

Service-Learning Lesson Plan

Title: Lesson Plan #3

Group/Date: AA-2D 9/24/19

<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 are going to teach participants to create paintings that are inspired by music. - Participants can each choose to add one song to the premade playlist - Participants can express music visually either through symbolism or abstraction, using paint on canvases
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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"> - Students can explain connections between auditory and visual art - Students can explain/discuss their process <ul style="list-style-type: none"> - I can explain how I interpret music visually - I can discuss how art across multiple mediums have similarities - Students can explore how their interpretations manifest on the canvas. 	<ul style="list-style-type: none"> - How can you use paint to interpret how a song? (i.e. translating auditory stimulation into physical representations) - How can we express our emotions through a painting? How can we use symbols, colors, and images to depict emotions? - How do our individual experiences affect the way we interpret certain songs? - How can painting about our emotions assist us in understanding certain feelings and coping with them?

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...

- **Describe how music makes them feel**
 - What emotions are evoked from each song, why?
 - How can we use symbols, colors, and images to depict emotions?
- **Identify connections between auditory and visual art**
- **Explore paint as a medium to portray other ideas or other forms of art**
- **Explain/discuss their process**
 - I can explain how the music makes me feel
 - I can explain how I portrayed those feelings visually
- **Use painting as a tool for expressing music.** I can use paint to express how a certain song makes me feel.
- **Investigate connections between visual and auditory art.** I can express music as a painting
- **Process a prompt and respond to it.** I can explore a prompt.

<p>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?</p>	<p>Assessment Instrument (s): By what criteria will "performances of understanding" be judged?</p>
<ul style="list-style-type: none"> - If possible, present project to class, even if just one aspect of it. - Have the student explain what is shown in their painting including: <ul style="list-style-type: none"> - How it coincides with the different songs and how the different elements reflect the emotion they felt in the song - How did you use symbols, colors, and images to depict emotions? - What did you learn about the process of making the painting? Was it easy or difficult to relate auditory stimulation to a physical representation? - Why do people have different interpretations of the music? Do our personal experiences affect the way 	<ul style="list-style-type: none"> - Were they able to stay engaged and follow the flow of the class (i.e., moving between canvases) - How did their energy and painting techniques change depending on song? - How did the choice of content (color, imagery, content, pattern, and/or theme) contribute to the success of the composition? - Documentation of their exploration.

<p>songs affect us? What can you see in the paintings of your peers?</p> <ul style="list-style-type: none"> - How can you apply the experience of this project to create a plan for a future project? (Example: doodling to music in order to brainstorm a variety of ideas) 	
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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 example of project
 - Allow students to contribute songs of interest to playlist
 - List out expectations of project
 - Materials that can be used
 - Steps of the project
 - Following time limit and direction of order
- Explain precautions on staying clean and protecting clothes

<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 - Listen to music of interest - Will be fun - Active class, moving around room - Opportunity to try a new medium 	<ul style="list-style-type: none"> - Example in beginning “painting to a song” demo - Pause in between songs to assist students in ideation, discuss and issues if need be

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)

- Tara: Welcome participants and introduce Art325 students to any new students
- Tara: Explain schedule of class
- Tara: Present example in real time
 - Explain that we will play one song, people will paint for the duration of that song, then switch to a new canvas
 - One teacher will play part of song
 - One teacher will paint
 - Ask if there are questions

Ideation:

Explain project (10 minutes)

- Break down project step by step
 - Explain paint and table easel 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)
 - Explain that they can paint however they want based on how the music makes them feel
 - Discuss possible symbols or imagery students can use to display emotions they might feel
 - Ex: How would you paint happiness, love, excitement, etc?
 - What colors/shapes do you think of when you hear a sad song?

Plan/ Begin Project (1 hr)

- Go around and have each student suggest a song to add to the playlist
- Ask students what colors they associate with some of the themes that may come up in the songs.
- Gather paint and pallets. Help students put 3-4 colors they want to start out on their palette.
- Pass out paint brushes (one for each paint color the students have chosen) and one canvas to each student
- Make sure students canvases are oriented vertically in front of them
- Play the first song on the playlist.
- Allow students to paint for the duration of the song
- Help students one on one generate ideas or think of ways to portray the song visually by discussing the lyrics, beat, mood, etc.
- After the first song, have students rotate their canvas 90 degrees to the right so that now it is horizontal in front of them.
- Give students time to reassess the paint colors they want and to brainstorm more ideas
- Have students repeat the painting process on the rotated canvas to the next song (paintings from each song may overlap)
- Continue process of rotating 90 degrees to the right (this helps students fill the entire canvas and create a more dynamic overlapped design) and

painting to the next song until all the songs have been played or students are satisfied with their work.

- Students have the option to start another one if extra canvases are available or on paper.
- If time allows, students have the option to listen to the playlist another time

Clean Up (20 minutes)

- Have students help with the clean up process
 - Put finished canvases on clean table to dry
 - Wash brushes, paint trays and water cups
 - Wash hands
 - Wipe down area
 - Put supplies back in correct bins

Present paintings if time allows (10 minutes)

- Come up with 3 or so questions
 - How did different songs make you feel?
 - What was difficult about this project?
 - Do you think that the music affected how you painted?
 - Will you be able to do art like this in the future? Could you use this to brainstorm for other projects?

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.

- Acrylic paint
- Paint palettes
- Plastic or cloth aprons
- Gloves
- Canvas
- Paintbrushes
- Table easels
- Speaker
- Phone with playlist
- Paper and other drawing mediums for students to have the option to do more

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
- Prepare aprons for each student to reduce risk of staining clothes
- Long paint brushes for Gloria to make sure she can reach canvas from wheelchair and a table easel
- 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?