

Lesson Plan Template

Date: March 9, 2018

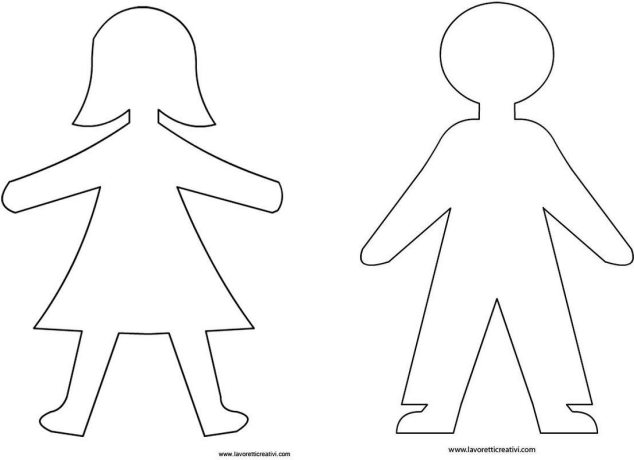
<p>Grade: 4th</p>	<p>Subject: Language Arts/ Art</p>
<p>Materials:</p> <ul style="list-style-type: none"> ● Oil Pastels ● Paper ● Pencils ● Markers or crayons 	<p>Technology Needed:</p> <ul style="list-style-type: none"> ● Overhead projector
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> € Direct instruction € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list) 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> € Large group activity € Independent activity € Pairing/collaboration € Simulations/Scenarios € Other (list)
<p>Standard(s)</p> <p>4.2.3 Use visual art structures* and functions of works of art to communicate ideas.</p> <p>4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <p>Students below proficiency will be able to use a template to sketch out the outline for their self portrait.</p> <p>Above Proficiency:</p> <p>Students above proficiency will be able to draw their own self portrait without limits on their creativity or ability.</p> <p>Approaching/Emerging Proficiency:</p> <p>Students at proficiency will complete the activity using either the template or not, depending on whether they need it.</p> <p>Modalities/Learning Preferences:</p> <p>This lesson accommodates for multiple learning preferences through appealing to multiple intelligences: visual/spatial, bodily-kinesthetic, intrapersonal, etc.</p>
<p>Objective(s)</p> <p>By the end of the lesson, students will identify 10 character traits that they have by making a list.</p> <p>By the end of the lesson, students will create a representation of their own character traits by drawing and painting themselves with selected colors that correlate with the traits.</p> <p>Bloom’s Taxonomy Cognitive Level:</p> <p>Understand, Create</p>	

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will begin at their desks. After the powerpoint and the directions have been given, students will be free to work at their desks and roam around for supplies as needed. At the end of the lesson, the students will clean up and return to their seats once again.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Students will be expected to use oil pastels responsibly. Students will listen to the teacher when she is talking and will be respectful of supplies, materials, and others. Students will clean up after themselves. Failure to clean up well will result in getting their name written on the board.</p>
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Minute s	Procedures
2	<p>Set-up/Prep: Get out all the art supplies and place at the back table. Pull up power point.</p>
3	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>“Okay, I want you all to close your eyes. Now imagine that you wake up in the morning and you look outside to see that the sky is bright yellow. Think about it. Okay, now open your eyes. How do you think you would feel? What if you went to bed and woke up to find that all your walls and your bedroom ceiling was painted black. How would you feel? Would your room feel different? Would you like it more, or less?”</p> <p>Start powerpoint, ask students what they feel when they see a certain color:</p> <p>https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0ULOQLCE/edit#slide=id.g34c81f097f_0_1</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>“Today, we are going to be talking about color. Color has a profound effect on us even though we may not be aware of it. Every day our emotions, moods, thoughts and even things like ours appetites, are influenced by the colors that surround us. Artists and designers and even advertisers use color very deliberately to make you feel a certain way. Understanding the effects of color can be a powerful tool in art, decorating, or designing.”</p> <p>I will then go through the rest of my google slides presentation with the students, explaining the various slides and talking about different traits that are commonly associated with colors.</p> <p>https://docs.google.com/presentation/d/14zZKxo5fwAPRB-JkMAwPmBq5K2r_kZKYJrg0ULOQLCE/edit#slide=id.g34dafd68d7_0_19</p> <p>“What do all of those words and colors remind you of? Something that we talked about earlier in the week.....that’s right! Character traits! (I will be teaching a lesson on character traits more in depth earlier in the week). In art, character traits, and emotions can be conveyed using color. Color is very important to artists and is considered very carefully. For example, an artist could use the color black to portray a serious or sad person. In this painting you can see a lot of lighter greens and blues. These make me feel very calm and natural. The white and yellow in the painting give it a little spark and make it seem happy and light-hearted. It also makes me think that the two women are fun and outgoing. In this painting, the artists used a lot of red. What do you think the woman in this painting is like? What else do you notice about the painting? “</p>

	I will go through the rest of the paintings in the powerpoint, asking the students their opinions on the colors and characters.
40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>“Now you are all going to get to describe your own character traits using color and words. To start, you are going to brainstorm. Write down 10 character traits that you have. You can use the list we have been making in class for support if you need. Then, you will each get a piece of paper from the back table. You are going to color yourselves with colors that represent your personality and character traits. You can either draw yourself, or I have templates you can use to trace a basic outline. You can draw just your face if you would like, or you can do your whole body. You can use markers, pencil, or crayons to write your character traits somewhere on your page. Then you are going to use oil pastels to color your picture by picking colors that you think represent the character traits you wrote down. Here is an example of one that I have made...” (I will explain my example and check for understanding.) Have you all used oil pastels before? (I know that these students have). Here are a few ways to use an oil pastel (I will do a short demonstration). I will put up the slide on the board with some examples of character traits and emotions and which colors they typically represent. You can use that as a guide, but you can also be creative! Really think about which colors you think represent your personality and your character traits!</p> <p>“Does everyone understand the activity? Great! Students, when you are finished writing down your ten character traits, you may come to the back table where I will have the oil pastels and supplies for you. Before you begin painting, you will need to have your desks absolutely clear. Be mindful of how you are using your oil pastels. Please be responsible and respectful of the supplies, materials, and of one another. You may work at any desk space you would like. I will be walking around the room if you need help. I am going to play some instrumental and classical music in the background. If you find that the oil pastels are too dark for the markers you used to write your words, you can go over them in sharpie or use a black oil pastel. Are there any questions? Remember, we are working on positivity in the classroom. Please only use positive or neutral character traits, nothing negative. If you have a question about one, ask me. Ok! Let us begin!”</p> <div style="text-align: center;">  </div>
7	<p>Review (wrap up and transition to next activity):</p> <p>“What did you guys like about this activity? Were you able to think of characteristics? Now I want you to silently look at your picture for one minute. Think about what colors you used and why you used them. Do you think the colors in your picture accurately reflect your personality? Why?”</p>

Okay, now I want you to share your thoughts with someone next to you.

Class class, okay, now I want you to look at your partners artwork. What do you notice about their character traits and their colors? Do you think those colors reflect their personality? What do you especially like about their picture? How is it different from yours? Think about these questions for a minutes (I will repeat the questions or write them on the board).

Okay now share your thoughts with your partners.

Great job everyone! Does anyone want to share their thoughts about their work with the class? Thank you!

Alright, now we are going to clean up. Make sure your name is on the back of your artwork. Wash your hands well in the sink and then use the wipes on the back table to wipe up your desk. You can put your masterpieces in the back of the room to dry. Please be seated and direct your attention back to Mrs. Heid for end of the day instructions.”

Formative Assessment: (linked to objectives, during learning)

- **Progress monitoring throughout lesson (how can you document your student’s learning?)**

The formative assessment will consist of the students’ list of character traits, making sure they are progressing through the lesson as planned.

Summative Assessment (linked back to objectives, END of learning)

The painting will serve as the primary summative assessment for this lesson.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Art Lesson Reflection

I thoroughly enjoyed teaching the 4th grade art lesson. The students were excited as they do not often get to do art in their classroom. One hundred percent of the students met most of the objectives derived from standards 4.2.3 and 4.RL.3. Each students made a list of 5 character traits (I adjusted the number as I was teaching the lesson) and implemented those traits into their artwork. Each student also drew a representation of him or herself along with the character traits. However, not every student had enough time to finish using oil pastels to color in their portraits. Only 50 percent of students were able to completely finish their artwork. Although this is true, each student did meet standard 4.2.3 by using their artwork and visual structures to communicate their ideas and perceptions of themselves.

Overall, this lesson went fairly well. I will definitely implement it in my future classrooms. I adapted the lesson in small ways as I was teaching it in order to fit the needs of the students. I began by showing the first slide of my powerpoint. It was a completely red slide. I asked the students what words the slide made them think of and how it made them feel. I was pleasantly surprised with how sophisticated some of the students’ answers were. I continued through the rest of the colors on my slides and received some more thought-provoking answers. At this point, classroom management was a little tricky. I taught my art lesson during the last hour of the day on Friday. The students were getting antsy and restless after a crazy and very different week for them. I allowed a little more freedom in where the students could sit, but still asked for them to be quiet. I showed the students a chart of words that are typically associated with certain colors. I asked the students what those words reminded them of. One of the students raised her

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hand and said they reminded her of character traits. I was very excited that they were able to make the connection since we had talked about character traits a few days earlier. I showed a portion of the color in motion video; however, the students were too antsy to handle the whole thing. I then talked a bit more about how color is used in art. I showed them a few famous paintings and asked them their thoughts about the characters in the paintings and the paintings themselves. Again, I was surprised at the answers I received. One little boy said the woman in black looked like she had a lonely, empty soul.

Although there was a little more movement and talking in the classroom than I would've liked, the boys that usually goofed off in the classroom were giving me some good answers. Because of this, I could tell that the class was understanding the concept. After I finished the powerpoint, I began to explain the activity. The students listened and I checked for understanding. I then wrote the absolute requirements for the art on the board. I told the students that they had creative liberty with the rest. I then sent the students to get their supplies and think of their character traits. I did not use the templates for differentiation that I had originally intended. I couldn't find a template that I really liked. Instead, I walked around to each student and helped those who were afraid or didn't know how to draw their representations of themselves. I was able to help a few students understand that it didn't have to be perfect. They then had the courage to do it themselves. There were two students who I drew a basic head shape for and they built off of that shape. I received a lot of questions from students about the specific rules. They were surprised to find out that there were not very many restrictions. The only rules were that they had to incorporate 5 character traits, have some sort of representation of themselves, and use the oil pastels, choosing colors that represented their character traits. I kept the character trait and color chart on the board from my powerpoint for their reference. The students had a little bit of a difficult time understanding that they had a lot of creative freedom; however, once they caught on, they went to town.

I asked my practicum teacher if I could play music and she agree. However, there was a little miscommunication because she ended up playing pop music when I was hoping for classical or instrumental music. The music contributed to more of a lively atmosphere. My practicum teacher also told the students that they should do their best because their art would be used for the parents to see. One particular student was having trouble coming up with good character traits for himself. He was only able to name negative character traits. I told him that he had a lot of good character traits and then listed off a couple for him. He was then able to come up with a few more. It was really neat to see the spark in his eye when he thought of more. Many of the students got up and went up to the front of the room so that they could see the chart when thinking about the colors they were going to use.

My time began to come to a close. I had to start the lesson a little bit later than I had anticipated. Some students were completely finished, others hadn't started using the oil pastels yet. I knew that my practicum teacher wanted to use the artwork for the parents so I decided to let the students use the whole period to work. I did not have enough time to use the reflection piece that I had wanted to at the end of my lesson. With a few minutes left, I told the students to place their artwork in the back of the room on a desk. I then told them to use wipes to wipe off their desk, wash their hands in the sink, put their oil pastels away, and clean up their desks. Cleanup went quickly and the students were soon ready to leave for the day.

My lesson did not go exactly as planned. When I use this lesson again in the future, I will make sure to give my students enough work time. I might also extend the lesson over a period of two days to allow for ample reflection time. I would probably do art either in the late morning or early afternoon so as to avoid the craziness of the end of the day. I would also play more calming music. However, I really enjoyed teaching this lesson and a lot of parts went way better than I could have hoped. Some of the students were exceedingly creative in their artwork and it was incredible to see all of the different ways their creativity came out. I loved helping the students and encouraging them. The students were also excited to get to do something different. I will definitely use this lesson in the future with just a few tweaks!