

Service-Learning Lesson Plan

Title: Lesson Plan #4

Group/Date: AA-2D 10/1/19

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| <p>Lesson Idea and 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?</p> | <ul style="list-style-type: none"> - We will teach students to create a positive relief image out of tin foil, yarn and sharpies. They will explore the ideas of line, positive, and negative space, and color it in to create an illusion of stained glass. |
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| <p>Essential Understanding (s): What are the "big ideas"? What specific understandings about them are desired?</p> | <p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p> |
| <ul style="list-style-type: none"> - Understand how to create a compelling composition - Understand how different colors can affect a space - Understand how the concepts of positive and negative space and how they affect a composition - Understand how to break up a space with line <p>More broad ideas</p> | <ul style="list-style-type: none"> - How can we use yarn to create solid blocks of color in a composition to create and emphasize line and space? - How does using different colors emphasize different spaces? <p>Questions that lead to the big ideas</p> |

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| <p>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?</p> |
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Condition...Students will be able to (measure)...criteria (assessment)

Outcomes: Students will be able to...

- Students will be able to create the illusion of stained glass by processing and responding to a prompt and following the multistep process with everyday materials, such as sharpies, yarn, and tin foil.

Super specific ideas

Condition -- what did you provide to be able to do that?

Measure -- be able to what?

Criteria -- how will they accomplish it?

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?

- If possible, (time?) present project to class, even if just showing one aspect of it.
- Have the students explain what they did and how they processed the prompt
- What did you learn about how line and space can create a dynamic composition?
- How can you create sketches to brainstorm your ideas

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

- Were they able to stay engaged and follow the flow of the class (i.e., understanding steps of project and completing them successfully)
- How did the choice of content using the yarn and sharpies (color, imagery, content, pattern, and/or theme) contribute to the success of the composition?
- Documentation of their exploration.

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 example of project

-List out expectations of project

- Materials that can be used
- Steps of the project
- Following time limit and direction of order
 - First: make 3 sketches
 - Second: Pick one sketch to transfer to cardboard
 - Third: Draw sketch on cardboard with pencil
 - Fourth: Trace outline with glue and apply string
 - Fifth: Glue tin foil over cardboard cut out
 - Sixth: Tape sides in place
 - Seventh: Color the tin foil.

Explain precautions on staying clean and protecting clothes from glue and sharpies

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| <p>Motivation:How will you hook all students and hold their interest?</p> | <p>Ideation:How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p> |
| <ul style="list-style-type: none">- Opportunity to be creative- Will be fun- Opportunity to try a new medium that students may never have used before- Opportunity to explore different sensory experiences with the different mediums <p>Hook -preview to the lesson</p> | <ul style="list-style-type: none">- Example in the beginning of approaches to the project.- Include ideation from lesson |

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: (10 minutes)

- Welcome participants and introduce Art325 students to any new students
- Explain schedule of class
- Present example project
 - Ask if there are questions

Explain project (10 minutes)

- Break down project step by step
 - Explain permanent markers on tinfoil how to use them (Engage the class by asking if anyone has used them before, and what they already know about each material)

Ideation:

- Explain that they can choose an image based design or one that is line based
- Discuss possible symbols or imagery students can use to create a dynamic composition

Plan/ Begin Project (1 hr)

- Have students begin planning by drawing 3 different designs on “planning guide”
- Have students choose their favorite design onto their cardboard piece
- Trace lines with elmers glue by using a cotton swab
- Apply yarn to glue lines
- Paint glue on back of precut tinfoil pieces
- Fold tinfoil over the edge and tape to the back of the cardboard
- Add color
 - Use colored permanent markers to decorate the foil surface
 - Students may choose specific color schemes or just random colors

Clean Up (20 minutes)

- Have students help with the clean up process
 - Put finished tinfoil projects on table to dry
 - Throw away cotton swabs and yarn scraps
 - Wipe down table
 - Wash hands
 - Put supplies back in correct bins

Present foil pieces if time allows (10 minutes)

- Come up with 3 or so questions

Extensions (if time leftover)

Introduce next week’s project if time allows.

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

- Cardboard pieces 9x12"
- Tinfoil (pre cut to size)
- Yarn
- Glue (liquid)
- Colored permanent markers
- Plain paper for sketches
- Pencils
- Scissors

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.
- Prepare gloves for Lauren and any new students who may need them to ensure sensory comfort
- Check with Alison to see if anyone has issues with safety awareness that may affect paint using abilities.
- Check with Alison 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 Art325 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?