

Lesson Plan Format

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Teaching/Learning Model: Maker Problem Types

I. Generalizations to be Developed:

All works of art begin from small pieces.

Artwork is composed of smaller elements known as design elements and principles.

II. Concepts:

Art

Art Elements

Principles of Design

III. Unit :

Abstract versus Realistic Art

**Matrix of Problem Types
For Gardner's Seven Intelligences**

	Type I Clearly defined Use Method Solve Correctly	Type II Clearly defined Select method Solve Correctly	Type III Clearly defined Choose from range of methods Range of Answers	Type IV Clearly defined Discover method Create solution	Type V Undefined Define problem Discover method Create solution
Linguistic	Find words in magazines that describe the mosaic at Park Guell and create a collage of the words.	Use Park Guell as an inspiration for ideas and write a poem reflecting the mosaic sculpture.	Research Antoni Gaudi, and write a page about your research. You may write about his early life, his later life, or his art career.	Explore further the work of Gaudi and the art elements and principles. Write a description about how Gaudi used elements and principles in one or a few particular sculptures.	Prepare a lesson about mosaics to teach to a kindergarten or first grade class.
Logical-Mathematical	Measure the outer edges of the mosaic you found in your house. Then measure the dimensions of one tile. Without counting, figure out how many total tiles are in the mosaic.	Measure the walls of the classroom and figure out how many tiles it would take to cover all four walls if the tiles are 10"x10" in diameter.	Create a bar graph of all colors you see in the mosaic in your home or neighborhood.	Create a blue print of your bedroom. Use mosaic for decoration and show figures of dimensions of each sculpture to be completed in the room.	Design your own house. Incorporate mosaics. Show dimensions of all features of the house and decorations.
Spatial	Using small squares of colored paper, create a mosaic that has similarities to a mosaic or area of Park Guell.	By cutting or tearing construction paper, create a mosaic of a place, landscape, person, or other familiar object.	Create a basic sketch and add color and detail with strips or pieces of paper.	Create a diorama and use techniques of mosaics to add color and details.	Create a three-dimensional structure and incorporate some aspect of mosaics.

Musical	Find a song that relates to art or mentions art or some aspect of mosaics and sing it for the class.	Research rhythm in music and rhythm in art and write a paper about your findings.	Write a song about Antoni Gaudi or about mosaics.	Create a mosaic that illustrates your favorite song.	Write and record a song to be played at Park Guell.
Bodily-Kinesthetic	Visit a neighborhood park and create list of differences and similarities between that park and Park Guell.	Create a mosaic hopscotch game and play it with the class.	Create a serpent dance in reflection of the Serpentine Bench.	Create a game to be used to teach mosaics.	Choreograph a dance and lay out the pattern as a mosaic.
Interpersonal	Find a short article about Antoni Gaudi to read to the class.	Interview an architect and find out his or her experience with mosaics.	Plan a celebration for Antoni Gaudi's birthday.	Plan and lead a class discussion relating to mosaics or Antoni Gaudi.	Write a speech advocating that some part of the school grounds be decorated with mosaics.
Intrapersonal	Using images you see in the PowerPoint, write a personal poem about the images you see at Park Guell.	Write a reflection about how you feel or what you think about as you view Park Guell.	Create a diary that Gaudi would have kept while working on Park Guell.	Create a sketchbook of ideas for mosaics in your home, community, or school.	Design a website giving information about mosaics, Gaudi, or Park Guell.

Problem types are described from the perspective of the problem solver. Note that in problem types IV and V, methods of solution and generally accepted solutions also are unknown to the presenter.

V. Evaluation of Students

Objective(s)	Criteria	Method
Students understand the concepts.	Students discuss, write about, and use the concept in their products.	Teacher and Student guided projects
Students understand and use mosaic techniques.	Art Project	Two-dimensional objects, compositions, and layouts created from tiles
Students work independently as well as dependently when necessary.	Students will complete their chosen assignment.	Matrix of possible assignments, some to be complete independently while some involve other students

VI. Relationship to Other Activities in the Unit

Activities Prior to Lesson	Relationship to Purposes
Powerpoint about mosaics, particularly work by Antoni Gaudi	Prepare the students for the project and give them some real-life examples of mosaics and artists.
Homework assignment to find a mosaic in their home or near their home, make a quick sketch, and write a paragraph explaining why the surface was mosaic.	Continuing to help students make connections to classroom material and their world or life around them.

Activities After Lesson	Relationship to Purposes
Class Critique	Using appropriate vocabulary to discuss artwork.
Crossword Puzzle reviewing new art terms	Assessing for understanding.
Art Show	Allowing students to act as a professional artist and show their work to people other than the teacher and classmates.

VII. Teacher Evaluation of the Lesson

Objectives	Criteria/Standards	Method
Allow enough think time during question and answer discussion.	Average 5 second or more wait time between question and repeated question	Give silent think time
Provide guidance for student choice.	Present information about the project and a list of possible choices.	Provide Powerpoint and Project Matrix
Encourage students to choose	At least 80% participation rate during large group discussion	Observe student behaviors
Encourage active participation	Overall student participation	
Overall student understanding of mosaics.		Video of Class, Student Products

VIII. Differentiation: What did you do with the lesson to show differentiation?

Through results of the homework assignment, discussion during the Powerpoint presentation, and past observations, I assigned students an assignment, listed on the unit matrix that appears to be on their appropriate intellectual level. In this case, since I am teaching art, I assigned all projects from the Spatial Intelligence area of the matrix. Each level will have their own rubric for their particular project.

Spatial	Using small squares of colored paper, create a mosaic that has similarities to a mosaic or area of Park Guell.	By cutting or tearing construction paper, create a mosaic of a place, landscape, person, or other familiar object.	Create a basic sketch and add color and detail with strips or pieces of paper.	Create a diorama and use techniques of mosaics to add color and details.	Create a three-dimensional structure and incorporate some aspect of mosaics.
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I will assign a level of mosaic for the class that seems appropriate to work I have seen students complete so far. Some students are more artistic but not as academic while others are more academic and less artistic. Both types of students should find a way to be successful in ways with the mosaic lesson. An academic student would be successful in creating a layout, adding details, or relating to the Park Guell. However, a more artistic student would have a natural tendency with mixing colors and creating depictions of images and objects in a work of art.