Lesson Plan **Title: Supernova Printing and Painting Exploration** **Length: 3-4 days**

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.

- What is a Supernova? How is it similar and different from a Nebula?
- What is printmaking?
    - What is a Monoprint?
- How do you create a monoprint? Can anyone show me or explain how to do this?

- What is it like to use acrylic paint?
    - Is it thick, is it runny?
- How do you mix it?
- What are some ways to use a brush to apply paint?
    - What if the brush is dry? What if the brush is wet? What happens if you wet the paper first?

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)

Role: Astronomer
Audience: NASA scientists
Format: Monoprint and painting
Topic: Discovery of a new Supernova

You are a local astronomer who has just discovered a strange phenomenon in your telescope. Once you researched your findings, you determined that what you saw is a Supernova unlike anything you have ever seen before. A team of NASA scientists will be coming to Polaris and your job is to communicate what you saw by creating a monoprint and adding painting elements to it. Your goal is to convince the group of NASA scientists that you have discovered something unique, and that you should be added to their team.

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.**

- Observation
- Planning
- Experimentation
- Influence
- Communication
- Language of art and design

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.

- Art and design can be used to communicate ideas and findings to others.
- Artists and designers use what they have observed as inspiration for their artwork.
- Artists and designers can utilize multiple mediums to create an artwork.
- Artists and designers reflect on their work once it is completed.

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. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Upon being shown a variety of Supernova images and completing Supernova Discovery Menu, students will be able to generate a "discovered" Supernova in their sketchbook referencing specific elements from the worksheet in their drawing. (Bloom's: Understand/Standard: Comprehend/GLE: 1/Art Learning: Ideation & multicultural content/Literacy & Technology)

After demonstration of the monoprinting process, students will be able to create at least two monoprints using line, shape, and color to form a thoughtful and effective design. (Bloom's: Apply/Standard: Create/GLE: 2/Art Learning: Materials and techniques/Numeracy [steps to a procedure])

Using acrylic paint, students will be able to utilize the appropriate use of dry wash, graded wash, and flat wash techniques in their artwork. (Bloom's: Apply/Standard: Create/GLE: 2/Art Learning: Materials and techniques)

Utilizing preliminary sketches and in-progress artwork, students will be able to create a mixed media Supernova using both techniques to express their ideas. (Bloom's: Create/Standard: Create/GLE: 1/Art Learning: Expressive features and characteristics of art/Literacy & Numeracy)

Using completed artwork, students will be able to identify and share specific elements of their peers' artwork that interest/excite them using art vocabulary. (Bloom's: Evaluate/Standard: Reflect/ GLE: 1/Art Learning: Assessment & evaluation/Literacy)

Using completed artwork, students will be able to write and/or discuss a thoughtful short story describing the Supernova they discovered and why this discovery should land them a place on the NASA team. (Bloom's: Create/Standard: Transfer/ GLE: 1/Art Learning: Critical reflection/Literacy)

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)
	Assignment prompt will be spoken verbally and posted on the board for students to reference Pair-share Supernova ideation sheet	1. Use an ideation menu for students to formulate their ideas 2. Students can work in pairs or groups to come up and refine ideas for their artwork.
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)

	Camera, Computer, Binder	1. Students have the opportunity to create a portfolio documenting the process of making a supernova.

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: Supernova, monoprint, mixed media, reverse transfer (images will be flipped backwards when printed), cool vs. warm colors, color mixing (color theory), dry brush, flat wash, graded wash, organic vs geometric shapes

Literacy Integration: Many of these terms will be discussed and defined to the students.
Ideation worksheet: students can discuss with others their art ideas.
Students will create a short story defending why their Supernova discovery should put them on the NASA team.
Art language will be encouraged when appropriate.

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.**

- Plexi-glass
- Markers
- Multimedia paper
- Towels
- Water trays
- Acrylic paint
- Paint brushes
- Paint palettes
- Palette knives
- Water cups
- Paper towels
- Aprons
- Ideation worksheet
- Slideshow presentation

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.**

- Supernova Discovery Menu - teacher made (see appendix)

- Daniel's Color Wheel
- Supernova paintings - Corey Ford, 2015 https://fineartamerica.com/featured/blue-supernova-corey-ford.html
- SN 1054 - In the Crab Nebula disocovered in July 1054 https://www.theatlantic.com/science/archive/2016/01/rare-supernova-crab-nebula/424125/
- Merging white dwarfs create a supernova - https://www.youtube.com/watch?v=58hwrMX9fyo
- Artist depiction of Supernova 1987A - https://www.eso.org/public/usa/images/eso1401b/
- Supernova Remnant Menagerie - https://www.nasa.gov/multimedia/imagegallery/image_feature_342.html
- Colorful Supernova - https://blog.nationalgeographic.org/2014/02/17/5-sky-events-this-week-red-planet-lord-of-the-rings-and-space-mountain/
- Supernova Slideshow Presentation - https://docs.google.com/presentation/d/1fSkfohd_ahONzUVJleLdV_8ifKYZbznZnkYnhjcXS5o/edit#slide=id.p
- Supernova painting, Sandro Pachvashvili - https://www.saatchiart.com/art/Painting-supernova/1037433/3900597/view
- Sviatoslav Gerasimchuk - https://www.artstation.com/artwork/n0z89
- Izabel Raa - http://izabelraa.com/gallery/transformation-of-a-supernova-oil-painting-on-canvas/

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

- Gather and cut paper to proper size for students - about 8"x10" [Have enough for students to experiment and make multiples]
- Lay plastic over workstations and secure to table
- Lay towels out for each workstation - 1 or 2 per table depending on size
- Fill water trays and set one per table (Monoprint day)
- Organize materials
    - **Monoprint day:** each table will get enough plexi-glass for each student
    - Each table will get a set of markers
    - **Painting day:** each table will get a set of acrylic paints, brushes, palette knives, palettes, water cups, and paper towels
        - Markers, sharpies, colored pencils and other drawing materials will be available for students to use if needed
- Create Slideshow Presentation
- Create Ideation Worksheet

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

- No major safety issues in this lesson

*Respect with utilizing water trays will be addressed (This was addressed in the Cyanotype lesson, but it will be good to remind students)
*Respect when using paint - We are in a non-art classroom so address keeping paint off the carpet and other spaces.
*Proper brush cleaning procedures

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.

- Slideshow Presentation - show students images of Supernovae in space.
    - How are these similar or different than Nebulae?
    - How can you create this in an artwork?

You are a local astronomer who has just discovered a strange phenomenon in your telescope. Once you researched your findings, you determined that what you saw is a Supernova unlike anything you have ever seen before. A team of NASA scientists will be coming to Polaris and your job is to communicate what you saw by creating a monoprint and adding painting elements to it. Your goal is to convince the group of NASA scientists that you have discovered something unique, and that you should be added to their team.

- Monoprint with plexi-glass and marker demonstration
    - Draw a simple image onto a plate - How do you think I can put this image onto a separate piece of paper?

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.

Ideation will occur a little bit during the slideshow presentation.

- What colors do you see? Warm or cool colors?
- What shapes are these? Organic or geometric [These might have to be defined to students]

Students will be given a 'Supernova Discovery Menu.' Students will be asked to fill this out and begin sketching ideas into their sketchbooks.

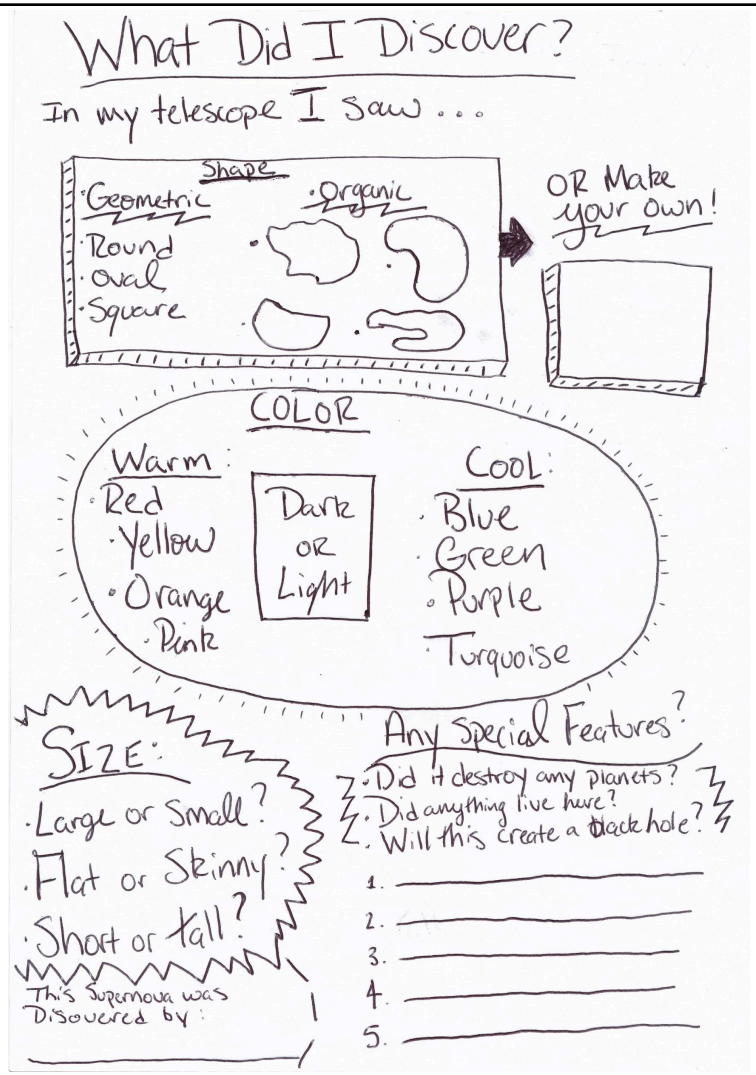
- This is the 'primary' ideation source for this lesson (See attached.)

Ideation will also occur during the monoprint demonstration. Students will see how an image looks like before and after it is printed. Students will also have opportunity to experiment with this process.

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**
	1. Revisit the previous week by showing students the blog from class 6. Ask students: (review, reflection) -How do you think that the token activity went? What were some takeaways from the activity? -What about revisiting Cyanotypes? How was this experience different than the class period a few weeks ago? Was last week better or worse than the original attempt? Why? *Compare the prints from the original lesson to the prints created last week.	1. Students revisit and recap what occurred the previous week.	5 minutes
	2. Introduce the slideshow presentation. Begin with Crab Nebula. Ask students, "You just finished up exploring Nebulae, can anyone tell me the difference between a Nebula and Supernova? (Lecture, discussion, observation, technology) -Introduce the work of Casey Ford. Ask students, "How is the artist using color (warm vs. cool)? and Why is this important?, What kinds of shapes can you see? (organic vs. geometric)" (Influence) -Look at Supernova Remnant Menagerie. "This is still a young Supernova Remnant, it is quite violent and ruthless. It is destroying gas clouds that may form stars in the future." Ask students, "Does this look chaotic to you? If so, why does it?" -Conclude with RAFT, ask a volunteer to read this to the class. (Literacy, motivation)	2. Students consider the differences between the two space phenomena and develop observation skills. -Looking at Casey Ford's work, students will recognize the different shapes, forms, and colors. Students also deepen observation skills. -Supernova Remnant Menagerie: Supernovas are powerful events that can influence surrounding areas.	15 minutes

	"You are a local astronomer who has just discovered a strange phenomenon in your telescope. Once you researched your findings, you determined that what you saw is a Supernova unlike anything you have ever seen before. A team of NASA scientists will be coming to Polaris and your job is to communicate what you saw by creating a monoprint and adding painting elements to it. Your goal is to convince the group of NASA scientists that you have discovered something unique, and that you should be added to their team." 3. Hand out Supernova Discovery playsheet to students. (Inquiry, ideation) -Remind students that this worksheet is just for ideas; it is acceptable to add/include things to their artwork that aren't on the sheet.	3. Students ideate for their Supernova projects. Students will synthesize and explore possibilities for their artwork.	10 minutes

	 4. Once students begin finishing their worksheets, they will begin sketching ideas for their artwork in their sketchbooks. (Ideation, planning) -Encourage students to experiment with various shapes, forms, and colors in their preliminary sketches.	4. Students further explore ideation and begin planning for their artwork. 5. Students examine the process of creating a monoprint using plexi-glass. Students gain a deeper understanding of what an image will look like before, and after it is transferred to a piece of paper. 6. Students synthesize future possibilities for their prints by refining ideas and experimentation with the process.	20 minutes (more or less depending on engagement) 10 minutes 5-10 minutes 5-10 minutes

	5. Gather students around one workstation for a Monoprint demonstration. (Skills, inquiry, numeracy) -Begin by drawing onto a piece of plexi-glass with a washable marker. “I think that I will create a Supernova that is bright red, I want it to look hot. I will make jagged lines moving outward to make it look like a star is exploding” [Talk out loud about the ideas and decisions being made as they are being drawn on the plexi-glass.] -Once the drawing is completed, ask students, “How do you think I can get this drawing onto this piece of paper?” -Dampen the paper in a water bucket, pat dry with a towel. Tell the students, “The key to creating a successful and effective looking print is how wet the paper is. If the paper is too wet, the marker will smear easily and possibly look runny. If the paper is not wet enough, the marker will not transfer.” -Lay dampened paper on top of the plexi-glass. Apply pressure across all parts of the paper. Carefully remove paper off of the plexi-glass. Show students the printed image. Emphasize to the students that anything that they draw on the plexi-glass will be reversed once they print it. 6. If time allows, students can begin experimenting with the monoprinting process, or they can finish sketching ideas in their sketchbooks. (Experimentation, ideation) 7. Teachers will gather the Supernova Worksheets, and students will begin cleaning up. -Instruct student to put all materials back into their correct “homes.” -Instruct students to wipe down table tops with water and a rag (if applicable) -Instruct students to pile the sketchbooks **neatly** at the end of the workstation they were seated at. -Teachers will release students to recess, and gather all materials and the bin.		
Day 2	1. Review blog from week 7. Ask students: (Review, reflection) -”What did we do last week? What ideas did everyone come up with for their Supernovas?” -What did everyone think about the printing demo? For those that tried it, could you tell us how you made a print? What sort of advice would you give to your classmates?	1. Students review and recap what happened in the previous week.	5 minutes

	2. Introduce artwork from Sandro Pachvashvili, Sviatoslav Gerasimchuk, and Izabel Raa. (Lecture, discussion, observation, technology) -Ask students: "How are these artists using color? What about shapes? (What shapes do you see?) How do these artworks look different from each other?" -Conclude with RAFT. Ask for a student volunteer to read it aloud to the class. (Literacy) "You are a local astronomer who has just discovered a strange phenomenon in your telescope. Once you researched your findings, you determined that what you saw is a Supernova unlike anything you have ever seen before. A team of NASA scientists will be coming to Polaris and your job is to communicate what you saw by creating a monoprint and adding painting elements to it. Your goal is to convince the group of NASA scientists that you have discovered something unique, and that you should be added to their team." 3. For the students that were absent last week, give them a playsheet (if they choose). Also, provide demonstration on the printing process. (Skills, inquiry, numeracy) -Begin by drawing onto a piece of plexi-glass with a washable marker. "I think that I will create a Supernova that is bright red, I want it to look hot. I will make jagged lines moving outward to make it look like a star is exploding" [Talk out loud about the ideas and decisions being made as they are being drawn on the plexi-glass.] -Once the drawing is completed, ask students, "How do you think I can get this drawing onto this piece of paper?" -Dampen the paper in a water bucket, pat dry with a towel. Tell the students, "The key to creating a successful and effective looking print is how wet the paper is. If the paper is too wet, the marker will smear easily and possibly look runny. If the paper is not wet enough, the marker will not transfer." -Lay dampened paper on top of the plexi-glass. Apply pressure across all parts of the paper. Carefully remove paper off of the plexi-glass. Show students the printed image. Emphasize to the students that anything that they draw on the plexi-glass will be reversed once they print it.	2. Students deepen observation skills. Students also consider the different ways in which artists work to create Supernova forms. 3. Students examine the process of creating a monoprint using plexi-glass. Students gain a deeper understanding of what an image will look like before, and after it is transferred to a piece of paper.	10 minutes 10 minutes

	-Ask for any questions. 4. Release students to begin working on their Supernova prints. Materials will be laid out at each table for students to use.(Skills, experimentation) -Be sure to explain to the group that they will be able to add other drawing or painting elements to their artwork. -Provide a variety of materials to students for them to use. -Hand back playsheets from the previous week. -Remind students to clean and dry their plexi-glass between each use, or a 'ghost' image may appear. 5. Students will begin cleaning up their workstations. -Instruct student to put all materials back into their correct "homes." -Instruct students to wipe down table tops with water and a rag (if applicable) -Instruct students to pile the sketchbooks **neatly** at the end of the workstation they were seated at. -Instruct students to **neatly** place towels at the end of each table. -Teachers will release students to recess, and gather all materials and the bin.	4. Students experiment and develop prints for their artwork.	35-40 minutes 5-10 minutes
Day 3	1. Review the blog from week 8. Ask students: (Review, reflection) -What did you learn about making monoprints? What were some challenges and successes? Would you do do anything differently? 2. Instruct students that there will be two stations in the room today; monoprinting and painting. (Inquiry) -Tell students that they will be adding onto their prints from last week using acrylic and/or watercolor paint. -For the students who would like to revisit monoprinting, these materials will be available to them. -Tell students that an example of a color wheel is in the front of the classroom for them to reference as they need.	1. Students review and recap what happened in the the previous week.	5 minutes 3 minutes

	3.Demonstrate dry brush, flat wash, and graded wash techniques to the students. Tell and show students: (Demonstration, skills) -Dry Brush is where your brush is mostly dry but still loaded with paint. Most of the time, when you paint with a dry brush the paint will look scratchy. -Flat Wash is where you water down your paint and apply it evenly on your paper. The paint looks a little bit lighter and is even in color. -Graded Wash is where you add some water to your paint or paper and it gradually changes from light to dark. You will need less water for a dark color and more water to make a lighter color. -"Last week you all made a few prints. Go ahead and experiment with these brush techniques on your prints, or on a separate sheet of paper." -Ask for any questions *At this point ask students if they would like to see a color mixing demonstration. If there are any students who would like to see this tell and show: -Use even amounts of two colors, for example red and yellow. Take your palette knife and mix until the paint is completely orange. -To brighten (tint) this color, add white and mix completely. -To darken (shade) this color, add black and mix completely. -Avoid mixing more than two colors, or you might end up with a grey mud color. -Ask for any questions.	3. Students observe painting techniques. Students gain a deeper understanding of how to use and manipulate acrylic paint.	10 minutes
	4. Release students to grab their artwork from last week and begin working. (Skills, experimentation)	4. Students synthesize possibilities for their Supernova creations.	40-45 minutes
	5. Before cleaning up, teachers will model what a properly cleaned brush looks like. (Inquiry) -"Use water and soap to clean your brushes. Put a little soap in your hand and gently swirl it around. Rinse completely with water. Your brush is clean once the water you are use to rinse it is completely clear."		2 minutes
	6. Teachers will release students to clean their brushes and/or hands one table at a time to avoid sink congestion. Ask students to leave their clean brushes, palette knives, and cups right next to the sink in a neat pile.		15 minutes

	-Instruct students to throw away any paper plates and/or paper towels. Ask students to put back all materials into their correct 'homes.' -Tell students to leave their artwork on their tables for teachers to collect once they leave for recess.		
Day 4	1. Begin by looking at the blog from week 9. Ask students: (review, reflection) -What did we do two weeks ago? What was a success from the last class? What was one challenge?	1. Students review and recap what happened in the the previous week.	5 minutes
	2. Tell the students that this is the last 'working' day for making their art. Instruct students that they can finish their paintings and/or prints from the previous weeks. If students are done with painting and printing, they can begin collaging their prints and paintings onto one large surface. (Teachers will provide larger pieces of paper for students to do so.) Also, if students are completed with their Supernova projects, they can go back to the previous Nebula project and finish that. (There were a handful of students that wanted to finish this project.) (Inquiry)		5 minutes
	3. Release students from group to grab their artwork and materials and begin working. (Skills) -After students have been working for 20 or so minutes, ask the whole group about how much longer they would like to complete their artwork.	3. Students complete the creating process for their Supernovas. Students also revisit and finish previous projects.	30-40 minutes (depending on student needs)
	4. Begin reflective activity. Break students into groups of three or four. (Reflection, critique, discussion, literacy) -Instruct students that <u>one</u> student will be sharing at a time, while the rest of the group will be taking on the role of NASA scientists observing the Supernova that their peers have 'discovered. -Ask students to talk about: What is unique about their Supernova that they discovered? How large was this Supernova? Did it impact anything in space around it? What was one success in your artwork? Would you change anything about your artwork? Why or why not? (All of these questions will be posted on the SMART board.) -Once one student has completed sharing, the rest of the group will share. -If every group has completed sharing, ask the students if anyone would like to share with the whole class. This part of the reflective activity will look more like a "Gallery Walk."	4. Students look deeper at their own work and consider the choices that they made in the art making process. Students also look at the work of their peers and the choices that they made.	20-30 minutes

	5. Students will clean up any materials that they used today. Tell students: -All materials need to go back to their 'homes.' -Any paint brushes that were used need to be washed out, and placed next to the sink. -All artwork needs to be placed in a pile **neatly** at the back table.		10 minutes

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 be broken into small groups (3-4). In small groups, students will be asked to take on the role of NASA scientists and astronomers. One student at a time will take on the role of the astronomer, and the other students will be acting as the scientists. Students will be prompted to discuss their Supernova with their peers in hopes of convincing them that they are a good fit for the NASA team. Students will be asked to explain what Supernova discovery they made. Some questions for consideration will be:

- What is unique/different about your Supernova?
- How large was this Supernova?
- Did this impact any surrounding planets?

*If time permits, and students are interested, students will have the opportunity to share their artwork and 'argument' with the rest of the class.

Post-Assessment (teacher-centered/objectives as questions):
Have students achieved the objectives and grade level expectations specified in your lesson plan?

Did students generate a preliminary sketch referencing specific elements from the Supernova Discovery worksheet?

Did students create at least two monoprints using line, shape and color to form an effective and thoughtful design?

Did students demonstrate the appropriate use of dry brush, flat wash, and graded wash techniques in their artwork?

Did students create a mixed media Supernova by using both techniques to express their ideas?

Can students identify and share specific elements of their peers' artwork that interest/excite them using art language?

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.

Criteria	Advanced	Proficient	Developing
Creation of preliminary sketch referencing specific elements (shape, color, or size) from the Supernova Discovery worksheet?	Preliminary sketch referencing *very* specific elements from the worksheet	Preliminary sketch referencing *somewhat* specific elements from the worksheet	Preliminary sketch referencing *slightly* specific elements from the worksheet
Create at least <u>two</u> monoprints using line, shape, and color to form and effective and thoughtful design?	<u>Two or more</u> prints using line, shape, and color to form a *very* effective and thoughtful design	<u>Two</u> prints using line, shape, and color to form a *somewhat* effective and thoughtful design	<u>Less than two</u> prints using line, shape, and color to form a *slightly* effective and thoughtful design

Did students specifically describe the Supernova they discovered and explain why this discovery should land them on the NASA team?

Demonstration of appropriate use of dry brush, flat wash, and graded wash techniques in artwork?	*Very clearly* demonstrated appropriate use of dry brush, flat wash, and graded wash techniques	*Somewhat clearly* demonstrated appropriate use of dry brush, flat wash, and graded wash techniques	*Slightly clearly* demonstrated appropriate use of dry brush, flat wash, and graded wash techniques
Creation of mixed media Supernova by using <u>both</u> printmaking and painting to express ideas?	Supernova *clearly* utilizing <u>both</u> printmaking and painting	Supernova *somewhat* utilizing <u>both</u> printmaking and painting	Supernova utilizing <u>either</u> printmaking <u>or</u> painting
Identify and share specific elements of peers' work that is of interest using art language?	*Very* specific elements to describe peer artwork	*Somewhat* specific elements to describe peer artwork	*Slightly* specific elements to describe peer artwork
Specific description of the discovered Supernova and explanation of why this discovery should earn them a NASA team placement?	*Very* specific description of the discovery <u>and</u> explaining why this should put them on the NASA team	*Somewhat* specific description of the discovery <u>and</u> explaining why this should put them on the NASA team	*Slightly* specific description of the discovery <u>and</u> explaining why this should put them on the NASA team

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.)

<u>Day One</u>

What went well for this art experience? Why?

In this week's class, one thing that went well was that the students seemed to be highly motivated for this project; this was demonstrated in their initial sketches. Students were putting a lot of their personal interests into their drawings, which is something that we strive for as art teachers. Looking back, I think that it was good that I addressed and pushed students to include things in their artwork that was not necessarily on their playsheets. Students were experimenting with various shapes, colors, and creatures that they could include in their sketches. Also, many of the students created multiple sketches in this class period without needing any prompting. In past class periods, Melissa and I had to really prompt and guide students to do so. Observing this today leads me to think that these

students are demonstrating growth in their art and creative processes. Now the goal for the remainder of the semester at Polaris is to push these students to grow even further in their art making.

One other thing that I felt that was a success in this class period was motivating students with the printing demo. As I was showing students this process they seemed very much interested in what I was doing. Then when I revealed the final product, it was clear that the students were excited to try this printing process. A few students began experimenting with this process in the period, so from that, I feel the demonstration was a success. This part of the class period just reiterated to me that as art teachers, we need to teach art processes to students that are exciting to them; especially at the elementary level. I will definitely keep this process in mind as I move into my student teaching and first years of teaching.

What didn't go well in this art experience? Why?

One thing that I felt wasn't as successful today was the fact at times some students became distracted by their computers. A few students approached me asking if they could look a few things up to help them with their art ideas; and I told them that it was totally fine. This was really the first class period where students utilized technology in their art making, so it was a pretty new experience for me with these students. There were a small handful of students that were looking up things that were not necessarily related to what they were doing in art. The computers became a larger distraction when we began cleaning up. I am fine with students using technology as tool for their learning, but when it becomes a distraction, that is where a line needs to be drawn. Since technology use is becoming more and more relevant in schools across all age ranges, this will be something that I will have to address time and time again. For next time, I think that if students are using technology, I should set some ground rules on what is acceptable and not acceptable to be looking up. Also, it will be important for me to be truly observant and enforcing these rules when students are browsing the internet. This was a good learning experience for me, since computers are probably not leaving the classroom anytime soon.

What would you do differently? Why?

One thing that I would consider doing differently in the future would be moving the demonstration up sooner in the class period; this was brought to my attention from observation notes from Patrick. I began the printing demo with about twenty minutes left in class, and I noted that there were some students that would have definitely benefited from an extra few minutes experimenting with the process. A few students were a bit rushed towards the end of the class trying to finish the print that they were working on. If I were to show the students the process sooner, I am sure that students would have utilized that time wisely. The main reason why I did the demonstration when I did was because I saw that a few students were finishing up their sketches and they looked ready to begin the next step in the process. My intention was that I didn't want to interrupt the students in their work time, but again, when I look back students probably would have benefited from some more time trying out monoprints.

<u>Day 2</u>

What worked well for this art experience? Why?

One thing that went well in this week's class period was the intrinsic motivation demonstrated by the students. This week primarily was a work day for the students to complete their monoprinting for the Supernova creations. The students were excited about the process, and all of the students experimented and created at least two prints. Many students created four or five different prints in the class period. Even though we had a handful of students absent last week, these students gained familiarity with the process and tried new things with their artwork. It was clear in my observations that students were trying new things,

learning from things that went wrong in the previous attempt, and implementing new techniques to fix the problem. Students were experimenting with mark making, the wetness of the paper, and adding materials like watercolor pencil to their prints. Allowing students to explore with watercolor pencils was another highlight of the class period. Throughout the class, students were commenting on how much they liked this process.

One other thing that I want to mention that was a great success was having a student share their technique to the rest of the class. A student created an interesting texture and pattern with his print, so I asked them if they would like to share how they did this with the rest of the class. The student explained to the group that they drew on their plexi-glass, and only added a few drops of water to the paper so that the paper was nearly dry. After the student shared their process, many other students in the class tried out what the student just explained to them. From this experience, I witnessed the value and power of having peers teach each other. I will definitely look out more more opportunities like this in the future.

What didn't work well for this art experience? Why?

One thing that didn't work well this class period was the distribution of paper for the monoprinting. In preparing materials for this lesson, I grabbed probably around eighty sheets of paper. I felt that this would have been more than enough paper, but the students really experimented and used up the materials. We ran out of paper with about five or so minutes left in the class period. Luckily, we did have a back stock of paper, but it wasn't the best quality for the monoprinting process. For the future, I think we could have done one or two things differently. One thing might have been to give students only two or three pieces of paper to begin with. Maybe this way, students would have been more deliberate with their ideas and printing. The other thing (and probably most simple solution) would have been to bring a larger stock of paper. I feel that for this process, experimentation was a large part of the learning process and letting students try out many things was the best option. Both of these things are things to consider in the future.

What would you do differently? Why?

If I were to do this part of the lesson over again, I would really be sure to grab more paper. I would rather have more paper than less paper and scrambling to find more materials. For next time, I will gather and prepare way more materials than I think are necessary. This is something to really consider if I end up teaching in a school where I do not have my own classroom. The fact that we have to bring our materials to Polaris has really taught me a lot, and has forced me to be very organized when gathering and preparing materials. One other thing that I would have done differently is bring a variety of different paper types for the students to try out. The students used regular drawing paper, but I think I should have brought some printmaking paper, watercolor paper, and mixed media paper for students to try out. The students experimented a lot today with the process, and I think they would enjoyed seeing how different papers react differently with the process. Also, this probably would have combated the issue of running out of paper towards the end of the period.

<u>Day 3</u>

What worked well for this art experience? Why?

In this week's class period there were a couple of things that I thought went quite well. In the first part of the class, Melissa demonstrated to the class dry brush, flat wash, and graded wash painting techniques. Once the demo was completed and students began working with paint, the students displayed a strong understanding of these techniques. There were many students who utilized all of these painting techniques in their artwork. Another thing to note is that a few

students experimented with using a palette knife to apply paint to their paper. It was great seeing the students try new things and experiment with different techniques in their artwork.

One other thing that I felt was a success in this week's class was how we facilitated students that finished their artwork early. I think that we were able to provide students with thoughtful extensions that were pertinent to what they were doing, instead of just 'busy work.' I have noted that coming up with activities for students to do if/when they finish early has become a lot easier as I have gained more experience teaching students of this age group. Keeping students focused and engaged has really made a positive impact on classroom management as a whole.

The final thing that I would like to mention in this category is somewhat related to the previous section. Melissa and I planned for students to begin cleaning up about fifteen or so minutes before their recess, but today, students ended up cleaning a little quicker than we anticipated. To fill this time (and to let the artwork dry some more) Melissa facilitated a Gallery Walk mid-point reflection. The students seemed to really enjoy doing this. As I have discussed in previous entries, this group of students generally does an exceptional job talking about their artwork. This short reflection was no different. The students all were engaged and really wanted to share their artwork to the class. I felt that this was a great way to end the class and fill up the last couple of minutes.

What didn't work well for this art experience? Why?

One challenge that came up in this week's class was transporting wet paintings. This is definitely one thing that I overlooked somewhat in the planning process. Not being in an art classroom has really posed some challenges this semester, but it really forces me to consider the details. We let the paintings dry almost all of the way before loading up for the day, but there were a few areas of some of the student's paintings that were still a little wet. For next time, I think it would be useful to consider how to bring a drying rack or finding a space where we could let the artwork dry for a little while. This was really the first class where we had to move wet materials, so I didn't really consider how to do this until it came up.

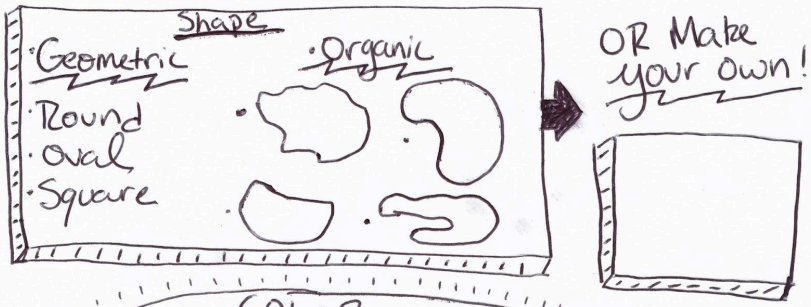
What would you do differently? Why?

The main thing that I would do differently would be to be sure and bring a drying rack, or something that students could use when they were done with their artwork. I feel that this would have helped us out immensely for this class period. One other thing that I would want to do differently is consider a different way to organize clean up. Overall, the students did a good job cleaning everything up efficiently, but there was still some backing up at the sink when they were cleaning brushes. Today, we would release students to go clean brushes by tables to help combat the sink crowding, but it still happened. I think for the future, we could utilize what worked well in the past, which was having one student per table clean the brushes for the group while the rest of them cleaned the table. This technique seemed to work well with the Cyanotype lesson, so I think it may be a good idea to implement this again next week.

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

What Did I Discover?

In my telescope I saw . . .



OR Make your own!

COLOR

Warm:
- Red
- Yellow
- Orange
- Pink

Dark OR Light

Cool:
- Blue
- Green
- Purple
- Turquoise

SIZE:

- Large or Small?
- Flat or Skinny?
- Short or tall?

This Supernova was Discovered by:

_____

Any Special Features?

- Did it destroy any planets?
- Did anything live here?
- Will this create a black hole?

1. _____
2. _____
3. _____
4. _____
5. _____