

Lesson Plan Title: **"Table Cultures"**

Length: 180 minutes

Grade level: Third Grade

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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 artwork, 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.

Are students able to?

1. Define and/or demonstrate understanding of using 2D materials to create a Personal Pumpkin while ideating potential ways to use line, shape, and color to represent individual personalities on Day One.
2. Explain and or demonstrate drawing techniques while creating their pumpkins with the teachers as they walk around to talk to students individually.
3. Define identity, personality, and culture to show an understanding of who they are in their pumpkin patch during a facilitated class discussion with the teachers at the end of class on Day One.

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 take on the role of a 2D artist and represent who they are as individuals in their culture using 2D materials that they have already been introduced to as a choice-based activity (pencil, sharpie, colored pencil, watercolor) to create a collaborative drawing.

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.**

Culture, Identity, Abstraction, Technique, Planning, Communication, Collaboration, Individual, 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 their identities within their culture.

Students will understand how collaboration and communication connect them to their culture and identity.

Students will understand how to work together to reflect on their individuality within their cultures.

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)

Day One "Pre Assessment Pumpkins"

Using an anchor text, "The Legend of Spookley the Pumpkin", students will be able to observe how identity can be portrayed in art and literature with a variety of lines, colors, and shapes. Literacy Integration; reading.

(Comprehend, GLE 1: Investigate works of art and design to recognize how to create meaning with purpose and intent, SHoM: Observe, Understand Art World, Art Learning: Art Analysis.)

After observing and discussing a demonstration of using different lines, colors, and symbols in an anchor text, students can know how to employ these elements to represent their identities.

(Comprehend, GLE 1: Investigate works of art and design to recognize how to create meaning with purpose and intent, SHoM: Observe, Understand Art World, Art Learning: Art Analysis.)

Given 2D materials, students will be able to employ the use of line, color, and symbols in their pumpkin drawings to represent their identities.

(Create, GLE 1: Plan and create works of visual art and design recognizing various purposes and intentions, SHoM: Develop Craft, Stretch & Explore, Art Learning: Materials and techniques)

Using completed artwork of individual pumpkins to create a pumpkin patch, students will be able to talk about their artwork by describing how and why their artwork was developed to represent their own identities.

(Reflect, GLE 1: Synthesize ideas about personal works of art and imagine possible next steps, Transfer, GLE 1: Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures. SHoM: Reflect, Art Learning: Critical reflection)

Day Two Abstraction Workshop

Using contemporary artist examples, such as Mark Bradford, students will be able to observe abstract artworks made by another artist to talk about how another artist represents their identity and culture in their artwork.

(Comprehend, GLE 1: Investigate works of art and design to recognize how to create meaning with purpose and intent, SHoM: Observe, Understand Art World, Art Learning: Art Analysis)

Given [abstraction worksheets](#), students will ideate using different lines, colors, and shapes to demonstrate emotions and feelings to match. Literacy Integration: writing and adjective writing.

(Create, GLE 1: Plan and create works of visual art and design recognizing various purposes and intentions, SHoM: Develop Craft, Stretch & Explore, Art Learning: Materials and techniques)

Using preliminary sketches, students will be able to create at least two personal identity ideations, and at least one cultural identity ideation using a variety of lines, shapes, and colors.

(Create, GLE 1: Plan and create works of visual art and design recognizing various purposes and intentions, SHoM: Develop Craft, Express, Art Learning: Conceptual-Ideation and Expressive features.)

Utilizing worksheets and individual sketches, students will reflect on their experiences using lines, shapes, and colors to ideate emotions abstractly.

(Reflect, GLE 1: Demonstrate an understanding of how intent and purpose are informed by research and experimentation, Reflect, GLE 2: Synthesize ideas about personal works of art and imagine possible next steps, SHoM: Reflect, Express, Art Learning: Critical reflection)

Using completed worksheets, students will be able to talk about their personality traits and how they chose to represent them using line, shape, and color, first with table groups, then share with the class.

(Reflect, GLE 1: Synthesize ideas about personal works of art and imagine possible next steps, Transfer, GLE 1: Recognize how works of visual art and

design communicate meaning both within a community and between diverse cultures. SHoM: Reflect, Art Learning: Critical reflection)

Day Three: Collaborative Abstraction

Employing individual ideations, based on day two abstraction worksheets, students will collaborate to create a group sketch that shows individual identities within a larger, cultural context using abstract lines, shapes, and colors.

Given 2D materials, students will be able to employ the appropriate use of line, color, and symbols in their final, collaborative identity drawings.

(Create, GLE 1: Plan and create works of visual art and design recognizing various purposes and intentions, SHoM: Develop Craft, Stretch & Explore, Art Learning: Materials and techniques)

Using completed artwork, students will be able to talk about their artwork by describing how and why their artwork was developed as a group.

(Reflect, GLE 1: Synthesize ideas about personal works of art and imagine possible next steps, Transfer, GLE 1: Recognize how works of visual art and design communicate meaning both within a community and between diverse cultures. SHoM: Reflect, Art Learning: Critical reflection)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both ends 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 students to express understanding.)

Access (Resources and/or Process)

Students who need more instruction will be asked to think about what colors they connect personality traits with and use that to create meaningful marks.
Use sketchbooks to assist in visual thinking and to test materials before use on the group final piece.
Discuss their ideas with their table groups to develop ideas when creating their artwork.

Expression (Products and/or Performance)

Completed artworks are all expected to be expressed uniquely to each individual student. I.e., student pumpkins should be unique in line, shape, and color, and individual elements should stand out on collaborative group drawing.

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can create more depth in their pieces by writing down meaning to each aspect of the 2d artwork they've created as a group	The product demonstrates more mastery of the technique and pushes meaning in artmaking.

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: Two-dimensional, Collaboration, Abstraction, Artistic intent, Identity, Representation, Planning, Culture, Concept/ideas, Overlapping Literacy integration: Talking about artwork and art-making decisions and use of anchor text? https://youtu.be/llvJrPJ_bRY “The Legend of Spookley the Square Pumpkin” (Day One)

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.
● Pencil ● Sharpie / Markers ● Colored pencils ● Watercolor ● Pastels ● Paper/watercolor paper

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.

Anchor Text: The Legend of Spookley the Square Pumpkin https://youtu.be/llvJrPJ_bRY

[Day One Presentation](#)

[Day Two Presentation](#)

[Abstraction Worksheet](#)

[Day Three Presentation](#)

Preparation:

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

- Collect and Prepare materials, such as sketchbooks, final artwork paper, pencils, markers, colored pencils, watercolors, pastels.
- Create teacher example
- Create Clean up Plan of action, such as students work together to clean up their table supplies

Safety:

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

- If water is spilled on the floor it must be cleaned up immediately so no one slips
- Students need to keep in mind their group opinions and feelings so everyone is included and happy with the final product

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students' 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/intelligence of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

The teachers will introduce themselves and some things that make up their individual "identity" within their cultures
Ask the class "who can tell me some of their personality traits?" Sharing, kind, funny, etc.
Students can share their experiences.

Who has worked in a group to create a work of art before? What does this look like? What would you like your tablemates to do?
(Expectations written on the board)

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.

Students will create possible sketches as a group.

1. Brainstorm a list of identities / who each student is in their culture on Day One.
2. Choose favorite individual sketch(s) on Day Two.
3. Explain the representation of your identity in your culture to your table groups on Day Two.
4. Students will collaborate as a group to sketch one possible 2D abstract piece that they will create together on Day Three

Sketchbooks will be kept on the desk so students can test a medium before applying it to the 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 students will understand as a result of the art experience

Day 1	The teacher will introduce themselves and some things that make up their individual “identity” : Ask every student to take turns sharing their name, a personality trait, and their favorite color. The Legend of Spookley the Square Pumpkin (anchor text) https://youtu.be/llvJrPJ_bRY The teacher will play the video At the end of the video, the teacher will ask questions about the story “What do you think the message of this story was” “What do you think the author of this book was	Students can share their answers with the class Students will convene at the front of the classroom to listen to the story. Students will participate in the discussion, guided by the teacher.	Time 10 minutes 10 minutes
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telling us” “Is the pumpkin patch at the start of the story more interesting or at the end?” “Fitting in by Standing out” “If we were all the same, would that be a good thing or a bad thing? Why?” The conclusion of diversity is a good thing and we are all different even within a culture (the classroom) will be made The teacher will show the line and color visual in the PowerPoint and ask students to identify a number and how the color and lines make them feel. This will allow the teacher to assess the prior knowledge of abstraction without going into depth just yet. The teacher will pull focus back to the anchor text and students will be asked to use what they just know about line and color to create their own pumpkins, using a variety of lines, shapes, and colors to represent their personality traits they talked about at the opening of the class. Clean-Up: the teacher will facilitate responsibility and have students take time and care to clean up their classroom. They will instruct students to place materials back in their containers and then back into the bin on their table. The class will put all the pumpkins together on the floor to make a pumpkin patch and gather around them. The teacher will ask students to share the personality trait they used in their pumpkin and what line and color they used for it.	Students will share their interpretations of the lines and color in the visual concerning how it makes them feel. Students use lines, shapes, and colors to represent their identities in their pumpkin drawings. Students will clean up and demonstrate responsibility as artists by taking care of their materials. Students create their classroom community in the pumpkin patch and reflect on differences they see and how those represent different individuals.	5 minutes 20 minutes 5 mins 10 minutes
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Day 2	The teacher will ask students “Do you see multiple different types of people even within one pumpkin patch (culture)?” “What does putting all the pumpkins together mean to you?” “What would happen if all the pumpkins looked exactly the same?” Can anyone tell me how putting all our individual and special pumpkins together creates meaning? The teacher will hand back pumpkins. Begin class with a discussion about personality traits that the students used for their pumpkins. Talk about what each color means to them. (use images of each color as visual) Introduction Abstraction Presentation: Using Mark Bradford as Artist Example “Does anyone know what abstraction is?” Abstraction is an artwork that does not try to represent anything we can see (people, places, and things), but rather feelings and emotions through lines, shapes, and colors. How does this artwork make you feel? Maybe go over what emotions are, as well (happy, sad, etc.) “Do you see a specific object or person? How do we know what Mark Bradford is trying to tell us? Talk about the use of line, shape, color, and making things BIG just like Mark Bradford might! Abstraction Worksheet: teacher will hand out worksheets where students will practice using line and color in terms of emotion/feeling/personality traits/cultural identity. “Who can tell me what	Students will share pumpkins one last time with the class and the teacher and talk about how they have used color to represent their identities. Students engage in discussion and talk about the artworks of Mark Bradford and how he has used lines, shapes, and colors to show his identity. Students will fill out a worksheet ~ Brainstorm a list of identities / who each student is in their culture	10mins 15mins 20mins
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Day 3	emotions are?” How would you show mad with a color?” “How can you show excited with a line?” How could you represent where you are from? (Cultural Identity) The teachers will facilitate time for individual ideation in the worksheet and for those who complete it early (sketching or writing on who students feel they are) Teachers will ask students to clean up and put supplies back in the bins at their tables “Can anyone define abstraction?” The teacher will facilitate a discussion. The teacher will ask students to share one word from the worksheet and explain why they used that color/line/shape, to be shared with the class under the projector-camera. “why might my definition of one color be different than your definition of the color” (Leading towards culture) Teachers reintroduce the concepts of abstraction by facilitating a conversation about abstraction. Who remembers who Mark Bradford is? Who can tell me what abstraction is? Does anyone remember how they used line, shape, or color to represent their identity? Teachers will write down expectations for groups that students come up with on the whiteboard.	~ Choose favorite personal identity sketch ~ Choose favorite cultural identity sketch ~ Explain the representation of your identity in your culture to your table groups Students will clean up and demonstrate responsibility as artists by taking care of their materials. Students will participate in the reflective discussion and share with the teacher and classmates one word they chose that represents their identity and what shape/color/line they chose to represent this. Students will participate in the facilitated discussion, answering questions about Mark Bradford, abstraction, and personality traits/identity. Students will come up with expectations to follow during collaboration	5mins 10mins 10mins 5mins
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	Group Sketching: Teachers will facilitate time to explore and plan in sketchbooks as a group. Brainstorm a list of identities / who each student is in their culture Teachers will alert students that Sketchbooks will be kept on the desk so students can test a medium before applying it to the final piece and refer back to their sketch. The teachers will initiate studio time, and let students know that they should use overlapping and the entirety of the page they are sharing. Use friends in the corners of the room analogy, and Mark Bradford as an example. The teachers will float around the class and talk with students individually about their artworks. Halfway through studio time, teachers will rotate the students' paper to inspire the use of all four corners Teachers will have questions posted on the presentation for students to interview one another during studio time: What similarities and differences do you and your tablemates see about your personality traits on your worksheet? What similarities and differences do you and your tablemates see in your cultural backgrounds? How do our similarities connect us in a culture? How do our differences connect us in a culture? Teachers will initiate clean up Teachers facilitate circle up and reflective questions: What was your favorite part? What went	Students will collaborate as a group to sketch one possible 2D piece that they will create together. Students will work collaboratively to create a group abstract drawing that represents each individual within the larger community. Students will work with their table groups to clean up their supplies and workstations. Students will circle up according to their routine and participate in a short reflective activity by answering the questions the teachers ask.	10mins 25mins 5mins 5mins
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	well? What was challenging? Did you like working collaboratively?	
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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.)

Students will work in their sketchbooks and create possible representations of their identity in their cultures. Students will choose their best representation of themselves to create one final, collaborative artwork with a group.

Sketchbooks will be kept on the desk so students can test a medium before applying it to the final piece

At the end, students will be asked reflective questions including; What was the students' favorite part? What went well? What was challenging? Did students like working collaboratively? What color, line, and/or shape did they choose to represent an aspect of their identity? How do all of our individual pieces interact with each other to make a big community?

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.
Formative Assessments: • Verbal pre-assessment - What kind of identity do you have in your culture? (quiet, funny, a good listener, generous, a leader, etc.). What are your personality traits? • Sketches and ideations of a student's individual identity • Peer discussion with table groups - why did you choose these ideas to draw? Which one is your favorite, why? • In progress work - how do the students do with collaborating with their peers? Can they persist even when there are challenges? Can students talk with the teachers about their ideas and how they think the artwork is going?	Formative Assessments: • Students can recognize how a contemporary artist (Mark Bradford) uses line and color in terms of emotion/feeling/personality traits/cultural identity. • Students can answer the questions and convey their ideas clearly by providing examples about their own identities and table cultures • Students can sketch and abstract their identities into lines, shapes, and colors. • Students can effectively communicate with their table groups about their sketches and ideations.

- Ticket-out-the-door discussion - What was their favorite part of the lesson? What was a struggle for them? How did they persist through the struggles?

Summative Assessments:

- Completion of an abstract, collaborative art piece using 2D art materials to make a variety of lines, shapes, and colors on Day Three.
- Demonstration of skill (artwork): Students effectively use 2D materials to create a variety of lines, shapes, and colors to make an abstract art piece.

- Students can work as a group to create a collaborative artwork, even if they get stuck at some points.
- Students can reflect on the art lesson and articulate the areas that they did well, what parts were their favorites, and where they experienced challenges.

Summative Assessments:

- **Exceeds Expectations:** Students communicate efficiently with their group members to create a 2D artwork that effectively uses a variety of lines, shapes, and colors to represent individualism in their cultural communities to create a unified abstract composition. Each student uses abstraction to represent one personality trait and one cultural trait.
- **Proficient:** Students collaborate well with their table groups to create an abstract artwork with a variety of lines, shapes, and colors to represent themselves in their cultures
- **Approaching:** Students collaborate poorly with their table groups to create a 2D artwork that has some variety in line, color, and shape. Students use representation rather than abstraction in some areas. Students only represent a personality trait or cultural trait.
- **Novice:** Students cannot communicate with each other to make an art piece. If they do make a piece, there is no variation of line, shape, or color in the artwork. Students use representative elements instead of abstraction. Students use representative elements instead of Abstraction. Not every student is represented in the final art piece.

