Lesson Plan Name:Ashley Svendsen Title: Choice Project - Home Length:2 weeks

Enduring Understanding - Big Ideas
What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

Home: What does home mean to us? What words, feelings, emotions, sensations, objects, do we associate with home? Home can be interpreted differently and will mean something unique to each of us based on our heritage, our histories, our families, and our experiences.

Art Concepts
Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

Collage, watercolor, acrylic paint, drawing, sculpting with clay

Art Education Approach(es):
e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History, Elements and Principles of Art, Social and Emotional Learning (SEL)

Studio Habits of Mind (stretch and explore, develop craft, envision, reflect) Choice Based (TAB)

Objectives/Outcomes/Learning Targets: (TCQS 1a)
What do you hope the students will learn/What do you want the students to get out of this lesson?
(Use verbs from Blooms Taxonomy)

1. Students will *define* what home means to them by *creating* a mind map to help them *associate* words with 'home', looking at contemporary artworks that portray home to help inspire them.
2. Students will *explore* an artistic medium of their choice to *use* in their final project.
3. Students will *reflect* on their product and artistic process by answering reflection questions and filling out a rubric.

Standards/Studio Habits of Mind
How do your objectives align with the Colorado (Visual Art) Academic Standards (use Grade Level Expectations) (TCQS 1a)
Which Studio Habits of Mind do your objectives connect with?

Objective	Standard	Studio Habits of Mind
1	4.1. Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times.	Envision
2	3.2. Explore various media, materials and techniques used to create works of visual art and design.	Develop craft
3	3.1. Plan the creation of a work of art utilizing feedback.	Reflect

Interdisciplinarity (Arts Integration)
Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – *Visual, Oral, Written*
Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Visual: Students will interpret works of art that have to do with the idea of home or portray the feeling of home to learn more about the artist and how they might feel about their home based on their works.
Oral: Students will shout out things that remind them of home or word associations to create a class mind map about home.
Written: Students will write their own mind map full of words and feelings unique to them about home.

What do my students already know/don't know?
Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c)
Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)

My students may or may not have created a mind map before. To prevent misconceptions about what a mind map might be or look like, I will create one on the board for them to see exactly what it should look like and how I create it. I think students may interpret the prompt very literally and draw their physical home dwelling, so I will prevent this misconception by encouraging them to portray the feeling or what else reminds them of home using that mind map and artist examples that are more than just a house.

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)
Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?
Ideation – What strategies will you use to help students develop ideas for their work?

What does home mean for us? What feelings, emotions, sensations, objects, and words remind us of home? How can we think about visually portraying some of the words we wrote on our mind map? Out of everything on your mind map, what is the most important to you? What aspect of home could you not live without? What are some of the intangible or abstract things that remind us of home?

Assessment (General)

Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b)
What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards?
e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.

They will have a few SHoM check-ins for progress, and then a final self-assessment rubric based on the SHoM and a series of questions (in the slide) asking them about their strengths, areas to improve, and what they learned.

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

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.)

There will be three reflective questions on google classroom for students to answer. What was successful about your artwork? What could be improved? What did you learn during this project?

Student Abilities:
Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. 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**.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.) Choose at least one strategy from Chapter 6 of Differentiated Instruction	**Access** (Process) IEP students can verbally discuss what home means to them instead of creating a written mind map.	**Expression** (Product) IEP students can talk with me to figure out which of those concepts of home they'd like to portray.
Extensions for depth and complexity:	**Access** (Process) Advanced students can develop a more complex idea based on intangible or abstract concepts of home (i.e., security, comfort, growth, etc.)	**Expression** (Product) Advanced students can try creating a mixed media piece using multiple different materials we've learned so far.

Diversity, Equity & Inclusion:
How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

Examples of artists from diverse backgrounds and cultures with diverse thoughts and ideas will encourage students to think creatively. They will also tell students that home looks different for everyone - it might not always be positive, it could elicit some heavy or negative feelings too, and that's okay. Students might have very different home lives, some of them might have multiple homes they move between, homes in different countries and different citizenships, they might move around a lot, they might have never moved once. I will lead a discussion about all of these different types of homes and how each is equally valid and acceptable, and the most important part is portraying what it means to them.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.) Artists/Artworks (include images!), Designers/Creators, Books, Videos,
Artworks/Artists: Rosella BLUE Mocerino Bobbi Beck Peter Salwen Susan Lerner

Materials and Technologies
Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)
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.**

Google Classroom (Computers)
any materials (watercolor, acrylic, marker, colored pencil, pencil, paper, collage, magazines, clay, scissors, glue)

Preparation:
What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**
Checklist/To Do list
Teacher Example

- ☑ ~~make slides~~
- ☑ ~~research artists~~

Safety: (TCQS 2a)
Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Do not ingest any art materials. Do not sand the clay after it is fired.

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

	Instruction (Process) - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	**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 1	**The teacher will** present different artists' work about home. Students will draw a sketch about what home means to them. The teacher will explain what a mind map is and draw an example. Students will create their own mind map. Students will think about visual symbols they can portray.	Students will understand that home will mean something unique to each of them. Students will understand what home means to them.	15 min 10 min 15 min 15 min 10+ min
Day 2	The teacher will explain that students can use any materials to create their final artwork. Students will begin working on their final artwork.	Students will understand they can use any material to create their final artwork.	5 min 50+ min

Day 3	The teacher will explain the reflection and rubric on google classroom. Students will fill out the questions and rubric and turn it in.	Students will understand what the final questions and rubric are asking and how to fill them out.	15 min 50+ min

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

https://docs.google.com/presentation/d/1YaLuS8Ytz2fUBhwaif4SR6xjIVv8QMdofdXbUnvtbw0/edit?usp=sharing

https://docs.google.com/presentation/d/1bqE_3yOGUEoHW0z7vyv-3IB789eKWy1Mx4Xp-kdbMWc/edit?usp=sharing