

Lesson Plan Title: Emotions Collage_____ Length: 6 45 min classes
Grade level: _5th_____
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 already know and what they will need to know 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.

Talk with Kelly about an age appropriate social emotional lesson, if students have done collage work before and if they know what that means, how much independent choice time have they had (are they capable of moving around the room to different stations?). Do students know what expressionism is? Do students know what a critique is?

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 have choice over materials and subject matter. The theme of this project is emotion. Students must pick at least one emotion to depict in collage format. Students will look at expressionist artists and how their use of color affects the mood of the work and can represent an emotion. Students must use at least three different materials in their final piece.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. 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.**

Planning, choice of material, emotions, artistic intent,

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 and using artistic intent and choice of material, convey said idea in a final artwork.

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 define expressionism and identify how emotions can be communicated through use of colors.

(Standard: Comprehend/ GLE: Investigate and analyze how specific points of view can be communicated through the language of visual art and design/

SHoM: Observe / Art Learning: element of art/ Literacy: vocab)

Using discussion, students will define emotions and how they affect people as a way to brainstorm an idea for how they will create their artwork.

(Standard: Reflect /GLE: Visualize intended meaning and determine a method of planning that best supports personal artmaking /SHoM: reflect /Art Learning: content [emotions]/ Literacy: vocab)

Using ideation, students will be able to plan out an idea that will communicate intended meaning to viewers through the use of color and subject matter.

(Standard: Create /GLE:Plan works of visual art and design where intended meaning is communicated to viewers/ SHoM: Envision / Art Learning: ideation)

Given a variety of materials, students will be able to apply their knowledge of wet and dry media to create a collage.

(Standard: Create /GLE: Apply an understanding of art processes and studio skills to create works of art and design/ SHoM: develop craft /Art Learning: materials)

Using completed artwork, students will be able to write a response reflecting on how and why their artwork was made.

(Standard: Reflect/ GLE: Using a variety of criteria, question and evaluate works of art/ SHoM: Reflect /Art Learning: reflection/Literacy: writing)

Using completed artwork, students will be able to interpret multiple perspectives through written response and discussion of peers' artworks.

(Standard: Transfer/ GLE: Using interdisciplinary knowledge, investigate and interpret how diverse communities address issues relevant to their place and times/ SHoM: reflect / Art Learning: reflection/ Literacy: writing)

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Differentiation:
Explain specifically 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)	Expression (Products and/or Performance)
	May utilize less than three materials (for students who may have been absent a lot)	Final artwork is on smaller paper
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	May request additional specific materials to use	Use larger paper

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.**

Collage, Expressionism, Emotion

Students will define each of the terms and have a conversation about what emotions are.
Students will reflect on their own and their peers' artwork through a written response.

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.**

Tag board, tempera paint, water color paint,sponges, paintbrushes, water cups, markers, pencils, oil pastels, ipads, scrap paper for cutting, tissue paper, yarn, glue bottles, glue water, hole punch (regular and shaped), scissors, silly scissors, drying rack, gelli plates, acrylic paint, foam brushes, paper plates, copy paper, rubber brushes, baby wipes (for cleaning), magazines, ipads. cardboard and masking tape (for gallery stands)

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Emotions powerpoint (found in google drive)

https://docs.google.com/presentation/d/1IgWS5VMaqKNzLbb5owD78k5HhZEKGAob0Cl_rJsA70U/edit?usp=sharing

My artwork (self portrait done using colors to express emotion)

Critique worksheet

Preparation:

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

Get all materials together on cart

Lists of what materials can be found at each station

Create powerpoint

Cut tag board to size

Create gallery stands

Print critique worksheet

Safety:

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

Review scissor safety (cut only the material intended- no snip snip in the air at our friends)

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 **you will say and do** 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.

Talk about emotion-

“What is an emotion? Where do you feel emotions in your body? Does it depend on what emotion? (anger? happy? sad?) How do you respond when you feel an intent emotion? What is your response when you get really angry? How do you come back from that intense emotion? When you feel a really strong emotion, you have a choice, you can respond in a destructive way, say if you get super angry and you decide to hit someone or throw something. Is that destructive? Is that a good response? How else might we deal with anger? Rather than letting that anger become a

reaction, think about how you might confront your anger and then bring yourself back to a calmer state. It is different for everyone. There are lots of ways to react when you feel sad, happy, scared, angry and every other emotion out there. I want you to think about how you feel emotions and what you do about them throughout this project.”

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.

1st- Pick at least one emotion, and write down everything you can think of that has to do with that emotion.

- How does it make you feel?
- What makes you feel it?
- What do you do when you feel it?
- Was there a specific time that you felt it intensely?

2nd- Look at the list of colors and what emotions they may represent, and the list of materials, write down what colors you might consider using and what materials you are interested in exploring. You may also start to draw out a few ideas for your final piece.

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

Each writer should identify which part you will teach and lead during the peer teaching.

Day	Instruction	Learning	Time
1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Once students are settled and quiet, inform them that we are starting a new project where they get to choose their material and subject matter, but it must relate to the theme of emotion.</p> <p>Talk to students about emotions (go through powerpoint, stop before the colors): “What is an emotion? Where do</p>	<p>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</p> <p>Students will learn that they are starting a new project that involves a lot of choice.</p> <p>Students will know what emotions are and how they affect themselves and others.</p>	15 min

<p>you feel emotions in your body? Does it depend on what emotion? (anger? happy? sad?) How do you respond when you feel an intent emotion? What is your response when you get really angry? How do you come back from that intense emotion? When you feel a really strong emotion, you have a choice, you can respond in a destructive way, say if you get super angry and you decide to hit someone or throw something. Is that destructive? Is that a good response? How else might we deal with anger? Rather than letting that anger become a reaction, think about how you might confront your anger and then bring yourself back to a calmer state. It is different for everyone. There are lots of ways to react when you feel sad, happy, scared, angry and every other emotion out there. I want you to think about how you feel emotions and what you do about them throughout this project.”</p> <p>Explain project: “For this project we will be creating a collage, what does that mean? (using multiple materials and combining into one final artwork) We will have multiple class periods to work on this. Remember the theme is emotions and you get to choose what materials you use and you get to decide how you will depict the emotion. Maybe it’s about a time you felt a really strong emotion or maybe music makes you feel it. Or maybe it’s what your feeling right now. How might you show that? Today we are just going to be working on our ideas, next time you come in, there will be material stations set up at each table. You will get to walk to the table that has the material you want to use. Mrs. Klyen will be at the printing station to help you with that process. You MUST use AT LEAST THREE different materials. Such as paint, marker, print. Or tissue paper, pastel, paint. How</p>	<p>Students will learn what the details and parameters of the project are.</p>	
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<p>many materials do you have to use? (three). Are there any questions before we start our activity today?”</p> <p>Get students started on the first part of ideation: “Today we are just focusing on our idea, I will put up the list of emotions, this is not a complete list, if you want to do something that is not on the list, you are welcome to do so, this is just to help you get started. I will give you about 10 minutes or so to do this part, then we are going to come back together and I have a few more things to show you and then you will get to work the rest of class.”</p> <p>1st- Pick at least one emotion, and write down everything you can think of that has to do with that emotion.</p> <ul style="list-style-type: none"> • How does it make you feel? • What makes you feel it? • What do you do when you feel it? • Was there a specific time that you felt it intensely? <p>Stop students and bring their attention back. Go over color slides with students and explain how colors can symbolize and evoke emotions. Talk about the Expressionist movement and show examples in powerpoint and discuss how the colors affect the mood or emotion of the painting.</p> <p>Explain the second step of ideation: “Look at the list of colors and what emotions they may represent, and the list of materials, write down what colors you might consider using and what materials you are interested in exploring. You may also start to draw out a few ideas for your final piece.”</p> <p>Give students work time and circulate the room assisting students with their ideas.</p>	<p>Students will complete the first step of the ideation activity. They should have written down an emotion and things regarding said emotion.</p> <p>Students will know how colors can symbolize emotions and what Expressionism is.</p> <p>Students will know what the second part of the ideation activity is and how to complete it.</p> <p>Students will complete the second part of the ideation activity. They could have listed colors and materials they are interested in using and some may have started some drawing.</p>	<p>10 min</p> <p>5 min</p> <p>10 min</p>
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	<p>Talk to students about what I noticed and what the plan is for the next class. “Next class we will have the stations set up and we will get started on our collage.” Have students put their ideas in their folder for the next class and then have students sit quietly at their tables. Call quiet tables to line up first.</p>	<p>Students will know what to expect next class and hear some things that the teacher noticed about how others are approaching this project.</p>	<p>5 min</p>
<p>Day 2</p>	<p>*Before class get all stations set up*</p> <p>Greet students in the hallway and ask them not to touch anything on the tables.</p> <p>Once students are settled, ask them if they remember what we did last class. Ask a student to recap what we did and explain the project. Ask students who can tell the class how many materials they need in their collage? (three)</p> <p>Go over each station and explain what materials are there (only 5 people at a time at the printing station). Tell students that they will have about three- four class periods to work on this project so they should take their time, explore the materials, and not rush through.</p> <p>Hand out the tag board paper and explain to students that this is the final paper for their project. They can paint, draw, cut on it, but they can also add their prints and other pieces of paper to it as well. Have them put their names on the BACK of the paper. Ask if they have any questions regarding the stations or the project.</p> <p>Tell students how much time they have left for the day to work.</p>	<p>Students will know not to touch anything on tables</p> <p>Students will remember what the project is and recap what we did last class.</p> <p>Students will know what materials are available to them and where to find them as well as how much time they will have to complete the project.</p> <p>Students will get their base material and know what is expected for it.</p>	<p>10 min</p> <p>25 min</p>

	<p>Start cleaning up 10 min before the end of class, explain where the materials should be put (on the gray cart) and that the tables need to be wiped down. If they have paint or glue on their projects they need to go on the drying rack, if they don't, they can go in their folder. Have students sit down at their tables once cleaned.</p> <p>Tell students about what you noticed with their artwork and what materials they were using and how excited you are to see what they continue to create. Have students line up in line order.</p>	<p>Students will clean up and know where to put materials away as well as where to store their projects till next class.</p> <p>Students will hear what others may be creating and materials they are using.</p>	10 min
Day 3	<p>*Stations should be set up prior to students entering and have their work ready at a table*</p> <p>Once students have entered and settled, tell them about a personal artwork you want to show them. "I did a painting a few years back about some emotions that I was feeling, and I relied heavily on colors to tell my story. I would like to share this artwork with you. *show painting* What does this painting make you feel? Why? Is it to colors? I want to be a little bit vulnerable with you right now. I did this painting at a time in my life where I was beyond stressed out and super anxious and sad. I had so much work to do that I didn't even know where to start and I kept pushing it off and that was just making my stress worse. I put this photo of myself into photoshop, created the effect, and then hand drew it onto the canvas before painting it. I used blues and red to signify how I felt sad, but everything around me was red and stressful and kind of a lot. I wanted to show you this because I essentially did this project you are doing, just with a different media. Think about how the emotion you chose can be expressed with color and also why you chose this emotion."</p>	<p>Students will connect teachers' artwork with their own artwork.</p>	5 min

	<p>Tell students that today will be a work day, they have the rest of class to work. If students used the printing station last class, they will need to let other students use the station today. Let students find their work on the table and get started.</p> <p>Clean up 10 min to the end of class, talk to students about what I notice with their color choice. Have students line up in line order.</p>	<p>Students will know what is expected of them today and continue work on their collage.</p> <p>Students will clean up and hear what the teacher has noticed about color choices.</p>	<p>30 min</p> <p>10 min</p>
Day 4	<p>*stations should be set up prior to class*</p> <p>Once students enter, inform them that today is simply a work day in order to give them as much time as possible to work. They may go find their work on the table and get started.</p> <p>Clean up 10 min before the end of class. Ask students how much more time they feel they need to finish. Talk about noticings as far as where students are at with the project (just starting, middle, finished?) Tell students they will have one more class period to finish their projects. Have students line up in line order.</p>	<p>Students will know what is expected of the day. They will continue to work on their collage.</p> <p>Students will clean up and know how many more classes they have to finish their projects.</p>	<p>35 min</p> <p>10 min</p>
Day 5	<p>*stations set up prior to class*</p> <p>Once students enter and are settled, remind them that today is their last day to work because next class we are going to be doing a critique. Ask students if they know what a critique is (a way to talk about artwork in a constructive manner). Show students the gallery stands and how they work and how to attach their work to them. We will be turning the room into a mini gallery for the critique.</p>	<p>Students will know this is the last day to finish the project and they will know what a critique is.</p>	<p>10 min</p>

	<p>Tell students what their job is for the day. 1st: finish collage 2nd: upload to artsonia and answer the questions 3rd: put artwork on the gallery stands 4th: free draw/paint if they finish everything else. Inform them that the printing station is closed today because they will be too wet to attach to their collage and they only have today to finish.</p> <p>Allow students to find their work on the table and get started.</p> <p>Clean up 5 min to the end of class. Ask students how many need more time? and how much more time. Offer 10 min at the beginning of next class to finish.</p>	<p>Students will know exactly what is expected of them for the day and in what order to complete said tasks. They will first complete their collage, then upload to artsonia, attach their work to gallery stands.</p> <p>Students will finish their collage</p> <p>Students will clean up and tell the teacher if and how much more time is needed to finish the project.</p>	<p>30 min</p> <p>5 min</p>
Day 6	<p>*have gray cart of materials available near a table*</p> <p>Once students have entered and settled, Explain the plan for the day. Students will have 10 min to finish their project, when the timer goes off they need to attach their piece to the gallery stand, put their work on their table and take a seat. Students who are already finished will help set up the gallery (place works at tables on gallery stands). After that if they still need to upload to artsonia, they should do that now.</p> <p>Have the students who need to finish go to the table with the gray cart and students who are done come grab their work and get it set up.</p> <p>After 10 min is up, have all students make sure their work is on display and sit back at their tables. Explain how the critique is going to work. Each student will be given 3 critique papers, they are to walk around and fill them out for 3 different artworks and then leave those papers with their peers' artwork. Tell them to not leave</p>	<p>Students will know the plan for the day.</p> <p>Students will finish their work and set up their artwork for critique.</p> <p>Students will know how the critique will work and what is and is not appropriate to write about peers' artwork.</p>	<p>5 min</p> <p>10 min</p> <p>5 min</p>

<p>any artwork out, I want to make sure that everyone gets at least a couple critique papers from their peers. Go over the worksheet and appropriate things to write.</p> <p>Put on some soft music (if students are okay with it) and have them begin. Start a timer that ends with 10 min left of class. Have students begin.</p> <p>When the timer goes off, have students return to their artwork and read through the critiques they got. Ask if anyone wants to share and if what others wrote made them feel differently about their artwork? Ask students if they noticed anything about how different perspectives influenced how certain emotions were depicted (such as happy and angry?)</p> <p>Thank students for their hard work with their project and tell them how proud you are of them. Have them line up in line order.</p>	<p>Students will critique peers' artwork. At least three.</p> <p>Students will read their critiques and reflect on if what others wrote changed their opinions on their work.</p>	<p>20 min</p> <p>10 min</p>
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Student reflective/inquiry activity:

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.)

Answer questions in Artsonia:

- What emotion did you choose for your artwork? What made you choose that emotion?
- What is your favorite part of this artwork? What is your least favorite?
- Describe what you did to create this artwork.
- What three materials did you use in your artwork?

Gallery walk critique:

Students will walk about the room and look at everyone's artwork. Each student will be given one piece of paper with questions to answer for every person in the class. As they walk around students are to write 2 things that they notice in the artwork and 1 thing that is their favorite part of their

whole piece for each artwork. They will then place it near said artwork. Once students have done this for at least 3 artworks, they will return to their artwork and read what others wrote. The teacher will ask if anyone wants to share what was written and if what others wrote made them feel differently about their artwork. The teacher will ask students what they noticed about how different perspectives influenced how certain emotions were depicted (such as happy and angry).

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.

Were students able to:

- **Define expressionism and identify how emotions can be communicated through use of colors.**
- **Define emotions and how they affect people**
- **Plan out an idea that will communicate intended meaning to viewers through the use of color and subject matter.**
- **Apply their knowledge of wet and dry media to create a collage.**
- **Write a response reflecting on how and why their artwork was made.**
- **Interpret multiple perspectives through written response and discussion of peers' artworks.**

Formative:

Through observation and discussion were students able to define emotion and explain their color choice?

Summative:

Students can use various media and color to create a collage that communicates an emotion to the viewer.

Great (3.5+): Used more than three different media, color clearly represents emotion, written response was clear and had specific descriptions.

Expected (3): Used three different media, color was utilized in a meaningful way, written response was clear.

Needs work (2): Used less than three different media, color use is unclear or confusing, written response is unclear or incomplete.

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.)

This lesson went really well. I wanted to try a more choice based lesson with the older students because I felt that they would be most equipped to handle it. Students really enjoyed having choice over material. It was interesting to see which students chose certain materials. Many students asked me for additional materials or requested advice on how to do something specific such as create a hole in the middle of the paper or attach yarn and ribbon. It was incredible to see what students are capable of when you just let them create. I was really shocked at how well they did with the emotions discussion, they were really interested in it. In the future I would like to show more collage artists to give students more ideas of what is possible. I would also like to move the critique a day earlier. Since I got to teach this lesson to two different sections, the first one I did the

critique at the very end, and the second one I moved their critique to the beginning of the last class and let them have the last 10 min to adjust their work based on their peers' comments. The second way seemed to go much better, however I would like to make it an official in-progress critique and give students adequate time to finish and make the adjustments needed. I noticed many of the students were very interested in printmaking, I would probably incorporate printmaking into the next lesson.

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

<https://docs.google.com/document/d/1OVWjRZq2ReXyEwgjX4m-FSznnkVxSnFjUSNy-OZG1WA/edit?usp=sharing> (printable version)

Critique!

Answer the following questions based on your classmates' artwork.

1. Describe three things you see in the artist's work:

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2. Analyze (What grabs your attention?)

3. Interpret (What is the meaning of the artwork? What do the colors represent?)

4. Evaluate (Do you like the artwork? Why or why not?)