

Lesson Plan Title: _____ The Enchantment of Color _____

Length: _____ 3 days _____

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.

NA

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)

Your job today as “Art Sorcerers” is to understand the art world around you and how it impacts your everyday lives. A part of understanding this is learning how materials interact, combine, and argue into what becomes something akin to a magic spell. Before this, though, it is important that we plan out systems so that our magic spells do not backfire on us so that way we don’t look funny to teachers and other students.

(Make direct interactions with things in demonstration)

R - Art Sorcerer

A - Teachers, students

F - Listening Skills and Following

T - Being a courteous Art Sorcerer

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.**

Concepts

- What does being a courteous Art Sorcerer look like?
- How does art define others and how does it define who I am?

Art Concepts

- Line
- Color
- Shape

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.

Students will learn about how color can be applied in different ways to create different meanings in the art they make.

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 going through the systems and routines an Art Sorcerer follows, students will be able to explain how materials are used appropriately to make art.

(Bloom's: Understanding, demonstrating; Standards: Comprehend; GLE: Identify how artists use visual art and design to communicate; Art Learning: Understanding and recognizing routines of an art sorcerer; Literacy: listening and discussion)

Using pastels and colored pencils, students will sketch and draw a picture that illustrates a story about their favorite/important thing.

(Bloom's: Composing, design and invention; Standards: Create, Reflect; GLE: Investigate the properties of materials to support the planning and making of works of art; Art Learning: Making, exploration, designing, and playing. Literacy: art vocabulary)

After finishing their drawing, students will share their drawings with one another and describe what they drew and what they are thinking of adding.

(Bloom's: Comparison of ideas, inferring, recommending; Standards: Transfer, Reflect; GLE: Notice and discuss what can be seen in works of visual art and design; Art Learning: discussion, listening, questioning; Literacy: art vocabulary, art analysis)

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)
	In progress...	In progress...
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

- Students can combine materials to create a multi-media project

- Students can combine pastels and colored pencils

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.**

- Oil pastels
- Crayons
- Watercolors
- Dry Pastel/Chalk
- Representation
- Composition
- Expression
- Interaction
- Kandinsky
- Color
- Line
- Shape

We will be using wet and dry materials over the next three class periods in order to build an understanding of how different types of materials interact with each other. The materials that will be used are: crayons, pastels, watercolors, and dry pastels. This will allow us to cover quite a few different literary terms concerning art materials and media through discussion, critiques, and sharing with a partner.

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
- Oil pastels
- Crayons
- Watercolor
- Dry Pastels/Chalk
- Water

- Brushes
- Watercolor paper (or something similar that can take a decent amount of water abuse)

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.**

- Teacher examples of color combination
 - Color swatches using different colors
- Examples of other artworks that have a lot of color variation
 - Presentation to include work by Kandinsky to have students generate ideas relating to colors and how they interact.
 - Imagery found from Museum collectives through Google Images.
 - Kandinsky Circles
 - Composition VII
 - Picture with an Archer

Preparation:

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

- Stop by CSU to pick up Art Box and sketchbooks
- Set up four stations: 2 oil pastel and 2 crayon (day two: 2 watercolor stations and 2 chalk stations)
- Have sketchbooks ready to be handed out (have them remain sitting while we call out names. Have them raise their hands and we'll hand them out to prevent mass movement.)
- Have paper cut out and set-up at stations rather than handing them out.
- Have the stations prepared and setup with the necessary amount of chairs for each group.

Safety:

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

- Don't throw materials at each other or across the room
- Don't poke/draw on other people

- Don't eat pastels
- Don't draw on other people's' papers unless asked to do so.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's 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.

- What is an "Art Sorcerer"?
- Compared to students, how are Art Sorcerers similar to them? What ways are they different?
- How would an Art Sorcerer behave in a classroom/studio space?
 - Teacher will demonstrate proper and improper ways of handling and using materials.
- Why would an Art Sorcerer want to follow a system or routine?
 - Teachers will create examples of scenarios
- What kinds of systems or routines would you want in your studio space?
 - Teachers will relate these back to their classroom norms.

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.

- To begin our creative thinking process, I want you to pick your favorite object or thing(a toy, book, scooter, pet, etc.) and close your eyes. Focus really hard on that object and picture it in your head. If it helps you remember for this next part, go ahead and sketch some ideas down in your sketchbook. Once you have your object, think about the following:
 - How is it used?
 - Where is it used?
 - Does your object have a story?
 - Where is it now?
 - What shape is it?
- After you've got a clear idea about your favorite thing and some answers to the questions, think about how you might use this information to illustrate a story about it. That is what we'll be doing over the next few days.

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>10 minutes - Systems Intro</p> <ul style="list-style-type: none"> ● Teachers will greet the students as they come into the classroom and sit with them on the rug. ● After they have their morning meeting, teachers will start the day asking the students about “Art Sorcerers”. <ul style="list-style-type: none"> ○ When we say the term “Art Sorcerers”, what ideas come to mind about what they do? ○ Compared to being students, how are Art Sorcerers similar? How are they different? ● Teachers will then explain that Art Sorcerer follow rules and systems just like students. <ul style="list-style-type: none"> ○ How would an Art Sorcerer behave in a classroom/studio space? <ul style="list-style-type: none"> ■ Teachers will demonstrate proper and improper behavior. ○ Why would an Art Sorcerer want to follow a system or routine? <ul style="list-style-type: none"> ■ Teachers will create examples of scenarios. ○ What kinds of systems or routines would you want in your studio space? <ul style="list-style-type: none"> ■ Teachers will relate this back to their classroom norms. <p>10 minutes - Assignment Intro</p> <ul style="list-style-type: none"> ● Following the setup of systems, and what they look like, teachers will then introduce the assignment that students will be working on for the next three sections. ● They will explain that it will be a combination of dry materials and wet materials. 	<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>Students will...</p> <ul style="list-style-type: none"> ● ...be introduced to studio systems and how studio is going to work over the next few weeks. ● ...be able to use oil pastels and colored pencils to mix colors effectively. ● ...be able to use oil pastels and colored pencils to begin making a sketch of their favorite object. ● ...be able to see similarities and differences between oil pastels and colored pencils ● ...be able to describe their own artwork and appreciate others’ artwork 	<p>Time</p> <p>10 minutes</p> <p>10 minutes</p>
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	<ul style="list-style-type: none"> ○ What would the difference be between wet and dry materials? ● Teachers will ask that students spend time exploring with the materials at the stations they will be going to and that they will all get time with each material. ● Teachers will explain that the first step for this project is to make small sketches of one to two favorite things/objects in their sketchbook using both dry materials. <ul style="list-style-type: none"> ○ Use multiple shapes, different lines, and a variety of colors to explore different ways to draw your subject. ○ Don't be afraid to draw it multiple times either because it will help flush out your ideas and perhaps generate new ones. ○ Aim for at least 5 sketches in your sketchbook with a mix of materials (crayon/pastel). ● Teachers will then say that the next week they'll work with wet materials, and the last week they'll make their final drawings. ● Teachers will then direct the students to their first stations based on their color groups and review who is in each group if needed. ● Students will then make their way to the stations and begin working on their sketches. <p>10 minutes - Work Time</p> <ul style="list-style-type: none"> ● Teachers will keep track of time while students work. ● Teachers will go around and answer any questions ● If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) ● Teachers will make sure materials are being shared fairly and treated well while kids are using work time. <p>5 minutes - Gallery Walk/Station Swap</p> <ul style="list-style-type: none"> ● After the first block of work time, teachers will ask the students to stop where they are and put materials down. ● They will then have the students leave their sketchbooks open to their sketches and get up to stand with the teachers. ● The teachers will guide the students from table to table, careful not to gather around them, and ask what they see. 		<p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p>
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<p>Day 2</p>	<p>I still concerned about the relationship between talking and making. How can you engage students in exploring, experimenting, and creating more?</p> <p>5 minutes - Art Classroom Norms Review</p> <ul style="list-style-type: none"> ● Teachers will have the norms up, ready to go ● Students will be asked what the norms are to refresh their memories. ● Include specifics about handling watercolors and chalk with water. <ul style="list-style-type: none"> ○ Do you want to put a lot of water in with the paint? ○ Make sure we don't spill too much water to preserve the paper and our sketchbooks. <p>10 minutes - Assignment Intro</p> <ul style="list-style-type: none"> ● Teachers will have their blog up on the screen with images from the last class to "pick up" where we left off. ● (Include more about the blog) ● Students will be asked to add to their pieces from day 1 with watercolor and/or chalk and water. ● Students are encouraged to go back into their piece, even if they consider it finished. ● Students will be shown examples of watercolor work to begin their thinking about color and blending <ul style="list-style-type: none"> ○ Demonstrate the way that colors can mix together and use just red, blue, yellow while asking them to watch what happens and what they notice when the colors mix. ○ When mixing colors, would you want a dry brush or a wet brush? ○ When mixing, do you want a lot of water or small amount of water? ● Teachers will show examples of how the different materials can be used together. <ul style="list-style-type: none"> ○ Personal piece for the project. ○ Demonstrate how the different materials interact with each other. ○ Ask the students what they see is happening. How does the watercolor act with the crayons? <p>10 minutes - Work Time</p> <ul style="list-style-type: none"> ● Teachers will go around and answer any questions 		
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<p>Day 3</p>	<ul style="list-style-type: none"> ● Teachers will invite the students to sit on the rug in a group facing the boards, so that we can begin our discussion and sketchbook norms. ● Teachers will have a separate piece of paper ready to record the norms for discussions and for sketchbooks. <ul style="list-style-type: none"> ○ Possibly similar to two norms from the Art Classrooms. ● Have the norms visible while we begin the discussion/sharing of work this week. <p>10 minutes - Reflection/Discussion/Put-a-way</p> <ul style="list-style-type: none"> ● Teachers will begin the discussion by asking the students to form into an oval around the rug and think about: <ul style="list-style-type: none"> ○ The colors they used ○ How they made them ○ Why they used the ones they did. ○ Use Tacky to determine which pair is speaking and then go around clockwise. ● After the discussion is finished, we will ask them to place their sketchbooks back on their crew color tables where we will collect them. <ul style="list-style-type: none"> ○ Have them place any work they want us to hold onto next to their sketchbooks and not inside them. ● Once they have their sketchbooks on their tables and ready to go, have them line-up for recess. <p>5 minutes - Art Classroom Norms Review</p> <ul style="list-style-type: none"> ● Teachers will have the norms up, ready to go ● Students will be asked what the norms are to refresh their memories. <p>10 minutes - Assignment Intro</p> <ul style="list-style-type: none"> ● Teachers will have their blog up on the screen with images from the last class to “pick up” where we left off. <ul style="list-style-type: none"> ○ Does anyone remember how we talked about “Resists”? Would anyone like to give a brief explanation to refresh our memories? ○ What did you notice when working with watercolor and chalk? How did they react with the pastel and crayon? ○ Did anyone find something surprising? ○ Were there any new ideas you came up with while working? 		
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	<ul style="list-style-type: none"> ○ Did your topics or stories change as you created your artwork? ○ Did you see other's stories change? ○ What similarities did you see between some of the works and others? ○ Would you change anything now that you've had two days to work? ● Students will be asked to create a completely new piece using both oil pastels, watercolor, chalk, and crayons ● Subject will be the same as day one (favorite object and it's story) However, students will now make their "final" piece for the project ● Students will be shown more examples of multimedia projects that include oil pastels and watercolor. ● Students will be asked where they see the pastels, review of how the two mediums interact ● Teachers will model resist for students again to remind students what it looks like to use both mediums. <ul style="list-style-type: none"> ○ Personal piece for the project. ○ Demonstrate how the different materials interact with each other. ○ Ask the students what they see is happening. How does the watercolor act with the crayons/pastels? ○ Do they remember why this reaction occurs? <p>10 minutes - Work Time</p> <ul style="list-style-type: none"> ● Teachers will go around and answer any questions ● If a student finishes early, teachers will provide more in-depth question to encourage them to continue drawing (for example, if someone just draws a fox, Joel or I will ask them to draw the landscape, etc) ● Teachers will make sure materials are being shared fairly and treated well while kids are using work time <p>5 minutes - Gallery Walk/Station Swap</p> <ul style="list-style-type: none"> ● After the first block of work time, teachers will ask the students to stop where they are and put materials down. ● They will then have the students leave their sketchbooks open to their sketches and get up to stand with the teachers. ● The teachers will guide the students from table to table, careful not to gather around them, and ask what they see ● Specific questions include: <ul style="list-style-type: none"> ○ how are materials being used and taken care of at this table? 		
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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.)

During work time, students will be given the opportunity to stand up, walk around the room, and view their peers work. This will give students the ability to see other perspectives and gain inspiration. After work time, students will meet back at the rug with us. Once we have all regrouped ask students series of questions:

- What is the differences between oil pastels and colored pencils?
- What are the similarities between oil pastels and colored pencils?
- What did they notice about classmates’ work?
- When we looked around at the different sketches in between working, what things did you notice?
- Was anyone able to tell what kinds of stories your fellow students were thinking about?

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.											
Do students understand and abide by the systems we set up? Did students begin creating a piece using colored pencils or oil pastels about their favorite object/something important to them?	<table border="1"> <thead> <tr> <th data-bbox="1050 1182 1293 1300">Criteria</th> <th data-bbox="1293 1182 1524 1300">Advanced</th> <th data-bbox="1524 1182 1755 1300">Proficient</th> <th data-bbox="1755 1182 2009 1300">Developing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1050 1300 1293 1445"><i>Students helped in developing studio systems</i></td> <td data-bbox="1293 1300 1524 1445">Came up with new ideas to include in the</td> <td data-bbox="1524 1300 1755 1445">Clearly understood and provided ideas</td> <td data-bbox="1755 1300 2009 1445">Didn’t provide any ideas or thought into</td> </tr> </tbody> </table>	Criteria	Advanced	Proficient	Developing	<i>Students helped in developing studio systems</i>	Came up with new ideas to include in the	Clearly understood and provided ideas	Didn’t provide any ideas or thought into			
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<i>Students helped in developing studio systems</i>	Came up with new ideas to include in the	Clearly understood and provided ideas	Didn’t provide any ideas or thought into									

Did students share their ideas/observations during group discussion?	<i>and routines?</i>	studio norms.	to include in studio norms.	studio norms.
	<i>Students created sketches of their favorite things in their sketchbooks?</i>	More than one favorite thing is drawn in their sketchbooks and the whole page is colored in.	One favorite thing is drawn in their sketchbook and the page is mostly colored in.	No specific favorite thing is drawn in their sketchbook and the page is mostly blank.
	Students shared innovative ideas and expressed new thoughts during discussion?	Offered new ideas that were well-thought out in the discussion and participated.	Participated in the discussion with ideas.	Did not participate in the discussion or provided extremely simple answers to questions.

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.)

During this lesson, we decided to introduce some classroom norms and directions for stations and gallery walks. This helped immensely because they need structure. Since our kids are so young, it is important for us to set up norms and everything moved smoother once we did. This was our first attempt at a gallery walk as well. This went extremely well, kids stayed on task and made interesting comments about what they noticed at each table.

I believe the main thing that didn't work very well was that I didn't model as much as I should have. We included visual examples in our presentations. However, we never modeled what we were teaching during this lesson which led to some confusion. In future lessons, we will implement modeling more often which will hopefully lead to our students completely understanding our assignments. One of the other issues with this lesson was the clean-up processes. We didn't think through clean-up as well as we should have which lead to a few chaotic experiences. In the future, we will use diagrams that are clearly labeled with what each student is expected to do for clean-up. This will teach our students responsibility and make our jobs much easier.

This lesson was a strong first lesson and taught me many things about working with kindergartners that I had not considered before. Things like setting up workplace standards, clean-up procedures, and modeling, are all extremely important when it comes to working with students, especially younger students. That was solidified for me while teaching this lesson.

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

8/9/15 Fahey