

Lesson Plan Title: "Emotion books "

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.

What is printmaking?

Why would you use printmaking instead of drawing directly onto the paper?

How would you transfer marker onto the paper using printmaking?

Can you tell a story of when you felt an emotion and why you felt that way?

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 artists who are putting together a book of emotions to help children younger than you understand the different feelings. You will do this by printmaking with markers.

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.**

Expressions

Emotion

Color

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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 memories and emotions by letting them influence the colors, shapes and patterns used 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 viewing a video clip, students will be able to **describe** physical features of each character that represents a feeling by clearly locating the characteristics of color and shape and expressive facial features to interpret and discuss what emotion the artist is trying to convey. (Remembering, standard 1, standard 1 gle 1, comprehend/create)*

*After observing artworks, students will be able to **interpret** emotions by identifying personal feelings motivated by works of art and describing them. (Analyze, standard 2, standard 2 GLE 1, comprehend)*

*After choosing 5 emotions from the list, students will be able to **recall** times when they felt the emotions to sketching in their sketchbooks. (Remembering, standard 3, standard 3 gle 1, transfer/reflection)*

*After sketching in their sketchbooks, students will be able to **create** a visual representation of several emotions by using printmaking techniques to express their feelings. (synthesis, standard 3, standard 3 gle 1, comprehend/create)*

*After making their emotion books, students will be able to **relate and connect** their artwork with their classmates by describing their own personal stories of when they felt the emotion and listening to the stories of their classmates. (synthesis, standard 3, standard 3 gle 1, comprehend/create)*

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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)
	-Students can use gloves if they don't like the feeling of the wet paper	-Students who are struggling with the process can draw images directly onto paper.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Students can use the printmaking technique to create their backgrounds and then draw their images on top.	-Students can create opposite emotions on each page. For example one page would have one half illustrating "Sad" and the other half illustrating "happy"

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.**

-emotions

Literacy is integrated into this lesson when the students create their artist statement about the emotion book that they created.

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.**

- scissors
- Buckets
- Printing plates
- Paper towels
- Towels
- Glue
- Construction paper
- Drawing paper
- Markers
- Colored pencils

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.**

Jean-Francois Millet, *Man with a Hoe*

Seurat, *Le Cirque*

Nakamura Shikan As Higuchi no Jiro

<https://www.youtube.com/watch?v=Mx41SPMLBMg>

Preparation:

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

- collect printing plates
- gather paints
- precut paper for printing
- gather materials
- print out emotion sheet for students to fill out
- print out artist statement

Safety:

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

- When cutting with scissors always cut away from your body.

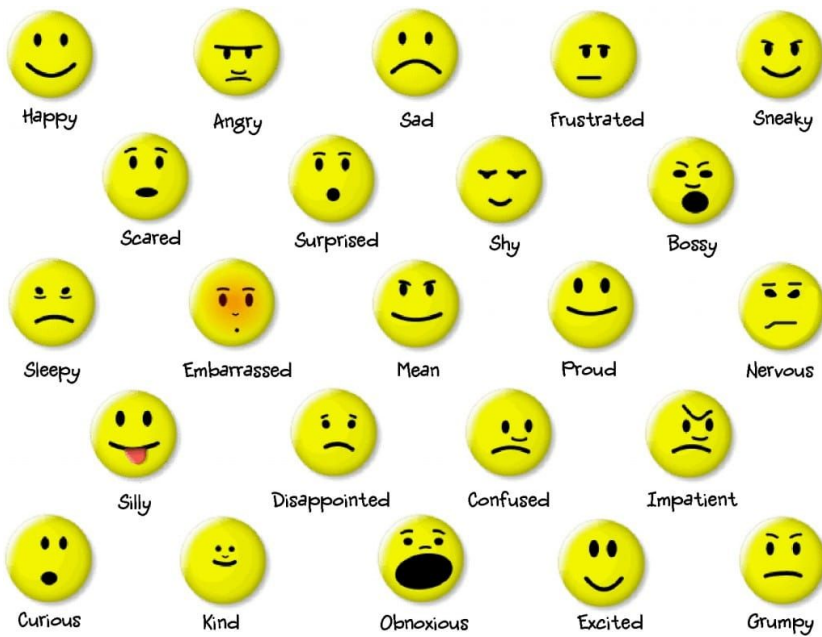
Action to motivate/Inquiry Questions:

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.

Teachers will
 show this video:<https://www.youtube.com/watch?v=Mx41SPMLBMg>
 “When you look at this monster how do you know what emotion it is?” and
 then students will play an emotion guessing game
 for the guessing game they can tell their partner a time when they felt that way and then the partner
 guesses what their emotion is

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 circle a feeling and sketch a time that they felt that way in their sketchbooks

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 teachers will instruct students to gather on the carpet. The clip from the movie inside out will play and then the teachers will ask “What emotions did you see and how did you know which emotion was which? What are the expressions on the faces of each emotion? When you look at each monster how did you know what emotion it was? The teachers will then show students three different artworks that portray different feelings? (Jean-Francois Millet, <i>Man with a Hoe</i>, Seurat, <i>Le Cirque</i> and <i>Nakamura Shikan As Higuchi no Jiro</i>) What is going on it these artworks? What emotions do you think the people in the artworks are feeling and why?</p>	<p>Students will be able to explore ideation by making connections between colors, shapes and physical features and emotions.</p> <p>Students will explore ideation by understanding how stories can portray emotions.</p>	<p>10 min</p>
	<p>Next the teacher will instruct the students to gather around her and the The teacher will demonstrate how to use plexiglass and markers to make a print.</p> <ol style="list-style-type: none"> 1. Fill the whole plexiglass with marker, draw what you want to transfer onto your paper. 2. If you mess up on drawing, you can use a wet paper towel to wipe away the marker. 3. Once your plexiglass is fully covered, you can line up at the paper station and Laine or Sami will help you dip your paper into the water and dry it off. 		<p>10 min</p>

	<p>4. Then you will put the paper on top of the glass, make sure the paper stays in place or it the marker will smear. Very carefully smooth down the paper with your hand and apply pressure so that the marker transfers to your paper.</p> <p>5. Peel off the paper and experience the magic of printmaking!</p> <p>The teacher will instruct students that they have 20 minutes to experiment with this process before creating the drawings for their books.</p> <p>Next the teacher will instruct students to use their sketchbooks to sketch out at times that they felt the 5 emotions. The teacher will demonstrate sketching.</p> <p>The teacher will instruct students that they have the rest of class to make their prints for their book.</p> <p>The teacher will instruct students to cleanup by assigning specific jobs.</p>	<p>Students will reflect upon how memories relate to emotions.</p>	<p>20 min</p> <p>5 min</p> <p>20 min</p> <p>10 min</p>
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Day 2	<p>Teacher will remind students what they were working on last time, "Today is the last day we are going to continue to work on our emotion books. You will have the first half of class to continue to make pages for your book, then you will make the cover for your book using construction paper."</p> <p>Teacher will instruct students to find their sketchbooks to find where they will sit and students will begin to create more prints.</p>	<p>Students will further explore the technique of printmaking combine artwork to create a combined piece of art and continue to explore artmaking by making stories to convey emotions.</p>	5 min
	<p>Teacher will instruct students that when they are finished they will cut out each of their drawings so there is no white border around them. The teacher will demonstrate how to cut out the drawings. Then the teacher will demonstrate how to use a glue stick to glue each picture to a piece of paper.</p>	<p>The students will explore the idea of creating a border for their drawings</p>	5 min
	<p>The teacher will then instruct the students to glue all their images to paper. The students will continue to work on their books.</p>		70 min
	<p>The teacher will then go around to the students who are finished and will let them pick some construction paper and instruct the students to create a cover for their books.</p> <p>Then the teacher will instruct the finished students to get the help from one of the teachers to staple their books together and duct tape the binding. Then the students will place their finished book onto the purple carpet.</p>	<p>The students will gain understanding of how when books are made they are broken down into individual steps.</p>	10 min

	<p>The students will then be instructed for clean up jobs individually</p> <p>Teachers will introduce the reflective activity. Each student will get a set of cards with an emotion on it: happy, sad, angry, disgusted. Students will be called on randomly by the teachers to share a page from their book. Before they talk about their artwork, their classmates will guess what the emotion is by holding up a card. Then the student will share what their story is about, what emotion they were trying to convey and how they conveyed it.</p>	<p>Students will reflect on the artwork of their classmates by making connections to their own lives and identifying emotions conveyed through the 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 share their stories with their classmates. Their classmates will guess what emotion they were trying to convey by holding up cards with the emotion on it.

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 represent an emotion with their masks? Did students use their sketchbook to tell a story about a time they felt the emotion that they chose? <i>Did students use two-dimensional painting technique?</i> <i>Did students make connections</i> to the art created by their classmates?	Criteria	Advanced	Proficient	Developing
	Did students represent an emotions in their books?	Student used both shape and color and patterns to portray the emotion	Students represented their emotion by using at least two of the following three: color, shape, pattern	Students only use a facial expression (ex. Frown, smile) to represent their emotion
	Did students come up with personal stories?	Student deeply conveyed a variety of emotions by clearly illustrating different personal stories	Student conveyed 5 emotions by thoughtfully illustrating different personal stories	Student somewhat conveyed emotion by only illustrating a few personal stories

<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.)</p>
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11/9/18

What went well for this art experience? Why?

A lot went well for this week's art experience. One major success would be the motivation we used, we played a short video clips to introduce the idea of emotions and all the students were engaged in the video. The students were quiet and kept their eyes on the tv while the video played. The video seemed to capture their attention more than books have in the past. Another thing that went well this week would be the process of the project itself. Printmaking with the plates got the students super excited, every student was consistently creating prints. I think that the magic of revealing a print from a plate is a process that amazes my students and that's why they are so excited about the project. Another thing that went well was that we gave the students time to experiment with what printmaking can do. By allowing students time to explore a medium before jumping into a project it allows the students to create without fear of "messing up." Giving them time to experiment also encourages planning before starting an assignment. Some students spent the entire class experimenting while others began their book after a few experiments. Another thing that went really well was the printmaking station we set up. We had students draw out their prints at their desk and then raise their hands when they wanted to print. Laine called on students to come to the print making station where I was to help students soak their paper, dry it and then produce their print. I think that having a station for printing was a good idea because students were able to get up out of their seat to move around in a controlled fashion each time they wanted to make a print.

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

One thing that didn't go as planned this class was our timing. Laine and I completely lost track of time this class and before we knew it Julie was telling us that it was time for the students to line up for recesses even though the students were still creating. We ended up having to tell our students to go line up and then Laine and I had to clean up the entire room. Another thing that didn't go as planned was Laine and I forgot to show the artworks we brought, however instead we had the students look at the completed emotion book I created and had them guess what emotions they thought I was portraying in my book.

What would you do differently? Why?

Next time I would make sure to keep track of the time and manage it efficiently because not giving the students time to clean up just created more work for Laine and I and stressed the students out as well. Another thing I would change is I would remember to

show the students the other artwork as well as my emotion book and discuss what emotions they think are being depicted in the pieces of fine art.

Lesson #4 Day 2

What went well for this art experience? Why?

This week's art lesson went very smoothly. One aspect that went better than planned was Laine and I's use of modeling with role playing. While Laine did a demonstration for assembling the emotion book we explained to our students that I would play the role of the teacher and Laine would be the student during this demonstration. Then Laine demonstrated how the students will raise their hands when they are finished with creating all their prints for their books. I then demonstrated how I would call on Laine and instruct her to go to the cover making table to gather construction paper and scrap paper for creating her book cover. Laine collected the supplies and then continued to demonstrate how to assemble the book. By utilizing role playing within our modeling our students appeared to better understand the instructions. This was apparent because every single student raised their hand when they were complete and waited to be called on before going over to the cover station. This was unlike our past experiences where we simply verbally instructed the student's to raise their hands and less than half followed instructions. Something else that went better than planned was student engagement throughout the lesson. During this lesson students were fully engaged, every student was busy working on their books and not a single student wandered off task. The students who did finish early asked if they could continue to make prints for their books. This showed me that Laine and I did a good job of creating an engaging lesson because even when the student's had met the requirements for the project they still wanted to continue to work on it! Another aspect that went very well this week was clean up time. When the time came we gave each table a specific job such as, floor cleaner, marker collector, plate collector, sketchbook collector and table wiper. By giving each table a specific job the students were able to keep each other accountable for the jobs assigned. I heard several students remind their tablemates what job they were supposed to be doing. Using the technique of self-governing among students made it easier for Laine and I to manage the class as a whole because we didn't need to micromanage specific students.

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

When reflecting on what didn't go as planned for last week's lesson only one thing comes to mind. The students that started to make their covers copied my example cover almost exactly. Even though when Laine demonstrated how to make the cover she used a completely different design than my example book the students still referred to my example to create their own covers. This was slightly frustrating because the students who did copy my cover had been completely original in creating the images for their book and didn't resort to copying until they made their covers. I think that the students may have done this because the only concrete/finished example they saw for a cover was the one I did for the sample book. Since student's didn't have other covers to reference I think they may have not considered how else they could use scrap paper to create their cover.

What would you do differently? Why?

If I were to reteach this lesson something I would do differently is when introducing how to create covers I would have a discussion with the students about what a book cover is used for. I would use picture books as examples to show the students the many ways covers are created and also show them more than just my finished example of a cover for emotion books. I think that if I were to have a conversation about the purpose of book covers and what is typically illustrated on them, my students would have a better understanding of what could be on their cover. I also think that if I had more than one cover example the students would be more likely to copy only certain aspects of each cover to create their own unique cover instead of simply copying one cover.

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