

Lesson Plan Title: "Dream Homes"

Length: one Class

Grade: 1st grade

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 you cut thick paper?
- Can you reimage/recreate your house?

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)

We will be architects, and together we are going to create a new city for all of us and our family and friends. Each of you will be responsible for making at least two different buildings (one being your own home the other being invented) and at least one tree or car.

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
Culture
Shape

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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 draw inspiration from their culture to influence the space and shapes in their artwork.

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 reading a book, students will be able to **describe** how different communities and cultures share their stories through artwork. (Evaluation, standard 1, standard 1 Gle 1, comprehend)

When looking at art from other cultures, students will be able to **identify** aspects of different cultures by pointing out what is different from our homes versus homes from other cultures. (comprehension, standard 2, standard 2 gle 1, reflection/transfer)

After closing their eyes and imagining their house, students will be able to **formulate** ideas about what they want their buildings to look like by creating a sketch. (synthesis, standard 3, standard 3 gle 1, comprehend/create)

Using acrylic paint, pastels, watercolor paints students will be able to **apply** painting/drawing techniques to decorate their buildings/trees/cars. (application, standard 3, standard 3 gle 1, comprehend/create)

Through observation, students will be able to **interpret** the art created by their classmates through a share and critique of all the buildings together. (evaluate, standard 4, standard 4 gle 1, reflect/transfer)

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)
	-Use markers and pastels instead of paint, use of thinner paper and foam paper for the backing (so it is less flimsy)	-Draw the images with markers and pastels if students don't want to use paint
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Provide various 3D objects	Create streets and people for the town

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.**

Culture
Shape
Collaboration

Students will learn about what collaboration means and what it can look like by participating in this art project and creating their own houses to arrange all of them together. They will also learn how culture can be incorporated into art by exploring different architecture from around the world.

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.**

Sketchbooks
Cardstock
Cardboard
Acrylic Paint
Paint brushes
Aprons
Paper plates (for paint)
Water trays
Towels to wipe paint brushes
Pastels
Watercolors

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.**

If You Lived Here: Houses of the World, by Giles Laroche

Preparation:

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

1. Gather cardstock paper/matboard
2. Create cardboard stands for the buildings, trees and forms of transportation
3. Set up different stations,
 - Acrylic paint station
 - Watercolor
 - Colored paper with scissors and glue
 - Oil pastels
 - Markers and colored pencils

Safety:

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

- Adults will be the only ones to use the hot glue
- When using scissors always be sure to carry scissors face down, when using scissors keep your eyes on what you are cutting the entire time.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate students 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.

Read a book "If You Lived Here: Houses of the World," by Giles Laroche. Laine and Sami will show their own created houses and put them together to make a little neighborhood with added trees and cars.

- What was your favorite house in the book? Why?
- What shapes did you see to make the houses in the book?
- If you could create your dream house, what would it look like?

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.

"You will be creating your own dream house to add to the town that we are creating as a class."

What shapes will you use? What textures and patterns? What colors? What features from the houses in the book are you inspired by that you want to add to your own house?

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	<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>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>Time</p> <p>Total: 1 hr 45</p>
	<p>The teacher will instruct students to gather on the purple carpet in the front of the classroom. The teachers will pull introduce project by reading the book “If I Lived Here” and showing paintings of buildings from other cultures. “What is different in the buildings from houses in Fort Collins? What else in this painting shows differences in cultures? What do houses look like in Fort Collins? What about the landscape?”</p>	<p>Students will learn that architecture is different all around the world by comparing houses in Fort Collins to houses in the painting from Ghana.</p>	<p>10 min</p>
	<p>Teacher will instruct students to close their eyes and imagine the outside of their house. “What color is your house? What texture and patterns? Is it big or small? Does it have a garden or any trees?” Now draw what your house from what you just envisioned in your head. Create sketches in sketchbooks</p>	<p>Students will envision what their own house looks like by answering these questions in their heads then sketching to plan what materials they will use to make their house.</p>	<p>10 min</p>
	<p>Teacher will demonstrate to students the first step of creating their houses: “First I am going to outline the shape of my house in pencil,keep in mind your house can be any shape you would like. Then I will cut out the shape of my home. Now I am going to paint and decorate my home, next I am going to go to the hot glue station and wait for one of the teachers to hot glue the standing tab onto my house.”</p>	<p>Students will understand how to break down the final result of the project into smaller steps.</p>	<p>5 min</p>

	<p>The teacher will then instruct students to cut out the shape of their houses and then go around to the different table stations to decorate their homes. Each table will have a different medium set up at it.</p> <p>Students will be warned that they have 5 minutes until cleanup time so that they will wrap up what they are doing. Students will be directed one table at a time to put their artworks on the black plastic bag on the carpet. Table one will bring their paints to the sink and cleanup their table first, then table two will cleanup, and so on.</p> <p>After clean up the students will gather around the arrangement of houses and we will discuss what it means to collaborate.</p> <p>“By putting all the buildings together how does the meaning of the artwork change?”</p> <p>“How are these houses different from the ones in Fort Collins?”</p> <p>“What about our neighborhood is similar to neighborhoods around the world?”</p>	<p>Students will explore different materials by going to each station to create a mixed media artwork.</p>	<p>50 min</p>
			<p>15 min</p>
		<p>Students will explore the idea of collaboration and the impact it can make when putting artworks together.</p>	<p>15 min</p>

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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.)

Everyone will put their own house where they want it to be placed “By putting all the buildings together how does the meaning of the artwork change?”

“How are these houses different from the ones in Fort Collins?”

“What about our neighborhood is similar to neighborhoods around the world?”

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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.												
Did students connect their own lives to their artwork? Did students use their sketchbook to envision ideas about how to create their pirate ship? <i>Did students use two-dimensional painting technique?</i> <i>Did students make connections</i> to the art created by their classmates?	<table border="1"><thead><tr><th>Criteria</th><th>Advanced</th><th>Proficient</th><th>Developing</th></tr></thead><tbody><tr><td>Students envisioned their own idea for their house</td><td>Detailed and involved strong personal connections</td><td>Somewhat detailed and involved personal connections</td><td>Little detail and few personal connections</td></tr><tr><td>Created their houses using mixed media.</td><td>Went to all of the stations and used all mediums</td><td>Used at least 3 mediums</td><td>Stayed at one station and only used one medium</td></tr></tbody></table>	Criteria	Advanced	Proficient	Developing	Students envisioned their own idea for their house	Detailed and involved strong personal connections	Somewhat detailed and involved personal connections	Little detail and few personal connections	Created their houses using mixed media.	Went to all of the stations and used all mediums	Used at least 3 mediums	Stayed at one station and only used one medium
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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.)

November 2, 2018

What went well for this art experience? Why?

A variety of things went very well in this week's lesson. One thing that was successful was our use of learning stations. The use of learning stations was something we learned about last year when exploring types of differentiated instruction. By creating multiple stations with different mediums for the students to go to we were able to differentiate the content which gave students the ability to get up and move around in a constructive manner. This also allowed students to refocus when they moved from station to station. At this age students attention spans are shorter so by allowing them to move around helped to keep the students on task and engaged. The students seemed to be very engaged in this lesson, this was apparent because there were no classroom management issues all the students remained on task until the very end of the class. Another success this week was clean up time. This time around we assigned students jobs individually and would reassign the students a new job if they finished their first one. Surprisingly this worked better than any of our other ideas for cleanup time. Every student participated in cleaning up and it went quickly and smoothly.

What didn't go well in this art experience? Why?

Something that didn't go as planned this week was the lessons purpose itself. I believe the purpose we originally created was too complex of a concept for the students to grasp. Our original concept was to have our students focus on the differences between homes around the world and the homes in Fort Collins. Then we had planned that the students would create one imaginary home and one of their own homes. However, the students all ended up creating their own imaginary homes and drew their inspiration from the homes in the book.

What would you do differently? Why?

If I was to redo this lesson I would change the focus of it from studying culture to studying shapes. I would approach the images in the book by asking students what shapes they see that make up the homes. I think that at this age the idea of

culture and comparing foreign homes to their own may be too complex of an idea for the students to grasp.

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