Lesson Plan Title: You and Your Home Length: 8:30-9:30a

**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.

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| **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. |
| Can students draw and/or paint their home from memory?  Can students describe in their art work scale, space and color?  Based on the PowerPoint can explain how people live differently?  By using brainstorming, will students be able to develop plans to make their house unique?  Given their art work, will students be able to verbalize aspects of their art to others? |

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| **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) |
| Once upon a time, you were walking to school and all of a sudden an alien ship is flying over you and kidnaps you! After a whole day with the alien, Tosalba, it asked you where you lived so it could take you back home, because your parents were going to get worried if you didn’t come home. In order for the alien to know which house was yours, you drew it out for them. You included everything that makes up your home; like if it’s more than one story, you drew a larger house. You painted it or colored it the color it is now, and if you have square, circle or rectangular windows you included those too! Maybe you have flowers in your front yard, you draw those as well because Tosalba needs to know exactly which house is yours. |

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| **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.** |
| Composition  Patterns  Culture  Story telling  Artist Intent  Shapes  Expression  Planning |

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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, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Through the creative process, artists have a better understanding of their cultures as they express who they are.  Planning and generating ideas is an important part of the art making process.  Interpretation of world through own art. |

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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) |
| Using dry and wet media, students will draw and/or paint their home from memory.  Using their drawings and/or paintings, SWBAT describe in their artwork scale, space and color.  Based on the PowerPoint presented, SWBAT explain how people live differently.  Using brainstorming, SWBAT develop plans to make their house unique.  Given their artwork, SWBAT verbalize aspects of their home to their peers. |

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| **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**. |

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| **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) |
| Students will have access to a variety of materials, both 2-d and 3-d | Students will be able to express themselves using materials they choose |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Spoken words and/or drawing | Allows the student to express what they’ve drawn orally and visually. |

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| **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.** |
| Culture, through discussion and a presentation about what culture is.  Home, what it means to them and how it can be changed. Through group discussion students will be able to reflect.  Living, through group discussion students will be able to reflect.  Family, through group discussion students will be able to reflect.  Expression, through group discussion students will be able to reflect. And can see that they can have a form of expression in art. |

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| **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.** |
| Sketchbooks  Markers  Colored Pencils  Crayons  (IF done early, Idea bucket) |

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| 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. |
| -Power point while teacher talks  -Few slides about other cultures to help guide them  -Guiding questions to help them think about their homes   * What does home mean to you? * Do you have any pets? * Do you want to include your family into your drawing? * Who lives at home with you? * Where is your room located? * Do you have a favorite room in your home? |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Setting their stations with appropriate materials  Setting limits with the students  Allow time for cut and pasting cover pages  Short PowerPoint about culture/home  Art time! |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Students are required to sit in their appropriate seats  No running  Always ask to leave the room |

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| **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. |
| During our powerpoint presentation, show them a fork, chopsticks and tortilla and ask them what they have in common? |

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| **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. |
| While we ask them questions about their homes, they will sketch ideas on their sketchbook.  As we ask them questions on how we can also illustrate our own homes and our favorite room.   * What does home mean to you? * Do you have any pets? * Do you want to include your family into your drawing? * Who lives at home with you? * Where is your room located? * Do you have a favorite room in your home? |

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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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| 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** |
| Day 1 | 1. Teachers will start out the day by setting down some ground rules. (Since we forgot for first class)    1. Establish dos and don’ts:       1. DO: 5 attention skills (borrow from Denise): Listen, Don’t speak, Eyes on speaker, hands to yourself, don’t run around.          1. Raise your hand when you have a question.          2. We are your teachers, you can ask us questions throughout our time together that relates to what we are working on.          3. Share materials with your table/classmates.          4. Respect each other       2. DON’T: run around the classroom          1. Distract your classmates.          2. Leave the room without telling one of us.          3. Play with your materials.          4. Throw any materials around. 2. We will allow students to cut out their cover page and glue it on their covers by themselves, unless help is wanted. 3. For students that were absent, we’ll allow them to write their names on their cover and cut and paste. (They will work on their covers whenever they have time, work in progress) 4. We’ll gather everyone up on the rug and go around “critiquing” every one's work.    1. The student's will take turns and talk about what they drew on their covers.       1. Ask why they drew what they did?       2. What they are trying to create?       3. Why did they use the colors they used?    2. We will keep it short so we can jump into our next lesson about Homes! 5. After everyone has had a turn sharing about their covers, they will then listen through a very short presentation about what culture is and can be to them, e.i. their lives at home.   (We all share the same planet)    (We may dress differently)   1. We’ll have a fork and spoon, chopsticks, and a tortilla and ask the students what they have in common. 2. This will be a good visual and interactive activity to keep them interested and know just how different people are.     (How our homes look)    (But we still are all people with homes, clothes, food, family, and traditions)   1. After the powerpoint, we’ll ask everyone to go to their seats and start drawing what their house looks like.    1. What does the outside of your home look like?       1. Sidewalk       2. Pool       3. Trees       4. Garage       5. Cars    2. What is the color of your home?    3. How many siblings do you have?    4. Do you have a mom and dad?    5. What does home mean to you?    6. Do you have any pets?    7. Do you want to include your family into your drawing?    8. Who lives at home with you?    9. What does the back of your home look like? 2. Tod and I will walk around to listen to their stories/ help. 3. When students are done: 4. Have each table take turns presenting their artwork (Triangle, Hexagon, Square… etc. tables) by:    1. Having each student explain what they drew and having the class guess from their explanation who’s drawing is who’s. 5. Allow time for clean up. | 1. Students will use their attending skills and comprehend what the rules are when art teachers are there. 2. Using materials appropriately 3. Allowing students to catch up on work. 4. Observe and think about art work meaning 5. Use observation skills 6. Ideation being created through story telling. | 1. 5 minutes   2 and 3. 3-6 minutes  4. 15 minutes  5. 3-5 minutes  6 and 7. 35 mins  10. 3-5 mins |

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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.) |
| 2. When students are done:   1. Have each table take turns presenting their artwork (Triangle, Hexagon, Square… etc. tables) by:    1. Having each student explain what their real house looks like and having the class guess from their explanation whose drawing is whose. |
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| **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. |
| By using dry and wet media, did students will draw and/or paint their home from memory?  By using their drawings and/or paintings, did students describe in their art work scale, space and color?  Based on the PowerPoint presented, did students explain how people live differently?  Through use of brainstorming, did students develop plans to make their house unique?  Given their artwork, were students able to verbalize aspects of their art to others? | Using dry and wet media, students will draw and/or paint their home from memory.  Using their drawings and/or paintings, SWBAT describe in their art work scale, space and color.  Based on the PowerPoint presented, SWBAT explain how people live differently.  Using brainstorming, SWBAT develop plans to make their house unique.  Given their artwork, SWBAT verbalize aspects of their art to others. |

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| **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.) | |
| TA  Class #2  9/18/15  What worked well for this art experience? Why?  Today the PowerPoint went well and the students really liked the chopsticks activity. When the students got a bit antsy Rosie decided to play a quick Simon Says. I think the timing of that went well and everyone had fun, helping the energy of the students calm down.  What would you do differently? Why?  Have a better control of time management so that we can’t ruin the student’s daily schedule. Maybe also explain how to use materials more in depth so students can use them to their full potential. | NAME: Rosalba Soto  CLASS: #2: Your Home  DATE: September 18th, 2015  **What worked well for this art experience? Why?**  Showing the students, a little powerpoint of culture and different ways of leaving helped gain their attention. I don’t think Denise uses the smart board so much, which made them excited. Showing them the different kinds of eating tools was fun because they were allowed to use the chopsticks to pick up wheaties.  Allowing them time to draw and sketch is what they really like and we’ve been doing that. They go wild with it. For this lesson they actually did try to draw their houses although most of them were saying they couldn’t remember.  **What didn’t work well for this art experience? Why?**  Once Tod and I showed our own houses, I think some students copied us. My house has bright red bricks as a fence and two students claimed that their house had red bricks as well. I don’t know if it was true or not but one of the students was the same one from last class that started drawing flowers because I showed my flowers.  We went over their recess time which I’m glad Denise figured out a way to have them be able to go out anyway later in their day.  **What would you do differently? Why?**  Really know what to say to the students next. Our Powerpoint was kind of choppy. We need to make it flow more. We almost forgot to hand out the big pieces of paper which we then had to make the students stop drawing in their sketchbooks, but it wasn’t a big deal. They got to work right away. |

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