Lesson Plan
Title: "Hair Love" and Celebrating Our Uniqueness
Grade Level: 4th grade and 5th grade
Length: 2 days (30min each)

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 artwork, consulting curriculum materials, etc., to get a better understanding of what content students <u>already know</u> *and* what they <u>will need to know</u> 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.

Day 1:
    - Review previous lessons to check for students' level of understanding of using Padlet
 Day 2:
    - Review responses in the Padlet to check for understanding on the concept of uniqueness
    - Ask if anyone had used Pixton before

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)
In this lesson, students will use the book "Hair Love" by Matthew H Cherry and look at other artists examples to reflect on what makes them unique and create their personal avatars

Concepts: List the **big ideas** students will be introduced to in the lesson. <u>These ideas are universal, timeless and transferrable</u>. 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.**

- STEAM
    - Technology and art
    - Individuality
    - Uniqueness
    - Differences
    - Identity
    - Self Expression

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 understand how visual artists, singers, authors and other creatives celebrate uniqueness
- Students will understand why it is important to embrace our differences and express them through our artwork
- Students will understand how artists use technology to create 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)

- Artists will look at work from an author, visual artist and singer to understand how artists use their practice to celebrate people's differences and uniqueness. Bloom's: Analyze - Standard: Observe and Learn to Comprehend - GLE: Uncover how artistic intent can be enhanced through the use of the language of visual art and design. - Literacy
- Artists will use inspiration from the variety of artist examples to reflect on what is unique about themselves that they love, and discuss their uniqueness in a Padlet and discussion. Bloom's: Apply - Standard: Envision and Critique to Reflect - GLE: Synthesize researched and visual information to imagine, inform and plan possible next steps in personal artmaking. - Literacy and Technology
- Artists will use technology to create personal avatars that express their individuality through a new medium. Bloom's: Create - Standard: Invent and Discover to Create - GLE: Utilize media in traditional and inventive ways to communicate personal intent. - Numeracy and Technology
- Artists will reflect on their artwork and the other artist examples to discuss why it is important to celebrate our differences beyond art in a reflection activity on Seesaw. Bloom's: Understand - Standard: Relate and Connect to Transfer - GLE: Investigate and discuss how diverse communities address issues relevant to their culture, place and times - Literacy and Technology

Differentiation:
Explain specifically how you have addressed the needs of exceptional students at both the 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:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	- Include audio instruction as well as written instruction in Seesaw - Bitmoji classroom is linked in Seesaw for students to follow along or go back to see - Students can use chat box on Zoom to communicate or raise their hand or raise their virtual zoom hand - Instruction videos will be linked in the google slides - Visual aids - Closed captioning will be turned on in Zoom - Students can join both of the 30 minute sessions for extra clarification if needed	- Students can use a video, picture or text to answer the question in the Padlet - Students can personalize their avatar in the Pixton app - If students cannot download their image to upload to Seesaw, they can type that they were unable to do so in the Seesaw and I can check in the Pixton classroom - Students can answer Seesaw questions using video, audio, pictures, text or drawing tools
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	- Students can follow along in the bitmoji classroom - Students can access the other tools in Pixton, Padlet and Seesaw to add detail, decoration or depth to their answers/art	- Students can use the tools in Pixton to create a comic - Students can leave additional feedback - Students can share out ideas

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.**

Vocab: Unique, Individuality, Technology, STEAM, identity, differences
Literacy integration: Read aloud of "Hair Love", Padlet, Reflection in Seesaw
Numeracy integration: Technology, STEAM

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.**

- Personal Device
- Seesaw
- Bitmoji Classroom
- Pixton

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.**

- Bitmoji Classroom (google slides)
    - "Hair Love" by Matthew Cherry read aloud video
    - Ellen Kauffman's website
    - Lady Gaga "Hair" video
    - Padlet instruction video

- Pixton instruction video
- Seesaw instruction video
- ** all linked in the google slides
- Padlet
- Pixton

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

- Set up Bitmoji Classroom in Google Slides
- Set up Padlet
- Set up Pixton classroom
- Record instruction videos for Padlet, Pixton and Seesaw
- Create Seesaw activities

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

- Students' technology usage will be monitored to ensure they are on safe websites
- Videos will be linked through video.link to ensure safe ads
- Students will remain on mute to reduce distractions
- Students chat use will be limited to only me to reduce distraction and inappropriate use

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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.

Day 1
- Show read aloud of "Hair Love" by Matthew Cherry
- Show artist examples by Ellen Kauffman and Lady Gaga
- Share my example in instruction video

Day 2
- Review yesterday's examples
- Show Pixton and reference bitmojis

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.

Day 1:
- Ask student to think about what is unique about them that they love and answer in the Padlet to start ideation for tomorrow
- Volunteers to share out ideas or examples

Day 2:
- Review yesterday's lesson and remind students of the Padlet

	Instruction - The teacher will...	**Learning** - Students will...	**Time - 30minutes**
Day 1	Welcome - Allow students to enter Zoom - Play lofi music - Wait for more students to join - Send Welcome Message in the chat Introduction - Recap the week's theme - Review class rules - Review week schedule - Introduce today and tomorrow's lesson Lesson - Play "Hair Love" read aloud (5.5min) - Show examples by Ellen Kauffman - Show Lady Gaga song (stop at 2min) - Introduce Padlet with instruction video (1.5min) Work Time - Ask students to share ideas outloud - Unmute students to participate - Monitor Padlet responses Closing - Give announcements for tomorrow - Remind students there is no Seesaw activity just Padlet - Dismiss students	Welcome - Take a few minutes to get organized - Relax and reflect before class (mindful minutes) Introduction - Students listen and prepare for today's lesson Lesson - Students listen to read aloud and look at examples and think about the themes - Students listen to Padlet instructions and begin thinking of ideas Work Time - Students answer the question in the Padlet - Students share out ideas with class Closing - Students ask any questions - Students prepare to finish any work outside of class - Students Dismiss	Welcome- 3 minutes Introduction- 2 minute Lesson - 13min Work Time- 7 minute Closing- 2 minutes
Day 2	Welcome - Allow students to enter Zoom - Play lofi music - Wait for more students to join - Send Welcome Message in the chat Introduction - Recap the week's theme - Review class rules - Review week schedule - Introduce today's lesson Lesson	Welcome - Take a few minutes to get organized - Relax and reflect before class (mindful minutes) Introduction - Students listen and prepare for today's lesson Lesson	Welcome- 3 minutes Introduction- 2 minute Lesson- 5 min

	- Recap what we looked at yesterday - Introduce Pixton with video (3min) **Work Time** - Play soft music while students work - Answer any questions - troubleshoot student problems - Monitor Pixton Classroom **Seesaw** - Introduce Seesaw activity with instruction video (3min) **Closing** - Answer any final questions - Remind students what is due at the end of the day in Seesaw - Dismiss students	- Students review yesterday's materials - Students listen to instructions for how to use Pixton **Work Time** - Students begin creating their avatar in Pixton - Ask any questions or for help if needed **Seesaw** - Students pause working on their avatars to listen to directions for the Seesaw activity **Closing** - Ask any final questions - Prepare to finish the Pixton and Seesaw activity after class - Students dismiss	Work Time- 8min Seesaw- 4min Closing- 5min

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.)

- Day 1
    - Enter in Padlet what is unique about you that you love?
- Day 2
    - In Seesaw, answer "Why is it important to celebrate our differences?"

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.

- Criteria for Success
   - Did students answer one thing that is unique about them that they love in the Padlet?
   - Did students create a personal avatar?
   - Did students answer why it is important to celebrate our differences in Seesaw?
- Feedback on Seesaw
	- Did students meet criteria for success to get credit for the week?
	- Look at Padlet, Pixton and Seesaw to see

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

Bitmoji Classroom - Google Slides
Padlet
Pixton
Seesaw

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.)

After teaching this lesson the first time, the Pixton tool seemed to be enjoyed and work really well. I believe I achieved the lesson objectives. Some students had a few issues with technology, but we were able to troubleshoot them as a group. If I could change this for the future, I would like to incorporate more student voices within the lesson, by asking them what they notice about the artist examples. This can be difficult due to the limited time; however, when I teach the lesson again to 5th graders, I think I will be able to spend less time going over how to use the technology, and can then have more time for students to share ideas.

8/9/15 Fahey