

ARTE Lesson Plan Template

edTPA aligned

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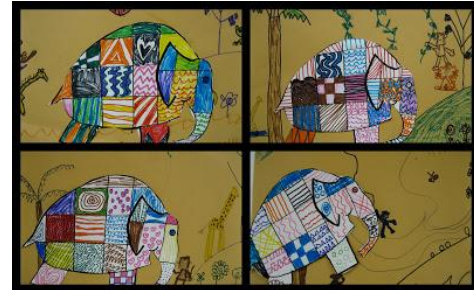
Unit/Lesson Sequence title: "Let's go to the Zoo!"

Grade level: 1st & 2nd

Number of Students: 9

Lesson ___8___ of ___10___

Lesson title: Colorful Elephants



Enduring Understanding / Central Focus

Students will learn about their local zoo and **analyze**

various artworks that feature use of line and pattern, as we talk about the animals that are in their local zoo. Students will be able to make an elephant using various colored markers, while learning about **line** and **pattern**.

Students will **analyze** various artworks that demonstrate a use of **line** and **pattern**. They will **describe** what they see in the artworks, while learning about different types of **line** and **pattern**. This is called **Language Function**.

Lesson Rationale and Summary

Rationale: This lesson will satisfy state requirements such as identify and point out visual art and design elements (i.e. **line** and **pattern**) (**4PE**), use selected art and design elements (i.e. **line** and **pattern**) to explore different ideas and relationships in their artwork (**5PR**), and describe how elements and principles (i.e. **line** and **pattern**) communicate meaning in art (**7RE**). This will also help their social skills as they will present their artworks to the class.

Summary: 1. Students will **analyze** various artworks that feature use of **line** and **pattern**.
 2. Students will **use line** and **pattern** to explore different ideas and relationships in their artworks.
 3. Students will **describe** how line and pattern communicate meaning in their artworks.

Lesson Objectives / Learning Targets

The students will...	Lesson Objectives / Learning Targets	ODE Code	Visual Arts Standard	Assessment/Evaluation of evidence
1 Identify	Students will analyze various artworks that feature use of line and pattern and describe what they see.	4PE	Identify and point out visual art and design elements and principles in their own artworks and in those of others using art vocabulary	Students will look at various artworks that feature use of line and pattern and point out what kind of lines/patterns they see.
2 Use	Students will create their own elephant artwork with their knowledge of line and pattern .	5PR	Use selected art and design elements and principles to explore ideas, feelings and relationships	Students will create their own lines/patterns and place them in their drawn elephant.

3 Describe	Students will present their artworks to the class and describe what kind of line and pattern they used and how it communicates meaning in their work.	7RE	Describe how elements and principles communicate meaning in works of art.	Students will share their artwork with the class and describe what kind of line/pattern they used and how it created meaning in their work.
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Content vocabulary: Line (wavy, vertical, diagonal, thick, thin), pattern

General vocabulary: Analyze, Describe

Instructional terms: Attaching

Planned Assessments

Pre-Assessment: I will administer a short question and answer survey at the beginning of the class of what we learned the previous week such as, "Who remembers what we did last week? What was your favorite part about making them? What would you do differently? Who remembers what collage means?" I will also have a beginning activity where they will explore different kinds of **line** and **pattern**.

Formative Assessment/Informal Assessment: I will walk around the classroom while observing, keeping a note of who is working on their Elephant **line/pattern** art (**5PR, Obj.2**), and who is not. I will pay attention to whether or not the students are grasping the concept of **line**, **attaching**, and **pattern**, through their use of materials and design and correct them if needed. I will help those students who are having a difficult time with the project by asking them questions that promote problem solving.

Summative Assessment/Formal Assessment: I will have the students present their artworks to their peers and share what **lines/patterns** they chose in their artwork and how it created meaning while using their vocabulary words: **line**, **attach**, and **pattern**. (**7RE/Obj.3**) A rubric (See attached) will be used by the teacher to measure the level of understanding each student mastered the learning objectives.

Differentiated Instructional Strategies

- Visual
 - I will have demonstrations on how to create the elephant, **attach** it to a piece of construction paper, and provide an example of what the final outcome of the project should look like. I will also provide handouts for those students who want more pictures on different types of **line** and **pattern**.
- Kinesthetic
 - I will have the students make their own elephant using **line** and **pattern**.
- Project Extensions for Gifted Exceptionalities
 - I will show the students contour drawings, which will help them further understand three-dimensional form.
- Verbal
 - I will tell the students what I am doing step-by-step during the demonstration.

Lesson Resources

Equipment: laptop computer, projector, cords to attach computer to projector screen.
Health & Safety: First aid kit, watching the students closely to make sure they are not hurting themselves or putting art supplies in their mouths.
Supplies: 9 scissors, 9 pieces of construction paper, 9 sets of markers, 9 cups of mod podge, 9 paintbrushes
Instructional support materials: Power-point presentation on artwork that feature use of **line** and **pattern**, teachers sample of final outcome of project, “Elmer” book, handouts with visuals/step-by-step instructions.

LESSON PROCEDURES

Syntax = I will be explaining what each of the vocabulary words mean during the demonstrations and powerpoints. I will have handouts of visual examples of what **line** and **pattern** look like.

Discourse = I will have the students repeat the vocabulary words back to me with their definition. Students will present their completed artworks to the class and will be asked to use the vocabulary words when they explain what they created in their elephant.

Language Supports = I will pose questions throughout the demonstrations to address comprehension. If students are talking to their peers about their creations, I will walk around and listen as they share. I will also listen to them display their use of vocabulary when they share their artwork to the class.

	Teacher actions (What will you be doing?)	Student actions (What will students be doing?)
Assessment of Prior Learning or Pre-Assessment	I will administer a short question and answer survey at the beginning of the class of what we learned the previous week such as, “Who remembers what we did last week? What was your favorite part about making them? What would you do differently? Who remembers what collage means?” I will also have a beginning activity where they will explore different kinds of line and pattern .	Students will listen and/or answer questions asked and participate in class discussions/activity.

Lesson Opening/ Introduction	I will introduce the new lesson by presenting a powerpoint on images of various artworks that demonstrate line and pattern while posing questions like, “What kind of lines do you see in this artwork? Is there a pattern ? Give me some examples in your everyday life that has some kind of line/pattern to it. What kind of lines/patterns will you be putting on your elephant today?” (4PE/Obj.1)”	Students will participate and listen to the presentation provided, as well as start to develop an understanding of line, pattern, and attaching (2PE/Obj.1) , as they analyze works of art that demonstrate line and pattern .
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Allotted Time	(be approximate) 15 minutes	
Formative Assessment/ Informal assessment	Watch for facial expressions of students throughout the presentation as they look and analyze various artworks that feature line and pattern . I will ask the students, "What kind of lines did they use in this image? Do you see any patterns ? Did they attach anything to the artwork? What kind of lines/patterns are your favorite? Why?" (4PE/Obj.1) I will have a brief discussion of any new questions that are mentioned about the project.	Students will tell me what kind of lines/patterns they see in the artworks (4PE, Obj.1) and ask any questions that they have about the project.
Body of Lesson (studio activity)	<ul style="list-style-type: none"> I will show the students the teacher's sample of what their Elephants should look like and go through each of the steps, demonstrating various lines, patterns, and attaching. Students will use line and pattern to explore ideas and relationships by creating an elephant that features different lines and patterns inside of it. (5PR, Obj.2) I will ask them questions like, "What kind of lines are you putting on your elephant? What patterns will your elephant have? How will you attach it to the construction paper?" Once they are all finished, I will have them clean up. 	Students will use line and pattern to explore different ideas and relationships in their artworks. (5PR, Obj.2) . They will listen and interact with the demonstration which will help them develop their understanding of line, attaching, and pattern .
Extra activity:	The students can revise past artworks or make up ones that they have missed. They will also write artist statements for each art piece they have done. The students can also add to the fish mural they worked on in previous weeks by incorporating objects they have seen at the zoo like coral, seaweed, ocean waves, etc. I will also have a book about elephants and pattern to read to them.	Students will work on past artworks or work on ones they have missed and write their artist statements. They can also work on their marine mural.
Allotted Time	(be approximate) 45 minutes	
Formative Assessment/ Informal assessment	I will walk around the classroom while observing, keeping a note of who is working on their Elephant line/pattern art (5PR, Obj.2) , and who is not. I will pay attention to whether or not the students are grasping the concept of line, attaching, and pattern , through their use of materials and design and correct them if needed. I will help those students who are having a difficult time with the project by asking them questions that promote problem solving.	Students will work on creating an elephant using their knowledge of line and pattern . (5PR, Obj.2) . They will engage in discussion to demonstrate their understanding of attaching, pattern, and line .

Lesson Closure	I will have the students present their artwork to their peers and describe what kind of lines and patterns they put into their own artworks and how it creates meaning in the artwork (7RE/Obj.3) while talking about their use of attaching, line, and pattern in their response.	Students will present their works of art and share the different types of lines and patterns they put into their elephant (7RE/Obj.3) . They will explain their own use of line, attaching, and pattern in the artwork.
Allotted Time	(be approximate) 15 minutes	
Formative Assessment/ Informal assessment	I will ask the students questions during their presentation such as, "What kind of lines did you put into your elephant? What did you put pattern in the elephant? How do you think the different lines and patterns work together when they are next to each other? What if you change it? Will it create a different meaning? (7RE, Obj.3) "	Students will listen and respond to the questions asked by sharing how their lines/patterns create meaning in their artwork (7RE/Obj.3) , as well as explain how they incorporated line, attaching, and pattern .

Summative Assessment Formal Assessment	A rubric will be used by the teacher to measure the level of understanding each student mastered of the learning objectives. (See Attached.)	Students will present their works of art and answer the questions given.
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Rubric:

Students Name:

Art Lesson:

Level of achieved:	5- Clearly understood with evidence through work/conversation and mostly independent.	4- Understood pretty clearly but needed some guidance	3- Mostly understood the concepts but evidence is lacking.	2- Seems confused/ needs a lot of guidance.	1- Refusal to do work/no evidence of understanding.	
Objective 1: "The students will analyze						

various artworks that feature use of line and pattern and describe what they see." (4PE)						
Objective 2: "Students will create their own elephant artwork with their knowledge of line and pattern . " (5PR)						
Objective 3: "Students will present their artworks to the class and describe what kind of line and pattern they used and how it communicates meaning in their work. " (7RE)						

Teacher comments on students strengths:

Teacher comments on student areas of improvement:

Student Self-Reflection: