Visual Art Lesson Plan Lesson Title: Maasai Necklaces Grade: Kindergarten

**Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

In a society where you encounter many different people every day, there are many different cultures that you are going to come into contact with. This is to help expand their understanding of cultural differences and learn about the different cultures of art making.

**Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired?

**How patterns can have meaning even if they are simple or if they are complex.**

**Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning?

**What kind of patterns have you seen or see now?**

**Have you applied meaning to patterns before?**

**Outcomes - Students will know...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

**Students will be able to:**

**Students will be able to discuss different patterns and what they may mean.**

**Students will be able to incorporate their ideas into a design based on something they enjoy.**

**Students will be able to create a decorated necklace utilizing pattern with personal importance.**

**Students will be able to reflect on their patterns and how they relate to themselves.**

**Assessment Instrument (s):** By what criteria will “performances of understanding” be judged?

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)*

**Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

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.)*

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

You are all explorers on the continent of Africa. In your travels, you have met many different people, but none like those of the Maasai and their necklaces. Beautiful colors and patterns adorn these necklaces, but what you’ve learned is that it is the women who primarily make these adornments. Despite this, they want to share their culture with the world.

Motivation: How will you hook all students and hold their interest?

In a world of patterns, you see them every day be it on clothes, books, or in your own drawings. They hold meanings, but may differ from one person to the next. You are all investigators visiting the Maasai people where you are being taught the ways of their necklace making practice. Very few are shown such things and this is a huge honor to be granted. One thing to keep in mind is the importance of the necklaces and what it means to the people because this is the true purpose behind the practice.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

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).

Materials, Resources, Safety: What is needed to complete the learning plan?

* Pencils
* Markers
* Scissors
* Hole punches
* Paper Plates
* Yarn
* Maasai Necklaces (presentation)
* Examples of patterns (presentation)
* Teacher example (in class)
* Make sure to treat materials with care
* Make sure to keep your body safe
* Respect your classmates

Instruction: What content knowledge (know) and skills (do) will be taught for students to be successful in this art experience? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? (Understand) Include literacy and numeracy?

The teacher will greet the students at the door and ask them to sit quietly on the rug while showing their best “Mona Lisa” (sitting quietly and attentive).

After they are all seated, and quiet, the teacher will sit down and review how many points the class has as a total. At the teacher’s discretion, they may award a dojo point if they are all sitting quietly, ready to go.

Once this has been determined, the teacher will then move into the lesson’s presentation, and ask the students for what they think “pattern” means.

The teacher will then go through the presentation discussing how pattern can take different forms based on line, shape, and color.

The teacher will then relate things back to the example images where pattern is used and how the Maasai used pattern in their necklaces.

Afterwards, the teacher will then hand out the paper plates to the students for them to take back to their seat. Once they have done that, they are to hold their pencils up in the air to show the teacher that they are ready for the next step.

The teacher will then demonstrate how to set up the paper plate for the necklaces and how to cut out the middle section for their necks.

From there, the students will be able to use the rest of class before cleaning up to get started on their works of art.

At about six minutes before the end of class, the teacher will call the students’ attention and wait for them to be silent. They will then instruct them to return things to their table caddies, check for their names on the plates, put their drawings on the turn in table, and join the teacher on the rug.

The teacher will then ask the students how the class did in relation to doing their best in class. From there they will ask about what some of the good things were and some bad things. Then the teacher will ask about what they could do better next time.

The teacher will have the students line up carefully, and quietly, and then wait until they are ready to be dismissed.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

For students that have trouble working through the project, they will be able to ask the teacher for assistance and clarification, extension in time, and/or do the best that they can to their abilities.

However it ends up, depending on their needs and requests, the student’s project would be reflective of their capabilities as a student and not based upon specific criteria levels of accomplishment. They are being graded on their skill level.

**Understanding the plan...**

**Stage 1 – Desired Results**

* Relevance - What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
* Essential Understanding(s) - What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
* Essential Question(s) - What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
* Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

**Stage 2 – Assessment Evidence**

* Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
* Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

**Stage 3 – Learning Plan**

 W = help the students know where the unit is going and what is expected? Help the

 teacher know where the students are coming from (prior knowledge, interests)?

 (Comprehend)

 H = hook all students and hold their interest? (Reflect and Create)

 E = equip students, help them experience the key ideas, and explore the issues to

 generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect

 and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

 T = be tailored (personalized) to the different needs, interests, abilities of learners

 O = be organized to maximize initial and sustained engagement as well as effective learning?