

Millicent Atkins School of Education: Common Lesson Plan Template

Teacher Candidate Name: Ashley Farrand

Grade Level: 12th

Subject: Art IV

Date: 2/13/19

PLANNING

List the Common Core/State Standard(s) to be addressed in this lesson.

Anchor Standard:

K-12.Cr.2

Organize and develop artistic ideas and work.

Individual Standard:

HSp.VA.Cr.2.1

Engage in making a work of art or design without having a preconceived plan.

Anchor Standard:

K-12.Cr.3

Refine and complete artistic work.

Individual Standard:

HSp.VA.Cr.3.1

Apply relevant criteria (such as the elements or principles) to examine, reflect on, and plan revisions for works of art and design in progress.

List the Rationale (cite theories or theorists):

Vygotsky:

Social learning and scaffolding are important elements in Vygotsky's theories. Throughout this project, we will include social elements. Students will be working next to one another in order to learn from each other and share techniques. We will also have group discussions throughout the project. I will make sure to incorporate

scaffolding to make the students feel comfortable as this project may include some new learnings for the students.

List the learning objective(s) to be addressed in this lesson (specific, measurable, attainable, timebound). Use the following format: “*Students will be able to...*”

Students will be able to engage in creating a magazine collage that is at least 14x17 inches in size.

Students will be able to use the grid method to transfer their source image onto their tagboard before they apply magazine pieces.

Students will be able to develop a magazine “shredding” method to consistently incorporate multiple pieces of magazine throughout their collage.

Students will be able to incorporate and use the principles and elements of design to evaluate, revise, and reflect on their magazine collage, documented through project notes.

Describe how the learning objective(s) and the learning outcome(s) is/are appropriate for the age/developmental level of the students.

The students' previous knowledge of the design elements will be put to use when creating these magazine collages. Although this is a new art technique, with scaffolding the students will be well equipped to handle a project like this.

Describe the Classroom Demographics: (e.g., ethnicities; gender ratios; special needs, including those of gifted students, those of students' physical needs, and those due to cultural characteristics).

3 students (all 12th graders)
3 females
3 Caucasian
One student is on a 504 plan

Describe your Knowledge of Students: (in terms of the whole class and individual students)
(e.g., language needs; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest).

All three students have continued to pursue their art education by choosing art IV as an elective. Through my observations, I have determined that all students produce quality work, however, one student needs more support and redirection to complete projects on time. The student with an IEP is very dedicated to this class and displays no delays when it comes to creating and completing artwork. Each student has different interests when it comes to what they like to create, so I'm leaving the subject matter open-ended, as long as they have teacher approval.

List the materials/resources you will need to teach the lesson.

Tagboard
Magazines
Pencils
Rulers
Scissors
Glue Sticks
Glue Sheets
Source Images

Technology

Describe the instructional and/or assistive technology that you plan to incorporate into the lesson and explain how it will enhance instruction and student learning.

Powerpoint.
Computers-Students will use their computers to research collage and to find their source images that will be used as the inspiration for their collages.

Accommodations: *Base this on the information you provided for Classroom Demographics and Knowledge of Students above.*

Describe the accommodations/differentiation/modifications you will use to meet the needs of all learners and accommodate differences in students' learning, culture, language, etc. *

I will need to make some slight accommodations for the student with an IEP to adjust for her social delays. This student will need a little more space when working to ensure that she can keep her materials and hands to herself.
There have been a lot of snow days and illness, so I will need to make sure that if students are absent I am reviewing the content with them each day to ensure that we all remain on the same page.

Pre-Assessment: Describe the instrument or process you will use to measure students' level of understanding toward the learning objective(s) prior to teaching the lesson.

I will pre-assess the student's knowledge through thumbs up and thumbs down questions in a pre-class discussion on collage. I will ask students if they have ever done collage before and to describe the experience to me. I will ask students where collage came from to assess their knowledge of the history of collage.

Pre-Assessment: Describe how the results of the pre-assessment (*what the students have demonstrated they know*) will be used to design the lesson objectives, instruction, and post-assessment. (Include charts, graphs if applicable)

Through the pre-assessment, I was able to determine that the students had no previous experience with collage as a fine art form. Due to this, we will start the lesson by learning more about the history of collage and some of the ways to create collage. I will make sure that I demonstrate each step clearly before moving on, so that the students feel confident in creating their magazine collages.

Classroom Management

Identify the management and motivational strategies you will use to meet student behavioral/developmental needs in order to keep students on task and actively engaged throughout the lesson.

I will set clear expectations and share the objectives with my students at the beginning so we all start the project on the same page. I will monitor student progress by circulating the room and providing specific feedback to support student progress. I will maintain my CT's classroom management plan since the students are already familiar with those expectations. For example, clean up will be 5 minutes from the bell and students are expected to stay in their seats for the lesson closing until the bell rings.

Implementation

"I Do"

(Teacher introduces lesson and models expected outcome(s) of learning objectives)

Describe what instructional strategies you will use to model/explain/demonstrate the knowledge and skills required of the objective.

Day 1:

Assess students knowledge on collage

Review elements and principles of design

Introduce collage with powerpoint and artist examples

Demonstrate grid method to transfer source image to tagboard

Demonstrate different magazine shredding methods

-precise cutting

-tearing

Talk about application methods

Day 2-10

These days will be student work days

I will circulate the room and offer specific feedback to support student progress on their magazine collages

I will review the content and lead self-evaluation of student projects.

“We Do”

(Teacher engages students in guided practice)

Describe the learning activities you will use to provide students *multiple* opportunities to practice the skills and content needed to meet the learning objective(s).

Discuss the history of collage and students’ personal experience with collage.

Practice folding source image to prepare for grid

Group critique at the conclusion of the project

“You Do”

(Students engage in independent practice)

Describe what the students will do to independently practice the knowledge and skills required by the lesson objectives?

Day 1:

Select a source image and gain teacher approval

Apply grid to source image and to the tagboard

-using rulers and pencil

Transfer source image to tagboard

-pencil

Day 2:

Start creating color palette by looking through magazines and selecting pages to work with.

Start by applying the background pieces of magazine for the collage

Day 3-10:

Continue to apply magazine pieces working from background to foreground

Self-evaluation of magazine collage, using the elements and principles of design to assess the collage

Lesson Closing

Describe how you will reemphasize the lesson objective(s) and any skills/content that were taught in an interactive manner (whole/small group, etc.).

At the end of class, I will review what the objectives were for that particular day and leave it open for questions or concerns of the students. I will also remind them of what is coming up the next day and what they should be thinking about to be prepared for the next class.

Post-Assessment: APPENDIX: Include a blank copy of the lesson post-assessment you will use to measure students' level of understanding toward the learning objectives *after* teaching the lesson.

The students will complete a self-assessment along with a in-class critique with their classmates. Their magazine collage will serve as a project-based assessment. See the attached self-assessment sheet and student examples.

Analyze

Post Assessment: Based on the results of the Pre and Post-Assessment, to what extent did students achieve the learning goals/objective of the lesson? Cite examples from the lesson plan, assessments, and/or video.

If applicable, insert a table/chart/graph before your explanation.

Through their completed magazine collages, it is clear that all students understood and were able to complete the objectives of this lesson. The students worked to create cohesive collages that incorporated elements of design. See student work examples.

Reflect

Reflect on your instructional strategies, interactions with students, and classroom management strategies. Describe what went well and what areas you need to revise in the future. Cite examples (from video) that support your conclusions.

Describe revisions that you could make if you were to teach this lesson again. Why would you make each revision? Cite examples from the lesson plan, video and/or student work that would prompt revisions.

The students were very engaged during the class periods spent on this project. The students said that they enjoyed the project and would try it again on their own, which is a huge success to me. If I were to teach this lesson again, I would spend more time going over how to match colors found in the source image to the magazine pages that they would use for their collage. This is one area that the students struggled the most with, so I feel that in the future I will need to spend more time demonstrating and having them practice color matching.

Rubric/Self-Assessment:

Name: _____

Class: _____

Selected a source image to create an *original* composition

10 9 8 7 6 5 4 3 2 1 0

Used the grid method to accurately transfer source image to tag board

10 9 8 7 6 5 4 3 2 1 0

Created an engaging composition using the elements and principles of design.

(ex. Texture, balance, unity, rhythm, color, line...)

10 9 8 7 6 5 4 3 2 1 0

Used a consistent method for shredding magazine pieces

10 9 8 7 6 5 4 3 2 1 0

Neatly applied the magazine pieces to the tagboard

10 9 8 7 6 5 4 3 2 1 0

Final product is *at least* 14x17 inches

10 9 8 7 6 5 4 3 2 1 0

Collage is neatly finished with framing and/or matting

10 9 8 7 6 5 4 3 2 1 0

Participated in group discussions and final critique

10 9 8 7 6 5 4 3 2 1 0

Overall craftsmanship

10 9 8 7 6 5 4 3 2 1 0

Worked for the complete class period and cared for materials

10 9 8 7 6 5 4 3 2 1 0

Student Work Examples:



