

Millicent Atkins School of Education: Common Lesson Plan Template

Teacher Candidate Name: Ashley Farrand

Grade Level: 8th

Subject: Art

Date: 2/5/19

PLANNING

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

Anchor Standard:

K-12.Cr.3

Refine and complete artistic work.

Individual Standard:

6-8.VA.Cr.3.1

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

List the Rationale (cite theories or theorists):

Piaget: According to Piaget, students in this stage of development have entered the concrete operational stage. In this stage, students have the ability to think abstractly, which will allow them to be creative problem solvers. Specifically, they will be able to apply previous knowledge and come up with multiple outcomes for their weavings.

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 demonstrate the use of the design elements of line, texture, color, shape, and space through the creation of a watercolor weaving.

Students will be able to create two separate watercolor paintings, one with warm and one with cool colors, that will then be cut into strips to create a watercolor weaving.

Students will be able to make use of two watercolor techniques to add texture to their paintings.

Students will be able to choose one type of weaving techniques demonstrated in class to create a watercolor weaving.

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 watercolor weavings.

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).

4 students (all 8th graders)
3 females
1 male
4 Caucasian
No IEPs, RTIs, or 504s

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).

These students have had limited art experience throughout their education. For all four of the students, this class is an elective. From my previous observations, these students will need consistent redirection and motivation to keep working on their projects. The students are just coming out of a few lessons on the elements of design and will be able to connect that learning to this weaving. They will also have a class of color theory review to help prepare them for this lesson. One student has been missing, due to illness and will need some review of the elements of design.

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

Watercolor Paper
Watercolor Sets (5)
Watercolor Brushes
Water
Water Dishes
Salt
Cling Wrap
Rulers (5)
Pencils
Scissors or Paper Cutter
Construction Paper or Tag Board
Glue

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.

Other forms of technology will not be needed for this project. Students will be working hands-on with paint and paper to enhance their understanding of the design elements.

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. *

For the student who is a bit behind from missing class, I would suggest starting out with a smaller weaving so the project doesn't become too overwhelming. Overall, I will monitor progress carefully and make adjustments as necessary.

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 watercolor knowledge by doing a thumbs up/thumbs down assessment. I will ask students if they have ever painted using watercolors and ask for a thumbs up or a thumbs down. After seeing their responses I will ask about their experiences and/or what they think they would like to try. We will also do a pre-activity by going through several different watercolor techniques that they will be able to use in their final watercolor weaving.



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 thumbs up/thumbs down pre-assessment let me know that none of the students had ever really done any watercolor. One student said that they had done some painting using a Crayola watercolor set that their parents gave them. Other than that, they had no experience with watercolor painting. So, this meant that my lesson would suit them well. We would start out with reviewing color theory and learning watercolor techniques before moving on with the lesson.

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:

Introduce the art project.

Review the definitions of the elements of design.

Demonstrate watercolor techniques

-dry brush

-wet on wet

-salt

-plastic wrap

-splatter

-cotton ball

Demonstrate proper care for watercolor sets and paintbrushes.

Day 2:

Demonstrate the creation of one watercolor painting using:

-at least two different watercolor techniques demonstrated on the first day

-either a warm or cool color palette

-proper cleanup procedures

Observe the beginning phases of the students' creation of their watercolor paintings and provide direct feedback.

Day 3:

Review the criteria and objectives for the project.

Monitor progress on painting.

If students complete paintings, begin demonstrating the next steps for creating their weavings:

- demonstrate measuring to cut watercolor paintings into strips
- explain that they may choose the thickness of their strips as long as they are at least a ¼ inch thick and no bigger than 1 inch thick

Day 4:

Demonstrate how to weave their paper strips:

- traditional basket weave (check)
- twilled twos
- if they would like to research and select a different form of weaving they may, upon approval

Demonstrate how to adhere the weaving to a backing.

Demonstrate filling out the art project label.

Day 5:

Lead class discussion.

- explain discussion etiquette
- start off the discussion by demonstrating with own weaving

Collect class discussion paper.

Grade weavings according to the rubric.

Display weavings.

“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).

Day 1:

Review the design elements together, by going through the brochures that they made previously.

Practice new watercolor techniques in preparation for final watercolor weaving.

Day 5:

Engage in a class discussion about the watercolor weavings.

“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:

Review elements of design. Specifically:

- color
- line
- space
- texture

Practice new watercolor techniques and label each technique used.

Practice correct watercolor set and brush care.

Day 2:

Begin the creation of one watercolor painting using:

- at least two different watercolor techniques demonstrated on the first day
- either a warm or cool color palette
- proper cleanup procedures

If the first watercolor is complete, start the next painting as the first dries on the drying rack.

Day 3:

Continue painting their second watercolor painting.

Add another layer to their first painting if desired.

Start brainstorming layout of weavings.

Choose a weaving technique.

Day 4:

Weave watercolor strips in desired weaving technique.

Begin the process of mounting weaving.

Fill out the proper art project label

Day 5:

Fill out self-assessment form.

Participate in the class discussion on weavings.

- Share what they liked about the project
- share what they didn't like about the project
- share something they would like to do differently next time or for a different project
- share something they liked about another student's project

Turn class discussion paper.

Turn in weaving for grading.

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, analyzing their watercolor weaving and work ethic throughout the entirety of the project. They will also participate in a class discussion once the weavings are completed. The watercolor weavings will serve as the final assessment.
See attachments.

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 did a wonderful job completing their watercolor weavings. They implemented several watercolor techniques and were very exploratory with their watercolor paintings. Each student was able to use their color theory knowledge to create a warm and cool colored painting, as well as choose a weaving technique to weave strips of their paintings together. See student work samples attached.

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.

Overall, I felt that the lesson was a success. For each step of the watercolor weaving, I demonstrated the techniques for the students and gave them opportunities to practice before implementing them into their final weaving, which I think helped them understand the concepts better. With such a small group of students, I was able to give each student individual attention where I was able to help with any problems or questions they had. One thing I would rework for next time is the mounting process. The students did well with it, but I would like to experiment with simpler methods for attaching the weaving to a backing.

Backing the weaving was a part of the project, but not the main focus, so I would like to make this step quicker/simpler.

Student Work Samples:





