Lesson Plan Title:­­­­­­­­­­­­­ “What’s in the box?” Length: One Class

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 willneed to know to be successful.

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| **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. |
| We will give each student a hand full of clay and have them follow our directions (how to roll, cut, flatten the clay and how to use templates)   * This will show us how well the students can shape the clay * This will give students time to get a feel for the material before starting their projects |

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| **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) |
| Today we will be exploring how artists tell stories through their own artworks.  You are the artist who will be sharing your own story about how you lost a tooth by using clay to create a story box. |

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| **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.** |
| Symbol  Three-dimensional composition  Form |

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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 use symbol and form to tell their own stories through three-dimensional design. |

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| **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** |

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| **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 listening to a story*, students will be able to **relate** by connecting their own lives and coming up with personal stories. (Comprehend/Reflect/Critical Reflection and Art & Culture/Literacy)    *Answering ideation questions,* students will be able to **envision** ideas about what to include in their box by telling their own story. (Comprehend/Reflect/Transfer)  *Using model magic clay*, students will be able to **use** handbuilding techniques to create a three-dimensional story by applying personalized symbols. (Create/Create/Materials, Tools, Techniques)  *Through observation*, students will be able to **make connections** to the art created by their classmates by matching the story to the artwork. (Observe/reflect/connect) |

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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**. |

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| **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) |
| -Use markers and pastels instead of paint | -Draw the images inside box if student doesn’t want to work 3d |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
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| **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.** |
| Three-dimensional  Form  Symbol    Students will be discussing their responses to a variety of artworks using personal interpretation. Students will be encouraged to use art vocabulary when appropriate. |

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| **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  Different colors of Model Magic Clay  Glue  Pre-cut unfoldable boxes (made from cardstock)  Plastic butter knives  Pre-cut templates (students can use it to trace on clay for the “floors”) |

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| **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.** |
| -losing teeth book  - instagram video examples: -<https://www.instagram.com/p/Bm23rAYh270/?hl=en&taken-by=kleineknetwelt>  -<https://www.instagram.com/p/BmS13VMhK5Z/?hl=en&taken-by=kleineknetwelt> |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Cut unfoldable boxes * Find a book about losing teeth (Laine will look at Clothes Pony for this!) * Create templates for students to use for cutting out the floors |

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| **Safety:**Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| General instructions about the care and respect of clay tools and materials.   * Clay tools: when walking always hold pointy side down, when carving carve away from your body. |

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| **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. |
| -Read the children a story about losing teeth  -Sami and Laine will share their own stories about losing a tooth |

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| **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. |
| Think about a time when you lost a tooth.  Where were you?  Who was with you?  How did you lose your tooth?  Were you excited, scared, happy, sad?  After visualizing, draw a sketch in your sketchbook |

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| **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 |

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| Day 1  Day 2  Day 3 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**    Sami and Laine will introduce ourselves again and go around in a circle to say our names and our favorite color.  The teacher will instruct students to sit at the carpet and the teacher will list their expectations and rules for art class.  1. Raise your hand when you want to talk  2. Be kind to others, we do not laugh at our classmates!  3. When it’s clean up time, we expect everyone to help, do not sit around doing nothing while others pick up. Cleaning up includes cleaning tables AND picking up the floor around your tables. If you don’t participate in cleaning, you will not be allowed to participate in the next art lesson.  4. Raise your hand if you need help instead of yelling across the room at Laine or Sami  5. Share materials with your classmates  After rules and expectations, we will introduce the lesson by reading a picture book about losing teeth. We will ask about how the author illustrated their story to show students that art can tell stories by asking,”What did the author use to tell a story? Why were illustrations included? How would the story change if the author didn’t use pictures and just words?”  The teacher will tell students, “Today you will be telling your very own story about how you lost a tooth by  creating a story box like this \*show example made by Laine and Sami\*  Sami and laine tell our own stories about losing a tooth and then we show our boxes and ask the students to guess whose box belongs to which  Teacher.    The teacher will show the students the examples created by the instagram artist Vera :<https://www.instagram.com/p/Bm23rAYh270/?hl=en&taken-by=kleineknetwelt>  <https://www.instagram.com/p/BmS13VMhK5Z/?hl=en&taken-by=kleineknetwelt>  The teacher will direct students to open their sketchbooks.  The teacher will ask them,” Think about a time when you lost a tooth.  Where were you?  Who was with you?  How did you lose your tooth?  Were you excited, scared, happy, sad?” For this they will only be given colored pencils and 10 minutes to think of an idea and sketch it.  The Teacher will hand out pre-cut boxes and we will call on table by table to come up and grab their choice of paints.  The Teacher will turn on piano music for the class to listen to while they work.The Teacher will walk around and interact with students about the work they are creating and how it represents them.  The teacher will instruct students that the first step is to paint the ground /inside of their boxes  The teacher will tell students that they have to do this step before they make anything else.  The teacher will instruct students to place their boxes on the table and reassure them that they will have some time next friday to finish the project.  We will show the students the blog to show documentation of learning.  -(insert talking points here about blog)  We tell stories through art  In your sketchbooks, you all drew a story that included where and how you lost a tooth (or how you would lose a tooth in the future)  Teacher will instruct (A) student from each table to come up and collect paint/ paint brushes and (B) student to fill the water bin for their table.  After recap, we will instruct students that they have 10 minutes to finish painting their boxes.  Teacher will instruct the ( C)student from each table to return the paint and the (D) student to dump out the water bucket.  The Teacher will go over safety by demonstrating how to cut with a plastic knife, “Make sure your hand that is holding the clay is away from the knife, and hold it like this (with your pointer finger on the back for more control)”  The teacher will instruct students,” When holding and walking with a knife always walk with the pointy side facing the floor”  Then we will give each student a little piece of model magic to experiment with for 3 min  -“What did you discover about what the clay can do?”  The teacher will show students a quick demonstration of different things you can do with model magic. -  -roll it  - flatten it with your hands and a table  -cut it with a plastic butter knife)  -color with model magic  The teacher will then hand out more clay for the students along with markers and give students time to create objects for their box.  The Teacher will warn the class, “10 minutes until clean up time!” Assigning specific jobs to each student (C students put markers and paint away, D students pour water out and clean paint brushes, A and B students clean table)  Students will meet at the red carpet.  The teacher will tell students that they will finish creating the items that belong in their box out of clay today. The teacher will ask a few students to verbally share what things they are making out of clay for their box.  Students will go to their tables and we will dismiss table by table to get their boxes. They will have a letter (A,B,C,D) assigned to them so they have a job for the day. As the table gathers their boxes, person A will grab markers.  Students will continue working on their three-dimensional objects and some students may want to finish painting their boxes as well.  The teacher will instruct students when the table is finished to come up by table to the hot glue station to glue objects into place. (Teacher will do the glueing)  After everyone is done glueing it will be clean up time.  The teacher will instruct (B) students to put sketchbooks on the counter, © students pick up all unused model magic and put it back with the correct color, (D and A) students to pick up all scraps off the floor and the table, and wipe table down.  The teacher will instruct students to meet on the red carpet. The the teacher will instruct students that for today’s class.  (A) students will pick up unused clay and return it to the art bin.  (B) students will put caps on all the markers, and return markers to the art bin.  ( C) students will fold the table covers and return them to the box  (D) students will wipe down the table with a wet wipe  The teacher will instruct students that “Today is the last day to complete your story boxes. You will have \_\_\_\_ minutes to finish, when you are completely finished you will come to the hot glue station and one of the teachers will hot glue your clay into place. “  Teacher will instruct students,  “I will call you up to the black carpet by table to find your box and bring it back to your table.”  Teacher calls students up one table at a time.  Teacher instructs students saying, “Can I have the (D) students come to the art bin and I will hand you clay for your table?”  Teacher instructs students ,  “ (B) students please come up and grab a bag of markers for your table.”  “You have 45 min to complete your box, if you decide you want more paint come see Laine or me and we will get you the materials you need.”  “Time to clean up, please put your box on the blue carpet and then I need:  (A) students to pick up unused clay and return it to the art bin.  (B) students to put caps on all the markers, and return markers to the art bin.  ( C) students will fold the table covers and return them to the box  (D) students will wipe down the table with a wet wipe”  Teacher will instruct students to sit on the black rug, “ Circle up on the black rug.”  “Next we are going to do a critique, can anyone tell me what a critique is?”  “A critique is when artists come together and show each other their work, and give each other opinions. Today we are going to be doing a special kind of critique called a silent gallery walk. Each of you will get 5 sticky notes. On the sticky note you will write one word to describe another person’s box. There are only nice words allowed.” So Laine and I are going to demonstrate how it works using the example story box I made.  Laine is going to be the person critiquing, so she will come up to my box, write down one word that describes it and then stick it on my box. There is no talking during this process.”  Teacher will instruct, “I want all of you to take your box off the blue carpet and put it on one of the round tables and then sit back on the blue carpet.”  Teacher hands out 5 sticky notes to each student then instructs students saying, “ Now I want each of you to go standby a story box that isn’t your own. There should be one person at every box. Now write on one of your sticky notes one word describing the box.”  “When I say switch you will all find a different box, and only one person can critique a box at a time.”  “Switch”  “Switch”  “Switch”  “Switch”  Teacher will instruct students, “ Now take your box and sticky notes and circle up on the blue carpet, I will give you a minute to silently look through your sticky notes before we start our discussion.”  The teacher will ask the students to raise their hands and ask if anyone saw anything that was really interesting to them?  Students will be picked randomly using the name sticks to tell their story to the class and describe their box, how they made it, why they made it, what they made out of clay.  (If there is extra time, we will give a teaser of our next series of projects relating to pirates)   * \*pirate voice\* Next time we will need help from our pirate friends because we are going on a special journey! Wait to find out what we will explore as a crew. | **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**  Students will feel more comfortable in the learning environment once more structure is established.  The students will begin to explore ideation by viewing the ways losing a tooth can be turned into artwork to tell a story.  Students will be motivated by viewing the examples provided, and will have more ideas of the possibilities that they can create.    The students will begin to make personal connections and explore ideation by creating different sketches of possible ideas for their creations.  Students will learn how to properly reflect upon their own artwork and others.  Students will learn that everyone has different opinions and interpretations of art. Also they will be able to relate to the artworks of their classmates. | **Time**  **Total:**  **1 hr 45**  **8 min**  **8 min**  **8 min**  **4 min**  **3 min**    **4 min**  **3 min**  **5 min**  **3 min**  **10 min**  **2 min**  **5 min**  **5 min**  **10 min**  **5 min**  **5 min**  **3 min**  **30 min**  **15 min**  **10 min**  **5 min**  **45 min**  **10 min**  **10 min**  **5 min**  **1 min**  **2 min**  **1 min**  **45 min**  **10 min**  **10 min**  **2 min**  **30 min** |

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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 have their open boxes on their table and participate in a gallery walk. We will ask students if they saw anything they really liked and why they liked it, they will also reflect upon how their classmates portrayed their own personal stories by having a group discussion |

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| **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 connect their own lives to their artwork?    Did students use their sketchbook to envision ideas about what to include in their boxes?  *Did students use handbuilding techniques to create a three dimensional story by applying personalized symbols?*  *Did students*  **make connections** to the art created by their classmates by matching the story to the artwork? | |  |  |  |  | | --- | --- | --- | --- | | Criteria | Advanced | Proficient | Developing | | Students connected their own lives to tell a personal story. | Detailed and involved strong personal connections | Somewhat detailed and involved personal connections | Little detail and few personal connections | | Box  employs personalized imagery using model magic to tell a story? | Strong personal connection and a wide variety of media employed | Some personal connection and at least two media employed | Little personal connection and only one medium employed |   You are missing criteria. |

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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.) |
| NA |

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