

**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**

Last class we talked about the future and how time can change the way we look. Can time change other things around us?

Can it change our house? Can it change our car?

How does transportation affect our lives? Students can explain two different stories about their future selves.

What are methods of transportation? Students can describe two different methods of transportation.

**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)

“Good morning art explorers! Today we will be diving into the future once again. Remember what we did last time? We got to find costumes and think about what we will look like in the future! Does anyone remember the technique we used to make our self portraits was? Yes, we made monoprints! Today we will be thinking about our lives in the future again. Now that we have thought about what we will look like, we can think about how we will get around. Does anyone know in the past how people got around without cars? Let’s brainstorm some methods of transportation and then we are going to play charades to brainstorm even more types of transportation. After that we will be making what our methods of transportation will look like in the future. How fast can your transportation go? How many people can it hold? Does it make a sound? What does it look like? Does it travel on the ground? What about in the sky? Now we will use cardboard and other materials and make our life sized transportation!”

After a couple of classes

**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.**

**Planning**

Future  
Transportation  
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 create an installation that communicates my ideas about the future.”**

Artists can create an art installation that includes their plans and **their** ideas about the future.-(Reflect GLE 1, Create GLE 1. PGC’s Recognize, Articulate, Synthesize, Develop, Build)

**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 cardboard and examples of cardboard installations**, students will *create* a futuristic mode of transportation using their plans and 3d expressive features. Blooms: Apply, Analyze, Create; Standards: Reflect GLE1, Create GLE1; Art Learning: Materials/tools/techniques, features/characteristics.

**Using images of transportation from around the world and their own ideas**, students will *design* a mode of transportation that fits their chosen environment. Blooms: Analyze, Apply. Standards: Reflect GLE1, Transfer GLE 1; Art Learning: Art History/Culture, features/characteristics.

**Using materials and group participation**, students will *collaborate* to build a mode of transportation that includes various components of each member's designs/ideas. Blooms: Apply, Analyze, Understand. Standards: Comprehend 1 GLE 2, Create 2 GLE 1, Reflect 3 GLE 1. Art Learning: conceptual ideation/personal grounding

**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.**

<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <p>Drawing</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Complete detailed drawings or plans for a vehicle instead of constructing a vehicle</p>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <p>-Drawing from multiple viewpoints</p> <p>-Make accesories</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>Students will be asked “What would your transportation look like if you were over it like a bird? What about it you only saw the side of it? What about if you only saw the front?”</p> <p>Students will create accessories or color schemes for their vehicle that shows their personality, culture, or environment.</p>

**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 the speed, passenger capacity, and sounds of their means of transportation when creating plans in their sketchbooks

Students will share their discoveries and place the sticky notes on their name on the discovery board

Students will record their plans for their transportation 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.**

- Large Cardboard boxes
- Building materials (foam paper, construction paper, pipe cleaners, cardboard pieces)
- Markers
- Glue
- Tape
- Scissors
- Stapler
- Clips
- Sticky Notes
- Sketchbooks
- Powerpoint

Sticky Notes

Paint

Brushes

Plates

cups

**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

Self Assessment sheet

**Preparation:**

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

-Find large cardboard boxes that can be folded

-Divide students into groups that can work successfully together

-Divide the building materials and the construction materials into “mechanic kits” for each group of students

-Instruct students of proper use of amounts of building materials (i.e. how much glue, tape)

**Safety:**

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

Instruct students on the proper teamwork and safety on the large cardboard boxes.

**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.

How did people get from place to place in the past? How about today? How did you get to school? How do you travel with your family?

We are going to break into our table groups and play a game of charades (Red and Orange group on the carpet, Blue group in the reading area, Green group in the play kitchen area). In our groups we are going to play charades. Each of you needs to work with a fellow art explorer to act out a means of transportation that exists today. The other members of your group should watch the charade and guess what is being acted out!

What clues did you see that helped you guess what was going on?

**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.

-Charades will begin the process of students ideation into how transportation affects their lives.  
 - Students will choose a form of transportation and act it out, noises are allowed. The class has to guess what they were.  
 -Students will then be asked about the specifications of the transportation they acted out, example- “You acted out being on a bike! About how fast can a bike go? How many people can ride on a bike? Does a bike travel on the ground or in the sky? Does a bike make a sound?”  
 -Students will then plan their own means of transportation in their sketchbooks and be sure to include the following specifications: How fast can your transportation go? How many people can it hold? Where does it travel? Does it make a sound?

**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	<b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>	<b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b>	<b>Time</b>
1	<p><b>“Good morning art explorers! Today we will be diving into the future once again. Remember what we did last time? We got to find costumes and think about what we will look like in the future! Does anyone remember the technique we used to make our self portraits was? Yes, we made monoprints! Today we will be thinking about our lives in the future again. Now that we have thought about what we will look like, we can think about how we will get around. Does anyone know in the past how people got around without cars? Let’s brainstorm some methods of transportation and then we are going to play charades to brainstorm even more types of transportation. After that we will be making what our methods of transportation will look like in the future. How fast can your transportation go? How many people can it hold? Does it make a sound? What does it look like? Does it travel on the ground? What about in the sky?”</b></p>	<p>Students will recall what they did last class.</p> <p>Students will be oriented to what they will be doing today.</p>	<b>5 min</b>

<p><b>Today we will use cardboard and other materials and make our life sized transportation!”</b> Slide 2</p> <p><b>How do people in other parts of the world travel? Does their environment influence how they travel?</b> Slide 3</p> <p><b>In italy there is not a lot of room so many people have small cars or mopeds to travel . In Mexico City there are water canals, and people use these large canoes to travel.</b> Slide 4</p> <p><b>“First we will be playing charades in our normal table groups. Listen carefully for the instructions!”</b></p> <ol style="list-style-type: none"> <li>1. Red and Orange group on the carpet Blue group in the reading area, Green group in the play kitchen area.</li> <li>2. Work with one other art explorer to plan how to act out a type of transportation that people use today. Think about how you ride this machine, what noises it makes, how fast it can go.</li> <li>3. Each team of art explorers will act out their means of transportation. The other explorers need to show their best Mona Lisas and then guess what was acted out when it’s time.</li> <li>4. We will have 5 minutes to plan!</li> </ol> <p>All students will return to the rug. <b>We know how we travel around in this time period, but how will we travel in the future? Will we still have cars?</b> Slide 5</p> <p><b>Now that you all had the chance to pretend to be different types of transportation it is time to start planning what type of transportation you and your group will be making. When I say go you will all head</b></p>	<p>Students will learn how environment and culture can influence transportation</p> <p>Students will work together to brainstorm current types of transportation and develop ideas around specification that transportation has.</p> <p>Students will think about the various ways to identify and object without words</p> <p>Students will connect the last lesson about how they will change to how forms of transportation will change. Think of ideas before showing images</p> <p>How have the images changed their ideas?</p>	<p><b>5 min of planning</b></p> <p><b>5 min of charades</b></p> <p><b>5 Min</b></p> <p><b>8-10 min</b></p> <p><b>2-5 min</b></p>
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<p><b>to your tables and begin to plan what type of transportation your group will build by making plans with paint. You can use your sketchbook to make some drawings and then make your final design with paint.</b></p> <p><b>Somethings to consider is where does your vehicle exist? Is there a lot of water, is it cold, is there a lot of dust?</b></p> <p><b>Who uses this vehicle? Does this person travel a lot? Do they have a big family? Do they travel with animals?</b></p> <p><b>When you are done planning raise your hand and a teacher will come and talk to you about your plans.</b></p> <p>Teacher will re ask questions</p> <p><b>Where does your car exist ? Is it cold?</b></p> <p><b>What materials is it made out of? Is it for one person?</b></p> <p>Once students plans have been approved show installation art examples. (professional and kids creations)</p> <p>Slide 6</p> <p>Have students go back to their groups and talk about any changes they might want to do to their approved EXISTING plans.</p> <p>Students will participate in a gallery walk in which each group (color groups with red and Orange traveling together. Each group will be accompanied by a teacher) will go walk to each others transportation model and look at the sketches and model (in progress work). Students will be asked:</p> <p><b>-Based on the sketches and the current state of the model how fast do you think the vehicle could go?</b></p> <p><b>-How many people could it hold?</b></p> <p><b>-What sounds do you think it would make?</b></p>	<p>Students will learn how to work in groups to collaborate on one project.</p> <p>Students will think about how to modify a cardboard box into something new. Think of elements that will make it look futuristic.</p> <p>Learn to collaborate on designs, how to handle disputes, and how to delegate work.</p> <p>Students will predict characteristics about this vehicle and its environment by analyzing sketches and plans.</p> <p>Experiment with materials</p>	<p><b>30 min</b></p> <p><b>3-5 min</b></p> <p><b>3-5 min</b></p>
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	<p><b>-What will the group need to work on next time to finish their vehicle?</b></p> <p>In small groups talk to students about hot glue, cardboard, cutting out designs for outside, creating buttons. Have students glue, staple and draw on a small piece of cardboard to practice with the materials.</p> <p><b>How can I make button for my car? How can i make wings for my car? Is this too heavy to put on the sides?</b></p> <p>Cleanup will be 10 mins before class ends. Clean up : Make boxes flat, put away glue, put away sketchbooks, meet on rug.</p> <p>Discoveries Teachers will go around and write down discoveries. Students will post them as they line up for recess. Assessment:</p> <p>Day 1 Assessment/Check In : Students can verbally identify what aspects of their method of transportation they have worked on today, and what they will need to work on next class to insure that their ideas come across clearly (ex: today we finished making the main body of our vehicle, next time we need to add wheels and wings, so it can fly and go on the ground!)</p> <p>Checklist: each group identifies what they worked on today and what they will work on next time</p>	Remember what they did today, and if they learned something new.	
Day 2	<p>WORK DAY!</p> <p><b>“Good morning art explorers! Remember how last class we started to work on our methods of transportation? Today we are going to continue working. Remember, we want them to look as real as possible! Let’s talk for a little bit in our group to see if we remember what we are making together. Can each group share with the class what they are working on? What parts of your method of transportation will you be focusing on finishing up today?”</b></p>	Students recall what they did last class	5 min



<p><b>“Before we start working let’s explore what it looks like, sounds like, and feels like to work in a group.”</b> Powerpoint slide 6 on lesson presentation 6.</p> <p>Have work areas ready with cardboard boxes and other materials. Students will work on their design the rest of the class. Students will continue working on their methods of transportation Students that were not able to practice using hot glue and other building materials will get 5 min to practice. Students will use most of the class period working on their models. Students will have hot glue, paint, paper, and scissors available to use as they need it.</p> <p><b>This is a 5 minute warning, start finishing what you are working on.</b> <b>Ok everyone it's time to put our models down and meet at the rug. Before we continue on with our next activity, everyone will go back to their seats and fill out this sheet. This sheet tells us what you did in your group. You will write your names at the top.</b> <b>Then you will circle the word that you helped out with most. So if you helped out alot with the idea or design of your car than you would circle DESIGN. If you worked really hard on building you would circle BUILD. And if you were the person that was helping tell people what to work on or if someone needed help with something you will circle MANAGE. We will go over all of this again at your tables. So start putting your name on your sheet.</b></p> <p>Students along with the help of a teacher will circle their roles in both building and the skit. (Use self assessment handout ) Self Assessment Name: _____ Future Transportation: _____</p> <p><b>How did I help out my group?</b> Design      Build      Manage</p> <p><b>What did I do in the skit?</b> Story      Actor      Props</p> <p><b>Now that everyone is done with the first part then you will plan a play that uses your car or plane or whatever you built.</b></p>	<p>Students will be oriented on what they will be working on today</p> <p>Students will continue creating their methods of transportation Students will learn how to talk to each other through disagreements Student will learn how delegate others and themselves</p> <p>Students will create a skit representing their futuristic method of transportation and assess themselves.</p> <p>Students will reflect on their work during the building of their model</p> <p>Students will learn how to communicate an idea through their sculpture and storytelling</p> <p>Class will interact with sculpture and stories through short skits</p>	<p>5 min</p> <p>30 min</p> <p>10 min</p> <p>8-10</p>
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	<p><b>Remember to come up with a story. Who is using this form of transportation, where are they? What are the noises this machine makes? This time you can use words.</b></p> <p>Student reflective activity: After completing their projects, each group will create a short skit demonstrating their use of their vehicle in the future. (ex: if students made a tube that can teleport someone, each student could pretend to teleport somewhere)          -After their short skit the group will show their sketches and discuss how their ideas changed and developed over time</p>	<p>Students will once again reflect on their work and participation during the skit</p>	<p>5 min</p>
<p>Day 3</p>	<p><b>Good morning art explorers! Today we are going to compete work on our future modes of transportation and then use our models in a skit. Can someone from the Blue group tel me what they are working on? (Repeat for every group)</b></p> <p><b>We will spend the first half of class finishing our pieces and if we get done early we can work on props for our skit. When we say it's cleanup time we will all put away our tools and start working on our skit. For our mini play we will be acting like it is the future and we are using our form of transportation. Some students may fit 2-3 students in their vehicle and it some only 1 will fit. Make sure that the other people in your group have a role in your play. Maybe someone is a bird to show that your car</b></p>	<p>Students will recall what they worked on last class</p> <p>Students will be introduced to the skits for the end</p>	<p>5 minutes</p> <p>5 minutes</p>

<p><b>flies. Or maybe someone is a fish. If you have time you can make props to use for the skit. Now lets get back to work.</b></p> <p><b>Go up to student groups and ask questions : What do you think your skit will be about? Who are the characters? Where does your car/plane exist?</b></p> <p>Give students 30 min to work on 3d models. <b>Ok class it has been 30 min of work. It is time to cleanup and put away all of our tools. Remember models go in the front of the class, pipe cleaners. Fabric, scissors and glue goes on the middle table. And scraps go in the trash.</b></p> <p>Give students 5 min to clean up. <b>Everyone meet me on the rug. I will be giving the class 10 min to finish talking about their skit and what the roles are. Someone will be acting inside the car or plane, someone will be another character maybe a bird, or fish. And someone will tell the story. Where does your car exist? What time period is it? Remember use fun voices to make us believe we are in a different time and different place.</b></p> <p><b>After students are done working we will re group. Ok class we are about to beginning our skits.</b></p> <p><b>Welcome Welcome to the Denise’s Crew Theatre. Today we will be seeing some riveting plays about life in future. They will make you laugh they may even make you cry. First up we will be watching the Blue Group act in a play. The audience needs to be quiet and watch this exciting play.</b></p> <p style="text-align: center;">Teacher Assessment</p> <p>After presenting their skits, students will be assessed by asking them : “what was our method of transportation? Can you name some characteristics it had?” Teachers will then identify on a scale of 1-5 if students were able to convey their ideas through their final piece.</p> <p>1: students were unable to clearly convey the purpose of their futuristic method of transportation 2: students somewhat conveyed the purpose of their futuristic method of transportation 3. Students conveyed the purpose of their futuristic method of</p>	<p>Students will continue working on their methods of transportation</p> <p>Students will clean up</p> <p>Students will meet with their groups to discuss what their skits will look like</p> <p>Students will present their skits to the class</p> <p>Five minutes per skit</p> <p>Students will fill out a self assessment sheet after they are done, as the next group is getting ready to present</p>	<p>30 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>20 minutes</p>
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<p style="text-align: center;">transportation</p> <p>4. Students clearly conveyed the purpose of their futuristic method of transportation</p> <p>5. Students very clearly conveyed the purpose of their futuristic method of transportation</p> <p>Thank you for all of your presentations. Using these last few minutes of time circle what you did during the group skit. If you helped out with the story circle STORY, if you were an actor circle ACTOR, if you decorated or made props for your environment circle PROPS. Once we are all done hand them to a teacher while you line up for recess.</p> <p>Have blue group present 5 min plays each. After each group is have group fill out the assessment sheet (on separate doc)</p> <p><b>How did I help out my group?</b>  <b>Design          Build          Manage</b></p> <p><b>What did I do in the skit?</b>  <b>Story          Actor          Props</b></p> <p>Once all students have performed each student will have their picture taking using their 3d model.</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.)

**When each group is complete students will do a sketch about their vehicle. Some students will narrate a story about the time, place, and vehicle. Other students will help with creating props or stage setup, and some students will use vehicle. Students can share various responsibilities so they can interact with their art in multiple ways.**

**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.

<p>Did student use plans to create a 3d model of a future vehicle?  Did student take into consideration the environment of where this vehicle exists?</p>	<p>Final :  Self Assessment:  Students will write down what they think they worked on the most during their group project. Teachers will write on board words like    3d Model, outer Design, Skit, plans    Teachers will explain what each of these entail. Ie: 3d Model: helped build the vehicle using cardboard and hot glue or stapler.  Outer Design: painted the outside of the car, added details like buttons.    Checklist:  Completed painting of initial vehicle design  know what environment their vehicle exists in  Help with building or designing of vehicle  Participated in group skit</p>
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<p><b>Self-Reflection:</b>  <i>After the lesson is concluded</i> 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.)</p>
Empty space for student reflection

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

8/9/15 Fahey