

Lesson Plan Title: Aboriginal Dot Painting Length: One Week (4-30Minute classes)

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.

Identify Elements and Principles of art in works of art?

Describe cultural importance of art?

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 create a rock sculpture then use Aboriginal Dot Painting techniques to add designs to the sculpture.

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.**

Culture

Story Telling

Tradition

Symbol

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.**

Cultures use many different symbols and tradition to tell stories.

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 learning about the history behind Aboriginal Dot Painting SWBAT describe the symbols and uses of Dot Painting. (**Bloom's: Understanding - Standard: Relate and Connect to Transfer - GLE: # 2 -Art learning: Historical/cultural content -Numeracy, Literacy, and/or Technology**)
2. While looking at Aboriginal Dot Painting SWBAT describe and identify elements and characteristics of art in the images. (**Bloom's: Remembering - Standard: Observe and Learn to Comprehend - GLE: # 1 -Art learning: Elements and Principles of Art -Numeracy, Literacy, and/or Technology**)
3. After talking about symbols used in Aboriginal Art SWBAT discuss the intended purpose of Dot Art. (**Bloom's: Understanding - Standard: Observe and Learn to Comprehend - GLE: # 2 -Art learning: Historical/cultural -Numeracy, Literacy, and/or Technology**)
4. Using all of their background knowledge and the end of a paint brush SWBAT integrate the dot painting technique to express their ideas. (**Bloom's: Applying/creating - Standard: Invent and Discover to Create - GLE: # 1 -Art learning: Materials/techniques -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 decide how they want to create their sculpture	Students do not have to use dots if they are not able to
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can use other items plus rocks	students can write a story to go along with their sculpture

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.**

Aboriginal
Traditonal
Story Telling

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.**

Tempera paint or poster paint in basic colors
Rocks

Hot glue
Cardboard for stand
Pictures of traditional dot paintings from Australian Aborigines
Paint brushes to make dots

Resources:

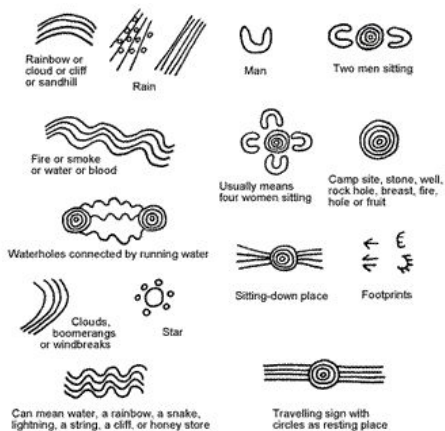
List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**



<https://pipersmith.wordpress.com/tag/aboriginal-dot-painting/>



<http://www.elizabethreoch.com/aboriginal-art-lesson-plan-dot-art/>



<http://www.elizabethreoch.com/aboriginal-art-lesson-plan-dot-art/>



<http://www.kimgrace.net/aboriginal-dream-paintings.html>

Preparation:

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

Poster and information to give to students needs to be created and found

Paint

Rocks

Hot Glue gun turned on

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

Wear smocks to avoid getting paint on clothes
 Stay seated and spread out at tables to make sure we do not paint our friends

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.

Talk about how Aboriginal Dot painting is used to tell stories. How would you tell a story using dots and symbols?

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.

How will your sculpture tell a story?
 How will the viewer know the story? Do you want them to be able to know?

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 1	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill) <ol style="list-style-type: none"> 1. Introduce lesson. 2. Introduce some aboriginal artists and show traditional Dot Painting. 3. Students will be given mat board and are able to pick out two large rocks. After they have picked rocks, they will be called up to the front of the room to get their rocks hot glued together. 	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 <ol style="list-style-type: none"> 1. Thinking independently 2. Listening critically 3. Thinking independently 	Time 45 minute classes <ol style="list-style-type: none"> 1. 10 minutes 2. 5 minutes 3. 7 minutes
----------	---	--	---

	4. If students are not gluing rocks they are able to color aboriginal drawings and come up with stories using the symbols used in Traditional dot paintings 5. Students will be stopped for clean up 6. Line up procedure.	4. Thinking independently 5. Exercising fair-mindedness 6. Thinking independently	4. 15 minutes 5. 3 minutes 6. 3 minutes
Day 2	1. Students will get to add small rocks to their sculptures today. 2. Students will again be called up by table to get their rocks hot glued on. Students need to know where they want their rocks placed before they reach the front of the line so that all students have time to glue. 3. If not gluing students continue the coloring and stories they started last class. 4. Students will be stopped for clean up. 5. Line up	1. Thinking independently 2. Thinking independently and exercising fair-mindedness 3. thinking independently 4. exercising fair-mindedness 5. Thinking independently	1. 7 minutes 2. 15minutes 3. 15 minutes 4. 5 minutes 5. 3 minutes
Day 3	1. Students will be given a demonstration on how to use the back of a paint brush to re-create the dot painting technique. Students will also be shown how to use the bristle part of the brush to paint large areas. What would happen if we layered paint? 2. Work time 3. Stop for clean up 4. line up	1. Listening critically and analyzing or evaluating actions or policies 2. Thinking independently and comparing and contrasting ideals with actual practice 3. exercising fair-mindedness 4. thinking indeendently	1. 12 minutes 2. 25minutes 3. 5 minutes 4. 2 minutes
Day 4	1. Today students will finish the stories and drawing they started at the beginning of the week. 2. Work time 3. Clean up 4. Line up	1. Thinking independently 2. thinking independently 3. exercising fair-mindedness 4. thinking independently	1. 12 minutes 2. 25 minutes 3. 5 minutes 4. 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 be able to share to the class their thinking behind the shape of their sculpture and what they symbols and dots mean

--

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.
<p>5. Were students able to describe the symbols and uses of Dot Painting.</p> <p>6. Were students able to describe and identify elements and characteristics of art in the images.</p> <p>7. Were students able to discuss the intended purpose of Dot Art.</p> <p>8. Were students able to integrate the dot painting technique to express their ideas.</p>	<p>Student_____</p> <p>Describe symbols used in dot painting? _____</p> <p>Incorporate dot painting and symbols? _____</p> <p>Describe purpose of dot painting? _____</p> <p>Plus: Great work with a lot of great detail.</p> <p>CheckPlus: Great work with some great detail.</p> <p>Check: Getting there, lacking some detail</p>

<p>Self-Reflection:</p> <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 went really well I believe. I think that I would like to go more in-depth about what exactly Aboriginal Dot Painting is used for. This lesson could also be interesting transformed into a big group project. I believe that all of the students were able to reach the objectives by creating a rock sculpture and then adding paint to it. I think to make it more authentic it might be interesting to have students create a sculpture that represents something from Australian and Aboriginal culture.</p>

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

8/9/15 Fahey