

Service-Learning Lesson Plan

Title: Lesson Plan #5

Group/Date: AA-2D 10/8/19

Red text= work is not complete (copy&pasted from last lesson as starting guide to edit)

Blue text= work is in progress, but not complete

Black text= work is finalized and ready to be graded

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?	<ul style="list-style-type: none">- We will utilize a prompt worksheet to inspire ideation and creation for the project.- Explore how the use of a non-traditional art surface can allow students to see the world from a different perspective-- "anything can be art" or "make the world more intriguing by making it your own".- Broaden students' horizon of the availability of material (exploring non-art or non-conventional surfaces) and addition of opportunities to be creative.
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Essential Understanding (s): What are the "big ideas"? What specific understandings about them are desired?	Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?
<ul style="list-style-type: none">- Understand how artists and designers use everyday objects as materials.- Understand how artists and designers make connections between art and nature.- Understand how artists and designers use the fundamentals of design to create.	<ul style="list-style-type: none">- How do artists and designers make the everyday world more intriguing.- How can a prompt foster inquiry?- How does working with non traditional materials allow artists to connect to the work around 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...

- After completing the project inquiry guide, students will be able to **devise their subject matter** for the project by analyzing their interest-based responses and choosing one topic to base their project on.
- After devising their subject matter for the project, students will be able to **produce sketches for their final product** by visualizing their chosen interest on paper.
- Using their sketches, students will be able to **transfer their final ideation** onto the rock by using paint to best replicate the imagery.
- After creating art on a non-traditional surface, students will be able to **make connections between art and the world around us** by discussing the shift of an ordinary object to a work of art.

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?

- Students will present project to class, even if just showing one aspect of it.
- Have students explain what they did and how they processed the prompt (which they will have chosen from their exploration in the inquiry worksheet).
- What did you learn about devising a specific subject for your rock painting? What steps did you take to reach a final decision?
- How did the use of a sketch assist you in visualizing and completing your final product?
- How did the use of a non-traditional art surface allow you to see the world from a perspective that "anything can be art"? Did this broaden your horizon of the availability of material and opportunity to be creative?

- Were they able to stay engaged and follow the flow of the class (i.e., understanding steps of project and completing them successfully)?
 - I.e. did students complete the inquiry worksheet?
 - Did students choose a topic from their inquiry worksheet to inspire their sketch?
 - Did students create a sketch for their rock painting?
 - Did students complete a rock painting?
- How did the choice to use the non-traditional art surface (rock) contribute to student knowledge that exploration of materials is worthwhile?
- 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: Fill out sheet
 - Second: Pick one prompt to sketch.
 - Third: Pick rock
 - Fourth: Draw sketch
 - Fifth: Show teacher sketch
 - Sixth: Paint rock

Explain precautions on staying clean and protecting clothes from paint

Motivation:How will you hook all students and hold their interest?

Ideation:How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

- Have pile of rocks sitting in the middle of a table.
- Ask questions:
 - How do artists leave their mark on the world?
 - What do you all think about this? Is it boring? Why?
 - How would an artist or designer use these rocks as materials for art making? Are there any materials that can't be used as an art surface? Why?
 - How can we transform these everyday objects to make them more interesting and personal? I.e. how can we as artists leave our mark on the world by transforming this material?

- Give each student a short worksheet with prompting questions about their favorite things.
- Use this to help generate ideas for what to paint on the rocks.
 - encourage students to inquire the way in which their personal interests can be motivation for their artwork.
- Have students choose one topic from their inquiry worksheet to use as inspiration for the subject matter of their rock painting.
- Have students complete a sketch of their chosen subject matter in order to plan their painting.
 - Discuss how shapes can form objects.
 - Discuss the importance of color in their design.

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 today's class schedule.
- Have students gather around one table that contains a pile of rocks.
 - Present inquiry questions from marker board.
 - How do artists leave their mark on the world?
 - What do you all think about this? Is it boring? Why?
 - How would an artist or designer use these rocks as materials for art making? Are there any materials that can't be used as an art surface? Why?
 - How can we transform these everyday objects to make them more interesting and personal? I.e. how can we as artists leave our mark on the world by transforming this material?

Explain project (5 minutes)

- Break down project step by step:
 - First: Fill out sheet
 - Second: Pick one prompt to sketch.
 - Third: Pick rock
 - Fourth: Draw sketch
 - Fifth: Show teacher sketch
 - Sixth: Paint rock

Ideation (10 minutes):

- Give each student a short worksheet with prompting questions about their favorite things.
 - Use this to help generate ideas for what to paint on the rocks
 - encourage students to inquire the way in which their personal interests can be motivation for their artwork
- Have each student choose ONE rock from the table.
- Have students choose one topic from their inquiry worksheet to use as the subject matter for their rock painting.

Plan/ Begin Project (1 hr 10 min)

- Each student must grab an apron and a piece of paper and a pencil from the teacher.
- Have students complete a sketch of their chosen subject matter in order to plan their painting.
 - Students must draw and color in their subject matter.
 - Discuss how shapes can form objects

- Discuss the importance of color in their design
- Using their sketch, students can use pencils to sketch their design on their rock.
- Upon completion of sketches, call up students to paint station by table (3-4 students at a time)
 - Students must show a teacher their sketch on their rock as a “ticket” for paint.
 - Teachers will disperse 3-4 paint colors per student on a pallet.
- Students will return to their tables with their paint pallets and begin painting their rocks.

Clean Up (15 minutes)

Have students help with the clean up process

- Teachers will provide a demonstration of how to wash pallets and brushes
- Put finished rock painting projects on one designated table to dry.
- Call up students, per table, to the sink to wash brushes and paint pallets (Half of students will wash brushes while other half cleans tables then they will switch).
- Wash hands.
- Put supplies (pallets and brushes) on counter to dry
 - One teacher should stand at the sink and approve cleanliness of materials

Present rock paintings (10 minutes)

- Students should answer the following three questions which will be written on a white board.
 - What did you learn about devising a specific subject for your rock painting? What steps did you take to reach a final decision?
 - How did the use of a sketch assist you in visualizing and completing your final product?
 - How did the use of a non-traditional art surface allow you to see the world from a perspective that “anything can be art”? Did this broaden your horizon of the availability of material and opportunity to be creative?

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

- Rocks
- Inquiry worksheet
- Pencils
- Aprons
- Gloves **(Patrick needs to buy more, please!)**
- 2 brushes per students
- Paint
- Paint pallet
- Water cup (to rinse brushes in between colors, and at the end of the project)

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.
 - Have all rocks on one table and have inquiry worksheet printed, aprons, paint pallets, brushes, paint, and cups ready to hand out.
- 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. As well as 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).

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.
- Present “just-right” challenge to offer support while simultaneously maximizing abilities and independence.
- 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 based on their responses on the inquiry guide and decision making for final design.

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?

