

You plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson. Gather information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what they know and what they will need to know to be successful.

Assessment:
How 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 and objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- What are oil pastels? How do you use them?
- What are shapes? can you name some examples?
- What is a figure/what shapes make up a figure?
- What does 'subject matter' mean when discussing art?

How students will 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 story about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Exploring how to create colorful art using oil pastels. Your mission will be to explore the new medium in your sketchbooks and try to experiment new techniques. After your experimentation and learning how to break down drawing figures using simple shapes, you will see if you can use the pastels to create an illustration of something you like! examples include walking your dog, dancing, eating your favorite food, going to school.

As students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Balance, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Style, Type, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

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 concepts but also demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will use their materials and solve problems as they create art.

Lessons should address all standards.)

Learn to **Comprehend**

Critique to **Reflect**

Discover to **Create**

Connect to **Transfer**

Outcomes/Learning Targets:

Describe a learning experience with a condition → behavior (measurable) → criterion. Aligned to: Bloom's – Standards – GLEs - Art learning a
meracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Num
Technology)

Students will be able to (SWBAT) experiment with oil pastels explaining their discoveries.

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two- and three-dimensional works of art based on personal relevance

materials

and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive

**Students will be able to (SWBAT) describe and a demonstration as to how an artist may identify shapes within a subject and use those shapes to simplify a complex subject, students
will be able to identify similar shapes the subject of their artwork.**

Understanding

Comprehend

Students will be able to describe and explain how viewers recognize characteristics and expressive features within works of art

materials

Students will be able to describe and explain how viewers interpret, and make meaning of art and design critically using oral and written discourse

Students will be able to (SWBAT) represent figures and objects using a variety of shapes and spatial relationships.

ate

fer

Students will be able to describe and explain how viewers contribute and connect to their communities

Students will be able to describe and explain how viewers recognize expressive features

Students will be able to describe and explain how viewers compare, contrast, and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and

ed artwork, SWBAT discuss the story, pastel techniques or shapes found in their artwork or the artwork of others.

standing

ct

hat art represents and tells the stories of people, places, or things

ritical Reflection

he value of visual arts to lifelong learning and the human experience

SWBAT examine paintings explaining the subject matter and identifying shapes.

zing

fer

d viewers contribute and connect to their communities

leation & Art and Culture

re and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art re
ue of visual arts to lifelong learning and the human experience

**ally 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 s
icient 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 c
still meet the objectives.**

: s for students to access (multiple modes for student to standing.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	There are no significant barriers to student access in this lesson. simpler shapes can help them create their image.	students can verbally discuss their choices through process.
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	students can use more complex shapes to make more advanced images or make them without using simple shapes.	students will discuss specifically where and what sh used in their imagery and how it helped create n advanced forms.

ocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.

ticulate their individual discoveries as they discuss their own artwork and that of their peers.

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.**

rt paper

1 figure images

ppropriate photo image

ids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (To be used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

n on the smart board may be an effective way to show the drawing process. It would be best if paired with one or more photographs over which the g
llustrated.

of a figure is to be projected onto the SmartBoard, said photograph will have to be taken and available on a jump drive.



ed to prepare for this experience? **List steps of preparation in a bulleted format.**

otographs for use on the SmartBoard and load them to a USB key
availability of SmartBoard pens and how they are used if they are available

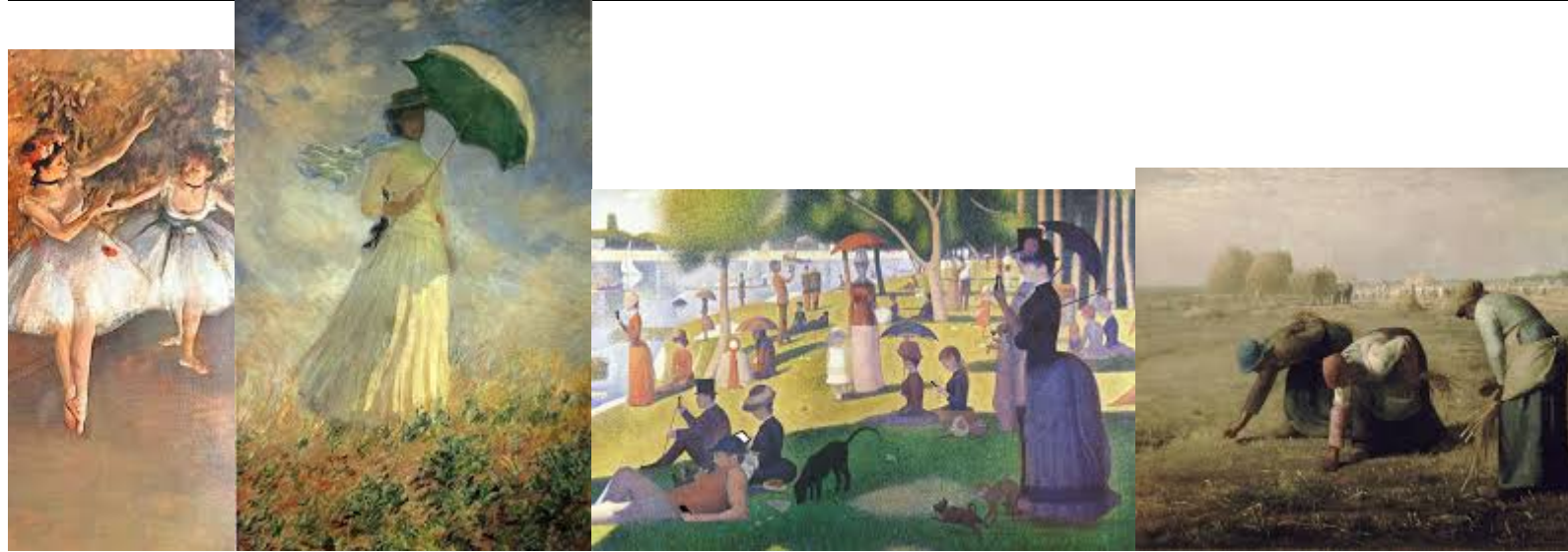
o create the projects included in this lesson

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

gnificant safety concerns for this lesson. Students will be advised about some of the differences between oil pastels and ordinary crayons.

ivate/Inquiry Questions:

ou will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson?
ons 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 v
g styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.



used and students will interactively pick out shapes they see on the posters and trace them out with a marker. Doing this will help them think about n
ough the use of simpler shapes.

explore and use different types of art materials?

he all created art using crayons and paint. Have any of you used pastel sticks to create art?

create bright colors like paint, and they give you the ability to create details like crayons. What kind of art do you think you can create using oil paste

use pastels similarly or differently than paint? Can we still use what we learned from our paint color mixing with the pastels?

when I mix primary colors together by drawing on the paper in layers?

mix colors to get the colors that I want to use? Why or why not?

how could you show yourself in your image?

at school, at home, dancing... what other ideas might be good for drawing yourself?

what do we find in different parts of this picture? How can we use those shapes to help us create art?

Definition:

creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visualized and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

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account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Instruction - The teacher will... (Be **specific** about what concepts, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**

Students will begin the lesson seated on the rug in front of the room.

Instruction will begin with a discussion and demonstration in the capabilities and use of oil pastels.

What different materials do you use in art?

Have you used oil pastels before?

Are they similar/different than using paint?

How do you use what you learned with the paint color mixing with the pastels?

Students will learn basic mark-making techniques and color mixing as an extension of the two prior painting lessons and exploration of art media.

The students will be seated at the table in groups as called, and begin an exploration project in their sketchbooks in order to experiment with the materials and demonstrated techniques.

Students will participate in a teacher modeled gallery walk in order to observe the work of their peers.

Give them a prompt to find something from another person's work that they liked.

The students will return to the rug and be seated.

Students will briefly discuss their findings using oil pastels. *How do you mix colors using oil pastels?*

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**

Listening critically
questioning deeply

developing criteria for evaluation

Time

10-15 min

15 min

<p>A discussion and demonstration will be conducted in order to model the technique of using basic shapes in order to simplify the depiction of complex forms and shapes.</p> <p><i>What kinds of shapes might make up the figure of a person?</i></p> <p><i>What shapes we have observed could you use these while drawing a picture of yourself?</i></p> <p><i>What could you draw yourself doing?</i></p> <p>Students will return to their tables where they will use oil pastels to draw(a person or persons in a scene, depict an event, tell a story graphically)</p>	<p>exploring thoughts</p> <p>listening critically</p> <p>generating or assessing solutions</p>	<p>5 min</p>
<p>Students will have access to simplified images of the human form in various poses (standing, sitting and action poses so that they may identify and describe geometric shapes in their depictions)</p>		<p>15 min</p>
<p>Preparation</p>		<p>5 min</p>
		<p>5 min</p>

Participatory/inquiry activity: Games and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings pre-lesson expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials, and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

During the sketchbook exploration component of the lesson, students will complete a modeled gallery walk to examine the work of their peers and return to their own experiences with the medium and the work of their peers.

ussion and demonstration illustrating the recognition and use of basic geometric shapes present within more complex shapes, students will identify and explain how and why they might use them to create art.

on of the figure/narrative component of the lesson, students will complete a second modeled gallery walk and return to the rug where they will discuss the creation of their own work and that of other student artists.

<p>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.</p>	<p>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.</p>
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Experiment with oil pastels explaining their discoveries?

Through a discussion and a demonstration as to how an artist may identify shapes in their artwork and use those shapes to simplify a complex subject, can students identify and represent shapes the subject of their artwork?

Can students represent figures and objects using a variety of shapes and spatial relationships?

Can students discuss the story, pastel techniques or shapes found in their artwork and the use of shapes and spatial relationships in others' artwork?

Can students examine paintings explaining the subject matter and identifying shapes and subject matter in artists' paintings?

Students experimented with oil pastels and explained their discoveries
 Students identified shapes in the subject of their artwork
 Students represented figures and objects using a variety of shapes and spatial relationships
 Students discussed their artwork and their peers and the use of shapes and spatial relationships
 Students identified shapes and explained subject matter in artists' paintings

+Above expected level, highly experimented with oil pastels, above average skills, thoroughly identified shapes in their and others' works of art, thoroughly used shapes to represent figures and objects, thoroughly able to discuss shapes and subject matter in artists' paintings

At expected level, experimented with oil pastels, average skills, identified shapes in their and others' works of art, used shapes to represent figures and objects, able to discuss shapes and subject matter in artists' paintings

- Below expected level, minimally experimented with oil pastels, barely identified shapes in their and others' works of art, rarely used shapes to represent figures and objects, hardly able to discuss shapes and subject matter in artists' paintings

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 was the lesson 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 this lesson again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

We introduced the students to oil pastels. They are typically very focused and engaged in the beginning exercises where they explore since they are able to introduce to something new and exciting. We tried giving the students more of a focus in this lesson compared to previous lessons and had more of a focus on drawing themselves. We did this by introducing them to how basic shapes can help build a realistic rendering of a person.

The lesson went better than expected. The students did a really good job exploring the new medium, pastels, in their sketchbooks and investigated different uses for the scratch tool. In our discussion it worked well letting the students come out and draw the shapes on the image so they were more involved in the discussion. We also had one student model and others describe shapes they could see. I think allowing them to be more engaged in the discussion kept them more interested. We also demonstrated more with the pastels and the sticks they could use to scratch into the pastels instead of just telling them to make sure they used the sticks.

We would do differently. We would have given more discussion and examples of how the students wanted to show themselves. A lot of the students created their own ideas with how they wanted to draw themselves but we didn't say much and some students just drew a figure and it would have been nice to see them try to put themselves into some kind of context.

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