Lesson Plan Title:\_\_\_**Painted Cardboard Environs and Clay Characters**\_\_\_\_ Length: 8 weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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 willneed to know to be successful.

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| **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. |
| Can students observe shapes and forms in life and and convert them to two-dimensional images?  Can students use preliminary sketches to construct three dimensional objects which express personal meaning?  Can students create a clay figure that demonstrates attention to composition, color, form, and shape?  Can students identify color, form, and shape in artwork by contemporary artists and relate them to their own work?  Can students use knowledge of tools and techniques to cut, fold, and attach cardboard to construct a sculpture?  Can students use the discovery board to reflect on their ideation, building techniques, and painting from the project? |

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| **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) |
| **RAFT project description:** You are designers brainstorming ideas for a new videogame and working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess an a sculpture showing a small portion of your game level.  Description: Students will paint cardboard and use it to create medium scale sculptures: environments for characters to interact within. They will also sculpt realizations of imagined characters out of clay. Subject matter will build from student’s sketchbook explorations.  Motivation: Character creation (modelled through costume), videogame references, using cardboard and clay.  History and Culture: architecture models, miniatures, classical heroic sculpture, modern claymation sculpture (Tim Burton and Henry Selik creations) |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Planning  Form  Artistic Expression  Insight/Reflection |

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| **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. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| 1. Artistic expression and intent influence materials, techniques, and form in art.    1. Artists choose materials to make into art    2. Artists use techniques to create art.    3. I can chose what I make and how I make it in order to express my ideas. 2. Planning, reflection, and refinement are essential components in the creation of all forms of art.    1. Artists plan and reflect when they make work.    2. I can plan my art and decide how to improve it. 3. Engagement with art can lead to understanding and insight about self, others, the natural world, and constructed environments.    1. Art teaches us about the world.    2. I can describe what art teaches me about myself, other people, nature, and buildings. |

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| **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** |

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| **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) |
| **Given a three dimensional reference** (model), students will be able to create observational sketches depicting shapes and forms. (Analysing/ Comprehend/ GLE 1/ Numeracy)  **Using preliminary sketches**, students will be able to construct cardboard sculptures which express personal meaning.(Creating/ Create/ GLE 1/ ideation/ Technology)  **Given cardboard and paint**, students will be able to create a clay figure that demonstrates color, shape, and form. (Creating/ Create/ GLE 2,3 /Expressive features/Numeracy)  **Shown artwork** by contemporary artists, students will be able to identify color, form, and shape and relate these features to their own work. (Analysing/Comprehend, Transfer/GLE 1, GLE 3/History/Literacy)  **Using cardboard and acrylic paint**, Students will be able to cut, fold and attach cardboard and use painting techniques to construct and decorate a sculpture. (Applying/Create/GLE 2/Materials and techniques)  **Using the discovery board**, students will be able to reflect on their ideation, building techniques, and painting from the project. (Evaluating/Reflect/GLE 3/Critical reflection/Literacy) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **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) |
| Instruction will be modeled, spoken, and presented visually via smartboard presentation and live drawing meeting the needs of kinesthetic, auditory, and visual learners. Resources and materials will look different for each student as they develop ideas for their constructions. | Option for written, verbal, or visual expression for sketchbook journal assignments. Product outcomes will vary based on student’s choice for artistic content and materials. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Instruction will be modeled, spoken, and presented visually via smartboard presentation and live drawing meeting the needs of kinesthetic, auditory, and visual learners. Resources and processes can be developed and made more complex for each student as they develop ideas for their constructions.  Talk to students individually to gauge when they need to be challenged. | Students will be challenged to make pieces more detailed and complex as need is determined by instructors. |

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| **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.** |
| Students will:   * write and draw when planning in their sketchbooks * discuss ideas for projects in pairs * write reflections/artist statements * discuss each other’s work during critiques.   Vocabulary: Sketch, Multimedia, Acrylic, Line, Form, Composition, Balance, Content, Realism, Abstraction, Intention, Critique |

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| **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.** |
| Day 1:   * sample sketch books * sketch books * pencils * erasers * colored pencils * markers * oil pastels * computers * paper * discovery board * post-its * Powerpoint presentation/computer/projector * easel * large pad of paper/whiteboard * costume for figure drawing exercise   Day 2, 3, & 4:   * utility knives * cardboard * hot glue * wood glue * paint * paint brushes * water cups * newspaper * Gloves * Clay * Plastic wrap * Boards/bats * Needle tools, ribs, ribbon tools, sponges (and any other clay tools we have) * discovery board * post-its |

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| **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.** |
| Kimon Nicolaides “The Natural Way to Draw” - referenced during sketchbook tutorial  Contemporary Context: (<http://weburbanist.com/2008/11/28/cardboard-art-and-sculptures/>)   * Cardboard Sculptures * Chris Gilmore * Dag Weiser * Mark Langan * Sylvie Reno * Alex Urible <http://habit-of-art.blogspot.com/2009/12/recycled-cardboard.html>   Miniature artists:<https://www.fastcodesign.com/1664848/7-artists-who-create-magical-miniature-worlds/11>   * Thomas Doyle * Kim Keever * Matthew Albanese * David Lawrey and Jaki Middleton |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Create powerpoint with sketchbook tutorial and ideation prompt * “Character and Setting” worksheet * Bring drawing supplies to the classroom * Post objectives for students to see * Bring sample projects created by the teachers * Set up supplies at tables |

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| **Safety:** Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| * Class practices for discussions and work time still apply * Safe techniques for using utility knives |

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| **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. |
| What makes art “good?”  How do artists become good at what they do?  How do artists figure out what they want to create? |

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| **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. |
| **RAFT project description:** You are designers brainstorming ideas for a new videogame and working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess an a sculpture showing a small portion of your game level.  Ideation Prompts:   1. Emily’s costume 2. Read RAFT - Ask students to share some ideas out loud 3. Hand out - “Character and Setting” worksheet 4. Link to Sketchbook Tutorial Ppt: <https://docs.google.com/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?ts=57d9748e#slide=id.p> |
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| **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 |

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| 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)**  Teachers will set up supplies at tables before class starts.    Students will put their stuff into cubbies and gather in a circle in the front of the class Teachers will join the students in the circle, and start the day off with energy/enthusiasm levels and should art be realistic. Students and teachers take turns going around the circle expressing their different levels.  Introduction to sketch/drawing techniques and Warm-up Sketchbook exercise: Students will get their sketchbooks and take a seat at their tables.  Teachers use powerpoint presentation to re-introduce how to use sketchbooks highlighting the importance of sketching quickly to get your ideas down on paper.  [Sketchbook Presentation](https://docs.google.com/a/rams.colostate.edu/presentation/d/1tYPvZ0WR41GdhMzAuM6YpRNImtjgIBgzcrL537KDqG8/edit?usp=sharing)  Teachers will lead a quick-fire round of sketching: One instructor will come to class dressed in costume and pose for the students, One instructor will model sketch techniques by drawing the figure in front of class as the third instructor walks around room helping students follow and draw with the modelling instructor.   * Contour Drawing * Gesture Drawing * Thumbnail Sketching   Say: your sketchbooks are supposed to be messy, and not all of your sketches will look finished. How could this help you when planning a sculpture? Transition into description of character project.  Introduce RAFT prompt: **RAFT project description:** You are designers brainstorming ideas for a new videogame and working in the preliminary stages to develop characters and settings. Your team manager has asked you to invent a character and a level for a potential game. They want you to plan and construct a small sculpture depicting this character and any special features they might possess an a sculpture showing a small portion of your game level.  Ideation Prompts: “Getting into Character” - Posing instructor from sketch activity comes dressed in costume and models her process of creating this character using the “Character and Setting” worksheet. Instructors tell students: today we are going to plan and sketch out ideas for your sculptures in your sketchbooks.  Work Time.  Clean-up:   * Give students a five-minute warning to wrap-up their work * Ask one student at each table gather all supplies and return to the supply bin. * Tell students to leave sketchbooks and a pencil out on the tables and sit down when finished cleaning up.   Discovery board activity: What did you learn about sketchbooks?  Reflection on class today  Ask students to bring their sketchbooks and sit down in a circle. Each student will have 20 seconds to share:   * What did you draw? * How did your ideas change from the beginning to end of class? * How did you learn from your mistakes?   Release class for recess  Pack up supplies and wrap up with Tom | **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**   * Evaluating: should art be realistic? Developing an opinion and considering others’ perspectives on art * Praxis: doing first, then reflecting. Learning to build from mistakes instead of erasing them * Reflecting, applying learning to the larger projects * Create: applying sketchbook techniques to planning * Reflecting: explaining learning * Analyzing their process and product * Comparing and contrasting ideas with actual practice, noting significant similarities and differences. | **Time**  8:00 AM  8:15 AM (Class Starts)  8:25 AM - 8:35 AM  8:35 AM -8:45 AM  8:45AM-9:20 AM  9:20 AM - 9:25 AM Clean up  9:25-9:35  9:35-9:45  9:45 (Class ends)  9:45-9:55 |
| Day 2 |  |  |  |
| Day 3 |  |  |  |
| Day 4 |  |  |  |

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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 take turns sharing what they’re planning to make as a “proposal” to the teachers  Discovery board activity: What did you learn about sketchbooks?  Reflection on class today  Ask students to bring their sketchbooks and sit down in a circle. Each student will have 20 seconds to share:   * What did you draw? * How did your ideas change from the beginning to end of class? * How did you learn from your mistakes? |

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| **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. |
| Can students observe shapes and forms in life and and convert them to two-dimensional images?  Can students use preliminary sketches to construct three dimensional objects which express personal meaning?  Can students create a clay figure that demonstrates attention to composition, color, form, and shape?  Can students identify color, form, and shape in artwork by contemporary artists and relate them to their own work?  Can students use knowledge of tools and techniques to cut, fold, and attach cardboard to construct a sculpture?  Can students use the discovery board to reflect on their ideation, building techniques, and painting from the project? | Lesson 1:   * Exceeds expectations: Student creates observational and imagined sketches to develop a direction for the sculptures, reflecting verbally and in writing on their process. * Meets Expectations: Student creates observational and imagined sketches to develop a direction for their sculptures * Developing: Student attempts sketches, but does not develop a clear idea for their sculptures. |

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

8/9/15 Fahey