

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.

Method: Questioning

How do ideas and art change in the future? Students can create a story about the future.

How do we change over time? do you still like the same stuff you liked last year? Do you look the same as you did when you were a baby?

Students will create self portraits of how they think they will look in the future.

So far we have done drawing and clay artifacts in class, does anyone know what printmaking is? Students will be able to identify monotypes as a form of printmaking.

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)

“Today we will begin to explore the future. We have traveled to the past when we explored the cave drawings and we have traveled to the future when we became archaeologists and found buried artifacts that told a story. Next we will be imagining our futures by designing and making art about how we will travel in the future. Today we will take a look and how people get around today and imagine how we will all travel in the future! We will make postcards to send to your homes that have special drawings called monoprints that show how you think you will travel in the future. We will also make detailed plans of machines that you will use in the future to travel, we will be working with these plans to make models of your future transportation in the coming weeks”

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.**

Envision

Self

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.**

“I can use monotypes to create art that relates to myself and how I see myself in the future.” (Standards: 2 GLE1, GLE 2, PGCs: recognize, articulate, implement, demonstrate)

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 materials, students will *create* 1-2 monotypes depicting their future selves (self portraits) through expressive features and color. Blooms: Apply, Create/ Standards: Comprehend: GLE 2, Reflect:GLE 1, Create: GLE 1/ Art Learning: materials/techniques, conceptual ideation/personal grounding, features/characteristics.

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)
	Drawing	drawing various parts of a vehicle instead of planning a whole vehicle
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	watercolor mono print instead of markers	Students can create a monoprint of their future houses.

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.**

Students will write their names and addresses on their postcard monoprints
 Students will share their discoveries and place the sticky notes on their name on the discovery board
 Students will record their plans in their sketchbook

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.**

- Markers
- Water color
- Paper
- Water trays
- Plexi glass/plastic
- Sticky notes
- Sketchbooks
- Powerpoint

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

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Cut paper
Get student's addresses from Denise
prepare stations for various tasks

Safety:

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

Instruct students in the proper use of the water trays when making prints.

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.

Today we will be traveling into the future to continue our art explorations. Do you think we change through time?

Who do you think these kids are?
 Do they look like your age?
 Those kids are US!
 Look at how much we have changed!
 How do you think you will change ?

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.

Dress Up:

Students will choose clothes they think will represent them as adults.
 How will you dress when you are older?
 What will you be doing?

Students will then draw how they think they will look in their sketchbooks and use both activities as inspiration for their monotypes.

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

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Slide 1</p> <p>“Good morning class! Today we are going to start a new part of our exploration as art explorers. First does anyone remember what we did last class? (Allow students to answer) Last class we painted our artifacts that told a story about us. Then we went on an archeological dig to discover artifacts and predict what</p>	<p>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</p> <p>Students will recall what they did last week and connect those concepts to begin thinking about the future.</p>	<p>Time</p>
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<p>stories they told. Does anyone remember when that dig took place? (Students should answer that the dig took place in the future) That's right, and this week we will be thinking about the future again. This time we are going to think about how we will all travel in the future."</p> <p style="text-align: center;">Slide 2 (us as kids) Motivation: Who do you think these kids are? Do they look like your age?</p> <p style="text-align: center;">Slide 3 (Now) Those kids are US! Look at how much we have changed! How do you think you will change ?</p> <p>Slide 4 (questions) Slide 5 (Dress Up) "Since we change what we look like over time, we will draw predictions of what we think we will look like in the future. What color will our hair be? How tall will we be? To help us imagine how we will look in the future we are going to dress up in clothes that we think we will wear in the future. After we choose our clothes we will draw ourselves in our sketchbooks to plan for a new project</p> <p>Now that we all have our outfits on let's start drawing in our sketchbooks. Remember explorers plan their ideas in their sketchbook.</p> <p>Can I see everyone's Mona Lisa? Let's grab our sketchbooks and come back to the rug (begin setting up monotype stations)</p> <p>"We will be using a special technique to create these pictures of you in the future, we will be making monoprints! Monotypes are a form of printmaking. Has anyone ever heard that word before, printmaking? Its a type of art where you can get a print or a copy from a piece of art. Slide 6</p>	<p>Students will make predictions about who they think the kids are.</p> <p>Students will learn to make decisions about their ideas of how they will look in the future.</p> <p>Students will continue to use their planning skills in their sketchbooks.</p> <p>New techniques in printmaking art vocabulary</p>	<p>8 min</p> <p>8-10 min</p> <p>8-10 min</p> <p>Done by 8:40 am</p> <p>5 - 8 min</p>
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<p>Here are some examples of monotypes. Look at the colors. All of the different ways to draw yourself. Now here are the steps. We will need paper, markers/watercolors, and water. These monotypes will be on postcards so that we can mail them home and keep to see if our predictions come true.”</p> <p>So can someone tell me what a form of printmaking is?</p> <p>Instructs students on how to create monoprints with in process demos ready</p> <p>Stations will be broken into four tables for drawing on plexi glass, and 1 table for printing with wet station.</p> <p>Students will put monotypes to dry next to a tape with their name. Students will collect watercolors and dump water in sink.</p> <p>After students are done with their monotypes they will act out their adult lives.</p> <p>“Now that we are done with our monotypes we are going to do a little play. We will get into groups of 4 and act out our future lives as adults? We will give you a couple of minutes to think of where you are. Remember use your monotype and sketches to help you imagine what you do, how you talk, and where you are in the future.”</p> <p>Students will hand back costumes and tell teacher their discovery.</p>	<p>Get ideas of how monotypes are used</p> <p>Recall newly acquired art vocab</p> <p>Use their knowledge of the monotype process to create their own ideas.</p> <p>Students will use their bodies, language, and interaction to communicate their ideas about their future selves. Students will use their sketches and monotypes as inspiration for their plays.</p> <p>Students will recall an important discovery from today's class.</p>	<p>12-15 min</p> <p>3 min</p> <p>Done by 9:10</p> <p>Done by 9:25</p> <p>Leave at 9:30</p>
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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 students have finished their monotypes we will have them dress up according to how they see themselves. They will interact with each other as their adult self. Teachers will observe what type of conversations they have, how they choose to dress, and if their monotype influenced their role/outfit.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

What is a form of printmaking?
 How do you make a monotype?
 How do you think you will change in the future?
 Does time change how we see our art?

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.

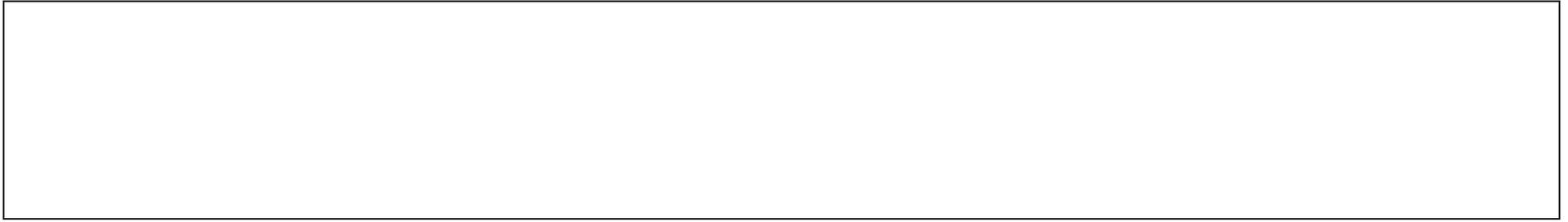
checklist:
 Plan self portrait in sketchbook
 1 monoprint
 Be able to define monotype as printmaking
 Act out their future selves through dress up and a skit of adults interacting

Accomplished : Completed plans, monotype, and participated in skit.
 In progress: Began planning, attempted a monotype, partial participation in skit.
 Not Accomplished : No plans, no monotype, no participation,

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.)

Students will use their discovery time to write down or draw how their monotype and skit were similar or different.



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

8/9/15 Fahey