

Service-Learning Lesson Plan

Title: Introduction and getting to know you

Group/Date: AA-2D 9/10/19

<p><b>Lesson Idea and Relevance:</b>What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<ul style="list-style-type: none"> <li>- <b>We are going to teach the participants how to create an image of their hand and fill it with colors and symbols that relate to their identity and personal interests (i.e., likes, dislikes, history, family, friends)</b></li> <li>- <b>This will help Art325 students and participants to get to know each other</b></li> <li>- <b>Participants can use and explore different mediums (watercolor, markers, crayons, colored pencils etc.)</b></li> <li>- <b>Students can begin to use art as a form of identity. This includes exploring different aspects of themselves.</b></li> <li>- <b>Display all handprints together to show how individual, unique identities can come together to create a diverse and colorful group</b></li> </ul> <p>Questions:</p> <ul style="list-style-type: none"> <li>-What is the age range?</li> <li>-What are their abilities?</li> </ul>
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<p><b>Essential Understanding (s):</b> What are the "big ideas"? What specific understandings about them are desired?</p>	<p><b>Essential Question (s):</b> What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> <li>- Personal interest exploration through color and imagery using art as a way to communicate.</li> <li>- What images can the student use to reflect their interests, hobbies, etc.? (getting to know the students)</li> <li>- How well can the student use and understand different materials?</li> <li>- Students will be able to understand how individuals make up a diverse community</li> </ul>	<ul style="list-style-type: none"> <li>- How do we use art to express and explain who we are?</li> <li>- How did the different mediums have different outcomes?</li> <li>- How can our students use prompts to reflect on themselves and express it through various mediums?</li> <li>- How does the presence of the students' favorite color tell something about their personality?</li> </ul>

**Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

**Condition...Students will be able to (measure)...criteria (assessment)**

**Outcomes: Students will be able to...**

- **Use color and imagery to describe themselves.** I can talk about myself and how I am represented in my art.
- **Use symbols to express personal interests.** I can use imagery to express my interests.
- **Investigate the expressive qualities of art.** I can use my art to express myself.
- **Explore a variety of mediums to see what they can and cannot accomplish with them.** I can build my knowledge about art materials and talk about the outcomes.
- **Process a prompt and respond to it.** I can explore a prompt.
- **See connections between individuals that make up a larger group.** I can see my unique role in a group.

**Eventually this will help them in communicating their personal characteristics and interests (i.e. their identity) through the use of physical expression.**

- **This allows for students who are non-verbal or have limited verbal communication to have a voice through their physical creations of self expression.**
- **It also builds skills for confidence of students who are verbal to practice explaining their work.**
- **Students can assess other students' projects to broaden their horizon of creative possibilities by looking at multiple approaches.**

**Student Reflective Activity:** Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

**Assessment Instrument (s):** By what criteria will "performances of understanding" be judged?

- If possible, present project to class, even if just one aspect of it.
- Have the student explain what is shown in their handprint including: why they chose what they did, how it represents them, and why they chose to explore and create with the mediums that they did.
- What did you learn about the mediums that you worked with?

- Were they able to trace a hand on the paper? Have someone trace their hand for them?
- How did they describe themselves through imagery and color on the hand print?
- How did they explore different mediums? Did they try multiple or just one? Did they try all of the different mediums?
- Documentation of their exploration.

<ul style="list-style-type: none"> <li>- How can you apply that knowledge to the next time you use the medium?</li> </ul>	
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**Pre-assessment:**How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

- Show students our own projects and explain them in simple terms
- List out expectations of project
  - Mediums that can be used (paper, string, pencil, paint)
  - Topics that can be explored and drawn within their hand print (Likes, dislikes, home, family, friends, animals, hobbies)
  - Steps of the project
- Have students share ideas from these topics (either in big group one-on-one to facilitate thinking about what they will explore) -- perhaps help students create a list of likes and dislikes in their life and have things to pick from to include in their own handprint

<p><b>Motivation:</b>How will you hook all students and hold their interest?</p>	<p><b>Ideation:</b>How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
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| <ul style="list-style-type: none"> <li>- Teachers share experiences and answer some of the following prompts that the student is being asked to explore.</li> <li>- Variety of mediums to explore.</li> <li>- Pick a color and draw what it makes you feel.</li> <li>- What does your favorite color remind you of? Why is it your favorite color?</li> <li>- Draw something that makes you happy.</li> <li>- What characteristics of yourself are you proud of?</li> <li>- What is your favorite food?</li> <li>- What is your favorite animal?</li> <li>- What is your spirit animal?</li> <li>- Where are you from?</li> <li>- Who inspires you?</li> <li>- Who do you want to be in the future?</li> </ul> | <ul style="list-style-type: none"> <li>- Variety of mediums and “how to” use them</li> <li>- Guided questions and examples of imagery which they can describe themselves with</li> <li>- Help students think about aspects that make up their identity</li> </ul> |
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| - What have you struggled with in the past? |  |
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**Instruction:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

**Introduction/Pre-assessment:** (15 minutes)

- Welcome participants and introduce Art325 students (share our names, personal hobbies, favorite type of art)
  - Tara
  - Haley
  - Annie- I love kayaking and my favorite type of art is painting
  - Morgan
- Observe the skills that students possess and possible limitations that they might have.
  - Ask if participants have used materials before and how comfortable with them they are (observe limitations preventing them from using specific materials)

**Ideation:**

**Explain project** (15 minutes)

- Art325 students show completed project example. Explain that participants (include para to participate as well?) will create a tracing of their handprint and fill it in with colors and symbols that represent their identity. Once finished, participants will cut out their hand prints and string them all together to show how they come together as a group
  - Talking points
- Break down project step by step
  - Include “pre-assessment” here to break down aspects of craft for people to explore
  - Show (only--do not do yet) how to trace hand on paper (offer pre-drawn hands of varied size if needed)
  - Explain each medium option and how to use them (Engage the class by asking if anyone has used them before, and what they already know about each material)
    - Paint
    - Colored pencils
    - Paper

- Explain what things can be drawn within the hand (hobbies, interests, favorite things, important people)

#### Brainstorming (15 minutes)

- In a group share out some possible ideas of things to include
- Create lists of group likes, dislikes, hobbies, favorite things, etc.
- Work one on one with participants to choose 3-5 things that they want to include in their handprint.
- Help record a list for each participant of things they come up with. Participants can refer to this list as they work

#### Begin Project (1 hr)

- Copy hand shape
  - Participants help one another (i.e., tracing for a friend) OR Art325 students help each other to trace the shape of participants own hands
  - Students also have the option of using one of the pre-drawn hand prints
- Students acquire materials that they want to use
  - Help participants one on one to choose the materials they want to try and help demonstrate how to use them if needed.
  - 1-2 materials per hand
- Use personal interests to fill in hand with colors, symbols and images
  - Refer to list made earlier for ideas: likes, dislikes, hobbies, favorite things, etc.
- Do more hands if time allows or time requires
  - Other hands can focus on different aspects or more specific things like animals, sports, places, or people
  - Students can also make more hands to try out different materials
- Cut out hand
  - Assist students if needed

#### Present individual handprints if time allows (10 minutes)

- Option to present in small groups (otherwise just do this in large group)
- Come up with 3 or so questions to answer about their handprints
  - Q- What is your favorite part of your design?
  - Q2- Which medium was your favorite or least favorite to use?
  - Q3- How does your art show your identity (who you are)?
- Each student shares at least one aspect of their handprints to the large group after small group discussion

#### Gather artwork together and assemble ( 5 min)

- Arrange hands on large piece of paper as a class or pair their handprints with similar interests and or concepts including elements of design.

- Students can visualize how each one of their unique identities can come together to make a diverse group.
- Manipulated hands

Extensions (if time leftover)

Introduce and start next week's project if time allows.

**Motivation:** Using student's own interests to create project that expresses who they are and what they like

**Studio Instruction:**

**Student Reflective Activity:** Present individual handprints (or one aspect of them) to the group (15 min)

**Materials and Resources:** What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Watercolor
- Acrylic paint
- Markers
- Crayons
- Colored pencils
- Paper
- Scissors
- Brushes
- Paint palette
- Example?
- Tape (to connect hands in chain if time allows, or for cutting accidents)
- Glue stick to attach hands to larger paper
- Found objects

**Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

- Prepare materials.
- Check with staff, aides, etc. to see if anyone has issues with safety awareness that may affect scissor using abilities.
- Check with staff, aides, etc. to see if there are any allergies (i.e., latex), health concerns (i.e., epilepsy) that may require modification of the environment (i.e., ABI/TBI and light sensitivity).
- Take note of any needs/accommodations to be prepared for the next class.

**Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access**(Resources and/or Process) and **Expression** (Products and/or Performance)?

Lesson is personalized to be open-ended depending on the person's interest. Amount of help given by 325 students will be modified depending on the needs of each person.

Depending on mobility, skills and abilities of learners, differ levels of help to acquire materials needed for project.

Expression will be unique to each person.

## Understanding the plan...

### Stage 1 – Desired Results

- Relevance- What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
- Essential Understanding(s)- What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
- Essential Question(s)- What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
- Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a

result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

## Stage 2 – Assessment Evidence

- Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
- Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

## Stage 3 – Learning Plan

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? (Comprehend)

H = hook all students and hold their interest? (Reflect and Create)

E = equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?