Lesson Plan 2 Title: Paint Your Room Length: 2 Classes

**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 the student name important characteristics of space?  Can the student relate a character to it’s environment?  Can the student explain the purpose of a color wheel? (what are primary colors, analogous, complimentary, etc.)  How can you use multimedia in a painting? |

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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) |
| As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records. To do that we must first learn how to mix our own unique, special colors. |

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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.** |
| Color Mixing  Style  Technique  Space Line Artistic Intention Artistic Process  Paint  Brushes |

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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.** |
| Decisions about art - making can be developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. |

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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) |
| **Given ideation worksheet, TSWBAT sketch room ideas to plan for a painting.** (Bloom’s:Creating- Standard: Comprehend - GLE: 1 -Art learning:Ideation  **Given a canvas, TSWBAT create a painting of a room using the inherent characteristics and expressive features of art.** (Bloom’s: Apply - Standard: Create- GLE: 2 -Art learning: Media/Technique  **Given a reflection worksheet, TSWBAT, write about their painting to show connections between their character and the room.** (Bloom’s: Apply - Standard: Create- GLE: 2 -Art learning: Media/Technique **Given examples, TWSBAT identify key characteristics of space in contemporary artist’s work.** (Bloom’s: Remebering - Standard: Reflect - GLE: 1 -Art learning: Reflect/Assess -Literacy  **Given paint, canvas, and other various materials, TSWBAT, combine processes to create a multimedia composition.** (Bloom’s:Creating- Standard: Comprehend - GLE: 1 -Art learning:Ideation |

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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) |
| Teachers will provide large color wheel as a visual template. | Multiple types of paint will be provided for students to choose from. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students will be asked to draw specific texture on their characters if they finish the complete drawing. | Students can use at least three different textures in their painting. |

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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.** |
| Line Space Illusion  Complimentary colors  Primary colors  Analogous colors  Color Wheel  Painting  Literacy Component: We will have a introduction discussion about the color wheel and how the mixing of colors work. Here analogous and complimentary colors will be addressed. The students will also fill out worksheets about the colors they have mixed and the mood of the colors. |

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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  Graphite Pencils  Paint  Paint brushes  Water cups  Paper plates  Newspaper  Canvases  Painting shirts |

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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.** |
| There will be a large scale color wheel at the front of the class. Different types of paint examples (watercolor, acrylic, etc.). |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Gesso canvases Gather materials: brushes, paint, surfaces, demos Make examples  Make large color wheel |

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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.** |
| Do not eat paint or get into eyes. Please do not put paint down the drain. |

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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. |
| The teachers will begin the lesson by sharing the performance story  *As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records. To do that we must first learn how to mix our own unique, special colors.*  Questions to encourage color mixing   * What happens when you mix one color with another one? * What are warm colors? * What are cool colors? * How would you make the color of your shirt? * What are the colors of your creature? * What about its home? * What does its home look like?   After the kids have begun the teachers will show their examples to give the students a reference if they need help coming up with ideas |

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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. |
| As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records. To do that we must first learn how to mix our own unique, special colors.    Possible questions for students:   * Why does your character have…   + large/small eyes spiky fur, rough texture, huge ears, so many arms, little feet, buck teeth, no hair? * What kind of spaces do they inhabit? * What characteristics makes these characters/living spaces interesting? |

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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)**   1. **Introduction**   As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records.  **2. Brainstorm your environment**  The teachers will break the class into 3 different groups and review their character sketches. They will reevaluate their characters and discuss in groups where their characters might live and what their environments/habitats would look like.  **3. Sketching it out**  The students will be given templates (included below) and sketch out their environments. They will be given a range of materials to choose from such as markers or colored pencils so that they can begin to think about colors. The templates will include 3 different viewpoints so that they can think about what the environment would look like from different angles, in the round.  **4. Transferring to their canvas**  Once the students have completed their sketches they will then be given canvases and pick which sketch they like the best and draw it onto their canvas to prepare to paint.  **5. Cleaning Up**  There will be no paint used in this lesson so we will get volunteers from each table to gather all materials used at that table and return them to their specific ziplock bags. They will also pile their sketchbooks in the center of the table to be picked up by the teachers | **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**   * Articulate commonalities seen in visual information * Hypothesize and discuss artist intent and mood. * Make artistic choices to communicate ideas * Compare and contrast a work of art and a design product | **Time**  **5 min.**  **15 min.**  **20 min.**  **20 min**  **5-10 min** |
| Day 2 | 1. **Introduction**  As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records.  2. **Final Goal**  Students will be show the canvases that they sketched on last class and explained that before we begin painting on them they have to learn a little more about colors.  3. **Color wheel explanation**  Teacher will preassess by asking students to name the 3 primary colors and then explain what complementary colors are and what analogous colors are and if students do not know the answers then the teacher will explain them using the color wheel template.. Teacher will use the smart board to write down vocabulary words (primary colors, analogous colors, complementary colors) and important things to remember when mixing colors (white and black do not just lighten and darken colors, they make the color less vibrant).  4. **Color mixing demo**  Teacher will have students experiment with color mixing. Teacher will tell students to mix two different colors and then ask what color they got. Specific vocabulary (warm color, cool colors, etc.) will be addressed and performed by students.  5. **Color mixing worksheet**  Students will experiment and play with the mixing of colors to complete a color mixing worksheet (in appendix below). They will mix a variety of colors and they they will choose their favorites for the worksheet. The worksheet has them paint with their mixed colors and then explain what mood each color has.  6. **Canvases**  The students will then be given back their canvases and will begin painting the environments/habitats they sketched out for their creatures last week.  7. **Clean-Up**  The teachers will lay out all canvases on the back table to dry. Students will wash their brushes and pour out their water cups and save/throw away any leftover paint.  Students will then wipe down their desks and chairs completely before being allowed to line up for recess. | * Using visual templates to connect vocabularies with visual references * Clarifying and understanding the meaning of words and phrases * Exploration and practice, transferring knowledge to application * Demonstrate skills and create connections through art to real world * Application of skills. Demonstrate in a practical application what has been learned | 5 min  15 min  10 min  10 min  20 min  10 min |
| Day 3 | 1. **Introduction**  As the mad scientist you are, you have created your character in your lab. The next step is to take that character and begin building a space, or habitat, for it to live in! You have already been thinking about living spaces and habitats so you will be designing a room for your character based on the needs of it. There is no budget which means you can absolutely anything you want into this space! Before actually building this space, we will be drawing it out and painting it on a professional canvas for secret records.    2. **Canvas Wrap Up**  The students will be given a demo at the front of the room using a demo canvas and mixed media. They will be shown how to glue on different things such as feathers, puffballs, leaves, etc. They will be pre-assessed by asking them what mixed media means. They will be told that they are learning to better their work by making more connections to their character and adding more 3-D elements to make connections to later projects.    3. They will then be given their canvases back along with found objects and sharpies and such to make more of a mixed media piece if they choose to do so    4. **Clay Sculpture Discussion**  The students will be broken into 3 groups to be given back their clay creatures. They will discuss the different features of their creatures and how to paint them so that they fit in with the environments they painted on their canvases. We will go over each students painting and clay creature and compare them so that they can get peer feedback on how to paint their creature.    5. **Painting Clay Creature**  The students will use their previous knowledge from last class about color mixing to create the perfect colors for their clay creatures. They will paint the creatures to be put in their final creature environments/habitats that they are going to build    6. **Clean Up**  The students will each be in charge of their desk pods. 2 students will collect all paint brushes and water cups and wash them at the sink. One student will be in charge of making sure all paint plates are thrown away and the final student will make sure all mixed media and unused items go back to the back table.    7. **Final Group Discussion**  Once everyone is finished painting their creatures we will come back together as a whole group and compare them to each other in a sort of “gallery walk through” and ask questions concerning their creative decisions. | ● Articulate commonalities seen in visual information                              ● Make artistic choices to communicate ideas                  ● Compare and contrast a work of art and a design product                  ● Exploration and practice, transferring knowledge to application                          ● Hypothesize and discuss artist intent and mood.     * Articulate commonalities seen in visual information | 5 min                                  20 min                    10 min                          20 min                    10 min |

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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.) |
| -The students will participate in group discussions about their artistic choices.  -The students will complete visual guides and make artistic choices based off them  -The students will create visual guides that facilitates them stretching and exploring their abilities with color |

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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. |
| Did the student complete the ideation worksheet to plan their painting?  Did the student create a painting using inherent characteristics and expressive features?  Did the students create a painting that depicts a room?  Can the student identify important characteristics about space in contemporary works of art?  Did the student complete the exit slip that shows examples of space? | Did the student complete the ideation worksheet to plan their painting?  Did the student create a painting using inherent characteristics and expressive features?  Did the students create a painting that depicts a room?  Can the student identify important characteristics about space in contemporary works of art?  Did the student complete the exit slip that shows examples of space?  **Refer to FIGURE 1 in Appendix**. |

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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.) |
| For this experience, the students really enjoyed the wide variety of materials and found objects to work with. The students got the option to add on materials to their project to make it more three-dimensional. It was interesting to see the different perspectives of each of the students and how they interpreted the project. I believe allowing them to choice from a wide variety of materials provided options and choice. Students could do or use whatever worked best for them. It worked well on pushing back the character painting another day, some students still did not even finish half of their painting after two weeks on it and others finished quickly. This allowed the students who acquire more time to get as close as possible to completing their painting.  We did not have our discovery board and a student came up to us with a discovery. She ended up writing it on a sticky note, which was fine, but it seemed as if we were not as prepared as we should have been. We also did not have a lot of some materials, which was detrimental if students saw the material and wanted to use a lot on their painting, like puffballs for example. Also the glue seemed to not be holding down materials quite as well as expected. For the next lesson I would bring a hot glue gun and have a teacher be in charge of gluing larger items onto the canvases. Also who ever is leading the lesson must fulfill their responsibilities, missing little thing could be very detrimental to our lessons.  I would make sure that we had all materials ready to go. Some students also finished early, so I would have a back up worksheet ready to go just incase. Here the students completed a sketchbook activity that seemed to have worked well, it just did not seem as organized or expected. Having a backup activity would ensure students are interested and using their time wisely, t could also be a way for us to assess students on their interests. |

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

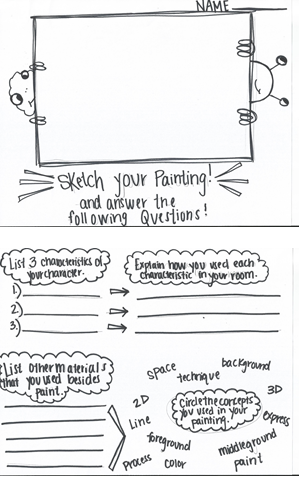


Fig. 1

8/9/15 Fahey

