Lesson Plan Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_League of Extraordinary Toymakers\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_\_\_\_\_\_3 days (weeks)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. |
| N/A |

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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) |
| For the next few weeks, you will be toy-makers for the League of Extraordinary Toymakers. The company is in need of new ideas for their next lineup this holiday season, and they have asked all of their workers to make a toy that they’ve always wanted--one that has never existed before. They have given out the supplies they plan on using and would like to see what you can come up with in order to keep the company running.R - **Toymaker**A - **Yourself**F - **Found object sculpture/assemblage**T - **Create a toy that has never existed before**  |

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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.** |
| * **Space**
* **Shape**
* **Three-dimensional**
* **Composition**
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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 utilize shapes and composition with found objects to create their toy through experimentation.Students will be able to recognize a found object sculpture or assemblage. |

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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 assemble a toy that has never existed before that has a purpose.** (Bloom’s: Create; Standards: Create; GLE: I can talk about why I made my art; Art Learning: Recognizing and creating a toy; Literacy: listening and discussing ideas)**Students will be able to ideate through experimentation using found objects.**(Bloom’s: Apply; Standards: Create; GLE: I can play with a lot of tools and materials to learn what they do; Art Learning: Exploration, designing, and playing. Literacy: art vocabulary)**Students will be able to define found object sculpture or assemblage.** (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; Literacy: art vocabulary)**Students will be able to identify works from Calder and Wilcox.**(Bloom’s: Understand; Standards: Transfer, Reflect; GLE: I can talk about how and where artists make art; Art Learning: discussion, identifying; Literacy: art vocabulary)**Students will be able to explain the purpose of their work of art.**(Bloom’s: Understand; Standards: Comprehend, Create; GLE: I can tell a story with my art, I can talk about why I made my art; Art Learning: discussion, explaining; Literacy: art vocabulary) |

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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) |
| * Several different types of media can be accessed.
 | * Students can create their toy in the fashion that makes them the most comfortable; can be simple or complex
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| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| * Different types of media can be used and combined
 | * Students can create a toy utilizing several different objects
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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.** |
| * Composition
* Space
* Assemblage
* Sculpture

Literacy will be integrated at the beginning of our lessons when we go over definitions and meanings. We will touch on these definitions at the beginning of every class to make sure they understand the literacy.  |

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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.** |
| * Construction Paper
* Colored Pencils
* Glue Sticks
* Scissors
* Found Objects
* Masking tape
* Hot glue gun
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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. |
| Again, check out this resource (play-based art): <https://www.facebook.com/groups/1421378038108225/>Check out artist Dominic Wilcox. Although not technically toys, they could be presented as toys to young children. The video might be more for you--but the goal is to get your students to invent. https://www.gizmodo.com.au/2015/03/video-the-crazy-inventions-of-a-genius-mind/ Here are toys created by children: <https://www.buzzfeed.com/twopoodles/toys-you-can-make-yourself>Calder |

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| **Preparation:** What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Check on materials to make sure they are all still usable
	+ Replace any materials that were used
	+ Make sure there is hot glue for the gun
	+ Check materials for stray glue marks/scissor marks etc
* Create a presentation/reference document to help bookmark ideas of things students learn or that we covered the week before.
	+ Archive of specifics pertaining to this 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. |
| * Don’t draw on your neighbor’s paper
* Don’t break or eat materials
* Don’t throw things
* Ask Joel or Sarah if you need help
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| **Action to** **motivate/Inquiry Questions:** Describe how you will begin the lesson to **stimulate students 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. |
| “Today we are budding toymakers and seeking the next big thing! The only way we can achieve this, though, is by making a toy that has never existed before today!”“After looking over the prototypes for your initial ideas, the board of creators have seen everyone’s potential in toy-making. Now that you’ve had the chance to explore the materials, the next step is to finalize your ideas and behind adding finishing touches, fix things, and think about what colors you may want on your toy. Once you’ve done this, we’d like an illustration of your toy so that we can share it with the toy-makers and artists of the world.”“Now that we’ve finished making our toys and illustrations, we’ll be holding a toy exhibition to display the toys you designed. Through this we will discuss how you made your toy and the purpose it has.” |

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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. |
| * **Experimenting with materials and putting them together to see what happens.**
* **How using different colors can change the purpose of a toy**
* **If you were to look at your toy not knowing what it was, what would it make you think about?**
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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 - Blog Review and shift from 2-D to 3-D*** Teachers will revisit the blog and things that we did two weeks ago.
* We will review things that we’ve done so far and ask students what they learned about the different materials they used.
* Ask for students to think about how they used the materials and how they felt.
* Introduce the term “3-D” and ask what the students think it means and try to explain what they think it means.
* Explain how 2-D work was preparation for working in 3-D.
* Introduce the project idea of making a toy that has never existed.
* Share works from Wilcox and Calder to talk about how their 3-D works use space, shapes, and composition.
* Ask the students what they see in these works of art and how they could be used as toys. What makes them toys?
* Have the students begin thinking about different types of toys. (cars, planes, Legos, dolls)
	+ What are their favorite ones? What do they do? How do they work?

**10 minutes - Modeling and Ideation introduction*** Teachers will then demonstrate how materials that are normally flat can be manipulated into being 3-D.
* Use the action to motivate here to introduce the topic.
* Afterwards, teachers will have students guide them through the building process of their own toy/sculpture to see how things can used.
* Teachers will ask that students begin thinking of a toy that they want to build having seen some of the things that are possible.
* One thing to think about is how different you can make it look and not have it be something you already play with.
* Ask what they might make using some of the materials we just used.

**10 minutes - Pre-Ideation Prep*** Before students begin exploring, explain what materials there are for connecting things together if they need something specific.
	+ Hot glue gun
	+ Stapler
* Show them different stations of materials, if they want to look for something else or grab more of something they used.
	+ Cardboard tubes
	+ Pipecleaners
	+ Construction Paper
	+ etc.

**25 minutes - Ideation Exploration*** Explain to the students that they’ll spend the rest of the class working on the first drafts of their toys.
* We’ll be working on these for two more weeks with a lot of class time dedicated to helping them think about their toy ideas and working on constructing their toys.
* The rest of the class will be dedicated for them to explore different ideas.

**5 minutes - Clean-Up*** Teachers will have the students put down the materials they have and use their attending skills.
* Before the actual clean-up process starts, teachers will show students where to return their unused materials.
* They will then ask the students to begin cleaning up their tables:
	+ No materials on the floor
	+ No extra bits on the ground
	+ All materials returned to their rightful places
* Once the students are done cleaning up, they will be asked to place their toys on a piece of paper with their names written on the paper.
* They will then leave their sculptures at their tables and **if there is no time left** then line up for recess.

**In the Event of Extra Time*** If there is a small amount of time left following clean-up, then have the students meet in an oval on the rug.
* For the remaining time teach them a French directions song as a form of brain break before having them line up 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….*** ...understand what a “sculpture” is
* ...create a toy that’s never been made before
* ...be able to talk about what they did
* ...be able to describe their toy idea
 | **Time** |
| Day 2 | **5 Minutes - Blog review*** Spend first five minutes of class looking at blog
* Give student a chance to talk among themselves about what they see on the screen

**10 minutes- Assignment intro*** Teachers will begin by asking for a recap of what we did last week
* Based on what students answers are, I will reintroduce the concept of creating a toy with a unique purpose
* Teachers will ask students for examples of toys that students play with. When a student answers, teacher will dig further by asking what the purpose is and how it achieve that purpose
* Remind students of their goal once more (to make a toy with a purpose) before letting them begin working.
* Also remind students where different materials are, where the hot glue station is, etc.

**30 minutes - Work Time*** Give students plenty of time to begin working on their toys
* Remind them that we have one more week to work on it so we highly encourage they take their time with their toys
* Sarah will go around and check with all of the students, Joel will run the hot glue gun station and hand out extra materials as needed.

**10 Minutes - Clean Up*** Once it is time for clean up, students will be asked to come sit on the rug to listen to what is expected of them
* We will show either a flier on the smart board or a poster that says what each color group is in charge of
	+ Red group is in charge of straws and pipe cleaners
	+ Green group is in charge of cardboard tubes and whole plates/bowls
	+ Yellow group is in charge of paper cups and construction paper
	+ Orange group in in charge of trash and cut-up materials
* Make it apparent to students that they aren’t allowed to line up for recess until every table is clean, even if they’ve finished their part of it
* Tell students to try to write their names on their projects. If this isn’t possible, have them write on a piece of masking tape and attach to project

**5 Minutes - Discussion*** If there is time after clean up, we will all meet back on the rug for a short discussion before recess
* During the discussion we will ask only a few questions to get students thinking for next week:
	+ What have you noticed about the materials?
	+ How does your design work toward a toy with a unique purpose?

**In the Event of Extra Time*** If there is a small amount of time left following the discussion, we will stay on the rug for a little activity
* For the remaining time teach them a French directions song as a form of brain break before having them line up for recess.
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| Day 3 |  **5 minutes - Blog Review*** Teachers will review the blog and relate the prototype toy to the final toys the students have made.
* Ask the students about what ideas carried over from their prototypes to the final products.
* Talk about how the creation process can allow for changes in design among other things: color, shapes, size.
* Ask students why they think an artist may change their ideas halfway through working. **Great question!**

**10 minutes - Assignment Continuation Intro*** For students that have finished their final toys, explain that they will be working on creating illustrations of their toys to explore how 3-dimensional can translate to 2-dimensional and help with drawing.
* Others that still need time to work on their final toys will have time to do so before moving onto the illustration part of the assignment.
* **Illustration**: Students that have finished both their prototype and final toy/sculpture done, will be starting the illustration(s) for their toys. These will be used to show a relation between 2-dimensional and 3-dimensional art. These will be the “advertisements” to showcase their designs.
* **Finishing up:** Before starting their illustrations, students will have the opportunity to finish up their final toy ideas. Materials from last week will be available in the back of the room as tables will be reserved for illustration materials.

**25 minutes - Work Time*** Students will have time to work on their toys and their illustrations.
* Once they are finished completely, teachers will ask the students to think about the purpose of their toy and how they’d play with it.
* They’ll then record the responses, either via video or by writing it down.

**10 minutes - Clean-up*** Students will be brought back to the rug and briefed on the clean-up process.
	+ “One group will be in charge of…” “such and such can be returned to this spot.”
	+ **Red:** Pastels and construction paper
	+ **Green:** Markers and any straws/pipe cleaners
	+ **Yellow:** Chalk and any plates/bowls/tubes
	+ **Orange:** Colored pencils and any trash
* They will then begin putting materials away and cleaning up their tables.
* Afterwards, they will then make sure their toys are set up on their tables before the toy exhibition.

**10 minutes - Toy Exhibition Gallery Walk*** Teachers will then ask the students to gather on the rug before explaining the process of the toy exhibition.
* Teachers will model this using the toy they created along with the illustration.
	+ Explain what the toy is and describe the purpose behind it.
	+ They will demonstrate how the play with the toy if possible or if they would like to.
* Members of table colors will be asked to grab their toys and then one at a time they will do the same thing.
* Once they are finished, the students will put their toys carefully into the blue tub and their sketchbooks in the box.
* The next group will then go and repeat the same process.

**In the Event of Extra Time*** If there is extra time, Joel will be teaching the students a French direction song.
* Students will help put their sculptures back in the totes
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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.) |
| When the students finish their toys/sculptures along with the accompanying illustrations, we will have a toy showcase where students will be able to describe and show how to play with the toy they designed. In doing so, they will be able to play with the toys and see the ideas their fellow students came up with during this process. Before the designer describes their toy, we will have students guess what purpose their toy has.  |

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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 the student create a toy that has never existed before that has a purpose?****Was the student able to explain the purpose of their work of art?****Did the student ideate through experimentation using found objects?** |

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| **Criteria** | **Advanced** | **Proficient** | **Developing** |
| *Student created a toy that has never existed before using found objects.* | Student has made a completely original toy utilizing a variety of objects. | Student has made a toy utilizing a variety of objects with some similarities to an existing toy idea. | Student made a toy utilizing a couple objects with heavy influence from an existing toy. |
| *Student was able to explain the purpose of their toy/found object sculpture.* | Student was able to describe and explain the purpose behind their toy in great depth. | Student was able to describe and explain the purpose behind their toy. | Student was able describe the purpose behind their toy. |
| *Did the student explore/ideate with different materials to create a prototype for their toy?* | Student used several different materials in the prototype and exploration/ ideation process. | Student used a few different materials in the prototype and exploration/ ideation process. | Student used a couple different materials in the prototype and exploration/ ideation process. |

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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?**In terms of comparing this week's class to last week's, the students were much more engaged with the exploration process that came from the new 3-dimensional materials we brought in. There were still some cases where the students finished earlier than anticipated, but they were still eager to go back and continue to feel out how the different materials worked. Another thing that went well was instruction and part of the modeling portion. The students were engaged and respond to most of the questions that were asked. The modeling worked well enough, but the main thing that kept halting the process was the speed at which the addition of materials. It took a bit of time at first to get them generating ideas on what we could do with the materials I had with me, but once they started going it was one idea after another in a rapid-fire mode. **What didn't work well for this art experience? Why?**The main issue that we ran into was not thinking about clean up all the way through. Compared to how comfortable we got with using 2-dimensional materials and that clean-up, this was a whole different beast altogether. While it was still straightforward in "return 'such-and-such" to this area and there was little confusion there, it was the full clean-up of scraps and other things caused trouble. There were also students that had to ask again about where things would go, but then they were able to continue. It would definitely be best to try and create an image or chart assigning a group to cleaning up all of one thing and another in charge of another material. Something that everyone can see, can reference, and to make sure there is plenty of time. **What would you do differently? Why?**The biggest thing would be to spend a good chunk of time getting a solid clean-up routine together so that not only is it clear to ourselves what we're going to see, but that it's clear to the students what they should be doing. Along with giving them adequate time to do so without running over recess time. The biggest thing is just making sure we have the resources we need to keep things on track. While it is straightforward in developing these visual reminders, it started as something that was brought to and from class and kept in my car (like a rolled up poster taped to cardboard). It's still a matter of getting used to the classroom setting and making sure we're ready for the lesson over a smaller bit like a visual poster. Now that we've tackled the larger troubles that were present in the beginning, we can start developing ideas for how to integrate technology a bit more and use what is available aside from reviewing the blog, last week's images, and showing slides.**Day 2****What went well for this art experience? Why?**For this week's continuation, it went very smoothly. I was given the chance to have some one-on-one discussions with the students as they came back for some hot glue. By doing this, I was able to hear what they were thinking about doing and ask further questions on how they might go about completing their ideas. They were also able to voice their thoughts a little clearer when it was one-on-one like when they have small conferences with Denise. Some of them struggled with formulating a response right a way, but were able to answer some others.Overall, they stayed on task and when asked to continue working, even if it was a new version, they were happy to go back and think of new ideas or build upon what they already had. There were no major issues that came up with students and the only injuries were on my end dealing with the hot glue. **What didn't go well for this art experience? Why?**While we've had a break in time since our last reflective activity, we returned to how we usually did things and started to lose student's attentions going around in a circle one by one. It ended up being that cleanup went a lot smoother than it did last time so there was more time at the end than anticipated. Which was nice because it means the graphic helped with dictating positions for materials to be returned to.Something to think about will be to limit it to either one big question with smaller depth-delving ones or a couple questions that cover aspects of the learning target. **What would you do differently? Why?**I think the best thing going forward would to provide a solid structure for when we do oval/circle ups to have a finishing discussion. Make sure we have a set question(s) to make sure it doesn't drag on and we end up losing the student's attentions. In doing so, we'll have to think about incorporating extra spare time activities designed to be destressers and tangents from the art making (stretching, simple songs, etc.) to just take a few minutes to relax.Before discussions we tend to do a short stretching break before we start the discussion, and the students really seem to enjoy doing that and helps a little bit with attention.**Day 3****What went well for this art experience? Why?**The best part of this experience was when the students were able to share what their toy ideas were and have the class interact with what they created. While some students didn't have as developed ideas as others, they were still interested in presenting their ideas. Students were respectful of those presenting, for the most part, and offered varying ideas on what their idea could have been.It, also, allowed them to delve further in the idea of their toys when they asked questions. As a whole, it allowed for each of the students to think a little bit deeper on the purpose of the toys. Thinking forward, it may be challenging to do the same thing for other projects as they may not work as well, so it will either be a chance to make projects similar to this one or find a way for the students to present in a similar fashion. The main focus will have to be making it so they're personally involved with the creative process. **What didn't go well in this art experience? Why?**The biggest issue was mainly working around the hearing/seeing test they were doing that morning. While the transition and doing it wasn't hard, it really made us crunch the time we had to make sure students had enough work time along with building their toys while, also, figuring out time to let them share their ideas in the toy exhibition. While we knew that it would be happening, the smart move would have been extending the toy exhibition to the next class and let them work on the toys for the rest of class instead of cramming it altogether for our benefit of keeping on schedule.The biggest wrench was that test but how it related back to time management and allowing for things to be moved around. Our worry was ensuring we finished the lesson when in reality it could have been extended to the next week.**What would you do differently? Why?**I think the major thing I would have done differently would be allowing the lesson to run into the next week to give the students plenty of time to work and not make them feel rushed because of our agenda. They didn't mention anything about that and we're planning on finishing the exhibition during the beginning part of class next week. Downside is that it may feel crammed with all that we're doing, so in the long run, it would have been best to incorporate it as most of the class before introducing the next project. |

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

8/9/15 Fahey