

ART Launching Lessons

Grade 6-8: How can we create a brave and engaging space where we can heal, collaborate, and learn?

Week One

Launching Lesson 1

Community builder: introductory lessons are designed to build a community, promote creativity as opposed to conformity, and students come to know themselves and peers better. This will be repeated in every lesson, so a sequence of inclusion, influence, and community will be a common thread that ties future lessons together. This preparatory unit is designed to help students learn about their classmates and intro to Google Suite: google classroom, draw, and slides.

- *Works Cited: Building Self-Esteem through the Museum of I, Linda R. Zack M.ED and Tribes by Leane Gibbs, Second Step, Drawing with Children by Mona Brooks, Integrating the Visual Arts Across the Curriculum by Julia Marshall, PBS KQED Art School videos, ...*

In this first lesson, students will start with a personal connector and practice active listening.

Outcomes	
Experiential	Rational
<ul style="list-style-type: none"> • Students will be recognized as unique individuals. 	<ul style="list-style-type: none"> • Students will share their experience, thus learn about their similarities and differences that add to their community.

		Teacher Actions	Student Actions	Differentiated Strategies & Supports
Synchronous / Live 40 mins	Connector 10 mins	<ol style="list-style-type: none"> 1. Welcome students 2. Ask students to share one sentence story about their summer 	<ol style="list-style-type: none"> 1. Think time to develop one sentence story . 2. Students decide and write down their one sentence story to share with others... 	Verbal and written instruction

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			3. Share story	
	Ignite Activate & Connect 5 mins	1. Ask: Why do you think it is important to build a community during this time? 2. Facilitate discussion [If needed add “how as a community we create a positive space for learning”. Create space for all voices to be heard to share our opinions and feelings , stories/projects: <i>active listening</i>] <i>Second Step</i>	1. Students time to think about what they think. Write in chat or speak out 2. Students present a personal story to classmates. 3. Practice attentive listening paraphrasing, reflecting,	Chart of what active listening looks like, sounds like and feels like
	Chunk Introduce New Information 10 minutes	1. What did you learn about each other?	1. Student reflection on process.	Starter Questions: “One part of the story that I loved was...” “One thing I learned about you was...” “I was impressed by the way you told the story, because you ...” “I admire you telling this story because ..”
	Chew Process New Information 10 minutes			
	Review Apply New Information	Present overview of class syllabus {four lessons} and how classes will be		

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	5 minutes	structured using Zoom, Google Classroom, and Google apps.		
<p style="text-align: center;">Equity Pause: Teacher Reflection After the Synchronous Lesson</p> <ul style="list-style-type: none"> • Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know? • Which of your students engaged fully in the lesson? Who did not? How do you know? • How might your instructional choices have affected the experiences of your students with different identities during the lesson? • What are the implications for your next steps for relationships and community building? For responsive instruction? 				
		Student-Facing Instructions / Links		Differentiated Strategies & Supports
Asynchronous / Independent 35 mins	Review Apply New Information			
	Opportunities for Interaction (with peers, teachers, etc.)	Students share their story in a whole group and teacher		
	Learning Product	Active listening and presentation of the story...		

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Launching Lesson 2

Overview: This lesson ...

Teacher demo, students and teacher create one slide and then students make a “title” slide by themselves.

Outcomes	
Experiential	Rational
<ul style="list-style-type: none"> Students are recognized as an individual 	<ul style="list-style-type: none"> Develop sense of self awareness Learn how to use tech tool

		Teacher Actions	Student Actions	Differentiated Strategies & Supports
Synchronous / Live 40 mins	Connector 10 mins	Review Lesson 1 1. Community Building “If you could be a superhero who would you be? “ Group Norming , class syllabus {four lessons} and how classes will be structured using Zoom, Google Classroom, and Google apps. 2. What tech apps do you need help with?	1. Think about “If you could be a superhero who would you be? “ 2. Share superheroes with class. 3. Share one sentence story , review 4. Students indicate apps that they need help with	
	Ignite Activate &	1. Introduce project: Create Personal Slide Deck “I am		1. Sample /demonstration [I do , we do, you do]

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	Connect 5 mins	a unique person”		2. List of project components 3. Tech Tutorials links
	Chunk Introduce New Information 10 minutes	1. Review how to use Google Slides 2. Note: which students need support	1. Brainstorm list of things that make you one of a kind- person. Create Personal Slide Deck “I am a unique person”	1. List of what students may include: characteristics, favorite things, favorite people, friends, beliefs, social causes, talents, best school memory, favorite superhero, family, special places, hobbies, etc...
	Chew Process New Information 10 minutes		1. Students pick ten - twelve things from the brainstorm list along with other “things” they choose to share	
	Review Apply New Information 5 minutes	Check for understanding	1. Decide how to illustrate things on a slide with words and/or images 2. Make slides	1. Individual support 2. Tech support
<p style="text-align: center;">Equity Pause: Teacher Reflection After the Synchronous Lesson</p> <ul style="list-style-type: none"> ● Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know? ● Which of your students engaged fully in the lesson? Who did not? How do you know? ● How might your instructional choices have affected the experiences of your students with different identities during the lesson? ● What are the implications for your next steps for relationships and community building? For responsive instruction? 				
		Student-Facing Instructions / Links		Differentiated Strategies & Supports

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Asynchronous / Independent 35 mins	Review Apply New Information	Zoom https://www.youtube.com/watch?v=spz75prHXoY&t=1s Creating Google Slides: https://youtu.be/1ENtPjEp_5c Navigating Google Classroom: https://www.youtube.com/watch?v=NJNK7RCadPk&t=68s	
	Opportunities for Interaction (with peers, teachers, etc.)	Community interaction activity “If you could be a superhero who would you be? “	
	Learning Product	A google slide(s)	

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Week Two

Launching Lesson 3

Overview: This lesson ...

Students edit google slides for project /presentation .

Outcomes	
Experiential	Rational
<ul style="list-style-type: none"> Personal connection to project 	<ul style="list-style-type: none"> Hands on application on making a Google Slide deck

Synchronous / Live 40 mins		Teacher Actions	Student Actions	Differentiated Strategies & Supports
	Connector 10 mins	<ol style="list-style-type: none"> Community Building and Group Norming “ What's your best school memory?” Review yesterday’s lesson 	<ol style="list-style-type: none"> Write down “ What's your best school memory?” Share memory with class. Students look at their brainstorm list and make changes if they want too 	Links: Zoom protocols Google Classroom use Google Suite
	Ignite Activate & Connect 5 mins	<ol style="list-style-type: none"> Demo making a slide Demo taking picture and upload to slide 	<ol style="list-style-type: none"> Create one slide 	Show samples
	Chunk Introduce New Information 10 minutes	<ol style="list-style-type: none"> “We will be learning how to apply these items needed ”: Elements of Art are line, shape, 	<ol style="list-style-type: none"> Students look at slide and identify what Elements or principles they used in making slide 	<ol style="list-style-type: none"> Display Elements of Art and Principles of Design docs

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		space, value, form, texture, and color. are the building blocks, or ingredients, of art. 2. The Principles of Design are balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety. Principles of Design are used to create an effective and attractive composition.		
	Chew Process New Information 10 minutes		Students use Elements and Principles in making slide deck	
	Review Apply New Information 5 minutes	1. How to turn in project : Google Classroom	1. Edit slide deck 2. Turn in project	
<p style="text-align: center;">Equity Pause: Teacher Reflection After the Synchronous Lesson</p> <ul style="list-style-type: none"> Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know? Which of your students engaged fully in the lesson? Who did not? How do you know? How might your instructional choices have affected the experiences of your students with different identities during the lesson? What are the implications for your next steps for relationships and community building? For responsive instruction? 				
		Student-Facing Instructions / Links		Differentiated Strategies & Supports
Asynchronous	Review			
		PBS, KQED Art School : Elements of Art		

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/ Independent 35 mins	Apply New Information	https://www.youtube.com/watch?v=BDePyEFT1gQ&list=PLiOil1qP-cMURN_8baOr3QWfySmljqKlj	
	Opportunities for Interaction (with peers, teachers, etc.)	Community building activity “ What's your best school memory?” Sharing work	
	Learning Product	Create slides	

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Launching Lesson 4

Overview: *This lesson ...*

Students will share and reflect on their project.

1. Similarities and differences that make them unique person in of the community
2. Review the process of using art to tell a story - point of view

Outcomes	
Experiential	Rational
<ul style="list-style-type: none"> Sense of self 	<ul style="list-style-type: none"> Students will recognize each others similarities and differences

Synchronous / Live 40 mins		Teacher Actions	Student Actions	Differentiated Strategies & Supports
	Connector 10 mins	<ol style="list-style-type: none"> Community Building Story telling ... memoirs "How are you feeling at this moment ?" Review lesson 3 	<ol style="list-style-type: none"> Students share a six word memoirs... How are you feeling at this moment ? 	<ol style="list-style-type: none"> Tech support Individual assistance
	Ignite Activate & Connect 5 mins			
	Chunk	<ol style="list-style-type: none"> Introduce slide deck 	<ol style="list-style-type: none"> Share personal slide deck 	

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	Introduce New Information 10 minutes	sharing process	- (Adobe Spark) 2. Use padlet for comments/ reflection of slide decks	
	Chew Process New Information 10 minutes		1. Reflection: What do students have in common and how are they unique? Using Padlet . What did you learn about others? About yourself?	
	Review Apply New Information 5 minutes	Lead discussion on findings Group students observations .		
<p style="text-align: center;">Equity Pause: Teacher Reflection After the Synchronous Lesson</p> <ul style="list-style-type: none"> • Overall, how did the lesson go? From your perspective? From your students' perspectives? How do you know? • Which of your students engaged fully in the lesson? Who did not? How do you know? • How might your instructional choices have affected the experiences of your students with different identities during the lesson? • What are the implications for your next steps for relationships and community building? For responsive instruction? 				
		Student-Facing Instructions / Links		Differentiated Strategies & Supports
Asynchronous / Independent 35 mins	Review Apply New Information			

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	Opportunities for Interaction (with peers, teachers, etc.)	Sharing slides and giving feedback on others slide deck	
	Learning Product	Personal slide deck	