

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 will need to know to be successful.

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.

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)

“Welcome to our first day of being an Art Explorer ! Together we will be visiting the past, present, and future. Today you will be getting your own field sketchbook and learn to use it on our explorations. Our crew will be decorating our sketchbook covers with a drawing of ourselves as explorers. We will make explorer hats and in our sketchbooks we will draw an important event from summer vacation. At the end we will explore a temple with drawings.”

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.**

Stories

Self
Time
Exploration

Plan
Observe
Envision
Reflect

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 use sketchbooks to reflect on and record observations (Reflect-Comprehend-GLE 2 PGC- Analyze)

“I can use my sketchbook to think and talk about my observations.”

Artists observe and record in their sketchbooks to envision artwork. (Create, Comprehend, Reflect-GLE 1, 2 PGC-Explain and Develop)

“I can use my sketchbook to think about ideas.”

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**

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 examples, students will be able to *explain* how artists use sketchbooks with confidence. (Blooms: Understand / Standard: Reflect /GLE 2 / Art Learning: critical reflection)

Given paper, crayons, and markers students will *draw* a self portrait on a sketchbook cover, demonstrating qualities of an explorer. (Blooms: Apply / Standard: Create-GLE1. Comprehend- GLE 2 / Art Learning: conceptual)

After creating a drawing about a summer event, students will be able to *discuss* and *predict* what each other's drawings are about. (Blooms: Understand, Create / Standard: Reflect- GLE 1, Transfer-GLE 1. / Art Learning:critical reflection)

Given art materials, students will be able to *create* a drawing reflecting their summer. (Blooms: Create / Standard: Create- GLE 1. Reflect- GLE 1 & 2 / Art Learning:create)

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.**

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)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

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.**

Record
 Time
 Sketchbook
 Exploration
 Temple
 Cave drawings
 Time
 Past
 Present
 Future
 Literacy will be integrated in the lesson by having students read and find their names on the discovery board. They will also tell stories about their summer events that they will be recording in their sketchbooks, as well as share their discoveries with their classmates and teachers, and the teachers will write down the discoveries for them.

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Materials: Must be grade level appropriate. <u>List</u> 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.
<ul style="list-style-type: none">-Sketchbooks-Markers, Color Pencils, Crayons-Stapler-Scissors-Foam-Teacher art examples-Teacher sketchbook example-Discovery Board-Sticky notes-Color Paper-Name Cards

Resources: <u>List</u> 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.
<ul style="list-style-type: none">-Art Posters/Art Images: found in art education resource room/ online image searches-Hat Instructions: found on youtube-Hat examples: we will make them and bring them with us to class-Class Roster with Photos: we will ask Denise for this-Sketchbook Examples: we will bring our own sketchbooks with us to use as examples-Art Examples: we will bring our personal artwork with us to show as examples-Powerpoint images of cave drawings: will be accessible through google drive

Preparation: What do you need to prepare for this experience? List steps of preparation in a bulleted format.
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- Cover every sketchbook with white paper so students can draw on cover
- Gesso backs of sketchbooks so students can decorate further
- Get Foam and make hat example
- Make our own decorated sketchbook covers
- Find relevant historic art examples/ archeological examples
- Make Mona Lisa (used for attending skills)
- Names Cards
- Set out supplies before class

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Teachers will explain the appropriate use of art materials

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.

We will begin by setting the scene. We will have our explorer hats on and sketchbooks and art examples ready. We will introduce ourselves and explain the time traveling journey that we will be going on, starting with the present. We will ask students questions such as:

- How do we use our senses to read/explore stories in art?
- Whats and explorer ?
- what kind of tools do they use?
- What is a sketchbook and how can it be used?

- How can we get to know each other through our sketchbooks?
- How can you draw yourself as an explorer?
- What do you see in the cave paintings?
- What can we tell about people based on cave drawings?
- How we tell stories through our drawings?
- What do our drawings tell us?

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.

- Show images of tools used by explorer and show how those tools can be used
- show students how the sketches in our sketchbooks led to the creation of our art work
- how we use them to record and plan information
- Show students how to “read/explore” art by asking questions
 - What do you see/what don't you see?
- Introduce self portraits
- Ask questions about each other's work of art and cave paintings
- Students can tell each other stories about their summer events before sketching, in order to generate new ideas

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

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)	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
All	<p style="text-align: center;">Intro</p> <ul style="list-style-type: none"> • Teachers will re-introduce themselves to classroom by stating their name and their favorite form of art. 		

Farrah	<p style="text-align: center;">Classroom Culture</p> <ul style="list-style-type: none"> Teachers will establish the classroom management norm of “Show us your Mona Lisa” and connect this to one of the greatest art explorers ever, Leonardo Da Vinci. (powerpoint image of Mona Lisa, cut out image of Mona Lisa) <ul style="list-style-type: none"> Mona Lisa has her hands to herself Mona Lisa is not talking Mona Lisa is looking in front 	Students will have the opportunity to practice their “Mona Lisa” and understand this as an established art class expectation that will be used to gain their attention.	5 min
Andres	<p style="text-align: center;">Motivation</p> <ul style="list-style-type: none"> Teachers will motivate students by telling them they will be time traveling throughout the semester. <p>“During this class we will visit the past, present, and future”</p> <ul style="list-style-type: none"> Teachers will motivate students to think like art explorers by showing pictures of explorers, their tools, and how they explore cultural sites and art. <ul style="list-style-type: none"> Powerpoint Slide 3 <p style="text-align: center;">What does this explorer use?</p> <p style="text-align: center;">Powerpoint Slide 4</p> <p style="text-align: center;">Explorer Hat</p> 	Students will ask questions and make observations about what explorers use, what they look like, and what they do.	3-5 min
Monse	<ul style="list-style-type: none"> Teachers will state, “One of the most important exploring tools that we will have this semester is our explorer hats. They help the whole world see that we are explorers and help to remind us to keep the right attitude when we explore” <p style="text-align: center;">Powerpoint Slide 5</p> <ul style="list-style-type: none"> Teachers will show students their explorer hats. Students will get into groups and work on personalizing their hats “Once hats are done, teacher will ask what else does an explorer have?” <ul style="list-style-type: none"> Powerpoint Slide 6 	Students will know that explorers need certain tools to work.	8-10 min
All	<p style="text-align: center;">Explorer Sketchbook</p> <ul style="list-style-type: none"> Teachers will present their sketchbooks and how they use it to RECORD information and ENVISION future artworks. 	Students will ask questions about teachers artwork. Students will analyze teachers artwork and sketchbook by seeing how they use it. Students will think about how recording can lead to envisioning	3 min

<p>Monse</p>	<ul style="list-style-type: none"> Teachers will bring in a piece of art and how they used their sketchbooks to create it. <ul style="list-style-type: none"> -“How do we record information?” <ul style="list-style-type: none"> “We can draw” “Write” “Take samples” <p>Powerpoint Slide 7</p> <ul style="list-style-type: none"> ○ Show examples of drawings ○ Examples of collecting items ○ Examples of planning <p style="text-align: center;">Explorer Self Portrait:</p> <ul style="list-style-type: none"> -“Have you ever taken a picture of yourself?” -“A self portrait is a drawing of yourself” -“This is a self portrait of Vincent Van Gogh” <p style="text-align: center;">Show Image of Van Gogh Painting</p>		<p style="text-align: center;">15- 20 min</p>
<p>Farrah Andres</p>	<ul style="list-style-type: none"> -“We drew self portraits of ourselves as explorers” <ul style="list-style-type: none"> ● show class how they imagined themselves as explorers. ● show students ways to “read” or “explore” art ● -“What senses do we use when we read/explore art?” <ul style="list-style-type: none"> “Can we hear anything?” <ul style="list-style-type: none"> “What do we see?” -What are we wearing? <ul style="list-style-type: none"> -Where are we? -What do we use? -“This is how we read art, by asking questions and exploring” <ul style="list-style-type: none"> “Now you will make your own sketchbook in your sketchbook” <ul style="list-style-type: none"> “Remember what does an explorer do?” <ul style="list-style-type: none"> “What do they wear?” ● hand out sketchbooks to students and have them draw a self portrait as an explorer. 	<p>Students will observe and predict how the teachers see themselves as explorers.</p> <p>Students will know what type of questions to ask when looking at art</p> <p>Students will use crayons, color pencils and markers to draw themselves as explorer on sketchbook covers.</p> <p>Students will document their names and take ownership of art tools.</p> <p>Students will make predictions about their classmates’ artwork. Students will tell their story about their self portrait.</p>	<p style="text-align: center;">5-8 min</p>

Andres	<ul style="list-style-type: none"> ○ (Teachers will have crayons, markers, and pencils available to students.) ○ Students will put name on back cover <ul style="list-style-type: none"> ● have 2 students share their work, make predictions about artwork <p style="text-align: center;">Repeat: “What are they wearing? Where are they? What do they have?”</p>		
Farrah	<p style="text-align: center;">Cave Exploring:</p> <p style="text-align: center;">“Now we are going to look at caves!”</p> <p style="text-align: center;">Powerpoint Slide 8</p> <ul style="list-style-type: none"> ● show images of Lascaux caves. Class will examine what they see in the caves <p style="text-align: center;">Powerpoint Slide 9</p> <p style="text-align: center;">-Are there people? -Are there animals? -What colors do they use? -What are they trying to tell us?</p>	<p>Students will observe what temples and caves look like Students will answer questions about what they see or don't see. Students will make predictions about content (storytelling) in the artwork.</p> <p>Students will think of a special summer event and draw it using crayons, markers, or colored pencils.</p>	3 min
Monse	<p style="text-align: center;">Powerpoint Slide 10</p> <p style="text-align: center;">-“Now that we have seen other people’s stories we will now get to tell our own”</p> <p style="text-align: center;">-“How many of you did something fun for summer?” -“We are going to draw our favorite summer activity!”</p>	<p>Students will display their artwork in the hallway Students will imagine that they are exploring a cave. Students will remember what tools they need to explore</p> <p>Students will predict and tell stories about what they believe the artwork to be about.</p>	10-15 min
Andres	<ul style="list-style-type: none"> ● (hand out paper) ● will have students draw a special event that happened this summer. (Present) ● “Now that we are all done we are going to put the images on the walls and explore!” ● “What do we need to explore?” <p style="text-align: center;">Powerpoint Slide 11</p> <ul style="list-style-type: none"> ○ Our hats ○ Our sketchbook ○ 	<p>Students will draw/write (RECORD) information about their findings in their sketchbook.</p> <p>Students will be able to explain what a discovery is.</p>	8 min

All	<ul style="list-style-type: none"> Will prompt students to ask same questions as before <ul style="list-style-type: none"> -Are there people? -Are there animals? -What does it tell us? -Why do you think they used this color? Students will be asked to draw (RECORD) information in their sketchbooks. <p>Back in the Classroom: Powerpoint Slide 12</p> <p>-“What is a discovery?” -“Do explorers make discoveries?”</p> <ul style="list-style-type: none"> will present the discovery board. <p>-“When we make a discovery we will write or draw it and put it near our name”</p> <ul style="list-style-type: none"> will model how to write down or draw a discovery and put it near your name. will ask students if they had any discoveries today. <p>Clean up/Closing:</p> <ul style="list-style-type: none"> will ask students to stack their sketchbooks on the counter, students will ask students to put all colored pencils together, all crayons together, and all markers together. After all is finished students will say their discovery as a their exit ticket and line up for lunch. 	Students will write and draw their discovery on a sticky note and put it near their name.	5 min 5 min (continued)
Day 2			

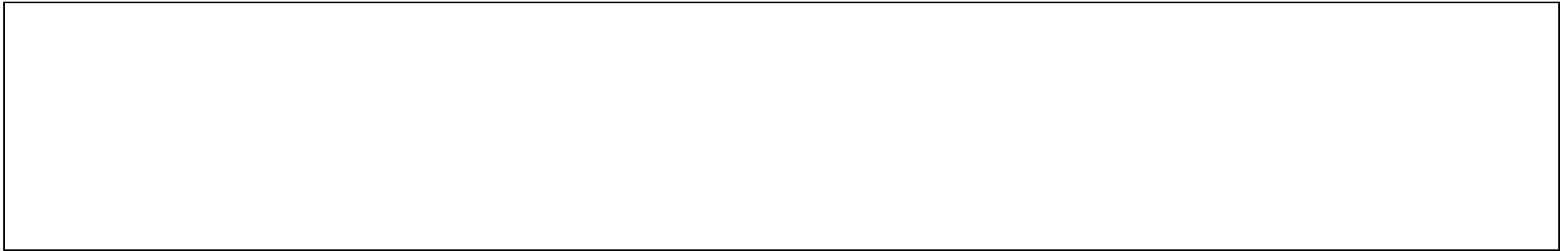
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Student reflective/inquiry activity:
 Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. 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.)

After creating and hanging their cave drawings, we will do a “gallery walk” and go to each drawing and discuss the stories we can create based on the drawing. The artist can then explain their cave drawing and how it shows the story of their summer event.

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>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.</p>
<p>Repeat the initial questions and gauge if students have a more concrete understanding: What are your 5 senses? What is an explorer? What is a sketchbook? What is time traveling?</p>	<p>Did they use more than 1 sense when making predictions about classmates artwork/teacher artwork? Did they properly use sketchbook to record information about others work or to plan-out own work?</p>

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.)



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

8/9/15 Fahey