

## Service Learning Lesson Plan

**Title:** Collaboration Creations  
2018

**Group/Date:** Community Connections/ April 16,

<p><b>Lesson Idea and Relevance:</b> What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<p>In this lesson, students will share ideas and build community by creating a collaborative work of art. First, students will see how non-traditional materials can be used as art-making tools through experimentation with found-object paint brushes. Then, students will all work together to create one large 2-dimensional work of art. By communicating with each other and contributing to a collaborative artwork, students will see the value of combining different ideas and perspectives to foster community.</p>
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<p><b>Essential Understanding (s):</b> What are the “big ideas”? What specific understandings about them are desired?</p>	<p><b>Essential Question (s):</b> What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<p>Artists and designers collaborate to create works of art to combine different ideas and perspectives.</p>	<p>Why would an artists want to create art with other people?</p>

<p><b>Outcomes - Students will be able to...</b>What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast artwork; analyze sketches?</p> <p><b>Students will be able to</b></p>
<ol style="list-style-type: none"> <li>1. <b>After viewing the Litema mural</b>, students will be able to <b>describe</b> how and why multiple people would come together to make one piece of art; <b>students give at least two reasons how and why.</b></li> <li>2. <b>After experimenting with different nontraditional painting materials</b>, students will <b>create</b> 4 individual paintings using their found brushes; <b>experiment painting with their three found paintbrushes on three separate pieces paper and experiment with a neighbors brush on the fourth piece of paper.</b></li> <li>3. <b>After completing the collaboration project</b> students will <b>describe</b> what they contributed to the collaboration and <b>suggest a title;students reflect and explain what they used to make their marks on the paper and suggest a creative title.</b></li> </ol>

<p><b>Student Reflective Activity:</b> Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p><b>Assessment Instrument (s):</b> By what criteria will “performances of understanding” be judged?</p>
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<p>When the collaborative artwork is finished, we will hang it up on the wall. Students will observe the finished painting by...</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pointing to the marks made by themselves</li> <li><input type="checkbox"/> Saying or showing what they used to make those marks</li> <li><input type="checkbox"/> Seeing how the group came together to make a whole painting by listening/observing how their peers made their own expressions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gathering at least three non-traditional things to paint with from outside</li> <li><input type="checkbox"/> Experimenting with different ways to paint using these non-traditional items</li> <li><input type="checkbox"/> Allowing outside sources (other peers) to influence their art by using at least one non-traditional item picked by their tablemates</li> <li><input type="checkbox"/> Participated in the large collaborative painting</li> </ul>
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<p><b>Pre-assessment:</b> How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</p>	
<p>The students will know where the lesson is headed when we show them the mural outside and explain how artists collaborated together to create this piece of artwork.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why would an artist want to collaborate with other artists?</li> </ul>	

<p><b>Motivation:</b> How will you hook all students and hold their interest?</p>	<p><b>Ideation:</b> How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Take students outside to view the Litema mural (right outside Art Ed room). Standing around the mural, talk about how this Litema mural was created by a group of students who worked collaboratively to build up all of the dirt and paint the design.</li> <li><input type="checkbox"/> Prompt the questions: <ul style="list-style-type: none"> <li><input type="checkbox"/> Can anyone guess what this is made of?</li> <li><input type="checkbox"/> Why would an artist want to create artwork with other people?</li> </ul> </li> </ul>	<p>Painting with non-tradition/found object paint brushes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When students are outside, ask students to search/look around outside for non-traditional paint brushes.</li> <li><input type="checkbox"/> Demonstrate how to paint with a found item by picking up an item off the ground and painting with it on a sheet of white paper (bring paint and paper outside beforehand).</li> <li><input type="checkbox"/> Encourage students to find 3 items outside.</li> <li><input type="checkbox"/> Inside art room, students will experiment with their 3 found paint brushes on 3 separate sheets of paper.</li> <li><input type="checkbox"/> Students will trade a brush with another person at their table and experiment with it on a 4th sheet of paper.</li> </ul>

<p><b>Procedures:</b> How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?</p>	
<p>Welcome: (5-10 min.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet students outside and show them the Litema mural (outside the Art Ed room) and tell them about how students worked together to create the structure and paint the mural.</li> <li><input type="checkbox"/> <b>Explain:</b> Students in an art class about African art all worked together to create this mural, called a Litema mural. Can anyone guess what it is made of? Students helped each other build up all of this dirt and then painted the design on. <ul style="list-style-type: none"> <li><input type="checkbox"/> Why would an artist want to create artwork with other people?</li> </ul> </li> <li><input type="checkbox"/> <b>Explain:</b> Today, we are all going to work together as a team to create a giant artwork. But first, we are going to play with some a bunch of different paint brushes to paint cool marks.</li> </ul>	

#### Introduce Project and Gather Materials (10 min.)

- Explain (while still outside):** Sometimes, artists use strange objects to make their artwork, like using weird objects as paint brushes. What do you think would happen if we used this leaf (or other object) to paint on this sheet of paper? Let's try it out!
- Demonstrate how to use a stick, rock, leaf (or other found object) dipped in paint to create interesting marks on a piece of paper.
- Explain:** Now, it's your turn! Everyone look around outside on the ground for objects that could be used as a paint brush. Gather at least 3 different items that you think will make cool marks. (guide students around to help them choose)
- After students gather their items, go into the art room and direct students to sit at their tables.

#### Ideation (15-20 min.)

- Give students 4 sheets of paper (regular size construction sheets) and paint palettes with their desired colors.
- Explain:** On first 3 pieces of paper, test what it's like to paint with the objects that you have gathered outside. Try to use one sheet of paper for each object.
- When the students are done testing their own objects, have students trade an object with a table mate so they can experiment with another object.
- Explain:** Now, trade with someone at your table so you can see what kind of marks their paintbrush makes

#### Creating Collaborative Artwork (30 min.)

- Once we start seeing students finishing their own ideation artworks, bring them over to the large piece of paper.
- Explain:** Now, we are going to start making an artwork as a team. We have to work together and each of us will make our own marks on the paper. You can use the objects you found outside, or use the brushes we have here. Feel free to write your name, make marks, or paint whatever you would like.
- Let students choose whatever they would like to paint with to make marks for the collaborative work. Students will contribute to the collaborative artwork gradually as they finish their 4 sheets of paper. Try to stagger the amount of students working on the paper at one time.
- If students want to, let them add to the artwork using markers, crayons, colored pencils, or stamps.

#### Reflective Activity (10 min.)

- Once the painting is finished, hang it up on the wall for everyone to see.
- Everyone will take turns pointing/talking about the marks they made to contribute.
- Explain:** Take a look at what we all made together! Each one of you shared something different and made your own marks on the paper. Can you each try to find the mark you made? What object did you use to make that mark?

#### Clean-Up (10 min.)

- Students will bring their own paintings to the drying table (designate drying table)
- Each table will return their materials to the main supplies table
- Have each student bring brushes and water cups to sink and throw paint palettes away
- One student in each group will wipe their table

#### Snack Time/ Celebration!

- Get out snacks and pass out plates and napkins while admiring the collaborative work

**Materials and Resources:** What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Tarp
- Paint, paint brushes (non-traditional brushes/found objects), water cups, paint palettes
- Watercolors, brushes
- Markers, crayons, colored pencils
- Branch with leaves (could be fake)
- Construction paper

**Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.**

Preparation:

- Prepare sheets of paper (at least 4 per student), distribute on tables
- Prepare paints, brushes, palettes, and water cups
- Gather markers, crayons, colored pencils, and stamps
- Cover tables with tarp and cut large sheet of paper from paper roll

Safety Issues:

- Address no throwing, hitting, or playing (other than painting) with the found objects
- Help students gather objects outside/ make sure students do not wander

**Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

- Some “found paint brushes” laid out on the table so our student with a wheelchair can feel like they are able to “find and pick” a found paint brush as well
- Wheelchair accessible table/ paper on table so everyone has access
- Choice in paint brush and application technique