

## Lesson Plan

Title: Being an “Anywhere Artist” and making Nature Art

Grade Level: Kindergarten-2nd 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 already know and what they will need to know 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 and responses in Seesaw to understand Kindergarteners’ abilities with Seesaw

Day 2:

- Review responses Seesaw from day before to see students initial ideas about creating with nature

### 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 “Anywhere Artist” by Nikki Slade Robinson to brainstorm materials from nature that we can create art with, and will then create their own nature art for Earth Day!

### 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.**

- STEAM
- Nature
- Nature art
- Materials
- Earth Day
- Shapes
- Imagination

### 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 artists use unconventional materials to create their work
- Students will understand how art is everywhere and can be made from anything
- Students will understand how we can use nature in our art to celebrate the beauty of nature and the Earth

**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 listen to the book “Anywhere Artist” to see how artists can connect nature and art. Bloom’s: Analyze - Standard: Observe and Learn to Comprehend - GLE: Identify how artists use visual art and design to communicate. - Literacy
- Artists will look at different examples of nature materials, to think about how they can be transformed into artwork. Bloom’s: Apply - Standard: Envision and Critique to Reflect - GLE: Notice and discuss what can be seen in works of visual art and design. - Literacy
- Artists will use materials from nature to create art that they will upload to Seesaw, to understand how art can be made out of anything. Bloom’s: Create - Standard: Invent and Discover to Create - GLE: Investigate the properties of materials to support the planning and making of works of art. - Technology
- Artists will brainstorm different ways we could use nature to create art and share them out with the class, to think about how art is everywhere in the world around us. Bloom’s: Understand - Standard: Relate and Connect to Transfer - GLE: Recognize that artists and designers contribute and connect to their communities. - Literacy

**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.**

<p><b>Differentiation:</b> (Multiple means for students to access content and multiple modes for students to express understanding.)</p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>- Include audio instruction as well as written instruction in Seesaw</li> <li>- Bitmoji classroom is linked in Seesaw for students to follow along or go back to see</li> <li>- Students can use chat box on Zoom to communicate or raise their hand or raise their virtual zoom hand</li> <li>- Instruction videos will be linked in the google slides</li> <li>- Visual aids</li> <li>- Closed captioning will be turned on in Zoom</li> <li>- Students can join both of the 30 minute sessions for extra clarification if needed</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>- Students can use a video, picture or text to show/describe their nature art in Seesaw</li> <li>- Students can choose what nature materials they want to use</li> <li>- Students can create their nature art inside or outside</li> </ul>
<p><b>Extensions for depth and complexity:</b></p>	<p><b>Access</b> (Resources and/or Process)</p> <ul style="list-style-type: none"> <li>- Students can follow along in the bitmoji classroom</li> </ul>	<p><b>Expression</b> (Products and/or Performance)</p> <ul style="list-style-type: none"> <li>- Students can use the tools in Seesaw to add more detail to their nature art</li> </ul>



- Students can access the other tools in Seesaw to add more to their Seesaw activity

- Students can use whatever materials they want to create their nature art
- Students can create multiple nature art projects
- 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:** STEAM, Earth Day, Nature, Nature art, Materials

**Literacy integration:** Read aloud of “Anywhere Artist”, Share out ideas

**Numeracy integration:** Technology (Seesaw), Using nature, spatial relationships, 2D and 3D, shape

**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
- Nature materials

**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)
  - “Anywhere Artist” by Nikki Slade Robinson
  - Nature Art video
  - Seesaw instruction videos
  - \*\* all linked in the google slides
- Seesaw

**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
- Create Seesaw activities
- Create teacher examples
- Record instruction videos for Seesaw
- Put all videos in video.link
- Gather nature materials for live demo



	<ul style="list-style-type: none"> <li>- Review class rules</li> <li>- Review week schedule</li> <li>- Introduce today and tomorrow's lesson</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>- Play "Anywhere Artist" read aloud (1.5min)</li> <li>- Ask students to share out what materials they heard her use in the book</li> <li>- Show examples of how other nature materials can be used to create art</li> <li>- Demo how to use Seesaw to practice creating nature art</li> <li>- Ask students to share ideas out loud about what they can create with nature or how</li> <li>- Unmute students to participate</li> </ul> <p>Closing</p> <ul style="list-style-type: none"> <li>- Give announcements for tomorrow</li> <li>- Remind students to complete the Seesaw activity</li> <li>- Answer any final questions</li> <li>- Dismiss students</li> </ul>	<p>Lesson</p> <ul style="list-style-type: none"> <li>- Students listen to read aloud listen for different materials she uses</li> <li>- Students share out materials they heard her use in the book</li> <li>- Students look at the examples of other materials that can be used for art.</li> <li>- Students watch the demo to see how to complete the Seesaw assignment</li> <li>- Students can share out any ideas</li> </ul> <p>Closing</p> <ul style="list-style-type: none"> <li>- Students ask any final questions</li> <li>- Students prepare to complete Seesaw assignment</li> <li>- Students Dismiss</li> </ul>	<p>Lesson - 20min</p> <p>Closing- 2 minutes</p>
Day 2	<p>Welcome</p> <ul style="list-style-type: none"> <li>- Allow students to enter Zoom</li> <li>- Play lofi music</li> <li>- Wait for more students to join</li> <li>- Send Welcome Message in the chat</li> </ul> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Recap the week's theme</li> <li>- Review class rules</li> <li>- Review week schedule</li> <li>- Introduce today's lesson</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>- Recap what we looked at yesterday</li> <li>- Show Nature Art video (2min)</li> <li>- Revisit ideas for materials that we can use to create nature art</li> <li>- Give nature art Demo</li> <li>- Demo how to upload final nature art to Seesaw</li> </ul> <p>Closing</p> <ul style="list-style-type: none"> <li>- Answer any final questions</li> <li>- Remind students to go outside and create nature art</li> <li>- Remind students what is due at the end of the day in Seesaw</li> <li>- Dismiss students</li> </ul>	<p>Welcome</p> <ul style="list-style-type: none"> <li>- Take a few minutes to get organized</li> <li>- Relax and reflect before class (mindful minutes)</li> </ul> <p>Introduction</p> <ul style="list-style-type: none"> <li>- Students listen and prepare for today's lesson</li> </ul> <p>Lesson</p> <ul style="list-style-type: none"> <li>- Students review yesterday's materials</li> <li>- Students watch the Nature art video to start getting inspiration</li> <li>- Students look at what materials we can use and share out other ideas</li> <li>- Students watch demo on creating nature art</li> <li>- Students watch demo on how to upload to Seesaw</li> </ul> <p>Closing</p> <ul style="list-style-type: none"> <li>- Ask any final questions</li> <li>- Prepare to go outside and complete Seesaw activity after class</li> <li>- Students dismiss</li> </ul>	<p>Welcome- 3 minutes</p> <p>Introduction- 2 minute</p> <p>Lesson- 20min</p> <p>Closing- 5min</p>

**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
  - Share out ideas
- Day 2
  - Share out ideas

\*\* Also on Day 3 we will have a whole week reflection where we will separate into two breakout rooms and show students' work from the week and be able to respond to each other's work

**Post-Assessment (teacher-centered/objectives as questions):**

Have students achieved the objectives and grade level expectations specified in your lesson plan?

- Criteria for Success
  - Did students arrange and/or add to the objects in the day 1 Seesaw activity?
  - Did students create an artwork using nature on day 2?
  - Did students upload their nature art to Seesaw?
- Feedback given on Seesaw and peer to peer feedback given on Friday in class

**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 meet criteria for success to get credit for the week?
- Look at Seesaw activities to see

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

Bitmoji Classroom - Google Slides  
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.)

This activity went really well and got students outside and away from the computer. I think turning it into a two day lesson helped students prepare and plan for their final nature art. The lesson objectives were met and it seems as though most students could navigate the technology aspect of the activity. Moving forward, I would like to incorporate more student voice by asking them what ideas or initial thoughts they have. I also would love to be more proactive with contacting families, so students can prepare even more for the final creation.