Lesson Plan Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The Enchantment of Color\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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. |
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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) |
| Your job today as “Art Sorcerers” is to understand the art world around you and how it impacts your everyday lives. A part of understanding this is learning how materials interact, combine, and argue into what becomes something akin to a magic spell. Before this, though, it is important that we plan out systems so that our magic spells do not backfire on us so that way we don’t look funny to teachers and other students.  (Make direct interactions with things in demonstration)  R - Art Sorcerer  A - Teachers, students  F - Listening Skills and Following  T - Being a courteous Art Sorcerer |

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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.** |
| **Concepts**   * What does being a courteous Art Sorcerer look like? * How does art define others and how does it define who I am?   **Art Concepts**   * Line * Color * Shape |

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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 learn about how color can be applied in different ways to create different meanings in the art they make. |

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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) |
| **After going through the systems and routines an Art Sorcerer follows, students will be able to explain how materials are used appropriately to make art.**  (Bloom’s: Understand; Standards: Comprehend; GLE: I can listen to other people’s ideas about art; Art Learning: Understanding and recognizing routines of an art sorcerer; Literacy: listening and discussion)  **Using pastels and colored pencils, students will sketch and draw a picture that illustrates a story about their favorite/important thing.**  (Bloom’s: Apply; Standards: Create; GLE: I can talk about why I made my art, I can play with materials to get ideas for my art; Art Learning: Making, exploration, designing, and playing. Literacy: art vocabulary)  **After finishing their drawing, students will share their drawings with one another and describe what they drew and what they are thinking of adding.**  (Bloom’s: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art, I can talk about different types of art; Art Learning: discussion, listening, questioning; Literacy: art vocabulary, art analysis |

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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) |
| In progress… | In progress… |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| * Students can combine materials to create a multi-media project | * Students can combine pastels and colored pencils |

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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.** |
| * Oil pastels * Crayons * Watercolors * Dry Pastel/Chalk * Representation * Composition * Expression * Interaction * Kandinsky * Color * Line * Shape   We will be using wet and dry materials over the next three class periods in order to build an understanding of how different types of materials interact with each other. The materials that will be used are: crayons, pastels, watercolors, and dry pastels. This will allow us to cover quite a few different literary terms concerning art materials and media through discussion, critiques, and sharing with a partner. |

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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 * Oil pastels * Crayons * Watercolor * Dry Pastels/Chalk * Water * Brushes * Watercolor paper (or something similar that can take a decent amount of water abuse) |

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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. |
| * Teacher examples of color combination   + Color swatches using different colors * Examples of other artworks that have a lot of color variation   + Presentation to include work by Kandinsky to have students generate ideas relating to colors and how they interact.   + Imagery found from Museum collectives through Google Images.     - Kandinsky Circles     - Composition VII     - Picture with an Archer |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Stop by CSU to pick up Art Box and sketchbooks * Set up four stations: 2 oil pastel and 2 crayon (day two: 2 watercolor stations and 2 chalk stations) * Have sketchbooks ready to be handed out (have them remain sitting while we call out names. Have them raise their hands and we’ll hand them out to prevent mass movement.) * Have paper cut out and set-up at stations rather than handing them out. * Have the stations prepared and setup with the necessary amount of chairs for each group. |

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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. |
| * Don’t throw materials at each other or across the room * Don’t poke/draw on other people * Don’t eat pastels * Don’t draw on other people's’ papers unless asked to do so. |

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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. |
| * What is an “Art Sorcerer”? * Compared to students, how are Art Sorcerers similar to them? What ways are they different? * How would an Art Sorcerer behave in a classroom/studio space?   + Teacher will demonstrate proper and improper ways of handling and using materials. * Why would an Art Sorcerer want to follow a system or routine?   + Teachers will create examples of scenarios * What kinds of systems or routines would you want in your studio space?   + Teachers will relate these back to their classroom norms. |

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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. |
| * To begin our creative thinking process, I want you to pick your favorite object or thing(a toy, book, scooter, pet, etc.) and close your eyes. Focus really hard on that object and picture it in your head. If it helps you remember for this next part, go ahead and sketch some ideas down in your sketchbook. Once you have your object, think about the following:   + How is it used?   + Where is it used?   + Does your object have a story?   + Where is it now?   + What shape is it? * After you’ve got a clear idea about your favorite thing and some answers to the questions, think about how you might use this information to illustrate a story about it. That is what we’ll be doing over the next few days. |

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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)**  **10 minutes - Systems Intro**   * Teachers will greet the students as they come into the classroom and sit with them on the rug. * After they have their morning meeting, teachers will start the day asking the students about “Art Sorcerers”.   + When we say the term “Art Sorcerers”, what ideas come to mind about what they do?   + Compared to being students, how are Art Sorcerers similar? How are they different? * Teachers will then explain that Art Sorcerer follow rules and systems just like students.   + How would an Art Sorcerer behave in a classroom/studio space?     - Teachers will demonstrate proper and improper behavior.   + Why would an Art Sorcerer want to follow a system or routine?     - Teachers will create examples of scenarios.   + What kinds of systems or routines would you want in your studio space?     - Teachers will relate this back to their classroom norms.   **10 minutes - Assignment Intro**   * Following the setup of systems, and what they look like, teachers will then introduce the assignment that students will be working on for the next three sections. * They will explain that it will be a combination of dry materials and wet materials.   + What would the difference be between wet and dry materials? * Teachers will ask that students spend time exploring with the materials at the stations they will be going to and that they will all get time with each material. * Teachers will explain that the first step for this project is to make small sketches of one to two favorite things/objects in their sketchbook using both dry materials.   + Use multiple shapes, different lines, and a variety of colors to explore different ways to draw your subject.   + Don’t be afraid to draw it multiple times either because it will help flush out your ideas and perhaps generate new ones.   + Aim for at least 5 sketches in your sketchbook with a mix of materials (crayon/pastel). * Teachers will then say that the next week they’ll work with wet materials, and the last week they’ll make their final drawings. * Teachers will then direct the students to their first stations based on their color groups and review who is in each group if needed. * Students will then make their way to the stations and begin working on their sketches.   **10 minutes - Work Time**   * Teachers will keep track of time while students work. * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time.   **5 minutes - Gallery Walk/Station Swap**   * After the first block of work time, teachers will ask the students to stop where they are and put materials down. * They will then have the students leave their sketchbooks open to their sketches and get up to stand with the teachers. * The teachers will guide the students from table to table, careful not to gather around them, and ask what they see. * After a few comments on each, the teachers will then ask the students to return to where they were to get their sketchbooks, and then move to the next station.   + Orange group and Green group switch   + Red group and Yellow group switch   **10 minutes - Work Time**   * Teachers will keep track of time while students work. * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time.   **5 minutes - Clean up**   * Teachers will ring a bell three times which signifies to the students that it’s time to clean up. * Teachers will explain to students where everything goes (crayons back in boxes, pastels back in boxes, etc). * Teachers will help students clean up and make sure no stray materials are left out. * Students will help teachers put everything in the tub as they meet up on the rug to begin their discussion.   **10 minutes - Reflection/Discussion/Put-a-way**   * Class will reconvene together on the rug in the front of the class in a circle. * Teachers will ask the students to place their sketches in front of them to use as examples. * Teachers will then ask the students to comment on things they noticed while working with the materials.   + What differences did you notice between the two materials?   + What similarities did they have?   + When you walked around to look at everyone else’s sketches, what did you notice about them?     - Color, shapes, symbols, lines   + What similarities did you see? What differences? * Teachers will then conclude the discussion and ask the students to place their sketchbooks neatly in the sketchbook tote before getting ready for recess. | **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**  Students will…   * ...be introduced to studio systems and how studio is going to work over the next few weeks. * ...be able to use oil pastels and colored pencils to mix colors effectively. * ...be able to use oil pastels and colored pencils to begin making a sketch of their favorite object. * ...be able to see similarities and differences between oil pastels and colored pencils * ...be able to describe their own artwork and appreciate others’ artwork | **Time**  **10 minutes**  **10 minutes**  **10 minutes**  **5 minutes**  **10 minutes**  **5 minutes**  **10 minutes** |
| Day 2  Day 3 | **I still concerned about the relationship between talking and making. How can you engage students in exploring, experimenting, and creating more?**  **5 minutes - Art Classroom Norms Review**   * Teachers will have the norms up, ready to go * Students will be asked what the norms are to refresh their memories. * Include specifics about handling watercolors and chalk with water.   + Do you want to put a lot of water in with the paint?   + Make sure we don’t spill too much water to preserve the paper and our sketchbooks.   **10 minutes - Assignment Intro**   * Teachers will have their blog up on the screen with images from the last class to “pick up” where we left off. * (Include more about the blog) * Students will be asked to add to their pieces from day 1 with watercolor and/or chalk and water. * Students are encouraged to go back into their piece, even if they consider it finished. * Students will be shown examples of watercolor work to begin their thinking about color and blending   + Demonstrate the way that colors can mix together and use just red, blue, yellow while asking them to watch what happens and what they notice when the colors mix.   + When mixing colors, would you want a dry brush or a wet brush?   + When mixing, do you want a lot of water or small amount of water? * Teachers will show examples of how the different materials can be used together.   + Personal piece for the project.   + Demonstrate how the different materials interact with each other.   + Ask the students what they see is happening. How does the watercolor act with the crayons?   **10 minutes - Work Time**   * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time   **5 minutes - Gallery Walk/Station Swap**   * After the first block of work time, teachers will ask the students to stop where they are and put materials down. * They will then have the students leave their sketchbooks open to their sketches and get up to stand with the teachers. * The teachers will guide the students from table to table, careful not to gather around them, and ask what they see. * Specific questions include:   + how are materials being used and taken care of at this table?   + What do you think these students were sketching?   + How have they used the material to tell their story? * After a few comments on each, the teachers will then ask the students to return to where they were to get their sketchbooks, and then move to the next station.   + Orange group and Green group switch   + Red group and Yellow group switch   **10 minutes - Work Time**   * Teachers will keep track of time while students work. * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time.   **5 minutes - Clean up**   * Teachers will ring a bell three times which signifies to the students that it’s time to clean up. * Teachers will explain to students where everything goes (chalk in boxes, clean brushes, etc). * Teachers will help students clean up and make sure no stray materials are left out. * Students will help teachers put everything in the tub as they meet up on the rug to begin their discussion.   **5 minutes - Discussion and Sketchbook Norms**   * Teachers will invite the students to sit on the rug in a group facing the boards, so that we can begin our discussion and sketchbook norms. * Teachers will have a separate piece of paper ready to record the norms for discussions and for sketchbooks.   + Possibly similar to two norms from the Art Classrooms. * Have the norms visible while we begin the discussion/sharing of work this week.   **10 minutes - Reflection/Discussion/Put-a-way**   * Teachers will begin the discussion by asking the students to form into an oval around the rug and think about:   + The colors they used   + How they made them   + Why they used the ones they did.   + Use Tacky to determine which pair is speaking and then go around clockwise. * After the discussion is finished, we will ask them to place their sketchbooks back on their crew color tables where we will collect them.   + Have them place any work they want us to hold onto next to their sketchbooks and not inside them. * Once they have their sketchbooks on their tables and ready to go, have them line-up for recess.   **5 minutes - Art Classroom Norms Review**   * Teachers will have the norms up, ready to go * Students will be asked what the norms are to refresh their memories.   **10 minutes - Assignment Intro**   * Teachers will have their blog up on the screen with images from the last class to “pick up” where we left off.   + Does anyone remember how we talked about “Resists”? Would anyone like to give a brief explanation to refresh our memories?   + What did you notice when working with watercolor and chalk? How did they react with the pastel and crayon?   + Did anyone find something surprising?   + Were there any new ideas you came up with while working?   + Did your topics or stories change as you created your artwork?   + Did you see other’s stories change?   + What similarities did you see between some of the works and others?   + Would you change anything now that you’ve had two days to work? * Students will be asked to create a completely new piece using both oil pastels, watercolor, chalk, and crayons * Subject will be the same as day one (favorite object and it’s story) However, students will now make their “final” piece for the project * Students will be shown more examples of multimedia projects that include oil pastels and watercolor. * Students will be asked where they see the pastels, review of how the two mediums interact * Teachers will model resist for students again to remind students what it looks like to use both mediums.   + Personal piece for the project.   + Demonstrate how the different materials interact with each other.   + Ask the students what they see is happening. How does the watercolor act with the crayons/pastels?   + Do they remember why this reaction occurs?   **10 minutes - Work Time**   * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time   **5 minutes - Gallery Walk/Station Swap**   * After the first block of work time, teachers will ask the students to stop where they are and put materials down. * They will then have the students leave their sketchbooks open to their sketches and get up to stand with the teachers. * The teachers will guide the students from table to table, careful not to gather around them, and ask what they see * Specific questions include:   + how are materials being used and taken care of at this table?   + What do you think these students were sketching?   + How have they used the material to tell their story? * After a few comments on each, the teachers will then ask the students to return to where they were to get their sketchbooks, and then move to the next station.   + Orange group and Green group switch   + Red group and Yellow group switch   **10 minutes - Work Time**   * Teachers will go around and answer any questions * If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) * Teachers will make sure materials are being shared fairly and treated well while kids are using work time   **5 minutes - Clean up**   * Teachers will ring a bell three times which signifies to the students that it’s time to clean up. * Teachers will explain to students where everything goes (chalk in boxes, clean brushes, etc). * Teachers will help students clean up and make sure no stray materials are left out. * Students will help teachers put everything in the tub as they meet up on the rug to begin their discussion.   **5 minutes - Discussion and Sketchbook Norms**   * Teachers will invite the students to sit on the rug in a group facing the boards, so that we can begin our discussion and sketchbook norms. * Teachers will have a separate piece of paper ready to record the norms for discussions and for sketchbooks.   + Possibly similar to two norms from the Art Classrooms. * Have the norms visible while we begin the discussion/sharing of work this week. * This process began day 2 and we will finish the process during day 3   **10 minutes - Reflection/Discussion/Put-a-way**   * Teachers will begin the discussion by asking the students to form into an oval around the rug and think about:   + The colors they used   + How they made them   + Why they used the ones they did.   + Use Tacky to determine which pair is speaking and then go around clockwise. * After the discussion is finished, we will ask them to place their sketchbooks back on their crew color tables where we will collect them.   + Have them place any work they want us to hold onto next to their sketchbooks and not inside them. * Once they have their sketchbooks on their tables and ready to go, have them line-up for recess. |  |  |

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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.) |
| During work time, students will be given the opportunity to stand up, walk around the room, and view their peers work. This will give students the ability to see other perspectives and gain inspiration. After work time, students will meet back at the rug with us. Once we have all regrouped ask students series of questions:   * What is the differences between oil pastels and colored pencils? * What are the similarities between oil pastels and colored pencils? * What did they notice about classmates’ work? * When we looked around at the different sketches in between working, what things did you notice? * Was anyone able to tell what kinds of stories your fellow students were thinking about? |

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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. |
| Do students understand and abide by the systems we set up?  Did students begin creating a piece using colored pencils or oil pastels about their favorite object/something important to them?  Did students share their ideas/observations during group discussion? | |  |  |  |  | | --- | --- | --- | --- | | **Criteria** | **Advanced** | **Proficient** | **Developing** | | *Students helped in developing studio systems and routines?* | Came up with new ideas to include in the studio norms. | Clearly understood and provided ideas to include in studio norms. | Didn’t provide any ideas or thought into studio norms. | | *Students created sketches of their favorite things in their sketchbooks?* | More than one favorite thing is drawn in their sketchbooks and the whole page is colored in. | One favorite thing is drawn in their sketchbook and the page is mostly colored in. | No specific favorite thing is drawn in their sketchbook and the page is mostly blank. | | Students shared innovative ideas and expressed new thoughts during discussion? | Offered new ideas that were well-thought out in the discussion and participated. | Participated in the discussion with ideas. | Did not participate in the discussion or provided extremely simple answers to questions. | |

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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.) |
| **Day 1**  **What worked well for this art experience? Why?**  Comparing last week's being thrown into the deep end and to the revisiting of structure this week, the class went much more smoothly. There was a definite need of setting up systems and the students did an excellent job of recognizing and thinking about "norms" to follow in a classroom. We demonstrated different ways to handle materials and asked them to think about and respond if this was the proper way to handle them. After some discussion and consensus amongst everyone, we came up with a set of 4 standards we'd all follow. Following the set up of our systems, the adjusted format of work time went a lot better than the last class, as well. It was much more organized and allowed for an engaging learning experience for the students.    **What didn't work well for this art experience? Why?**  There are still things that need ironing out and those would be: discussions, sketchbook distribution/collection, and final meeting gathering. After this past class, it was clear that we need to think of simple questions that pertain to the concepts while, also, making sure they're engaging. During the short gallery walk and end discussion, students did not respond right away and many of the questions were unclear and indirect. It'll require some further debate and simple ways to ask that spark deeper thoughts and questions. For the sketchbooks, it felt unfair to have them all come up one at a time to retrieve them while others already had theirs. That means some will get more time than others. The collection process wasn't fully thought out either, which turned into a quiet staring contest of confusion that resolved slowly. The last part was on the meeting at the end of class and how it did little to help with a further reflection on what was worked on that day. The questions were vague and indirect so we will need to figure out a way that works for them.    **What would you do differently? Why?**    The next step will be to work on systems for sketchbooks and discussions at the end of class. It will be easy enough for sketchbooks because we can distribute them at the tables ahead of time by color group. They'll be able to go to their tables and find their sketchbooks waiting for them without waiting on us to hand them out one or two at a time. The discussions will need questions that are either direct in meaning or find a way for them to come up with responses in pairs and then share with the group. This will require a couple attempts to see what works out better, but it will likely be best to have them collaborate in pairs and then have them share with the group.  **Day 2**  **What worked well for this art experience? Why?**  This week, as it may end up being, I took a more observation based position during class. I was able to get a good chunk of information from listening. While, doing so, I was able to notice how much smoother it went than last week. There are still some small housekeeping things that will need ironing out, but the second day of the lesson plan worked out very well. The discussion worked better and students talked a lot more with the use of Tacky the penguin. Everyone who wanted a chance to talk, was able to share their thoughts and make observations on other pieces.    **What didn't work well for this art experience? Why?**  The aspect that didn't work too well was that a lot of the instruction was heavy with talking, as was mentioned in the feedback. Part of it will be to think of more ways to demonstrate aspects of projects as they are developed, and partly to involve demonstrations of how materials work together. While we could keep their attention, for the most part, it was very clear that when something was being demonstrated that they were engaged. The other part that didn't work as well was the sketchbook gathering. We had a plan, but I was unclear in the morning in explaining the idea that I had thought of. The plan was to have the students place their sketchbooks on their color tables before lining up for recess. Due to time running thin, it wasn't fully covered. Just a few miscommunications.    **What would you do differently? Why?**  Like last time, it would be wise to touch on the classroom norms again to ensure that they are remembering them. Next time, it will be best to discuss the way we'll collect sketchbooks as the discussion ends before they line up for recess. Another thing would be to have the "Norms Board" nearby to have ready for reference and adding new norms for discussions and sketchbooks. Overall, future lessons will involve more modeling and reviews of norms until they are clearly upheld and ingrained with their studio habits.  **Day 3**  **What worked well for this art experience? Why?**  Compared to prior experiences in the class versus this day's there was very little that went well. One of the better things was that the discussion seemed to carry on more efficiently and everyone added their thoughts that wanted to. Usually, they would look to each other and remain silent but the implementation of Tacky the penguin worked to get them started talking. Ever since then they've done a good job of talking about their art.    **What didn't work well for this art experience? Why?**  This is where there's going to be quite a few concerns of what happened during the past class. It could have been with the weather change, but the class started with chaos and ended with chaos. Part of this is likely due to the lack of interaction throughout the week and how we are not with the students on a regular basis. We can't reinforce ideals, but we haven't really talked about our ideals or enforced them. The trouble is from the need to teach content while also setting up the entire foundation of their future with education in art. What we'll need to do first is adopt a stern voice and establish our place as teachers with expectations.    Once we figure out how to maintain control, establish boundaries, and solidify our style of teaching and classroom management, then we'll be able to have more enjoyable classes from here on out. The main thing will be establishing ourselves as teachers and ensure that we can keep this idea with the students in between the time we seem them.    **What would you do differently? Why?**    The next time will be to enforce the systems, foundations, and habits that are required in an art classroom. Most of this will be from adopting a stern voice and handling of students. The major part will be direct, blunt, and telling them what we expect from them as students. It will fell a little harsh we need to have a stern, commanding presence that they won't feel the need to consider unimportant or just to ignore. That is the biggest step because we don't want to hurt feelings but it has reached a point that we aren't really their friends more so that we are their teachers. We require respect from each other for things to work out better, so we'll work on it. |

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

8/9/15 Fahey