

Millicent Atkins School of Education: Common Lesson Plan Template

Teacher Candidate Name: Ashley Farrand

Grade Level: 11th-12th

Subject: ART II

Date: 3/22/2019

PLANNING

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

Anchor Standard:

1: K-12.Cr.1

Generate and conceptualize artistic ideas and work.

Individual Standard:

HSp.VA.Cr.1.2

Use artistic investigation to choose from a range of materials and methods to plan works of art and design.

List the Rationale (cite theories or theorists):

Vygotsky:

Social learning and scaffolding are important elements in Vygotsky's theories. I will scaffold the students with each step of the drawing project, to make sure they are comfortable with the techniques before they start using them on their own.

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 view and reflect through written documentation on the work of Chuck Close.

Students will be able to investigate the use of different art materials including ebony pencil, graphite drawing pencils, ballpoint pen, felt tip pen, and micron pens through the creation of value scales.

Students will be able to select an art material from their investigations to complete their chunk close inspired self-portrait.

Students will use the grid method to transfer their photo of themselves to begin creating their drawing.

Students will be able to create a different pattern for each square of their grid to create the values in their drawings.

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

Students at this stage of development are able to think abstractly. So, they will be able to see an artist's artwork and be able to apply the artist's techniques to their own drawings. It is also appropriate to give them choices in their learning and allow them to explore different methods of shading to find one that works best for them.

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).

11 students
3 12th grade students
7 11th grade students
1 10th grade students
7 females
4 males
11 White students
1 student on an IEP
1 foreign exchange student from Spain

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).

This class is an elective and all of the students chose to continue their art education by signing up for this class. This group of students needs a lot of hands-on activities to understand and stay engaged with the content. So, I will incorporate pre-assessment activities that are more hands-on in order for them to stay engaged. Through conversations I knew that a lot of the students were intimidated by the thought of drawing a self-portrait, so in order to relieve some pressure we will be adopting the style of an artist (Chuck Close) that will be more of a non-traditional way of creating a self-portrait. Hopefully, this will help give the students the confidence to complete their self-portrait.

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

Ebony Pencil
Drawing Pencils
Felt Tip Pen
Ballpoint Pen
Mircon Pen
Drawing Paper
Rulers
Personal Photo of Each Student

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
Chuck Close Video:
<https://www.youtube.com/watch?v=GxR3ELuZjLw>
Computers-Students will use their computers to research patterns and to find their source images that will be using for their self-portrait.

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. *

According to the IEP of the student with an IEP, he does not need any accommodations in art. He is very passionate about art and is dedicated to getting

his work done. However, he does miss class a lot, so I will need to make sure that he is caught up on the process for this drawing. In the normal seating arrangement, some students may struggle to see the screen, which is necessary for this lesson, so I will need to switch up seating to ensure that every student can see.

There have been a lot of snow days, illness and testing days, 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.

The pre-assessment activity for this drawing project is to have the students demonstrate the completion of value scales through different forms of shading including regular shading, cross-hatching, hatching, scribbling, and a pattern of their own making. *See Attachment

The students also will answer a thumbs up/thumbs down about the grid method.

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)

The students did well with showing me the different ways of shading when completing their values scales. However, all of the students struggling to come up with their own way of shading with a pattern, so I will need to spend time practicing this with them. Also, all students were familiar with the grid method, so I will review this quickly before beginning the project, but they should be good to go on this technique.

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.

I will present information on the artist Chuck Close, as well as the grid method.
I will show student examples of the project and give them direction on how to create their grids on their photos and then onto their drawing paper.
I will circulate the room to monitor progress and to assist when necessary.

“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).

We will begin the lesson by completing a blind contour drawing of Chuck Close to warm up.
We will view the Chuck Close video together.
We will practice the different ways of completing a value scale: regular shading, hatching, cross-hatching, scribbling, and a pattern of each student's creation.

“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?

Students will locate a personal photo for their self-portrait.
Students will create a 1/2inch grid on their photo and then double the dimensions to create a 1inch grid on their drawing paper.
Students will lightly draw the contour lines of their face (in pencil) using the grid method as their guide.

The students will have the option of using pen or pencil, so after they have drawn out their grid and the outlines of their face, they will need to select what they will use to shade their project.

Once they have drawn the contour lines of their face they will begin adding value to the background of their drawing. Each grid square will be completed by using a different pattern to represent value.

The students will progressively move from the background to their faces.

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.).

I will review the grid method towards the end of class so that the students can work on it on their own. Also, the students will use the end of class to fill out their exit ticket about what they learned and thought of Chuck Close's artwork.

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.

Students will reflect on the artwork of Chuck Close on their exit ticket.

T I C K E T O U T T H E D O O R

Name: _____Date: _____

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.

The students recognized Chuck Close's technique and were able to talk about things they could use in their own self-portraits. Through their post-assessment exit ticket, I could see that they gained an appreciation for the type of artwork Chuck creates. I also learned that the students liked learning about an artist through a video.

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.

I thought that I did a better of incorporating technology into this project, with the video of Chuck Close. The students responded well to the video and retained more information about the artist this way. I thought that I demonstrated each step of the project well and tried to explain it in multiple ways to the students. However, this was a new way of drawing for them, so I think it would have been helpful to print off sheets with example patterns and to have a brainstorming session with each section to come up with more pattern ideas. Coming up with the patterns for each grid square is what challenged the most and where the students would get stuck, so I think having more examples for them would have been helpful.

In progress work:

