

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 artwork, 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.

Objective 1 - what are watercolors and how do you use them?
Objective 2 - what is a landscape?

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)

You are an artist with the task of creating an image using both oil pastel and watercolor. You will continue exploring how to draw using shapes and create an image that shows yourself in your favorite type of environment. Will you be in a desert, forest, mountains, field of flowers... etc, the choice is yours. You will draw your scene using the knowledge you gained working with oil pastels and incorporate the watercolors to help build your desired scenery.

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.**

Observe
Create
Exploration
Problem-solve

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.

Artists explore materials and solve problems as they create art.

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)

After a demonstration, SWBAT experiment with watercolors explaining their discoveries.

Bloom's: Understanding

Standards: Comprehend

GLE: Artists and viewers recognize characteristics and expressive features within works of art

Art learning: Materials

PGC: Analyze, interpret, and make meaning of art and design critically using oral and written discourse

Using oil pastels and watercolors, SWBAT create an artwork with a personal theme with landscape using a variety of shapes.

Bloom's: Create

Standard: Create

GLE: Create two- and three-dimensional work of art based on person relevance

Art Learning: Ideation and Expressive features

PGC: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

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

Using completed artwork, SWBAT describe the story, pastel, and watercolor techniques or shapes found in their artwork or the artwork of others.

Bloom's: Remembering

Standard: Reflect

GLE: Identify that art represents and tells the stories of people, places, or things

Art Learning: Reflection

PGC: Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

Shown Artist's works, SWBAT examine paintings explaining the subject matter and identifying shapes.

Bloom's Analyzing

Standard: Transfer

GLE: Artists and viewers contribute and connect to their communities

Art Learning: Art and Culture

PGC: Explain, compare 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 related arenas

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

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

Access (Resources and/or Process)

Expression (Products and/or Performance)

multiple modes for student to express understanding.)	continue to use simpler shapes to create image and use more pastels since they have experience	Verbally discuss their ideas with help from the teacher.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Other/new ways to show the interaction of both mediums	More detailed work

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.**

Landscape
Students will articulate their individual discoveries as they discuss their own artwork and that of their peers.
Students will be able to discuss shapes used in their images and images of others.

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.**

- Half-sheets of art paper
- Oil pastels
- Water Colors
- Example human figure/landscape images
- Sketchbooks

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.**

Students will revisit the figurative images and do another activity with picking out shapes they can identify within the artwork.

After they will look at scenery artwork and see if they can identify more shapes that are used in images of scenery.

Additional images that show scenery may be required

Demonstration of water color will be necessary.

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

- Use oil pastels and watercolor to create the projects included in this lesson
- Find images to show students that have significant shapes they can identify

Safety:

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

There are no significant safety concerns for this lesson. Students will be advised about some of the differences between oil pastels and ordinary crayons.

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.

Begin with exciting watercolor demonstration: overlay of colors, resist techniques, blending color, mixed media

Why do artists explore and use different types of art materials?

Have any of you used watercolors before?

Can you explain how they are different than regular paint?

Can we use what we have learned and are continuing to explore with mark making and color mixing with our watercolors?

What happens if I use more or less water with the watercolors?

What happens when I mix the watercolor and pastels?

What are ways you could show yourself in your image?

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

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

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.

Why do artists explore and use different types of art materials?

Have any of you used watercolors before?

Can you explain how they are different than regular paint?

Can we use what we have learned and are continuing to explore with mark making and color mixing with our watercolors?

What happens if I use more or less water with the watercolors?

What happens when I mix the watercolor and pastels?

Where could you show yourself in your image?

What other ideas might be good for drawing yourself?

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

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	Instruction	Learning	Time
1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Students will begin by having a discussion about what they did last class and about watercolors and how to use them. Questions will include:</p> <p>Why do artists explore and use different types of art materials? Have any of you used watercolors before? Can you explain how they are different than regular paint? Can we use what we have learned and are continuing to explore with mark making and color mixing with our watercolors?</p> <p>They will be shown a demonstration using watercolors at two different tables and how to make marks and mix colors with the new medium. They will also be shown how the pastels interact with the watercolor and can create a resist when used together. Questions during the demo can include:</p> <p>What happens if I use more or less water with the watercolors? What happens when I mix the watercolor and pastels?</p> <p>Students will then be able to use their sketchbooks to explore how to use watercolor and pastels together and experiment with the new medium.</p> <p>After their experimentation students will be brought to the purple rug and revisit how to draw using shapes. They will observe a new figure poster and be able to come up and draw shapes they see. They will also look</p>	<p>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</p> <p>Analyzing and Evaluating art</p> <p>Listening Critically</p> <p>Questioning Deeply</p>	<p>5 mins</p> <p>10 mins</p>

<p>at posters showing scenery and discuss how shapes show different types of scenery.</p> <p>They will be asked to draw themselves again building on their use of shapes from last lesson and think of a type of environment they would like to have as their background. Questions during the discussion will include: What shapes can we find in different parts of this picture? How can we use those shapes to help us create art? What kinds of environments can you think of? Where could you show yourself in your image? What other ideas might be good for drawing yourself? Mountains, desert, fields, flowers, ocean, water...</p> <p>They will return to their spots and given white paper will use the pastels and watercolors to illustrate themselves and create a background.</p> <p>After students finish their images they will clean up and come back to the rug to discuss how they used shapes in their images and what they learned while using the new medium and the pastels.</p>	<p>Listening Critically</p>	<p>15 mins</p>
	<p>Analyzing and evaluating art</p>	
	<p>Developing Criteria for Evaluation</p>	<p>10 mins</p>
	<p>Developing one's Perspective</p>	<p>15 -20 mins</p> <p>15 mns</p>

<p>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.)</p>
<p>Upon completing the sketchbook exploration component of the lesson, students will complete a modeled gallery walk to examine the work of their peers and return to the rug to discuss their own experiences with the medium and the work of their peers.</p> <p>During the discussion and demonstration illustrating the recognition and use of basic geometric shapes present within more complex shapes, students will identify and discuss said shapes and how and why they might use them to create art.</p> <p>Upon completion of their images, students will discuss their artistic choices and new discoveries or techniques they learned and if they were successful or not.</p>

<p>Post-Assessment (teacher-centered/objectives as questions):</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and</p>
---	---

Have students achieved the objectives and grade level expectations specified in your lesson plan?	grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.																				
<p>Can students experiment with watercolors explaining their discoveries?</p> <p>Can students create an artwork with a personal theme with landscape using a variety of shapes?</p> <p>Can students describe the story, pastel and watercolor techniques or shapes found in their artwork or the artwork of others?</p> <p>Can students examine paintings explaining the subject matter and identifying shapes?</p>	<table border="1" data-bbox="868 283 1328 955"> <thead> <tr> <th></th> <th>✓+</th> <th>✓</th> <th>○</th> </tr> </thead> <tbody> <tr> <td>explained discoveries in experimenting with watercolor</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Used shapes to create an image with a personal theme showing landscape</td> <td></td> <td></td> <td></td> </tr> <tr> <td>described their story, medium techniques, and shapes found in their or their peers artwork</td> <td></td> <td></td> <td></td> </tr> <tr> <td>able to explain subject matter and identify shapes in artwork</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>✓+ = Thorough and detailed, demonstrated confidence and focus. ✓ = Thorough and detailed for the most part, occasionally showed confidence and focus. ○ = Rarely thorough and detailed, rarely shows confidence and focus.</p>		✓+	✓	○	explained discoveries in experimenting with watercolor				Used shapes to create an image with a personal theme showing landscape				described their story, medium techniques, and shapes found in their or their peers artwork				able to explain subject matter and identify shapes in artwork			
	✓+	✓	○																		
explained discoveries in experimenting with watercolor																					
Used shapes to create an image with a personal theme showing landscape																					
described their story, medium techniques, and shapes found in their or their peers artwork																					
able to explain subject matter and identify shapes in artwork																					

Self-Reflection:
<p><i>After the lesson is concluded</i> 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.)</p> <p>This lesson we introduced watercolors to the students to continue to work with creating images and figures with shapes. We built on last lesson and had them draw an image of themselves first, and then think about including a background this time now taking what we have learned with shapes and using it to create forms that could make up their choice of scenery.</p> <p>What went well.</p> <p>I think we have done a good job breaking the lesson into parts to help it go more smoothly. It has definitely helped having more of a method and system in place where we have work times and discussion times that break up the lesson. We have gotten into a much better flow and are getting more comfortable with class management and the lessons are improving.</p> <p>What we would do differently.</p> <p>Some students have progressed quicker or are more advanced and successful with drawing figures and scenery using shapes, and some still need a bit of help. It will be interesting to continue and think about how to work differently with the students that are exceeding expectations and what we can do to help them dig deeper and continue to push themselves. Vice versa we will need to think about how to keep the students who need a little more help caught up</p>

and not feeling as though they are falling behind or not doing well.

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

8/9/15 Fahey