**Lesson Reflection**

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**1. To what extent were the lesson’s learning targets achieved? (Utilize assessment data to justify your level of achievement)-**The learning target for the lesson consisted of:

1. Visual art has inherent characteristics and expressive features

GLE: c. Connect and compare visual art characteristics and expressive features of art and design in cultural contexts (DOK 1-3)

Upon analysis of the assessment data from the lesson it is unfortunate to see that the lesson objective was not met by the majority of the students. The students that did perform in the “high” or objective met category also did so on their respective pre-tests. This shows that even the students who performed exceptionally did so primarily because of their prior knowledge and not do to the lesson. Additionally many of the students who performed in the lowest category showed very limited engagement with the lesson often failing to answer the post-instruction lesson at all. The middle range of students showed very little growth from pre to post test and primarily resulted in no growth of skill as they simply provided the same incorrect answer for the pre and post-test.

**2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**

One of the simplest ways to improve the lesson would be in improving the logistics of the lesson. A guided notes sheet in which clear spaces are provided to answer all of the questions in the lesson would help with students not completing the entire assessment. Additionally the content needs to be delivered in a way that engages students in a more intentional manner. In introducing the six color schemes a gallery walk could be used to encourage students to explore identifying these schemes in real propaganda posters before and after receiving instruction.

**3. What do you envision for the next lesson? (Continued practice, reteach content, etc.)**

The next lesson would be an effort to revisit the subject in a three-teared differentiated manner. After identifying the specific needs of each group three activities would be created for the beginning of the class that help each group to reinforce and relearn the concepts. After each group participates in their respective activity for 30 minutes students will be directed back to working on their pieces and a similar question regarding the identification and justification of their color schemes will be given at the end of class.