Lesson Plan 2 Title: Create a Character Length: 80 minutes

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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. |
| * **Did students use their sketchbook activity to create their final character?** * **Did the student use inherent characteristics and expressive features in their character?** * **Did the student use multiple mediums to draw and build their characters?** * **Did students reference their 2-D and 3-D “sketches” while making their 3-D character?** * **Did the students answer questions in their sketchbook?** * **Can the students list characteristics of space relating to their character?** |
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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) |
| You are the most valued mad scientist in Fort Collins. You have high expectations to create a special room for a unique character that you developed from your imagination. (monster, animal, person, frankenstein) You will be given 4 chances to create a character and only the best one will be chosen. With the character you chose, you must list 3 aspects of where they would live under each character option. (What kind of room would your character love to live in? What would his house be made of? Where would he live?). After your sketches are complete, you must create a final sketch in your sketchbook of your specific chosen character to focus on. |

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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.** |
| Planning, Ideation, Artistic Intention, Artistic Process, Expression, Improvisation, Technique, Influence |

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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 artmaking can be developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments  Comprehend   * Visual arts are a means for expression and communication of ideas and perspectives. * Artists use inherent characteristics and expressive features of art to communicate meaning in all forms of art.   Reflect   * Artists and designers explore materials to make art in all its forms. * Artists and designers analyze and articulate visual information to create meaning.   Create   * Ideation influences planning in works of art. * Planning and refinement is an essential component in creating art in all its forms.   Transfer   * Creativity and innovative thinking are essential life skills that can be developed. * Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation or 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) |
| **-Using their worksheet, SWBAT brainstorm ideas to develop a character.**  (Bloom’s: Creating - Standard: Reflect - GLE: 2 -Art learning:ideation -Literacy  **-Given a template, SWBAT use inherent characteristics and expressive features to create a plan of a character.**  (Bloom’s:Creating- Standard: Comprehend - GLE: 1 -Art learning:Ideation  **-Given modeling clay, SWBAT sketch a character to relate to a specific place.**  (Bloom’s: Remembering - Standard: Transfer - GLE: 2 -Art learning: Ideation  **-Using guided questions, SWBAT respond to process questions about clay in their sketchbook.**  (Bloom’s: Remebering - Standard: Reflect - GLE: 1 -Art learning: Reflect/Assess -Literacy  **-Using visual template, SWBAT list characteristics of space, relating to their character.**  (Bloom’s: Remembering - Standard: Transfer- GLE: 1 -Art learning:ICEF -Numeracy and Literacy  **-Using clay, SWBAT sculpt a clay character to fit into a specific place.**  (Bloom’s: Apply - Standard: Create- GLE: 2 -Art learning: Media/Technique |

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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 create visual template prior to lesson. | Students will be given multiple medium options to choose from to create their character. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students will asked to create a list in their sketchbook of possible characteristics of room design. | Students will have the option to continue working by relating their created character to a desired place for them to live. |

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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.** |
| Vocabulary:  Character  Characteristics  Composition  Balance  Abstract  Collaboration  Literacy: Ideation/brainstorming as well as writing/answering questions in worksheet about where their character would live. |

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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.** |
| Powerpoint presentation  smartboard  paper  foam board  clay  clay tools  water  canvas  newspaper  visual template  discovery board scissors markers crayons colored pencils glue tape sketchbook |

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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.** |
| Reference Pictures will be presented in a PP at the introduction of lesson  https://docs.google.com/presentation/d/13luFxnZUsoG-4CUewJNfru1gW20XfoTVustwxgOSocM/edit?usp=sharing  Historical sources:  Picasso-portrait  Dora Maar - Portrait de Pablo Picasso (1936)  [www.blog.dcart.com.au](http://www.blog.dcart.com.au/?p=299)  Goya-monster  [adairjones.wordpress.com](https://adairjones.wordpress.com/tag/ovid/)  Contemporary Sources  Camilla d'Errico  [sab-24.com](http://sab-24.com/amazing-art-of-camilla-derrico/)  Examples of characters  Teacher Characters  Cartoons  Spongebob  [www.nick.com](http://www.nick.com/spongebob-squarepants/)  Minecraft Characters  toysrus.com  Children’s Clay Sources (Day 2) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| -Create and print out visual templates for character creation  -Gather materials for class  -Sketch and build own characters for ideas/reference  -Sketch ideas in sketchbook  -Lay out materials at each table before class  -Bring bins to carry students finished clay pieces |

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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.** |
| -Make sure students are careful when working with clay tools  -Caution: Do not ingest materials |

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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. |
| Teachers will begin the lesson by hooking the students in with the story.  *You are the most valued mad scientist in Fort Collins. You have high expectations to create a special room for a unique character that you developed from your imagination. (monster, animal, person, frankenstein) You will be given 4 chances to create a character and only the best one will be chosen. With the character you chose, you must list 3 aspects of where they would live under each character option. (What kind of room would your character love to live in? What would his house be made of? Where would he live?). After your sketches are complete, you must create a final sketch in your sketchbook of your specific chosen character to focus on.*  Possible questions for students:   * What are some of the characters you have seen? * What kind of spaces do they inhabit? * What characteristics makes these characters interesting? * If you could make any living thing in the world what would it look like? Where would it live? etc...   Encourage students to practice creating individual characters in sketchbook  After starting the sketches the teachers will show some of their characters for inspiration.  What would a character like this do?  What would it eat?  How would it live?  Where would it want to live? |
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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. |
| How are inherent characteristics and expressive features of art and design important in art making?  How can art be related to other subject areas?  Why does intended meaning matter?  How do artists choose their materials for making works of art? |

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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. **The teachers will start off the lesson with RAFT: teachers will explain that the students are mad scientists who have been given the task to create their own characters. We will show the students the template that they will be working on in their sketchbooks and go over one example that the teachers made.** 2. **Teachers go over a short presentation about modern artists, wild places, and then make art about characters/monsters as well as artists that depict spaces in their art.**     1. **portrait artists: Picasso, Goya, and a contemporary artist.**       1. **What do you first notice about this character?**       2. **What does the character look like?**       3. **What do you think this character does for fun?**       4. **If you created this character, what would you keep/do differently?**       5. **Where do you think this character would live?**    2. **Places: multiple places will be brought up like a cave, city, underwater.**   **3. At their tables, students will be asked to do a 3D sketch exercise. The students will be instructed to sketch in modeling clay what kind of character they would believe that to live in that specific place on the smartboard.**  **4. After making 3D sketches, teachers will hand out visual template. Using a variety of materials provided at each table, the students will sketch 4 possible characters in templates provided. These sketches will act as references for the student’s final clay character sculpture. They will then work on drawing and writing about the characters they make.**  **5. We will then split the students into 3 small groups to discuss what they drew, sculpted, and which character they want to focus on. Teachers will ask the group and individual students some of the following questions.**   * **Why did you choose this character to focus on?** * **What are some special features to this character?** * **Where would you find this character living?** * **What does this character do?**   **6. The teacher in each group**  **will then explain to their**  **group the next step: they**  **will take their favorite**  **character and now make it**  **into a full size drawing in**  **their sketchbook. The**  **teacher will then release**  **them to go back to their**  **table to work on their**  **drawing with multimedia of their choosing.**  **7. Clean up. Students will each**  **clean up their own space and**  **then put all their supplies back**  **in the bag. Teachers will go**  **around and collect the 3d sketches, the bags, and the sketchboks.** | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.)  **2. Developing one’s perspective: creating or exploring beliefs. arguments, or theories**  **3. Comparing and contrasting ideas with actual practice**  **4. Comparing and contrasting ideas with actual practice**  **5. Developing confidence in reason**  **6.Developing intellectual courage** | **Time**  **10 min**  **15 min**  **15 min**  **25 min**  **5 min** |
| Day 2 | 1. **Students will be asked to join the teachers and classmates around 1 table where the teachers will be give a demonstration of clay techniques.**  * **how to make a coil** * **how to make a pink pot** * **how to clip and score** * **what different tools are use for** * **safety with clay tools.**   **2. Students will then be sent back to their respective tables. Teachers will then explain the project that they will be working on today. Teachers will also show example of their own character work. Students will be building their chosen characters into clay figures.**  **3. Students will work on making their clay figures.**  **4. As students begin to finish, they will gather into their small groups to talk about their new 3-D character and to explain what techniques they used. Small groups will be divided evenly amongst the 3 teachers.**   * **What techniques did you use?** * **Why did you choose those certain techniques?** * **What is something that you emphasized on your character?** * **What was the most important thing to have on your character?**   **5. Once the discussions have finished up, students will place their finished clay characters on the back table where the teachers will handle them after the students leave.**  **6. Students will clean up. Each student will be assigned individual tasks. Students will be responsible to clean their area and place all tools back in their table’s bag. Teachers will collect each table’s bag. Selected students will be responsible to wipe down all the tables.** | 1. Clarifying and analyzing the meanings of words and phrases   2. Listening critically: the art of silent dialogue  3. Turning 2D sketch into 3D sculpture  4. Discuss significance of techniques in building process  Developing criteria for evaluation: clarifying values and standards | 15 min  5 min  40 min  10 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.) |
| -Complete worksheet  -Students will be divided into small groups to look at each other's art and to talk about how they created their characters. They will also discuss where these character would live and characteristics about them  -Create a skit in their small groups with their characters and present it to the rest of the class  -List tools and building techniques learned in class |
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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 students use their sketchbook activity to create their final character?** * **Did the student use inherent characteristics and expressive features in their character?** * **Did the student use multiple mediums to draw and build their characters?** * **Did students reference their 2-D and 3-D “sketches” while making their 3-D character?** * **Did the students answer questions in their sketchbook?** * **Can the students list characteristics of space relating to their character?** | * **Did students use their sketchbook activity to create their final character?** * **Did the student use inherent characteristics and expressive features in their character?** * **Did the student use multiple mediums to draw and build their characters?** * **Did students reference their 2-D sketch while making their 3-D character?** * **Did the students answer questions in their sketchbook?** * **Can the students list characteristics of space relating to their character?** |

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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.) |
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