Lesson Plan Title:­­­­­­­­­­­­­\_\_\_\_\_\_\_\_Bag-imals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_\_\_\_\_\_\_\_3 Days\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. |
| For each topic of a project, the teacher will introduce what the project will be followed by the topic. With this, they will ask for some of the students to give their best definitions of what they think “form” or “balance” mean (depending on the project) and use that to clarify pre-determined definitions or solidify ones that are correct. In doing so, they will be able to modify how they explain the further activities in the project (breaking down similar shapes or explaining terminology).  As the lesson progresses, the teacher will revisit these moments of asking for definitions and clarifying until students are able to work out a correct definition by relating it to what they are doing in the project. |

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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) |
| Many zoo-goers want to get closer to the animals in order to see them up close and possibly interact with them. However, many of the animals kept in zoos can harm people, so it’s very unreasonable to allow the public to interact with lions, tigers, and bears. Due to this desire, though, the zoo has determined that it is necessary to create a new section of the zoo designed for those that want to get closer to the animals. In doing so, sculptures of the animals must be made, and you have all been recruited to create as close to accurate animals as you can for the zoo-goers to interact with.  R—Zoologist Preservationist  A—Zoo-goers  F—Animal Sculptures  T—Form |

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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.** |
| * Shape * Form * Observation * Texture * Pattern |

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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. |
| **Students will be able to identify different shapes that are present in objects.**  **Students will be able to construct basic forms utilizing varying shapes.** |

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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) |
| **Students will be able to determine the basic shapes that make up an animals face by comparing similar animals to one another.**  (Bloom’s: Understand; Standard: Observe and Learn to Comprehend; GLE: Identify how artists make choices using the language of visual art and design to communicate ideas; Art Learning: Shape, Observation;)  **Students will be able to describe the reasons they chose the shapes that they did for their animals based on what they see.**  (Bloom’s: Understand; Standard: Envision and Critique to Reflect; GLE: Share and explain choices made and possible next steps in personal works of visual art and design; Art Learning: Observation, Pattern;)  **Students will be able to design and construct a paper bag animal based on shapes they found in the form that can stand on its own.**  (Bloom’s: Create; Standard: Invent and Discover to Create; GLE: Plan and create works of art by exploring and creating meaning through symbolization; Art Learning: Shape, Form, Texture, Pattern;)  **Students will be able to connect how their animal represents the animal they chose based on the shared shapes in its form.**  (Bloom’s: Analyze; Standard: Relate and Connect to Transfer; GLE: Observe and discuss how visual art and design are evident in the everyday life of communities; Art Learning: Observation;) |

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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) |
| For students that are struggling with pulling individual shapes from an animal’s form, they will be able to create a simple drawing of the animal to help understand the breaking down of shapes in an animal’s form. | Instead of a paper bag animal, the student will have a drawing of their chosen animal that focuses on drawing the shapes rather than getting the shape correct, cutting it out, and gluing it to a paper bag. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| For students that are excelling in constructing their paper bag animal, they will have the option of adding further details like texture and pattern to their animal. | Instead of a flat color (save for the texture of oil pastels and paper), the animals that the students will create will include textures and patterns similar to the animal that they chose. |

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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.** |
| * Form * Shape * Color * Texture * Pattern |

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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.** |
| * Drawing paper * Erasers * Sharpie * Oil Pastels * Brown Paper Bags * Scissors * Glue Sticks/Elmer’s Glue |

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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. |
| * Images of sculptures from Donatello (in presentation) * Images of different animals with similar qualities (in presentation) * Teacher example (in the classroom ready to be shared) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Create a presentation to show the students at the beginning of class * Find appropriate examples showing form from a historical artist * Create and determine the best course of action for making a paper bag animal * Set aside the appropriate materials for each day to be aware of how much you have available * Test and see if it’s a good idea to let the students choose their own animals or have them pick from a set pool (determine based on first class) * Settle on learning targets for the main project and the preceding days in order to provide a manageable goal overall and for each day * Finish an example for the students to see what they’ll be making for the form project |

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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 to treat materials with care * Make sure to keep your body safe * Respect your classmates |

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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. |
| “Have you ever been to a zoo and wanted to get close enough to touch some of the animals? To feel what a tiger’s fur is like or how a shark’s skin is like sandpaper? Maybe you’ve want to hold a parrot on your arm or see how a monkey’s paw is similar to your own hand. This is your opportunity to create an interactive model of that animal so that you can interact with them. The main goal is to create a sculpture of an animal that utilizes the main shapes of the animal’s form that can stand on its own, but whatever you add beyond that is up to you.” |

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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. |
| “What are some different kinds of shapes?”  “How can you translate different forms into single shapes?”  “What are some animals that have similar shapes in their form?” |

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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 teacher will greet the students at the door as they come in. They will proceed to have them walk into the room quietly and show their best “Mona Lisa’s” when they sit down.  The teacher will then determine who the class captain is after acknowledging how silent everyone is or by waiting until the students are silent and ready to listen. They will swear the teacher in and reiterate the importance of showing their best behavior for their class captain.  Following that, the teacher will then introduce the next project “Bag-imals”, and show the students their example. Afterwards, they will move into the presentation where they’ll talk a little bit about how form is something an artist uses.  During this presentation, the teacher will have some of the students give their best definition and understanding of what “form” means and use it to adjust how they proceed with the explanation of form and shape.  Once they are past this point, the teacher will have the students break down the different shapes they see in the example images of animals presented. To start them off, the teacher will describe one shape they see so as to give the students an understanding of what is expected from this activity.   * “Can you find an example of a “triangle” somewhere on this animal?” * “Can you find an example of a “circle” somewhere on this animal?”   Once this is done with the two sets of examples, the teacher will relate two images (one of an owl to a paper bag owl) and how the shapes that were found in the owl were used in the sculpture.  Afterwards, the teacher will relate this use of shape to how the artist Donatello used complex shapes to create the statues back during the early renaissance.  Following the presentation, the teacher will hand out the beginning pieces of paper instructing the students that:   * This is their ticket off the rug * They may head to their seat and write their names and class on the back of their paper * When they are done, flip it over and hold their pencil like the Statue of Liberty to show they are ready   Once the students are ready, the teacher will begin a demonstration of pulling shapes from an animal and guiding the students through the drawing. This way they get a feeling for how to find shapes and can relate them to how to draw other animals.  After the teacher is done with their demonstration of pulling different shapes, they will then allow the students to begin working on their final animals or continue practicing if they so wish. | **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 2 | The teacher will greet the students at the door as they come in. They will proceed to have them walk into the room quietly and show their best “Mona Lisa’s” when they sit down.  The teacher will then determine who the class captain is after acknowledging how silent everyone is or by waiting until the students are silent and ready to listen. They will swear the teacher in and reiterate the importance of showing their best behavior for their class captain.  The teacher will then refresh the student’s memory by going through the presentation again and asking similar questions about “form” and the shapes in animals.   * What is form? * What kinds of shapes do you see that are similar?   Afterwards, the teacher will let the students know that the first goal is to complete their animal features (trace with sharpie color with pastels) and then cut them out. It will be easier to color the entire sheet first and then cut them out. Once they are finished with that, they may use tempera cake paints to start painting their animals body.  The overall goal for the day is to get the features finished and mostly cut out and the paper bag body painted. The features will be glued on next time. |  |  |
| Day 3 | The teacher will greet the students at the door as they come in. They will proceed to have them walk into the room quietly and show their best “Mona Lisa’s” when they sit down.  The teacher will then determine who the class captain is after acknowledging how silent everyone is or by waiting until the students are silent and ready to listen. They will swear the teacher in and reiterate the importance of showing their best behavior for their class captain.  The teacher will then refresh the student’s memory by going through the presentation again and asking similar questions about “form” and the shapes in animals.   * What is form? * What kinds of shapes do you see that are similar?   Once this is finished, the teacher will inform the students that the goal for today is to finish cutting out their animal’s features and get them glued to the paper bag. Extra time may be needed on a catch up day or a full day depending on how many people are able to finish today. |  |  |

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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 be able to see some of their work hanging in the art hallway where they are regularly cycled around so that other students are able to see what the others are working on.  There are self-graded rubrics available for students to circle what they believe they deserve as a grade. There is, also, a section for where they can give a short explanation about why they think they deserve the grade that they do.  *(Based on observations, the reflection portions are usually at the beginning of each class and pertain more to the skills and concepts than the work itself.)* |

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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. |
| **Were students able to determine the basic shapes that make up an animals face by comparing similar animals to one another?**  **Were students able to describe the reasons they chose the shapes that they did for their animals based on what they see?**  **Were students able to design and construct a paper bag animal based on shapes they found in the form that can stand on its own?**  **Were students able to connect how their animal represents the animal they chose based on the shared shapes in its form?** | A rubric with the scale of 1 to 4. Students will reflect on how well they think did in relation to the effort they put forth and whether they did the best they can. This allows for them to worry less about specific guidelines or criteria to meet and more about the application and use of skills in the art making process. *(See separate example)* |

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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.) |
| Overall, all of the students managed to complete a paper bag animal sculpture while most of the ones that went unfinished were due to absences. The students were able to creature features for their animals without any major issues other than losing some of the smaller pieces, which were easily replaced. They all were able to stand on their own, as well, and they all were a good reflection of where the student’s skill levels were at and where they needed to focus more on directions and on their art.  As for what would likely change, I would probably have all of the students do a guided shape extraction from animals so that they had any and every shape that they would probably need. This way, they wouldn’t have to get individual pictures pulled up or printed for them to use, and they’d be able to see all the shapes at once. It would work better in terms of organizing all of the animal features, as well, plus I’d likely include a plastic bag at the very beginning so that they have a place to put the features that were cut out.  In the next lesson, I will likely try to focus on streamlining the process so that they’re not running into troubles with the entire design, but not taking away the entire designing process. One thing I noted is that this lesson was very self-guided and while it worked, it was clear that students had a little bit of a hard time getting going. By doing more teacher-guided setup, the students will have an easier time of guiding themselves through the creative side of the project instead of the base structure. |

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

8/9/15 Fahey