

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 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.

Can students identify elements and principles of art?
Can students identify steps in a creative process?
Can students work three-dimensionally?
Can students explain and create an environment?

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)

Students will be building 3D bird forms out of strips of colored paper using staplers and glue.

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.**

Space
Shape

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**

Shapes can be made into three-dimensional forms that take up space.

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)

1. After seeing examples SWBAT discuss and describe elements and principles that they noticed. (Bloom's: Understanding - Standard: Observe and Learn to Comprehend - GLE: #1 -Art learning: Expressive Features and Characteristics of Art -Numeracy, Literacy, and/or Technology)
2. After a demonstration on how to construct a paper bird SWBAT to accurately identify the steps of the building process. (Bloom's: Remembering- Standard: Envision and Critique to Reflect - GLE: #2 -Art learning: Materials/Techniques -Numeracy, Literacy, and/or Technology)
3. Given work time and strips of paper SWBAT utilize the building steps to create a three dimensional paper bird. (Bloom's: Applying- Standard: Invent and Discover to Create - GLE: #2 -Art learning: Materials/Techniques -Numeracy, Literacy, and/or Technology)
4. After finishing constructing their bird and using construction paper SWBAT create an environment for their bird. (Bloom's: Creating - Standard: Invent and Discover to Create - GLE: #2 -Art learning: Conceptual -Numeracy, Literacy, and/or Technology)
5. Given time and an example SWBAT write a story that will accompany their bird and environment. (Bloom's: Remembering/Creating - Standard: Relate and Connect to Transfer- GLE: #1 -Art learning: Reflection -Numeracy, Literacy, and/or Technology)

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 multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can draw a bird in an environment if they are unable to work three dimensionally	Students can have a two dimensional product rather than three dimensional
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can use more than three strips of paper	Student can create more than one bird

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.**

Three Dimensional
Shape
Space
Form

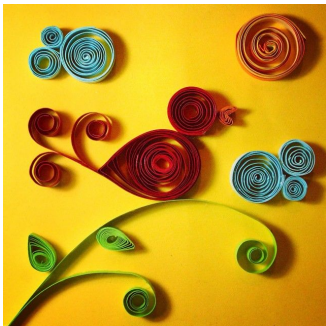
Materials:

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.**

Paper strips of multiple colors
Staplers
Glue sticks
Construction paper
Chalk
Lined paper/copy paper for stories

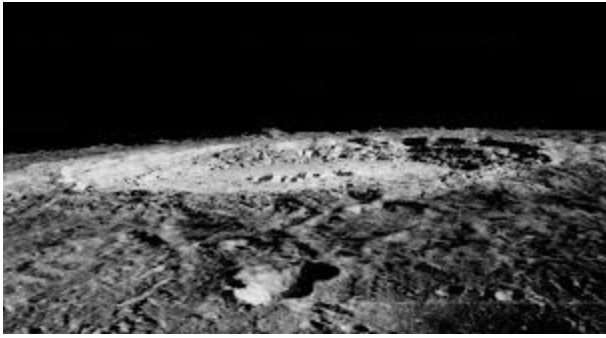
Resources:

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.**









Preparation:

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

Make an example-Make a bird that is not glued to paper, a bird that is glued to the paper and an example of a story.
 Gather strips of paper
 Check staplers to make sure they work
 Gather pictures and examples

Safety:

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

Careful with staplers-don't stick fingers in

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.

Power point presentation that introduces students to the idea of making a three-dimensional bird out of strips of paper.

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.

Do you have a favorite kind of bird? What makes it your favorite?

If you could imagine up a new bird what might it look like?

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 - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	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	Time
1	<ol style="list-style-type: none"> Start class by having a conversation about some examples of paper birds as well as the wooden strip bird that traveled here all the way from Europe. <ol style="list-style-type: none"> What are some things that you see in all of these examples? Similarities? Differences? What kind of colors do you see? Demonstration on how to make a paper bird. Start with three strips of paper. Students will fold the end to create beak. Add a staple. Bend the paper to create a curved underbelly for their bird add another staple to hold the bend. the remaining paper will be turned into a tail. Students will be able to glue on more strips if the tail paper is short. Once students create longer paper for their tails they will use a pencil to curl the tail feather paper. Students will be dismissed to their tables/to pick out their strips of paper. Students will be given time to work on their birds. They will be asked to think about the colors that they will be using to create the birds. "Do you want your bird to be made of only warm colors or cool colors? Do you want your bird all primary colors? Complementary(across from each other on color wheel)?" Are you drawing inspiration from a real bird or are you making up your own? Put name on the inside of your bird. Put it into the class bin. Put staplers into the center of table(Last fourth grade class helper table will put away) Look around table-each person needs to pick up at least <u>3</u> pieces of trash off of the floor. 	<ol style="list-style-type: none"> Refining generalizations and avoiding oversimplifications Analyzing or evaluating actions or policies Thinking independently Comparing and contrasting ideals with actual practice Thinking independently Making interdisciplinary connections Thinking independently Exercising fair-mindedness 	45 Minute Classes <ol style="list-style-type: none"> 5 minutes 10 minutes 7 minutes 15 minutes 1 minute 3 minutes 2 minutes 2 minutes

	9. Line up	9. Thinking independently	9. 1 minute
Day 2	<ol style="list-style-type: none"> We will look at pictures of environments today. What kinds of things did you notice in these images? Would your bird fit into these? What kind of environment do you imagine you would find your bird in? Demo on how to create an environment. Large piece of paper can be used as the bottom of an environment or as just a back drop. (Students will be shown both ways to clarify) Use glue sticks/ white glue to hold your environment together. Markers are okay, but try very hard to make as much of the environment out of paper as possible. Work time. Students can get paper from the scrap bag and the strip bag. Think about what kind of environment your bird lives in. Is it a water bird or a land bird? Does it live in the desert? Does it live somewhere with snow or a lot of trees? Put name on back of environment Place environment and birds into the class bin Put glue and supplies into center of table (Last fourth grade class will put all away.) Pick up at least <u>4</u> pieces of trash. Line up 	<ol style="list-style-type: none"> Developing criteria for evaluation Practicing Socratic discussion Analyzing or evaluating actions or policies Thinking independently Thinking independently Exercising fair-mindedness Thinking independently Exercising fair-mindedness Thinking independtly 	<ol style="list-style-type: none"> 5 minutes 5 minutes 10 minutes 15 minutes 3 minutes 2 minutes 2 minutes 2 minutes 1 minute
Day 3	<ol style="list-style-type: none"> Work on environments and birds Do you think that you want to just have one bird or do you want to make more? Could there be multiple birds of different colors? Work on filling all of the paper and adding details to the bird. Doe sit have wings? Feet? Feathers? How could you add these things? Put environments and birds into class bin Put materials into the center of the table (Last fourth grade class will put supplies away) Pick up at least <u>5</u> pieces of trash. Line up 	<ol style="list-style-type: none"> Thinking independently Thinking independently Comparing and contrasting ideals with actual practice Thinking independently Thinking independently Exercising fair-mindedness Thinking independently 	<ol style="list-style-type: none"> 10 minutes 10 minutes 15 minutes 2 minutes 2 minutes 5 minutes 1 minute
Day 4	<ol style="list-style-type: none"> Stories will be introduced. Think about what your bird is doing in his environment? Is there more than one bird hanging out? Where is there environment? Is it on Earth or different planet. 	<ol style="list-style-type: none"> Listening critically: the art of silent dialogue analyzing or evaluating actions or policies 	<ol style="list-style-type: none"> 5 minutes 10 minutes

3. Work time. Story needs to address what kind of bird it is (maybe if it has a name), where the bird is, what it is doing, and who it is with or why it is not with anyone. Needs to be at least 10 sentences.	3. Thinking independently	3. 20 minutes
4. Put stories into folder with name, put environments into class bin	4. Thinking independently	4. 5 minutes
5. Pick up trash off floor if there is any	5. Exercising fair-mindedness	5. 4 minutes
6. Line up	6. Thinking independently	6. 2 minutes

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 will do a gallery walk and discuss their ideas behind the bird and environment they created.

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Were students able to identify elements and principles of art?
 Were students able to identify steps in a creative process?
 Were students able to work three-dimensionally?
 Were students able to explain and create an environment?

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.

Student _____

Identified and described elements and principles? _____

Worked three-dimensionally? _____

Created an environment? _____

Plus: Great work with a lot of great detail.

Check-Plus: Great work with some great detail.

Check: Getting there, lacking some detail

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.)

This lesson went well for never having taught it before. I think it could have gone better if I had been able to explain the process better. I think it would have also helped if all the strips had been the same width-it made it hard to glue down some birds due to differing widths of strips. I think the environments turned out really great. We didn't get to the story part of the lesson, but I think it would have been a really good way to integrate literacy and writing into the lesson. I really hope to use it in the future.

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