artwork. When we got back to the classroom, they did a good job of staying focused and discussing their group activity questions with indoor voices. They were engaged and came up with lots of great ideas about how the artist created the work and why they chose to portray it in that way. It helped that we designated the groups ahead of time and required each group to choose one artwork from a different class than each other. Also, I think the survey about our teaching and their overall experience was a great idea. We asked them to answer the following:

1. List three words that describe your experience in art with Jonathan and Lizzy.

2. What was your favorite part of this art experience?

3. How could Jonathan and Lizzy have made the class better?

4. List three words that describe the way Jonathan teaches.

5. List three words that describe the way Lizzy teaches.

It was beneficial to get feedback from them (even though a lot of it was generic nice comments). Another things that worked well was asking if anyone wanted to volunteer to help us take down the art exhibition during recess. We chose the first three volunteers and they helped a ton!

What didn't work well for this art experience? Why?

The students were definitely crazy and full of energy. Part of that seemed to stem from the fact that it was our last day of art, as well as the unusual experience of going to the exhibition with a bunch of other people. Also we had a little unexpected trouble with getting our Google Forms survey link to work on the students' laptops. The other minor issue was that some groups were arguing about which artwork they wanted to do their activity about. In a couple of cases, we had to choose an artwork for them because they couldn't agree on one.

What would you do differently? Why?

We could make a different backup plan for our teacher/class evaluation survey (like printing out hard copies), because you never know what sort of technological difficulties might happen in the classroom. Also, we could make it more clear beforehand that the students needed to all agree on the same artwork to draw, because some of the arguments stemmed from a desire to each draw their favorite piece, which usually wasn't the same one.