

**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.

N/A

**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)

Sarah will introduce Joel as the writer seeking illustrators for his story and how she's found several candidates for the task (the students

A writer and storyteller is in search of someone to bring their words to life through drawings. They have come asking you to complete such a task. As they read their story, you will be required to create an illustration of what you see happening in the story. Once they're finished, you will then meet together and discuss the different views of the story to help them expand the story.

R - Story illustrators

A - Teacher/ peer

F - Sketch/ drawing

T - Story

**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 it mean to be a story illustrator?
- Why is it important to illustrate stories and sketch how they make you think/feel?

### 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 artists create art from the stories around them.

Students will learn to explore different ways to interpret stories and how they're told.

### 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 reviewing and instilling systems pertaining to clean-up, taking care of materials, and showing through modeling, students will be able to reflect and explain the importance of studio habits.**

(Bloom's: Understanding, demonstrating; Standards: Create; GLE: Identify how artists use visual art and design to communicate; Art Learning: Understanding and recognizing studio habits and their importance; Literacy: listening and review)

**While listening to the story, students will contemplate different aspects of the story and utilize materials to create an illustration utilizing multiple materials, different shapes, lines, and colors.**

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

**Once they finish their illustrations, students will reflect on the content of their illustration, and explain what came to their minds during the story and why.**

(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.**

<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>• Several different types of media can be accessed.</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>• Students are free to draw whatever the story makes them feel, even if it's vague or a small idea</li> </ul>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>• Different types of media can be used and combined</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>• students can make their pieces as detailed or un-detailed as they need to to succeed</li> </ul>

**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.**

Literacy will be integrated into the lesson through story-telling. Joel is going to write a story and that is how we are going to integrate literacy into the lesson. We aren't going to go over any new vocabulary but some old words we will be revisiting are:

- Markers
- Colored pencils
- Pastels

- Composition
- Color
- Line
- Shape
- Representation
- Illustration
- Expression

**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.**

- Markers
- Colored pencils
- Sketchbooks
- Pastels
- Black paper (10/12)
- Imagination

**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.**

- Joel's stories [These should have been written by Sarah instead. Joel creatively writes at a college level on a daily basis and seemed to have a hard time writing a simpler type of story. The kids had a hard time following it and seemed to struggle to connect with the story. The story we should have read should have been about something like flowers growing or frogs hopping around, not "couriers".]

This is going to be our only resource. This is because we don't want the student's to be affected by any visual we have. We need the students to make their own illustrations with their own ideas and we don't want to use any resources that would lock them into one idea

**Preparation:**

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

- Pick up sketchbooks and materials box
- Set up the stations so each one has markers and colored pencils and paper
- Write a story that's appropriate for 5-year-olds and prompts imagination

**Safety:**

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

- Don't poke each other with pencils
- Don't add to anyone's piece
- Keep materials organized and clean

**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.

- "I have been having trouble lately with making sure my images are clear for this short story I've been working on. I've thought and I've thought and I've thought with no success."
- "What I need are some fresh minds to bring their ideas to the table and that's what I've come to you all for! I am desperately in need of illustrations and I believe you are the ones able to do so."
- "All I need for you to do is listen to what I have and create an illustration of what comes to mind. I'm looking for anything that comes to mind to see anything and everything you have to offer."

**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.

- While you listen to the story:
  - Think about what the setting could look like and where it would be. Is it a fantasy? Is it a superhero city? Is it in a small town?
  - Think about what the characters might look like. Are they a boy or a girl? What are they wearing? How long are their hair?
  - Do you think there'd be any animals or other people nearby?

[Again, these should have been a bit less complex. Maybe something like what might a flower look like while it's growing, how do frogs look in a pond, etc. We could still talk about setting but we'd need to delve deeper into that then we did while we taught this lesson. We didn't go into very much detail about elements of a story and what they mean and that may have lead to a lot of unnecessary confusion. Truly, the lesson would have benefitted from more time and a simpler set of stories.]

**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><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p> <p><b>10 minutes - Understanding Systems</b></p> <ul style="list-style-type: none"> <li>● Teachers will begin the class by showing the work from last week on the blog to review.</li> <li>● Teachers will then review the classroom state from last week and how we need to revisit classroom norms and revise them           <ul style="list-style-type: none"> <li>○ This will involve details on: cleaning up, handling materials, and setting up the foundation for the classroom.               <ul style="list-style-type: none"> <li>■ Setting up the foundation: Setting up the way the teachers will run the classroom</li> </ul> </li> </ul> </li> </ul>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● create an illustration by interpreting stories and reflecting on the generated imagery.</li> <li>● collaborate with the “writer” to synthesize meaning with words.</li> <li>● use different materials to create a diptych inspired by two stories that connect with one another.</li> <li>● reflect on how stories connect even when they aren't specifically related to each other.</li> </ul>	<b>Time</b>  <b>10 minutes</b>
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	<p>refining norms in place and setting base expectations as teachers.</p> <ul style="list-style-type: none"><li>■ Handling materials: Making sure not to break them; understanding that accidents happen. To keep the materials on the paper and not ourselves.</li><li>■ Cleaning up: Making sure materials are placed back in their containers, boxes, or bags; making sure the materials are organized and back where they started at the beginning of class; modeling how to do so.</li></ul> <ul style="list-style-type: none"><li>○ Expectations of the classroom:<ul style="list-style-type: none"><li>■ Respecting Teachers</li><li>■ Staying on Task/Completing Work</li><li>■ Attending Skills</li><li>■ Respecting Others</li></ul></li><li>○ Ask the students, while modeling handling materials, about how things look:<ul style="list-style-type: none"><li>■ “Am I doing something wrong?”</li><li>■ “Is this the proper way to handle materials?”</li><li>■ “Does this look organized?”</li></ul></li><li>○ Ask the students, while modeling clean up, about the process:<ul style="list-style-type: none"><li>■ “Is the area clean?”</li><li>■ “How does the table look?”</li><li>■ “Are the materials back in their places?”</li></ul></li></ul> <p><b>10 minutes - Assignment Intro</b></p>		<p><b>10 minutes</b></p>
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	<ul style="list-style-type: none"> <li>● Following the revisit of systems, the teachers will then introduce the next project that will involve Joel reading a story.</li> <li>● The students will be tasked with creating an illustration based on what they hear during the story.</li> <li>● These are expected to be a wide variety of settings as there will be none described.</li> <li>● The students will be in charge of creating an image solely on what they imagine and picture from the dialogue.</li> <li>● “I have been having trouble lately with making sure my images are clear for this short story I’ve been working on. I’ve thought and I’ve thought and I’ve thought with no success.”</li> <li>● “What I need are some fresh minds to bring their ideas to the table and that’s what I’ve come to you all for! I am desperately in need of illustrations and I believe you are the ones able to do so.”</li> <li>● “All I need for you to do is listen to what I have and create an illustration of what comes to mind. I’m looking for anything that comes to mind to see anything and everything you have to offer.”</li> <li>● “One thing to keep in mind is that I love to see different shapes, multiple colors, and a variety of lines. Please try and incorporate as many as you can when you make your illustration.”</li> <li>● Once the story is finished, they’ll have some time to finish up and then they’ll share what they created.</li> </ul> <p><b>15 minutes - Work Time</b></p> <ul style="list-style-type: none"> <li>● While you listen to the story: <ul style="list-style-type: none"> <li>○ Think about what the setting could look like and where it would be. Is it a fantasy? Is it a superhero city? Is it in a small town?</li> <li>○ Think about what the characters might look like. Are they a boy or a girl? What are they wearing? How long are their hair?</li> <li>○ Do you think there’d be any animals or other people nearby?</li> </ul> </li> </ul>		<p><b>15 minutes</b></p>
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<p>Day 2</p>	<p><b>5 minutes - Reviewing Expectations and Material Handling</b></p> <ul style="list-style-type: none"> <li>● Teachers will review the expectations and how to handle materials properly. <ul style="list-style-type: none"> <li>○ Focus on what we expect in assignments (remaining on task, focusing on the project, finishing part of the project.)</li> <li>○ Making sure the materials remain on the tables and with their caps (if any), and making sure materials are not broken.</li> </ul> </li> <li>● Ensuring that everyone remains on task and doesn't rush through the work and takes their time.</li> </ul> <p><b>18 minutes - Assignment Intro/Brainstorm/Story-reading (Tell-tale Diptych)</b></p> <ul style="list-style-type: none"> <li>● Introduce the learning target for the "Tell-tale Diptych": <ul style="list-style-type: none"> <li>○ "I can explain what a Diptych is and how it can tell a story."</li> </ul> </li> <li>● As we begin discussing the second part of the assignment, we'll review the ideas they had with the first story and how we'll think about those going forward to the next one.</li> <li>● Teachers will provide an image/word board of things present in the student's previous illustrations.</li> <li>● Afterwards, we'll discuss the meaning of a diptych and how it tells different sides of stories or how it can tell two different stories that share connections.</li> <li>● From there we'll have them listen to the second story and create an image bank together of what they thought of during the story.</li> <li>● They will then be able to have a visual reference to work with when they go to work.</li> <li>● Following the image/word bank creation, have the students begin creating their next illustration on black paper and/or revisit their first illustrations with the newfound guidance.</li> </ul> <p><b>15 minutes - Work Time/Assembly of Diptychs</b></p>		
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	<ul style="list-style-type: none"> <li>● During the work time, students will be able to work on a new illustration on black paper or revisiting a previous illustration.</li> <li>● Teachers will try and guide their thinking and make sure students are on task.</li> <li>● Ask that they fill the entire page and not just one area.</li> <li>● If they finish early (which they will) have a section set up for mounting their drawings on paper to create the diptych.</li> <li>● Once that is finished have them write their names on the back of the project and do their best to either write down why they made their diptych illustrations or about something they learned.</li> <li>● Have the students form at least one idea they discovered that they want to share or one learning experience.</li> </ul> <p><b>5 minutes - Clean Up</b></p> <ul style="list-style-type: none"> <li>● Teachers will revisit the cleaning model and guide the students through the process. <ul style="list-style-type: none"> <li>○ Check the floor for any materials.</li> <li>○ Check the table for any materials.</li> <li>○ Return all pencils and markers to their bags.</li> <li>○ Return all pastels to their boxes.</li> <li>○ Have two people take the materials and put them back in the material tote.</li> <li>○ Close your sketchbooks (if any) and leave them at your table stacked neatly.</li> </ul> </li> <li>● Following that they will begin the cleaning process.</li> <li>● Students will close their sketchbooks (if they are open) and stack them neatly at their tables.</li> <li>● Teachers will then ask the students to meet them in an oval on the front rug.</li> </ul> <p><b>5 minutes - Unwind/Brain Break</b></p> <ul style="list-style-type: none"> <li>● Before beginning the discussion and reflection, students will be invited to place their sketchbooks on their legs to get ready for a quick brain break.</li> </ul>		
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	<ul style="list-style-type: none"> <li>● We will then stretch back and then to the left and then to right and repeat this a couple times to make sure we're all relaxed and ready to refocus.</li> </ul> <p><b>7 minutes - Reflection/Discussion/Put-a-way</b></p> <ul style="list-style-type: none"> <li>● Teachers will revisit the learning target. <ul style="list-style-type: none"> <li>○ “I can explain what a Diptych is and how it can tell a story.”</li> </ul> </li> <li>● They will then ask the students about the story that their diptych tells based on the stories they heard.</li> <li>● Teachers will then choose a couple of students to share their ideas (MAX 6).</li> <li>● They will each share their ideas.</li> <li>● Following that, we will ask other students to talk about what they learned about diptychs.</li> <li>● Afterwards (if it's 9:30), they will be asked to line up for recess.</li> </ul> <p><b>In the Event of Extra Time</b></p> <ul style="list-style-type: none"> <li>● Joel will guide the students through a french directions song. <ul style="list-style-type: none"> <li>○ They seem to enjoy singing, so as a break to relax and move on from art, we'll teach them a song.</li> <li>○ It will involve hand signs and interaction instead of just sitting and singing together.</li> <li>○ Plus, they will learn a little bit of a different language.</li> </ul> </li> </ul>		
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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.)

Throughout the class, we are once again going to utilize the gallery walk. The reason we keep utilizing this is because it prompts student thinking and gives students new ideas as they view their peers' work. During the gallery walk, the students will be asked these questions:

- What kinds of illustrations do you see?

- What are the similarities between the compositions?
- Did you notice anything out of the ordinary?
- Would anyone be able to describe a fellow student’s illustration in line with the story?

This class will end with a discussion, similar to every other lesson. The great thing about discussion at the end is that it makes it clear what the students should have learned during the day. It also gives students a chance to share what they learned, what they noticed, and how they will apply it going forward. Questions asked will be similar to questions during the gallery walk. Also include; “what did you draw while listening to this story? Why?”

<b>Post-Assessment (teacher-centered/objectives as questions):</b> Have students achieved the objectives and grade level expectations specified in your lesson plan?	<b>Post-Assessment Instrument:</b> How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.												
<p>Did students create an illustration based on their thoughts/feelings for the stories?</p> <p>Were students able to effectively communicate why they drew what they did?</p> <p>Did students utilize colored pencils, markers, or pastels to create their illustrations with a variety of shapes, colors, and lines?</p>	<table border="1"> <thead> <tr> <th data-bbox="1050 857 1297 930">Criteria</th> <th data-bbox="1297 857 1528 930">Advanced</th> <th data-bbox="1528 857 1764 930">Proficient</th> <th data-bbox="1764 857 2007 930">Developing</th> </tr> </thead> <tbody> <tr> <td data-bbox="1050 930 1297 1187"><i>Students created an illustration based on their thoughts/feelings?</i></td> <td data-bbox="1297 930 1528 1187">Created an illustration that obviously portrayed thoughts/feelings</td> <td data-bbox="1528 930 1764 1187">Created an illustration that is unclearly linked to thoughts/feelings</td> <td data-bbox="1764 930 2007 1187">Created an illustration that obviously was not based on thoughts/feelings from story</td> </tr> <tr> <td data-bbox="1050 1187 1297 1421"><i>Students effectively communicate their ideas?</i></td> <td data-bbox="1297 1187 1528 1421">Communicates exactly why they chose imagery and colors they did</td> <td data-bbox="1528 1187 1764 1421">Vaguely communicates why they chose imagery and colors</td> <td data-bbox="1764 1187 2007 1421">Does not communicate why they chose imagery and color</td> </tr> </tbody> </table>	Criteria	Advanced	Proficient	Developing	<i>Students created an illustration based on their thoughts/feelings?</i>	Created an illustration that obviously portrayed thoughts/feelings	Created an illustration that is unclearly linked to thoughts/feelings	Created an illustration that obviously was not based on thoughts/feelings from story	<i>Students effectively communicate their ideas?</i>	Communicates exactly why they chose imagery and colors they did	Vaguely communicates why they chose imagery and colors	Does not communicate why they chose imagery and color
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	<i>Students utilize multiple medias, shapes, colors, lines?</i>	A few materials were used in varying ways with shapes, colors, lines	Two materials were used but in generic manners with a couple shapes, colors, lines	Only one material was present in the illustration with only one shape, color, line
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**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.)

This experience was fun and was a good way for us to integrate literacy into our lessons and to see how the kids interpret literacy in art. One thing that worked well was the stories. The kids enjoyed it and most of them were able to translate their thoughts into an illustration. The students were engaged most of the time, and clearly had fun with the stories and with attempting to illustrate. Our systems and clean-up were set up very well for this lesson, which is part of the reason this lesson succeeded.

One major thing that went wrong during this lesson was having too much time left over. Particularly one class during this lesson was not as well-planned as previously thought and we ended up with way too much time. However, this experience helped me realize how important it is to plan extra time activities, even if you're sure you won't need them. Another thing that didn't work particularly well for this lesson was the stories weren't as kid-friendly as they could have been. The stories may have been too high for their cognitive levels, but students still seemed to enjoy listening to them.

This lesson was the perfect way for us to integrate literacy into our lessons. This lesson was enjoyable and enhanced student's knowledge, and allowed them to use critical thinking and logic.

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

