Lesson Plan Title: Sketchbook Squares 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. |
| Materials used in the past:  Scratch art, water color, crayon, mono-printing, drawing, masks, paint, clay, and plaster.  Concepts used in the past:  Architecture, culture, symbols |

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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 traveling on a boat when suddenly the wind blows you in the wrong direction and you ship crashes into a deserted island. You panic and begin to look around for food and shelter. You come back with only a journal. To keep yourself sane, you begin to draw pictures of all your favorite things. Your favorite food, your home, your friends, your hobbies, etc. After many days and many symbols, you spot a boat in the distance. You scream at the top of your lungs and the boat comes closer to the island. You try to talk with the man but he does not understand what you’re saying. So you open your journal full of symbols to explain who you are. |

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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 Reflection, Artistic Intention, Artistic Process |

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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. |
| Teacher version:  Individual aesthetics and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments  Student Friendly Version:  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 a list of questions, the student will be able to brainstorm symbols that will be personal to them.  -Given various materials the student will be able to create symbols that describe their interests.  -Given their drawn symbols, students will be able to compose a sketchbook cover using the inherent characteristics and expressive features of art.  -Given their artwork, students will be able to compare and contrast compositions to determine artist intent  -Given the teacher’s artwork, students can identify the meanings found in symbols. |

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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 can cut out 2x2 inch squares prior to lesson for students who require more time. | Students will be given multiple medium options to choose from to create their symbols. |
| Extensions for depth and complexity: | Access (Resources and/or Process) | Expression (Products and/or Performance) |
| Students will cut their own boxes (variety of sizes) to create a more complex composition. | Students will have the option to create abstract depictions of their symbols. |

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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: Symbols, Representation  Literacy: Ideation/brainstorming as well as talking about final products in small groups. |

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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. |
| paper scissors markers colored pencils  oil pastels  newspaper 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. |
| * PowerPoint presentation * Examples of own artwork |

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| Preparation:  What do you need to prepare for this experience? List steps of preparation in a bulleted format. |
| * Create PowerPoint with images of our work * Create sketchbook covers * Gather materials for class * Cut out 2x2 inch squares |

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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 scissors |

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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 each show and talk about their art. Students can ask questions in addition to answering questions already planned for the students.  Possible questions for students:   * What do you notice in their piece of art? * Do you know what a symbol is? * Can you find any symbols in this piece of art? * What do you think those symbols mean?   Relate teacher work to how they use symbols.  When introducing the project, the teachers will go through their covers and ask questions to the students to learn more about their teachers.   * Whose sketchbook do you think this is? * What can you assume about that person based on their images? * Are any of their images abstract? * Could they mean something more than just the image? |
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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. |
| Students and teachers will come up with a list of possible ideas for their drawings. We will also have a back-up list of ideas to give tot the students if they need more.   * Favorite sport * Favorite hobby * Favorite food * Favorite music * Favorite place * Favorite color * Favorite TV show * Favorite movie * Favorite game * Favorite subject in school * Favorite superhero * Favorite monster * Etc. |

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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)  The teachers will have a mini art show (with their own art) to break the ice and show students what kind of art they are interested in making. The teachers will each show 1 piece of art that uses symbols.  -The students will guess what symbols were used and how they influenced the piece of art.  The teachers will break students into 3 different groups.  Next the teachers will show a completed sketchbook cover (full of symbols) to motivate students for the activity.   * Who’s sketchbook do you think this is? * -What can you assume about that person based on their images? * Are any of their images abstract? Could they mean something more than just the image?     Teachers will demonstrate an example.  -Favorite animal: the box could include a cat, a cat paw print, cat food dish, cat toy, etc. For further in depth assignment, student can create abstract representations of their favorite things. They will also provide an abstract symbol for the children to find the message behind it. We will then discuss what makes a symbol abstract and how they can do that.  Teachers will have paper squares cut out and prepared for the lesson. ( 2” x 2” ) all materials will be readily set up and available for use.  paper scissors markers crayons colored pencils glue tape sketchbook  Teachers will have the children brainstorm a list of their ideas for symbols they can draw. We will draw a couple together and then add more to the list as they begin to get stumped.  Teachers will have a large list of possible ideation processes, and students will be able to come up with their own ideas to visually represent.   * Favorite sport * Favorite hobby * Favorite food * Favorite music * Favorite place * Favorite color * Favorite TV show * Favorite movie * Favorite game * Favorite subject in school * Favorite superhero * Favorite monster   Students come together in large group to share the lists they have made.  A teacher will then tell the students what materials are at each table and how long they have to work.  Students will then start drawing their symbols on their squares.  Once the students have completed as many squares in the given amount of time, the students will then arrange the squares into a personal composition on their sketchbook cover using symbols of choice.  When the sketchbook is arranged how they like the students will use glue sticks to glue the squares down.  Students will clean up the supplies and materials. We will assign students tasks to gather certain materials.  Once the sketchbook cover is completed to their liking, students will reflect by exploring other classmates’ interests. Students will compare and contrast symbols to learn new interests of others. To do this, students will be split back into 3 groups. The teacher will then lead a small group discussion to find similarities and differences between students.  Post assessment Questions:  -Did the student brainstorm ideas in their sketchbook?  -Did the student draw symbols?  -Did the student create a composition on their sketchbook?  -Did the student compare and contrast their sketchbook with their small group?  -Can the student identify what a symbol is? | 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.)  Students will identify what kind of art their teachers make and how their artistic process works. Drawing conclusions and making inferences  Students will identify things that are important to their teachers. Observe and make hypothesis.  Students will be able to brainstorm ideas for their symbols.  Students will be able to brainstorm ideas for their symbols.  Students will arrange their symbols into a meaningful composition.  Students will compare and contrast symbols on their sketchbook covers. | Time  10 min  10 minutes  5 min  20 min  10 min  5 min  15 min |
| Day 2 | N/A |  |  |
| Day 3 | N/A |  |  |

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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.) |
| Students will share their sketch book covers with classmates to compare interests and hobbies in addition to things that are important to them.   * Did the student brainstorm ideas in their sketchbook? * Did the student draw symbols? * Did the student create a composition on their sketchbook? * Did the student compare and contrast their sketchbook with their small group? * Can the student identify what a symbol is?   They will interpret each other’s sketchbooks to try to discover what their symbols say about them. A goal for the students is to find out one thing about their fellow classmates that they didn’t know prior to them sharing their sketch books. They will write down one take away they got from the activity. |
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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. |
| Review each other’s sketchbook covers.  Group discussion to have students share commonalities or something new they have learned about a classmate.    After group discussion record one takeaway in sketchbook (drawing, sentence, etc.)  Did students create a list that allowed them to brainstorm personal symbols?  Did students use markers, colored pencils  did the students draw personal symbols?  Did students create a composition using their drawn symbols?  Did the students compare and contrast interests with their classmates using the given prompt questions?  Did the students identify symbols in their teachers artwork? | Takeaway/ exit slip in sketchbook. |

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