

Service-Learning Lesson Plan

Title: Lesson Plan #2

Group/Date: AA-2D 9/17/19

****Acquire gesso materials and prep canvases for next lesson when time allows****

Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?	- We are going to teach the participants how to compose an image using magazines and newspapers with colors, patterns and symbols to create a composition that relies on the sorting of magazine and newspaper scraps. - Participants can identify commonalities (theme, color, content) in their scraps to create a dynamic composition.
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Essential Understanding (s): What are the "big ideas"? What specific understandings about them are desired?	Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?
- Students can explain what composition means and identify what aspects make up a dynamic composition. - Students can explain/discuss their process - I can identify different parts of a composition. - I can discuss elements of my composition. - Students can explore newspaper and magazines as a material to create a collage composition	- What does composition mean? - What are the different elements of a composition? - What is a collage? - How could collage be a useful way to plan a project?

Outcomes - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

Condition...Students will be able to (measure)...criteria (assessment)

Outcomes: Students will be able to...

- **Describe what composition means.**
- **Identify what visual elements make up a dynamic composition.**
- **Explore newspaper and magazines as a material to create a collage composition**
Explain/discuss their process
 - I can identify different parts of a composition.
 - I can discuss elements of my composition
- **Use the collage to express personal interests.** I can use collage materials to express my interests.
- **Investigate the expressive qualities of art.** I can use my art to express myself.
- **Explore collage techniques to see what they can and cannot accomplish with them.**
I can build my knowledge about art materials and talk about the outcomes.
 - Focus on either/all color, imagery, content, pattern, and/or theme.
- **Process a prompt and respond to it.** I can explore a prompt.
- **See connections between individuals that make up a larger group.** I can see my unique role in a group.

Eventually this will help them in communicating art foundations through process and intent to display their interests in a cohesive composition.

- Process multi-step art projects
- This allows for students who are non-verbal or have limited verbal communication to have a voice through their physical creations of self expression.
- It also builds skills for confidence of students to complete a multi step project.
- Students can observe other students' projects to broaden their horizon of creative possibilities by looking at multiple approaches.

Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

Assessment Instrument (s): By what criteria will "performances of understanding" be judged?

- If possible, present project to class, even if just one aspect of it. - Have the student explain what is shown in their collage including: how it coincides with their intent, and why they chose to explore and create with the elements that they did. - What did you learn about the process and steps to create a collage? - How can you apply that knowledge to create a plan for a future project (i.e. a vision board, sketches, revisions etc.) - How can you apply the understanding of dynamic composition to future art?	- Were they able to use multiple types of collage material to create a dynamic composition? - How did they explore different collage materials? Did they try multiple or just one? - How did the choice of content (color, imagery, content, pattern, and/or theme) contribute to the success of the composition? - Documentation of their exploration.
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Pre-assessment:How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?	
-Show students our own projects and explain them in simple terms -List out expectations of project • Materials that can be used (magazines, newspapers, modge podge, scissors, construction paper, glue) • Topics that can be explored within their collage (color, imagery, content, pattern, theme, line, etc.) • Steps of the project -Have students share ideas from these topics (either in big group one-on-one to facilitate thinking about what they will explore)	

Motivation:How will you hook all students and hold their interest?	Ideation:How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?
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- Wide variety of collage materials to explore. - What colors do you like? - More steps and more to think about - Opportunity to be creative	- Variety of materials and “how to” use them - Guided questions and examples of collage styles (color, imagery, content, pattern, theme, line, etc.)
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Instruction: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

Introduction/Pre-assessment: (5 minutes)

- Welcome participants and introduce Art325 students to any new students
- Explain dynamic composition and ask if people have had experience with it

Ideation:

Explain project (10 minutes)

- Art325 students show completed project examples.
- Break down project step by step
 - Include “pre-assessment” here to break down aspects of craft for people to explore
 - Explain that students can use scissors or hands to rip material
 - Explain each medium option and how to use them (Engage the class by asking if anyone has used them before, and what they already know about each material)
 - Newspaper
 - Construction Paper
 - Mod Podge
 - Explain what can be created with the collage

Brainstorming (10 minutes)

- Have students gather a couple magazines and/or newspapers each so that they all have equal access to images, and eventually can trade if desired or needed
- In a group or one-on-one share out some possible ideas of images or layouts to create through collage process
- Flip through magazines/newspapers first and mark pages that have similar ideas, colors, images, etc. and have students determine what “theme” they would like for their collage composition

Plan Layout/ Begin Project (1 hr)

- Gather magazines and newspapers that express a cohesive theme for the collage

- Rip and/or cut out desired images, shapes, etc.
 - Encourage students to do this part on their own, tearing can add a lot of character and interest to the collage!
- Arrange images, shapes, etc. on the table or on top of main paper before pasting
 - Encourage students to think about the flow of their design. Is it cohesive? Is the theme and/or image communicated? What could they do differently to fill the page? What else could they add?
- Paste and layer images to main surface
 - Using Mod Podge and a paintbrush
 - Bring cupcake papers to pour a little Mod Podge in for each student, to avoid big spills
 - Using glue stick
- Do more collages if time allows or time requires, but encourage students to keep adding to their first collage until the paper is full.
 - Other collages can focus on different themes or images than the first, or another variation

Present individual collages if time allows (10 minutes)

- Option to present in small groups (otherwise just do this in large group)
- Come up with 3 or so questions to answer about their handprints
 - Q- How did you decide how to arrange the scraps to express your theme or image? Did laying it out before gluing down help?
 - Q2-How does your collage show your chosen theme or image?
 - Q3- What is your favorite part of your design? Why?
- Each student shares at least one aspect of their handprints to the large group after small group discussion

Extensions (if time leftover)

Introduce next week's project if time allows.

- Painting on canvas

Materials and Resources:What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Newspaper
- Construction Paper
- Glue
- Mod Podge
- Scissors
- Magazines
- Cardstock/mat board
- Cupcake papers

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.**

- Prepare materials.
- Prepare gloves for Lauren and any new students who may need them to ensure sensory comfort
- Check with Alison to see if anyone has issues with safety awareness that may affect scissor using abilities.
- Check with Alison to see if there are any allergies (i.e., latex), health concerns (i.e., epilepsy) that may require modification of the environment (i.e., ABI/TBI and light sensitivity).
- Take note of any needs/accommodations to be prepared for the next class.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access**(Resources and/or Process) and **Expression** (Products and/or Performance)?

Lesson is personalized to be open-ended depending on the person's interest. Amount of help given by Art325 students will be modified depending on the needs of each person.

Depending on mobility, skills and abilities of learners, differ levels of help to acquire materials needed for project.

Expression will be unique to each person.

Understanding the plan...

Stage 1 – Desired Results

- Relevance- What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
- Essential Understanding(s)- What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
- Essential Question(s)- What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
- Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

Stage 2 – Assessment Evidence

- Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
- Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

Stage 3 – Learning Plan

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? (Comprehend)

H = hook all students and hold their interest? (Reflect and Create)

E = equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?