

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.

Method: Questioning

Who remembers what we drew on our sketchbook covers? What was this called?

Why is it called a self portrait? When we draw ourselves does it have to look exactly the same as we do right now? Or can we draw ourselves doing something else or in another place? Or maybe we are a different age.

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)

“Good morning art explores, we have done so much art throughout the semester and have discovered so much. We have traveled to so many different places.. Can someone please raise their hand and help me remember some of the places we have been?

That’s right! We have explored the past when we looked at cave paintings and even dug up artifacts. We have explored the future when we thought about what jobs and transportation we will have someday. Today we are going to return to right here in the present and explore some things about ourselves and our friends and family. Today you will be creating a portrait of you and your friends and/or family that shows how you all look right now in the present. We will be creating a background using tissue paper. You can do a lot with the tissue paper, you can create patterns, make a background, or put water on it and make it look like paint. On a separate sheet of paper we are going to draw ourselves and our friends and family. After next class we will have a gallery walk, where we will display our work and talk about briefly, this will allow us to get some practice before our exhibition.”

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

Story
Expression
technique

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.**

“I can learn new techniques that help me find new ways to express my story.” (Standard 1 GLE 2, pGCs Analyze, Interpret and Make Meaning Standard 2 GLE 1 PGCs Recognize, Articulate and Implement Critical Thinking.)

“I understand myself and the people around me and can create art that depicts our story and our environment.” (Standard 2 GLE 1 PGCs Recognize, Articulate and Implement Critical Thinking.)

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)

Shown images of mixed media art and nonrepresentational art, students will *discover* new forms of self representation and *form ideas* on how they can use it in their art. (Blooms: Analyze, Apply, Transfer, Standards , Art Learning: Art History/Culture, Ideation/Plan/Conceptual.

Given various materials, students will *mix* techniques, styles and materials to create a final self portrait that represents them on various levels. Blooms: Create, Transfer, Understand; Standards: ; Art Learning: Personal Grounding, expressive characteristics.

Given materials students will be able to *create* 2 portraits that depict themselves and their friends and/or family in the present, using expressive features and color. Blooms: Analyze, Apply. Standards: Reflect GLE1, Transfer GLE 1; Art Learning: materials/tools/techniques, Add one for each art learning : Art History

Using their self portraits, students *talk* about their display choice, their art ,and mistakes to their peers. (Blooms: Transfer, Evaluate, Understand Standards:2 GLE 2, 4 GLE1 , Art Learning: Ideation/ Plan/ Conceptual, Critical Reflection)

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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.**

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)
	Painting	Have watercolor and acrylic paints for students that want to paint instead of draw
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Tissue paper	Art explorers that need a challenge can use the tissue paper to create their house or bedroom instead of just a colorful mosaic

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.**

Students will record their plans in their sketchbook
Students will share their discoveries and place the sticky notes on their name on the discovery board

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.**

- Markers
- Watercolors
- Tissue paper
- 18"x24" multimedia paper (write student's names on the back prior to lesson)
- Paint brushes
- Bowls for water
- Stickynotes
- Sketchbooks
- PowerPoint with images of mosaics and community/self portraits
- Mirrors?

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.**

PowerPoint

Preparation:

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

Each teacher will create an example of the mosaic work that students can create with the tissue paper.

Write student's names on the backs of their paper before hand

Cut paper

Cut tissue paper

Gather mirrors

body cutouts on construction paper

Safety:

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

- Water use with watercolors

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.

How do we make self portraits as accurate as possible?

What do you look like right now?

- How tall are you?
- What are you wearing?
- What color is your hair? Your eyes? Your skin?

What kind of physical traits do your friends and family have?

What do you like to do with your friends? What about with your family?

- How can you represent that with a mosaic?

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.

Students will pretend that they live in a world where they have never seen themselves before.

First, they will describe attributes about themselves that don't relate to their physical appearance that they can incorporate in their self-portraits (ex: I like to draw, I like to eat mac n cheese, I like to read books)

Next, they will then use mirrors to look at themselves and describe what they see in the mirrors (ex: I see that I have big brown eyes, I have long black straight hair, I am tall, I have dark brown skin, etc.)

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 <u>specific</u> 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 <u>specific</u> about what will be the <u>intended result</u> of the instruction as it relates to learning.) UNDERSTAND	Time
1	<p style="text-align: center;">Slide 1</p> <p>“Good morning art explores, we have done so much art over the past week and have discovered so much. We have traveled to so many different places as we have explored so much. Can someone please raise their hand and help me remember some of the places we have been? That’s right! We have explored the past when we looked at cave paintings and even dug up artifacts. We have explored the future when we thought about what jobs and transportation we will have someday. Today we are going to return to right here in the present and explore some things about ourselves and our friends and family. Today you will</p>	<p>Students will recall what they did last class</p> <p>Students will learn about what they will be creating today</p>	<p>5 min</p> <p>5 min</p>

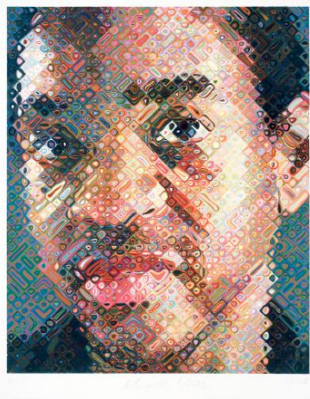
be creating a portrait of you and your friends and/or family that shows how you all look right now in the present.

Slide 2

“Does anyone know what a self portrait is?”

“Can you make a self portrait with other people in it?”

“How do we make self portraits as accurate as possible?”



What do you look like right now?

- **How tall are you?**
- **What are you wearing?**
- **What color is your hair? Your eyes? Your skin?**

What kind of physical traits do your friends and family have?

What do you like to do with your friends? What about with your family?

Students will learn about self-portraits

Students will think about their attributes that they could include in a self portrait

Students will be introduced to mosaic artwork and self-portraits

2 min

2 min

1 min

2 min

10 min



Who are the people that you hang out with ? Is it friends or family, or maybe it's a pet. In these portraits and self portrait you want to draw the people and animals you surround yourself with.

Do you see this background? All of these colors are the background. We will be using tissue paper to make our backgrounds. You can paint with the paper or make shapes and glue them down.

Show example.

Students will think about their friends and families and what traits describe them

Students will be introduced to the material of tissue paper

15 min

15 min

5 min



**Before we start we are going to draw Andres
Images of self-portrait and mosaic artworks**

Teachers will show their examples of mosaic self portraits

Students will begin ideation. They will imagine that they live in a world where they have never seen what they look like. They will think about attributes that they could include in their self portrait that are unrelated to their physical appearance. Students will raise their hands and share out. Students will then be given mirrors. They will discover what they look like! They will raise their hands and share out what physical attributes they have discovered that they can include in their self-portraits

Students will be dismissed from the rug and return to their desks, where bowls of tissue paper, glue, paint brushes, and

Students will observe and describe Andres to get an idea of how to draw a person

Students will begin ideation by observing and describing what they look like

<p>paper will be laid out for them. They can plan in their sketchbooks if they feel the need to.</p> <p>Students will start the tissue paper portion.</p> <p>When they are done they can put it on the drying rack</p> <ul style="list-style-type: none">● Were only able to finish the tissue paper portion of this class	<p>Students will begin creating their tissue paper collage</p> <p>Students will begin creating their friends and family self portraits</p> <p>Students will combine the two works of art into one piece</p> <p>Students will begin clean up by collecting scrap pieces of tissue paper</p> <p>Students will reflect on their challenges and successes</p>	
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Day 2	<p>“ Good Morning Art Explorers. Last class we were only able to work on our tissue paper background. Who remembers blending different colors with the paper? Does anyone have one that they really liked?</p> <p>Today we will be completing the second part of this project by drawing ourselves and our friends.</p> <p>Does anyone remember which teacher we drew last time?</p> <p>That’s right we drew Andres! And here is the final portrait that we were able to make from our observation of Andres:</p> <p>SLIDE 1 WITH PORTRAIT</p> <p>Turn and tell you neighbor one characteristic that you see in the portrait and what you think it tells us about art teacher Andres.</p>	<p>Students will recall what they did last class</p> <p>Students will recall information from last class by viewing a previously made portrait</p> <p>Students will turn and talk with their neighbor to identify characteristics displayed in a portrait</p>	5 min

When we drew Andres where there actually mountains in the background? Was there actually a sculpture? No! but remember we can add things to our pictures of us and our friends that give the viewer a “clue” about the person.

Here is a very famous artist who drew a portrait of himself and put in clues to tell us about him.

SLIDE 2 ROCKWELL



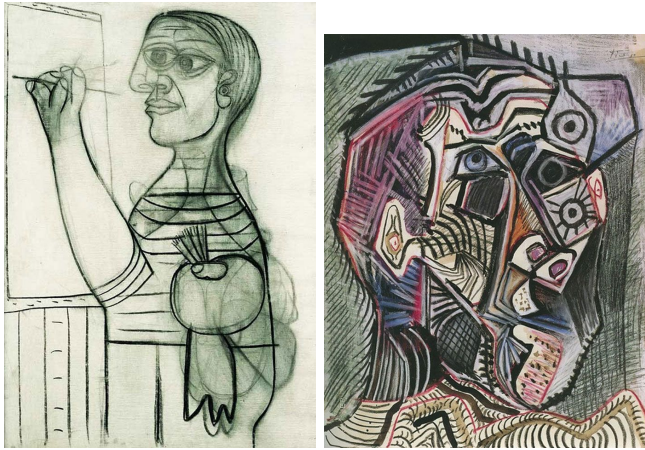
What clues tell us about this person? What is he using to help himself make a self-portrait? We will also be using mirrors to make pictures that look exactly like we do today!

But we can draw ourselves in so many different ways. These are some portrait made by Pablo Picasso. Look at how different they are ? Which one do you think he drew first?

SLIDE 3

2 min per slide

Students will decipher clues in the Norman Rockwell image to make guesses about who the artist is and what his interests are.



Now that we have remembered what we have been doing and have reviewed what we will be doing we are going to get to work today:

SLIDE 4 with written/visual to do list

- 1. Finish our collage backgrounds**
- 2. Create a self portrait using a mirror to capture exactly what we look like today**
- 3. Add our friends and/or family members to our portraits**
- 4. Add clues to our self portraits that give the viewer clues about who we are and what we like**

Can someone raise their hand and tell me the 4 things we will do today?

Let's go to work art explorers

Work Time

Alright art explorers let me see your best Mona Lisa: If you get done with your piece you can help work on our banner for the exhibition. Next week. We will display it on the wall next to all of your art!

Continue Work time

Students will be oriented to the work of the day and begin finishing their collages and portraits

Students who are finished will be directed to work on the banner for the art exhibition

2 min

1 min

5 min

35 min

	<p>We will have ten minutes of work time left. So start adding the finishing touches to your pieces. If you are done start helping collect all of the tissue paper and any other tools that aren't being used.</p> <p>Ok we will now be meeting on the rug. We will be cutting out your drawings and glueing them on your colorful backgrounds.</p> <p>Early clean up time: Markers, and scissors in proper container.Finished work on drying rack or in stack. Excess glue wiped off.</p> <p>Gallery Walk</p> <p>We will take a 3 mintues to choose a place to display our artwork. Will we choose somewhere that has a lot of light, or somewhere a little hidden?</p> <p>Now we are going to walk around the room if we get to your piece you will quickly tell us three things: Who is the drawing? What mistakes did you make? Why did you hang it here?</p> <p>Assessment during walk:</p> <p>Checklist :</p> <p>Two or more mediums in art Talk about their art process and concepts Complete two self portraits Use various forms of representation</p>	<p>Students will participate in a gallery walk and self-reflective activity</p>	<p>5 min</p> <p>20 min</p>
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	<p>As students are lining up for recess talk about the following topics:</p> <p>What was the hardest part about today? How did you get through that problem? What is something you liked about today's class? What are some memorable moments of this class? What didn't you like about it, why?</p>		
Day 3			

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.)

At the end of the 2nd class students will go a gallery walk to display their artwork. Students will choose where and how to display their two portraits. Once everyone is finished we will go around and look at the work. Students will choose what to share about their work, and what it represents. This will allow students to practice what the exhibition will look like. Students will also share what the hardest part of their artwork was

to complete and how they persevered through that. This will allow them realize that artists make mistakes and they find way to solve their problems and that's how they grow.

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>Teachers will observe students gallery walk and check off if each student accomplished the following objectives:</p> <p>Did the student: Use various forms of representation (symbols, colors, ideas)? Create self portraits with various mediums? Depict themselves and their friends? Talk about their display choice, art and mistakes ?</p>	<p>Checklist :</p> <p>Two or more mediums in art Talk about their art process and concepts Complete two self portraits Use various forms of representation</p>

Self-Reflection: <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.)
Empty space for reflection

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

8/9/15 Fahey