Lesson Plan Title: Sketchbook Introduction Length: 1 day

**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. |
| During the last class we made observations of student interactions in the classroom, asked students what they want to do this semester in art, and discussed art education ideas with the classroom teacher, Tom.  Looking at the classroom blog from last year has also been part of our pre-assessment. We found:    Last year students did a unit called “Our Ideal World” - a series of artworks representing multiple aspects of visual communication in which students created a world they would want to live in.  ● illustrating narratives  ● paint  ● found objects  ● collage  ● sculpture (using cardboard, pipe cleaners, feathers, beads etc…) |

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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) |
| Creating personalized artwork for the front cover of the sketchbook - draw or paint an image or images that tell us about yourself.  You are ARTISTS! In this class we want you to start seeing and thinking of yourselves in this way. As artists, your work becomes a means of communication. Your viewers (classmates and teachers) want to get to know you, so tell us something about yourself! We want to know how you see yourself, your personality, the things you love, your goals and dreams for the future. Can you communicate some of these things with images in your sketchbooks? Let’s start by decorating the cover, since this is the first thing we see about your sketchbook. Let loose and have fun! |

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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.** |
| Observation  Planning  Ideation  Introspection  Artistic Reflection (thinking about art)  Artistic Intention |

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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.** |
| Planning, reflection, and refinement help solidify artistic intention and are essential components of the design process. (Creating - Reflect - GLE 2 - Ideation - Literacy)  Engagement with art through ideation and design can lead to understanding and appreciation of self and others.  Artistic intention is conveyed through the expressive features and inherent characteristics of design. (Creating- Create- GLE 1 - Inherent characteristics / expressive features) |

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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) |
| 5 Categories of Objectives:  o Ideation  o Inherent characteristics / expressive features (elements and principles)  o Media / techniques  o Art history / culture  o Reflection / assessment  -Having seen instructor’s artworks,, TSWBAT make inferences about the influences and intent of the artwork and explain their thinking. (Analysing - Comprehend - GLE 2 - Art history / culture)  -Given prompts, TSWBAT brainstorm sketchbook cover designs that are original. (Creating - Reflect - GLE 2 - Ideation - Literacy)  -Given media, TSWBAT create a drawing or painting on the cover of their sketchbook that is critically thought out. (Creating - Create - GLE 3 - Media / techniques)  -Given media, TSWBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art. (Creating- Create- GLE 1 - Inherent characteristics / expressive features)  -Using their artwork, TSWBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as the challenges and successes in their process. (Evaluating- Transfer- GLE 1 - Reflection / assessment) |

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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) |
| Allow students to express their brainstorming ideas in writing  or in words, or only draw their cover in pencil if they are slower and short on time | Written / verbal brainstorming, pencil only on cover |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Push students to develop their thinking by using complex symbolism to show aspects of themselves via visual imagery. | Student work will display complex symbolism and explanations will be in depth. |

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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.** |
| Thumbnail sketches - discuss that these are small sketches used to plan out different ideas and compositions  Composition - briefly discuss the importance of using the inherent features and characteristics of art  Portrait - discuss the definition of a portrait, can this definition include more abstract ideas?  Literacy is also integrated by encouraging students to write out their characteristics and brainstorm what they want to express. |

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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.** |
| Sketchbooks (with blank cover)  Markers  Colored Pencils  Acrylic Paint  Paintbrushes  Paper plates  Plastic cups  Construction paper  Power point with prompt and sticky-note reflection questions  Sticky notes  Examples of teacher’s art and sketchbooks  Bucket for paint brush cleaning station |

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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. |
| -Introduction PowerPoint  -Our own artwork to show |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| PowerPoint  Our own work (teachers)  Post-its  Sketchbook covered with gesso  Markers, colored pencils, crayons, paint… |

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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. |
| Classroom rules apply during Art time- the students will be held to the same expectations.  (ex: no running, no throwing materials, respect your neighbor's space...etc) |

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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. |
| The RAFT will motivate students to brainstorm ideas for their sketchbook covers.  After looking at the teacher's art, the students will be intrigued and want to create their own artwork.  1. Briefly introduce our backgrounds / interests, and show some examples of artwork we have created. Having the actual artwork would be more effective for this grade level.  2. Ask the students questions about 1-2 artworks each:  a. What do you think inspired me to create this piece?  b. How do you know this? What makes you come to that conclusion? |

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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. |
| Briefly introduce our backgrounds / interests, and show some examples of artwork we have created.  Ask the students questions about 1-2 artworks each:  a. What do you think inspired me to create this piece?  b. How do you know this? What makes you come to that conclusion?  1. Observe and Learn to COMPREHEND  1. What drives an artist to choose one thing over another?  2. Envision and Critique to REFLECT  1. Why is planning an important aspect of art?  2. How do artists plan works of art?  3. Invent and Discover to CREATE  1. Where do ideas come from and how do the evolve?  4. Relate and Connect to TRANSFER  1. Why would and artist want to make art about the world in which he or she lives?    Ask students to share things that they might want or need in their painting  -What are you passionate about?  -What defines you?  -How do you want people to view you? |

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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)**  1. (5 min) Sit in a circle with all of the students at the front of the room. Have everyone go around one at a time and say their name, give a rating from 1-10 of their energy level and enthusiasm, and state one art material that they would love to work with this semester.  (Cooperative Learning- Social skills)    2. (10 min) Briefly introduce our backgrounds / interests, and show some examples of artwork we have created. We will bring in at least one piece of our own art work!    1. (5 min) Ask the students questions about 1-2 artworks each:  a. What do you think inspired me to create this piece?  b. How do you know?    2. (10 min) Introduce sketchbooks and their purpose:  Ask students what they believe we could use the sketchbooks for as a class and as individual students?  We will be using them at the beginning of each class immediately after the group circle greeting. They will be used for responding to a prompt each class period and for ideation / brainstorming, as well as practicing drawing techniques. We will share our own sketchbooks and bring them every time to sketch along with them- allows us to move around the room without being intrusive (doing the same activity as them and engaging in conversation)  a. Today, we will be creating artwork on the cover of the sketchbooks using paint, markers and/or colored pencils. The artwork will be a representation of themselves, which can be taken from many different angles.  b. RAFT here  c. Ask students to share things that they might like to put on their covers to represent themselves.  (Cooperative Learning- Face-to-face)    3. (5 min) Hand out sketchbooks, introduce materials to choose from, and designate Clean-Up crews for the end of class..   * Paintbrush and water cup cleaners * Marker collectors * Pencil collectors   4. and have the students brainstorm on the first page or two using their own pencils. Let them disperse wherever they’re comfortable within the room.    5. (45 min) Work time - Have the students check in with us when they are ready to create the final cover. Ask them questions and push them to keep developing their ideas if necessary. Hand them the supplies (paints, markers, colored pencils, etc.) desired to create their covers.    6. (2 min) Spend a couple minutes having everyone walk around the room and see each other’s sketchbooks.    6. (10 min) Clean up - have the students make three separate piles for the markers, colored pencils, and sketchbooks. Make sure every sketchbook has a name on the front.    7. (5 min) Explain / show the discovery board. At the end of each day, students will write one new discovery they made and post it on their name section. This will be used as an exit ticket every class period.  a. Have the students do this. Tables that are done and quiet can come up to put them on the board, and then are released to recess. | **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**  1. Listening critically, thinking independently, and giving reasons and evaluating evidence.        2. Listening critically, noticing significant similarities and differences, reasoning dialogically: comparing perspectives, interpretations, or theories.        3. Questioning deeply: raising and pursuing root or significant questions. Analyzing or evaluating interpretations, beliefs, theories…etc.      4. Developing one’s perspective: creating or exploring beliefs, arguments, or theories.                                            5. Independent thinking. Exploring thoughts underlying feelings and feelings underlying thoughts.    6. Developing criteria for evaluation: clarifying values and standards.      7. Comparing and contrasting ideas with actual practice, noting significant similarities and differences.      8. Developing intellectual good faith or integrity.        Thinking precisely about thinking: using critical vocabulary. Developing intellectual courage. | **Time** |

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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.) |
| Questions about Students’ artwork: |

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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. |
| -Given prompts, TSWBAT brainstorm a variety of original ideas for their sketchbook covers? (Ideation)  -Given markers and colored pencils, TSWBAT create a critically thought out drawing of their “ideal thinking space” on the cover of their sketchbook? (Media / techniques)  -Shown artwork by the teachers, TSWBAT make and explain critical inferences about the influences and intent of the artwork? (Art history / culture)  -Given drawing materials, TSWBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art? (Inherent characteristics / expressive features)  -Using their artwork, TSWBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as challenges and successes in their process? (Reflection / assessment) | -Given prompts, TSWBAT brainstorm a variety of original ideas for their sketchbook covers?  -Given markers and colored pencils, TSWBAT create a critically thought out drawing of their “ideal thinking space” on the cover of their sketchbook?  -Shown artwork by the teachers, TSWBAT make and explain critical inferences about the influences and intent of the artwork?  -Given drawing materials, TSWBAT compose a sketchbook cover that demonstrates the inherent characteristics and expressive features of art?  -Using their artwork, TSWBAT reflect upon and discuss the compositional strengths and weaknesses of their work, as well as challenges and successes in their process? |

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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.) |
| **What worked well for this art experience? Why?**  All 17 of our students created something and stayed engaged for the whole time, which was so exciting to see! Part of the reason for this is the students were allowed to choose the media and subject matter they used. We didn’t plan for them to use their computers for research, but almost half the class was trying to draw something specific and realistic, so we let them use computers to find images. It worked well to give us an idea of what the class wants to do-they really care about realistic drawing.  **What didn’t work well for this art experience? Why?**  One thing that didn’t go very well was our timing. We spent about 20 minutes presenting and discussing before releasing the class to start making. That meant that we were rushed during clean-up, and only had 5 minutes to discuss and reflect at the end. Part of this was lack of planning for who was managing time, so hopefully that can be improved in the next lesson.  **What would you do differently?** **Why?**  One thing we’ll do differently is have each student write something for the discovery board. We didn’t introduce that during this lesson, so the reflection time at the end was verbal, which makes it harder to remember in the future.  We’ll also model using a sketchbook to plan, emphasizing trying and failing without erasing. The kids tend to erase or scratch out thing they don’t like, and we want to show them that failed drawings can help develop successful ones. |

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

8/9/15 Fahey