Lesson Plan   Title: Encanto Characters   Length: 2-3 classes
level: 1st grade
Teachers names: Katie Kutz

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 <u>already know</u> *and* what they <u>will need to know</u> to be successful.

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.
Ask students if they have seen the movie encanto. This project is based on this movie and depending on if students have seen the movie will show how much background knowledge needs to be provided.   Find out what community means to them.   Talk with Kelly about if students have been taught any character development and where they are at with skill level.

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)
Students will be creating a character with a special power that helps the community. This character can be anyone. After the character is created students will draw a background "room" for their characters. ** extension is creating a door**   *If you were in this movie (encanto) what power would you have? How would it help the community? What would you look like?

Concepts: List the **big ideas** students will be introduced to in the lesson. <u>These ideas are universal, timeless and transferrable</u>. 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.**
artistic intent, two-dimension, art can help storytelling, community

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 understand how to formulate an idea/concept and using artistic intent convey said concept utilizing a two-dimensional medium.

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**

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. (-Co Visual Art Standard: _____ - GLE: -SHoM: -Art learning: -Numeracy, Literacy, and/or Technology)
Shown various images, students will be able to identify how artists create characters and places to tell a story.   Standard 1: comprehend/ GLE: Investigate how visual art and design tell the many stories of people, places or things. / SHoM: Observe/ Art Learning: content (visual representations)   Using discussion, students will be able to learn about what community means.   Standard 4: Envision/ GLE: Question and respond to the stories told and the feelings expressed in works of visual art and design./ SHoM: envision/ Art Learning:content   Using completed artwork, students will be able to explain how their character's power helps the community and describe how their room was developed.   Standard 2: Envision/ GLE: Question and respond to the stories told and the feelings expressed in works of visual art and design/ SHoM: Reflect/ Art Learning: critical reflection/literacy (verbal artist statement)   Using colored pencils and markers, students will be able to express an idea using color and drawings, by creating a character and a background.   Standard 3: Create/GLE: Investigate the properties of materials to support the planning and making of works of art to communicate/SHoM:express/ Art Learning: Colors and 2d drawing materials   Using completed artwork, students will be able to interpret by discussing how artistic decisions inform the meaning of artwork of their peers.

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Standard 4: Transfer/ GLE: Identify how artists and designers make connections through personal stories between self, family and friends/ SHoM: reflect/ Art Learning: Critical reflection

Differentiation:
Explain <u>specifically</u> 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**.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process) tracers are available for those who want to use it. Poster putty (to help the tracer stick)	**Expression** (Products and/or Performance) paper not fully colored
Extensions for depth and complexity:	**Access** (Resources and/or Process) use ipad for digital drawing of your character (can be used to create animation too)	**Expression** (Products and/or Performance) create a drawing of a door to be stapled over your character (like a book) to create the illusion of opening the door to the characters room. write a short story about something exceptional your character has done.

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.**

Vocabulary: Community- a group of people living in the same place or having a particular characteristic in common.

Discussion with group and peers allows for students to work on speak aspect of literacy

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.**

Colored pencils
white paper
metallic markers/pencils if desired

| power point |
| tracers |
| poster putty |

power point (in google drive)
https://youtu.be/QS4Qn6CqicM 2:40-2:50

Preparation:
What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Create powerpoint
Create example
Get tracers and colored pencils and paper out
Have poster putty at the ready

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

N/A

Action to motivate/Inquiry Questions:
Describe how you will begin the lesson to **stimulate student's 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 <u>you will say and do</u> 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.

Have a powerpoint with Encanto picture up. When students enter and get settled, ask them to raise their hand if they have seen the movie. Ask who has not seen the movie. briefly explain and talk about the characters powers and how they help their community.

Ask students what kind of power they would want their characters to have to help the community.

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.
Ask students to think about and talk with their tables mates about the following: (additionally asking these questions to students as the teacher circles through the room) What power will your character have? How will that power help the community? How will you visually show the power? What will your character look like? (boy/girl, tall/short, hair? facial expression? clothes?) What colors might you use?   What will your character's room look like? (items? big/small, colors?)

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 1	**Instruction** - 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**
	Motivate students by talking about the movie: Have a powerpoint with Encanto picture up. When students enter and get settled, ask them to raise their hand if they have seen the movie. Ask who has not seen the movie. Briefly explain and talk about the characters powers and how they help their community. explain project	students will learn how to create a story through artistic decision.	10 min

"Today we are going to be creating our own characters with power. This power should be something that can be used to help the community." *look at power point and point out how the artist used clues to show said power*	Students will explore by observing the characteristics that are developed in the movie.
Ask students what power their character will have and what colors they might use to show the power. Briefly discuss what different colors could represent	Students will talk about what power their character has and how they will use color to help show the power.
Demo character drawing using tracer (how to put clothes on an outline) Students can use the tracer if they want to but it is not necessary	Students will learn how to use the materials.
Tell students what their goal is to accomplish today "Characters should be drawn out and get as much colored as you can today. Don't do the background yet, we are going to be adding that in next time."	Students will understand what is expected from them for today.
Pass out materials and ask students to turn and talk to their table about their ideas. Ask them to consider the following: What power will your character have? How will that power help the community? How will you visually show the power? What will your character look like? (boy/girl, tall/short, hair? facial expression? clothes?) What colors might you use?	Students complete ideation.
Work time- circulate through the room and talk to each student about their ideas. Assist students when needed.	Students work on their project. Goal is to get the character outlined and as colored as possible.	25 min

	Turn the light off and discuss what noticings, and what students will work on next class. Remind them all to put their name on their paper.	Students will reflect on their creations through my noticings	10 min
	Clean up - "all markers need caps and placed back in the bin, colored pencils need to be put back in boxes and brought to me, put your artwork in your table folder and put away." (eventual countdown from 10 or put a thumb up if your table is ready)	Students will clean up.	
	Tell students to line up in line order if they have one.	Students will line up in their order.	
Day 2	Recap what the project is about and what they did in the previous class.	Students recall what they were working on	10 min
	depending on how far students got on their characters either continue onto next step or give character work time		
	Explain next part of the project and demo "Now that our characters have been created, we are going to create rooms for our characters to live in. This is what we will be drawing in the background.So today the first thing you need to do is finish your character if you haven't already. Next step is to start working on creating a background for your character."	Students will learn what the next step is and what is expected of them today. Students will ideate the rooms for their characters.	
	Pass out folders and materials. Asks students to talk with table mates about what their character's room will look like.	Students will complete the project	25 min
	Students will have work time to get their character and their background finished.	Students will reflect on their peers' artwork by discussing one thing they noticed. Students will then turn their artwork into the basket.	10 min

Tell students to turn and talk to their table mates about one thing they notice about their peers' artwork. Students will then turn in their projects to be photographed. Tell students to clean up and line up in their order.	Students will clean up and line up in their line order	

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.)

Turn and talk- ask students to notice one thing about how their peer used their artistic intent to show/describe their characters powers and how it helps the community

Gallery walk- ask students to leave their work out at their table and walk around to look at everyones. Think about how everyone chose to illustrate their characters' powers. *talk about things that I noticed and see if others are willing to share their noticings.

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.
*photos will be taken and uploaded to artsonia before being taken home. In progress evaluation of student work/understanding Verbal conversations as work is in progress 1. Did students learn to identify how artists create characters and places to tell a story? 2. Did students learn about what community means, by discussing it with their peers? 3. Did students explain how their character's power helps the community and describe how their room was developed?	**Formative assessment: (in progress)** 1.Students can identify how artists create characters and places to tell a story by responding to the teachers' inquiry questions **clearly** If you used a **summative assessment:** 1.Students can create a character with a power that helps the community and explain their choices clearly. -Good: responding to the teachers' inquiry questions clearly and with specific descriptions that match their drawing -Basic: responding to the teachers' inquiry questions clearly

4. Were students able to express an idea using color and drawings, by creating a character and a background? 5. Did they follow the SHoM: Observe, reflect, express.	-Not so clear: responding to the teachers' inquiry questions but not very relevant (Please think about your assessments and complete the rest of the instruments)

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.)

Students were very excited for this lesson. Most of them have seen the movie and loved it so they were excited to do a project based on it. I was surprised how quickly some students tried to get done. I asked everyone to cover the page with color, and most tried to do some scribbles and call it good. I taught this lesson to three different classes. Each class was excited to do it. So excited that they would not stop talking and singing the songs from it long enough for me to get through my directions. Some of the classes I felt more success in with giving the instructions by being very explicit about exactly what I expect and by saying it slowly multiple times. Some students missed the idea that these powers were supposed to help the community and they created "bad guys". But every student was able to create a character with power and a background. About 80% of each class was able to do the extension of creating a door. Students actually liked that part more than I expected them to. I thought they would have been tired of drawing at that point. In the future I would just make sure that I kept the directions short and concise and to reiterate my expectations multiple times. I would also make the community discussion more of a priority. It got difficult to have a discussion when students' attention was wandering. For the next lesson it might be a good idea to circle back to the idea of community with a new project that has a focus on illustrating something about your community. Since I feel like the idea of community got lost in this lesson, circling back to it gives me the chance to push that idea some more.

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