

Lesson Plan Title: "Ahoy come aboard my ship!"

Length: Three Classes

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.

Students will take a poll by raising their hands, the teacher will ask the students, "Who has worked with acrylic paint before?"

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 a pirate who is ready to go on a journey to find buried treasure, you will invent a destination as well as any obstacle you may run into along the way! You will start off by painting your background and then you will design and create your ship by using scrap paper and paint!

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.**

color
Shape
Pattern

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 can create a two-dimensional composition with three-dimensional elements through the use of shapes and patterns.

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 listening to a story, students will be able to **relate** by using their imagination to come up with their own idea. (Remembering, Standard 1, Standard 1 GLE 1, transfer/reflection)

When looking at famous artworks, students will be able to **analyze** by interpreting and pointing out specific elements of design (shape, pattern, color). (Analysis, Standard 2, Standard 2 gle 1, reflection/transfer.)

After filling out ideation menus, students will be able to **design** ideas about what their pirate ship will look like by circling the options that they want to include and creating a sketch. (synthesis, standard 3, standard 3 gle 1, comprehend/create)

Using acrylic paint, students will be able to **apply** painting techniques to paint a background and then create pirate ships by using cut up paper shapes and pattern. (Application, standard 3, standard 3 gle 1, comprehend/create)

Through observation, students will be able to **identify** the stories told in the art created by their classmates through a share and critique. (Remembering, standard 4, standard 4 gle 1, reflection/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.**

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| 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 | -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) |
| | Student can use both paint and cut paper to assemble their pirate ship. | Student can create a different type of vehicle which they will use for their adventure. |

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.**

color
 Shape
 Pattern
 contrast

Students will be discussing their responses to a variety of artworks using personal interpretation. Students will be encouraged to use art vocabulary when appropriate.

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
Canvases
Acrylic Paint
Paint brushes
Aprons
Paper plates (for paint)
Water trays
Towels to wipe paint brushes

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.**

-Pirate book: How I Became A Pirate by Melinda Long

Preparation:

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

- Gesso canvases
- Cut out foam squares for making ships 3d
- Gather foam paper

Safety:

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

General instructions about the care and respect of paint and brushes.

- How to clean paint brushes after using acrylic paint. If you want to change color, use a different paint brush or clean brush thoroughly

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.

First read a story about a pirate ship. Then show students these paintings of ships. Ask the following questions:

What events do you see? What is going on?

What colors do you see? Are the colors repeated? Where? (Have student come up and point out.)

etc.....



"Tugboat on the Seine, Chatou" (1906) by Maurice de Vlaminck 1906



"Boating" by Brian Simonos, 2017



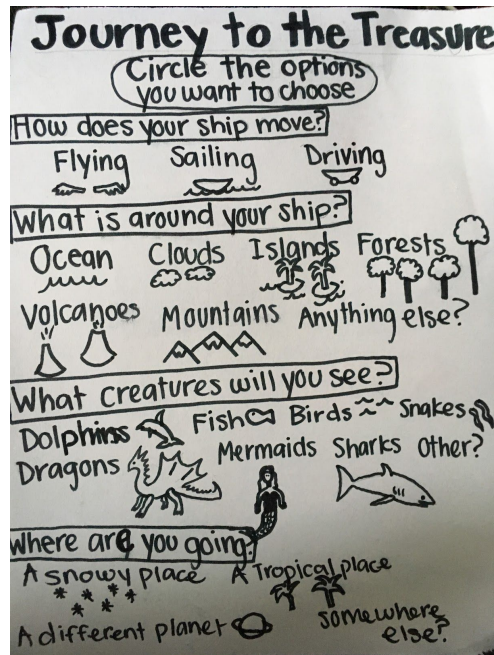
"Orange Bouy" by George Anderson

After showing these artworks, the teacher will show the example of a finished artwork with the cut-out ship pasted onto the background.

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.

Lesson menu:



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

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| Day 1 | <p>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)</p> | <p>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</p> | <p>Time</p> <p>Total: 1 hr 45</p> |
| | <p>Sami and Laine will go over art rules again at the beginning of class The teacher will instruct students to sit at the carpet and the teacher will list their expectations and rules for art class.</p> <ol style="list-style-type: none"> 1. Raise your hand when you want to talk 2. Be kind to others, we do not laugh at our classmates! 3. When it's clean up time, we expect everyone to help, do not sit around doing nothing while others pick up. Cleaning up includes cleaning tables AND picking up the floor around your tables. 4. Raise your hand if you need help instead of yelling across the room at Laine or Sami 5. Share materials with your classmates | <p>Students will understand and remember the rules of the art classroom so that they can create in a safe environment and have respect for themselves and others.</p> | <p>5 min</p> |
| | <p>After rules and expectations, we will introduce the lesson by dressing up as pirates and reading a story about pirates.</p> | <p>Students will get an idea that the next project will be about pirates by participating in this activity.</p> | <p>15 min</p> |
| | <p>"Today you will create your own story. You are a pirate who is ready to go on a journey to find more buried treasure, design your ship by painting on canvas with acrylic."</p> | <p>Students will envision ideas by using their imagination about what their ship will look like and where it will go.</p> | <p>5 min</p> |
| | <p>We will handout lesson menus and make a pirate story together as a class. Then Laine will show her finished pirate painting and filled out lesson menu. Students will be asked</p> | <p>Students will explore ideation which will open their minds to new ideas and</p> | <p>15 min</p> |

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| Day 2 | <p>to point out the options that were circled.</p> <p>We will guide students to sit by their sketchbooks and hand out the lesson menus. Students will fill out the lesson menus then make a pencil sketch in their sketchbooks.</p> <p>After sketching, we will do a quick demonstration about how to care for the materials (Using your own plate for mixing and not mixing paints in the center of the table.) How to clean brushes before using a different color. We will then give students a little piece of scrap paper for them to try acrylic. We will then ask them “How is it different from watercolor (the paint we used for the last project)?”</p> <p>The teacher will show the finished pirate ship artwork with the cut out boat. Then the boat will be taken off of the artwork. “First you will create the background.”</p> <p>The teacher will instruct students to write their names on the back of their final paper and then to refer to their sketchbooks and begin to paint their backgrounds.</p> <p>After the exploration students will be given their canvas and Students will first draw a pencil sketch on their canvas.</p> <p>The teacher will announce it is time to clean up and assign each table different clean up tasks.</p> <p>The teacher will have the room prepared before students enter:</p> | <p>possibilities about how a pirate ship can look like.</p> <p>Students will explore new painting material by using acrylic instead of watercolor which was the paint they used for the story boxes.</p> <p>Students will gain an understanding on how to properly care for the materials they are using.</p> | <p>5 min</p> <p>5 min</p> <p>45 min</p> <p>10 min</p> <p>10 min</p> |
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| | <p>-water cups filled -1 paint plate per table, filled with paint -plates for each table stacked and ready -paintbrushes on top of stacked plates. -final paper on each table</p> <p>Students will meet at the purple carpet. The teacher will pull up last weeks blog post and show the students the images posted there and ask, “ We will pick students randomly to describe what they added to their background to tell a story. Discuss teachers ship painting and ask “What stands out in the painting? Why? How could we create a ship that stands out? Why does the ship stand out?” *introduce contrast.</p> <p>We will show the famous artworks that deal with ships (go to motivation). We will ask students, “What shapes do you see? What colors and patterns? What do you think is going on in this painting?”</p> <p>We will pick students randomly to describe what they plan to add/added to their background to tell a story. Discuss the teachers ship painting and ask “What stands out in the painting? Why? How could we create a ship that stands out? Why does the ship stand out?” *introduce contrast.</p> <p>We will introduce the next step: How to make your pirate ship. Students will watch a demo on how to use scissors and construction paper. We will go through safety rules about scissors</p> | <p>Students will reflect on their learning from last class and expand upon that learning by learning about what contrast is.</p> <p>Students will see that artworks that look complex are created by using simple shapes. This will give them encouragement to paint and create!</p> <p>Students will see the finished artwork so they understand that the pirate ship goes on after the background. They can also visualize what their own artwork might look like. This also breaks down the lesson into simple steps.</p> | <p>10 min</p> <p>10 min</p> <p>10 min</p> |
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| | <p>“Don’t run with scissors and when walking hold the metal side down. We will show paper cutting techniques by showing a demo and modeling how to create the ships. During the demo we will ask students “What could a pirate ship look like? What shape could it be? What other parts do we need for the ship? We will also demo how to cut and fold strips of paper to make the ship pop out of the background. Take a strip of pre-cut paper and do an accordion fold, or a sponge if they don’t want the boat to move. Then use a glue stick to attach it to your ship and background. After the ship is cut out, they can decorate with markers, colored pencils and crayons.</p> <p>After the demo, we will ask students to raise their hands if they still need to paint. The students who still need to paint will sit at the same tables and the students who are ready to move on will sit on the other half of the room.</p> <p>Students who finish cutting out their ships will be given the option to add a flag by using a popsicle stick and construction paper, they will also be allowed to use pipe cleaners to create people or anything else they would want to add to their painting.</p> <p>The teacher will instruct that it is time to clean up, she will give each table a clean up job and dismiss the students by table to put their artwork on the purple carpet</p> <p>Students will participate in a gallery walk led by the teachers. As a class we will do a gallery walk of all the students artwork, at</p> | <p>Students will observe how to create a shape by cutting paper and adding it to their background to create contrast.</p> <p>Students will gain a deeper understanding of mixed media artwork when given other materials to work with and add to their painting.</p> | <p>5 min</p> <p>45 min</p> <p>10 min</p> |
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| | <p>each table the teachers will propose questions about the artwork and students will be able to talk about the work.</p> <p>Questions: Where do you think this artists pirate ship is headed? How do you know that? What colors to you see? Are the colors repeated? Where? What shapes do you see? Are there any patterns?</p> | <p><i>Through observation</i>, students will be able to identify the stories told in the art created by their classmates through a share and critique. They will also be able to identify how shapes patterns and colors can be used in an artwork.</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.)

Students will participate in a gallery walk led by the teachers. As a class we will do a gallery walk of all the students artwork, at each table the teachers will propose questions about the artwork and students will be able to talk about the work.

Questions:

Where do you think this artists pirate ship is headed? How do you know that?

What colors to you see? Are the colors repeated? Where?

What shapes do you see? Are there any patterns?

**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.

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| <p>Did students use their sketchbook to envision ideas about how to create their pirate ship?</p> <p>Did students incorporate elements of design?</p> <p>Did the student use both 2d and 3d elements in their design?</p> | Criteria | Advanced | Proficient | Developing |
| | students use their sketchbook to envision ideas about how to create their pirate ship | Student came up with more than one sketch/idea for their pirate ship | Student drew out one idea of what they wanted their pirate ship to look like | Student drew a couple elements they wanted to use on their ship but didn't draw an entire composition. |
| | Student incorporated elements of design into their work (shape, color, patterns) | Student included all three elements of design in their final work | Student incorporated at least 2 of the 3 elements. | Student only incorporated one element of design. |
| | Student used both 2d and 3d elements in their design? | Student included both 2d and 3d elements and added additional 3d elements besides their ship. | Student included both 2d and 3d elements. Their ship was 3d. | Student only used 2d or 3d elements but didn't incorporate both. |

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.)

10/05/2018

What worked well for this art experience? Why?

One thing that worked well for this art experience was the new method of co-teaching Laine and I tried. This time instead of tag team teaching we assigned Laine as the main teacher and I was the assistant/documenter. This was really successful because instead of us interrupting each other to give instruction Laine was able to take the lead this time. Also this technique of co-teaching was effective because it allowed only one of us to have to focus on documenting which allowed Laine to pay attention to the classroom as a whole while I worked with students one on one.

Another thing that worked very well for this experience was the demo, Laine did a great job of engaging all the students as she compared watercolor to acrylic paint and instructed them how to use acrylic paint. I only had to redirect 2 students during the critique, every other student was completely engaged.

What didn't work well for this art experience? Why?

Something that didn't go as planned for this experience was clean up time, students were not participating in clean up and the entire process was very chaotic. This time because we didn't set defined guidelines or jobs for cleanup time the students were lost when the time came for cleaning.

Another thing that didn't work as planned was how we set up before students came in. We didn't pour paint ahead of time, fill water containers or divvy up paint brushes so when it came time for students to start painting they had to wait as Laine and I scurried around the room passing out materials. While we passed out materials students started to get louder and off task as they waited.

What would you do differently? Why?

One thing I would do differently is assign students a letter and I will create a poster that is split into 4 sections each section containing a letter (A, B, C, D) under each letter will be a drawing and one sentence of what clean up job that letter is responsible for.

Another thing I would do differently is when setting up before class I will put out all the materials needed for the lesson on each table. In order to ensure my student's aren't getting distracted by the materials while I give instruction, I will have

student's sit on the purple carpet while I give instructions. When I am ready for the student's to begin the project I will then instruct them to take a seat at the tables.

Lesson 2, day 2

What worked well for this art experience? Why?

During the lesson this week multiple things went really well. I was in charge of teaching this week and Laine worked as the documenter. One thing that worked really well was the students seemed to be completely engaged throughout the lesson. The students that did finish early were given one on one instruction on how to begin creating their boats out of paper. Having the next step of the process prepared for those who finished ensured that no students were sitting around with nothing to do. Another aspect that worked really well was showing students different paintings of ships and asking them questions about the artwork. The students were all eager to answer the questions I asked about the artwork and multiple of them made valuable connections between the different artworks. Another thing that worked well was setting up prior to class. This time we pre poured paint, filled water trays, divvied up plates and paintbrushes. To ensure students weren't distracted by the materials in front of them I had them sit on the carpet in the front of the room until I was ready for them to use their paints. Having the supplies already passed out made the transition from instruction to creating go much smoother. Since the students all immediately could begin working there weren't any classroom management issues during that transition.

What didn't work well for this art experience? Why?

Something that could of gone better was clean up time. This time even though we dismissed students by table to clean up and assigned them individual jobs, clean up time still felt chaotic. Some students still weren't participating and students seemed to have to be constantly reminded of what their task was. Another thing that didn't go as planned was at the end our timing was slightly off, we had students clean up a few minutes to early. Luckily we were able to think on our feet and had students talk about what they created for their backgrounds to fill the few minutes at the end.

What would you do differently? Why?

Next time I am going to try a different technique for cleanup time. Instead of just handing students note cards with their job letter on it, I am going to attempt to

utilize clean up time hats. Each job will have a different colored paper hat to distinguish who should be doing what. I think by making each student job more visible it will be easier for Laine and I to hold the students accountable for their clean up jobs. As for timing, next time we will start clean up at the 10 minute mark instead of the 15 minute mark.

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