Lesson Plan: 3 (Sequence) **Main Teacher's Name:** Bethany Houston
Title: Sustainable Hanging Lanterns **Length:** 1 Week

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?

Big Idea:

- Environment: Sustainable Artmaking
- Cultures: Lantern design throughout Asia and the Middle East

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

Medium: Paper & Cardboard

Form: Sculpture

Movement: Contemporary Art, Found Art,

Techniques: 3D construction, paper mache, subtractive & additive sculpture

Terms:

- **Repurpose**: Adapt for using something in a different way
- **Upcycle**: To reuse discarded materials or objects in a way to create a product of higher quality or value than the original.
- **Found Object:** Art created from undisguised, but often modified items or products that are not normally considered for artmaking.

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

Historical & Global Art Context

Design/ Maker Space

Skill-Based (New 3D Construction Techniques)

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)

Objectives

- Adapting traditional artmaking with an environmentally-aware scope.
- Identifying art traditions in cultures beyond their own.
- Experimenting with recycled/found materials in new and inventive ways.

Evidence Outcomes:

a. Investigate and analyze the role of the maker in specific arts traditions.
b. Compare how various cultures and communities honor, memorialize and celebrate life events.
c. Recognize and discuss how works of art previously created across time and cultures can influence the work of practicing artists

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
Interpret works of art and design in the contexts of varied traditions, histories, and cultures.	VA.M3.4.1 Middle School 3, Standard 4. Relate and Connect to Transfer	Observe, Understand Art Community, Develop Craft
Allow imagination, curiosity, and wonder to guide inquiry and research & Persist in the creative process and innovate from failure.	VA.M3.3.2 Middle School 3, Standard 3. Invent and Discover to Create	Stretch and Explore, Engage and Persist, Express

Explore artmaking methods that are environmentally conscious/aware		

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)

What **do** my students know:

- Basic paper/cardboard cutting methods.
- Basic paper/cardboard attachment methods
- Broad Elements and Principles of Art: Form, Space, Shape

What do my students **not yet** know:

- More precise construction methods for creating specific forms (lantern)
- Cultural and historical art context for lantern making
- Enviromentally-conscious Contemporary Artists

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.

- Pre-assessment (*informal*) - Verbal Knowledge Check
- Formative Assessment (*formal*) - Building skill check with student-reported/documented attachment sample
- Formative Assessment (*informal*) - Before moving on to final project, students will submit a rough drawn design concept
- Summative (formal) - Students will submit a photo of their final lantern artwork, and reflect with prompt questions in google classroom.

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.)

Questions posed to students before drafting sketches of their piece:

- How can I respectfully draw creative inspiration from other art cultures to create a personalized lantern?
- How can I use sustainable practices in the art studio?

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.

Interdisciplinary:

- Design/Construction

Literacies:

- (Oral) Through group critique, students will engage in art criticism.
- (Visual) Student artwork is informed by historical art context.

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?

Inquiry:

- "How can I make art in ways that are sustainable, environmentally conscious, or limit waste?"
- "What global art culture will I use to inform my lantern design?"
- "How can I investigate the ways in which art is woven into cultural and community traditions?"
- "How can I understand and utilize various techniques to forward my vision?"

Ideation:

- Before any class discussion or lecture, the teacher will pass out small paper slips, and have students answer an inquiry question: "In what ways in daily life, do I make environmentally-conscious choices?"
- The teacher will ask students to share in small groups what they wrote on their initial slip of paper. The teacher will see if students answers can be used to transition into the idea of making art in environmentally aware ways.
- The teacher will show some examples of contemporary artists that use sustainable or environmentally-conscious art practices.

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** (Resources and/or Process) Students that have mobility and cognitive needs will be supplied with lantern framework, or given assistance in cutting out cardboard since this will likely be the most difficult challenge for specific students in this class.	**Expression** (Products and/or Performance) Students will create their own paper panels that go inside of the lantern.
Extensions for depth and complexity:	**Access** (Resources and/or Process) Students will be pushed to make new and innovative changes to the more simplified lantern structure.	**Expression** (Products and/or Performance) More difficult Lantern Designs might be spherical, involve more detailed additions and decorations to the lantern body. Students are stretching and exploring further.

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

DEI:

- Diverse students' voices will be honored, and culturally diverse art perspectives will be shown in contemporary example slides.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.) Artists/Artworks (inclde images!), Designers/Creators, Books, Videos,

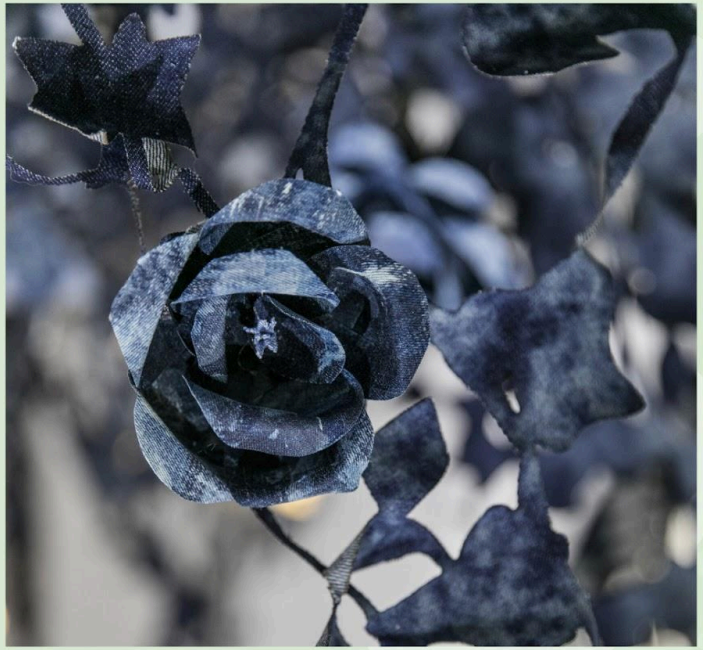




Artists from Kinshasa, Democratic Republic of Congo

Photographed by Stéphan Gladieu for his “Trash Man” Series



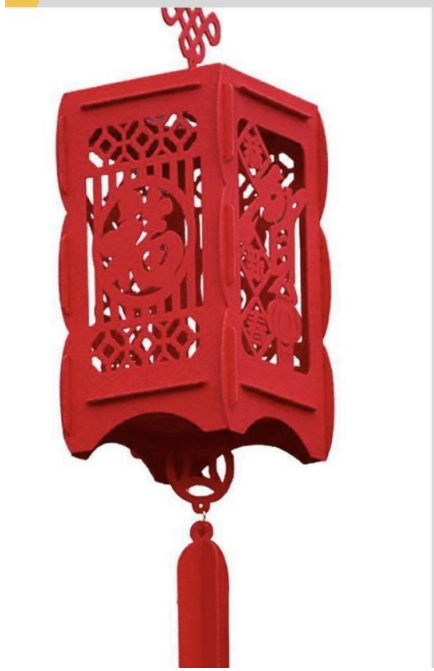


Artist Ian Berry's "Secret Garden" Series, 2021





Danish Artist Thomas Dambo's Troll Sculptures












加賀
友禅



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.**

- Cardboard
- PVC Glue, Glue Sticks, Hot Glue
- Clamps (for holding things together while gluing
- Rulers
- Pencils, Markers
- Tissue Paper, Scrapbook Paper
- Box Cutters
- Wire

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

- The teacher will prepare slides and resources for students ahead of the first day of lesson.
- The teacher will ensure that there is enough cardboard and paper materials for students to work with
- The teacher will practice any attachment techniques that require a demo
- The teacher will ensure that cutting tools are being stored and handed out responsibly.

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

- Students can use utility knives for cutting cardboard, but the whole class will go over proper use of sharp cutting blades, and must check them out and then back in at the end of class.
- Any students using materials in a harmful or destructive way will lose opportunity to work with these tools/methods.
- Cardboard always has the chance of bad paper cuts, so bandaids will be kept with easy access for students.
- Wire for hanging the lanterns will also be used responsibly and safely.
- If students choose to use hot glue, they must unplug when not in use, and only use this tool in designated glue gun areas.

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

Day/Date	**Instruction (Process)** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. **KNOW (Content) and DO (Skill)** **List your steps clearly:** □How you will start the lesson? □How will guide students to appreciate, research, experiment, explore, and/or make art? □How will you lead the students to appreciate and conclude their learning?	**Learning** (**Product**)- 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** How long will you spend on facilitating this activity
Day/Date	-Before class begins: teacher will prepare any resource slides, inquiry questions -Before class begins: teacher will set out any materials that are typically in storage closet, (like excess cardboard, fabric materials, tape, etc) ———	N/A ———	1-2 days 10 min ———
Day 1	**Start**: The teacher will begin class and inform students that they need to answer the leading question on their slip of paper. **Lecture/Slides:** The teacher will transition into presentation. The leading question from the beginning of class will be readdressed and the teacher will give students a chance to share their thoughts in small groups. **Mini Demo:** The teacher will explain some basic cardboard attachment techniques as a skill builder. This is also where the teacher explains safety guidelines for using exacto knives **Q&A:** The teacher will open the floor for questions or comments from students before starting	**Start**: Students will enter the class and once seated, they will answer the intro question/prompt that the teacher has up on the board. **Lecture/Slides**: Students will observe the first few intro slides, participate in small group discussion based on the prompt. **Demo**: Students will observe a demo and safety demonstration from the teacher. **Q&A:** The students have time to ask questions for clarification	5min 20min 10min 10min

	Work time: The teacher will have students draft a lantern design **Cleanup**: The teacher will initiate cleanup procedures	**Work time:** Students will design and test out lantern concepts in cardboard. **Cleanup**: The students will clean up their workspace and put away any projects in process.	30min 5min **Total**: 1hr 20min
Day 2	The teacher will begin class **Studio Day:** Teacher will move around the class, help students when needed, and offering additional small-group demos if requested. **Cleanup**: Teacher will initiate cleanup procedures	Students begin by sitting in their seats **Studio Day:** Students will grab materials and get started on drafting their designs, or finding materials they need to work on their concepts. **Cleanup**: Students will put tools and materials back where they belong, and save lanterns works-in-progress in their bins.	5min 1hr10min 5min **Total**: 1hr 20min

Day 3	**Start**: Teacher begins class **No Lecture/Demo** **Studio Day:** Teacher will move around the class, help students when needed **Cleanup**: Teacher will get students' attention and have them transition into cleanup	**Start**: Students will **No Lecture/Demo** **Studio Day/Stretch and Explore/Engage and Persist:** Students will be working through and problem solving design challenges for their lanterns. Some students may be attaching tissue paper or ornamental design choices. **Cleanup**: Students will clean up their space and return tools and materials.	5min — 1hr10min 10min **Total**: 1hr 20min

Day 4	**Start Class** **No Lecture/Demo** **Studio Time:** Same as previous day Cleanup	**Start Class** **No Lecture/Demo** **Studio Time**: Same as previous day Cleanup	 — 1hr10min 10min **Total**: 1hr 20min
Day 5	**Setup:** Teacher begins class, reminding students that today is a critique day. The teacher will then give students a short period to finish any final details of their lantern artwork, or document their final piece and submit the google classroom assignment. **Critique**: Teacher will facilitate group critique, explaining expectations and student targets. (Optional)Teacher facilitates hanging of lanterns as a group installation in a teacher designated spot. Cleanup	**Setup:** Students will have time to finish their final touches on their lantern, or can use this time to submit a photo of their work and reflection. **Critique**: Students will grab their artworks, whether they are finished or in progress, and place their works (Optional) Students hang their lanterns with their own choices for group installation Cleanup	10min 40min 20min 10min

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

Resources:

Presentation Slides: https://docs.google.com/presentation/d/15n__yX3vmGQpoAMDy1QaTVmOb0h4IHtNkD0CnCq4pIU/