

Lesson Plan

Title: “Black Out Drawings”

Length: 2 days

Grade: Advanced Drawing

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 the powerpoint , students will be able to **describe** what blackout poetry is by correctly identifying the steps to create a blackout poem. (Remembering, Standard 1, Standard 1 GLE 1, comprehend/create, literacy)*

*After creating a blackout poem, Students will be able to **illustrate** their poem by using the words of their blackout poem to inspire their imagery.(Applying, Standard 3, Standard 3 Gle 1, create/comprehend)*

*After sketching out their compositions with pencils, students will be able to **create** a finalized drawing by using pens, sharpies, or colored pencils to define their sketch.(Creating, Standard 1,GE 2, Reflect/Transfer)*

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)
	-Allow students who struggle with creating a poem out of their page to look up a poem and illustrate that.	-Give student a page from a book that contains more simple vocabulary
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-challenge student to tape two pages together and make one poem/image out of those two conjoined pages	-Allow student to physically cut out words from the book and paste them on another page with their drawing.

Lesson Summary:

Day One

The teacher will ask the students to gather around the front of the room for a presentation about their new project.

The teacher will show the students a powerpoint about blackout poetry itself and where it originated then the teacher will show examples of illustrated blackout poems and talk to the students about how the examples show how students in the past have illustrated their blackout poems by using their poem as inspiration for their imagery.

Next the teacher will hand out pages cut out from a book and tell students to start by circling the words for their blackout poem in pencil. After they are done creating their poem they can illustrate it by first using pencil.

Students will spend the rest of the class working on their pencil drawings.

The teacher will announce it is time to clean up, "You can hold onto your drawings to work on them or you can hand it in to me to hold onto until tomorrow."

Day 2

The teacher will announce to the students that today will be their last class day to work on their blackout poems, and this is the day they should begin to finalize their drawings by adding markers, pens or color.

The students will spend the rest of the class period working on their drawings.

The teacher will announce, "It is time to clean up, please put your supplies away and turn in your blackout drawings at the front of the class. If you aren't finished you may take it home and complete it, they will be due at the beginning of next class period."