

Millicent Atkins School of Education: Common Lesson Plan Template

Teacher Candidate Name: Ashley Farrand

Grade Level: 4th

Subject: Art

Date: 11/1/18, 11/6/18, 11/8/18

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:

4.VA.Cr.2.1

Explore and invent art-making techniques and approaches

List the Rationale (cite theories or theorists):

Piaget: According to Piaget, these students are within the concrete operational stage. They are able to think logically and will be able to apply what we study about Wayne Thiebaud to their donut sculpture. They will be able to think logically to understand the steps needed to complete the project.

Vygotsky: According to Vygotsky all learning should take place within a student's ZPD. I have made sure that the skills needed to complete the project are within my students ZPD. They have previous experience with painting and I will scaffold them so they feel comfortable with paper mache.

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 recognize Wayne Thiebaud's art, documented through verbal response.

Students will be able to create one paper mache donut sculpture after studying Wayne Thiebaud's art.

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

These students have developed enough cognitively to recognize an artist's work with repetition. Constructing a donut is developmentally appropriate, because they have developed enough fine motor control to be physically capable, as well as being able to use logical thought to follow instructions.

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).

The Ipswich school district has a total enrollment of 422 students, K-12. Of those students 34 of them are ELL. 17% of students receive free lunch, 8% receive reduced lunch, and 75% pay for lunch.

4th Grade Class:

24 students

13 boys

11 girls

2 Native American Students

22 Caucasian Students

4 students on IEPs-1 with down syndrome, 1 with autism, and 2 with a cognitive delay

2 students come to class with personal aids.

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).

Art class is a requirement for 4th graders. From my observations, the majority of the class enjoys being in the art classroom. There are 2 students who seem to need extra redirection and encouragement to stay engaged. All students have previously worked with paint, which they will be able to apply to this project. Paper mache is new to them, which is to be expected.

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

Aluminum Foil
Newspaper/Tissue Paper
Water/Flour Paste
Paint and Brushes
Masking Tape
Paper Plates
Homemade Puff Paint
Ketchup Bottles
Sprinkles

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
Dot Cam
Wayne Thiebaud Video: https://www.youtube.com/watch?v=_y6Mt0PjFIY

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. *

All of the students, especially the student who has down syndrome understand instructions better when there is a visual to go along with it. I will leave the instructions with pictures in the powerpoint up on the board for the whole class period. This will allow my students to reference back to the visuals and to work independently. The two students with down syndrome and the student with autism sit closer to my workspace so that I can easily assist them when necessary. I have included the video so that students can listen as the paintings are shown, to engage my auditory learners.

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.

Sticky note assessment. Have students write a 1) and 2) on their sticky notes.
Question 1) Do you know who Wayne Thiebaud is? Yes or No?
Question 2) Have you ever done paper mache? Yes or No?
Once they have answered both questions they can stick their sticky note to the wall on their way to line up.

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)

Like I hypothesized, the students had never heard of Wayne Thiebaud and only one student thought that they might have heard of paper mache. So, I can continue on with my lesson as planned, because the students have no previous knowledge. I will slowly go over the steps of paper mache so that they will be successful in creating their donut forms.

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 make use of my CT's classroom management tools, this way the students will be familiar with the expectations. For example, if I say stop, look, and listen, they know they need to stop working, turn towards me, and listen for instructions. To ensure that the students keep on track with paper mache construction I will walk around the room to observe their progress. This will also make it easier to assist students when needed. I will have the students work for the first 5 minutes in silence to make sure they understand the instructions and get a good start on their project. After that, it will be work time with quiet visiting. I will stop 5 minutes before the end of class to clean up and review.

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:
Present Wayne Thiebaud video and powerpoint.

Go over step 1 of the project.

Show completed example of donut sculpture.

Demonstrate how to construct the donut form out of aluminum foil and masking tape.

Ask: What shape is a donut?

Is a donut flat?

Stop and let students construct donut.

Demonstrate how to cover their donut forms with newspaper strips dipped in the flour/water paste.

Stop and let students cover their donut forms.

Day 2:

Review Wayne Thiebaud information.

Review what should have been done to construct the form.

Go over step 2 of the project.

Hand out pictures of real donuts.

Demonstrate how to paint donut color and frosting color.

Stop and let students paint donuts.

Demonstrate how to decorate donuts with "icing" and sprinkles.

Stop and let students decorate donuts.

Day 3:

Review Wayne Thiebaud information.

Review the last steps of decorating donut form.

-icing and sprinkles

Demonstrate how to decorate a plate for students to display their donuts on.

-use patterns, lines, a variety of colors, etc.

*When all the donuts are dry spray with a gloss fixative.

"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).

Look at pictures of real donuts, to brainstorm ideas for creating our own donuts before we start painting.

Review Wayne Thiebaud information together.

Post-assessment conversation together.

“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:

Create a donut form using aluminum foil and masking tape.

Dip strips of newspaper in paste and wrap around donut form

-3 layers

-last layer tissue paper

*Make sure to keep on a paper plate to dry (have the student name on a paper plate)

Day 2:

Choose donut colors.

Paint donut color and frosting on top

Decorate with puff paint “icing” and sprinkles

*Keep on plates until dry. When donuts dry, with a sharpie write name on bottom of donut.

Day 3:

Students who have not finished icing and adding sprinkles to their donuts will start with that. Once they finish their donut they will move on to creating patterned plates to display their donuts on.

Students who are finished with their donuts will start creating a patterned plate to display their donuts on.

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.).

We will take a “gallery walk” to look at everyone’s donuts and talk about how they relate to Wayne Thiebaud and why. Are they colorful? Is it a sweet treat? Etc.

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.

Verbal Post-Assessment, along with the end product of a paper mache donut serving as a visual 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 objectives for the lesson were for the students to recognize Wayne Thiebaud's artwork and to create their own colorful paper mache donuts that reflected his style. I was thrilled with how the students met the objectives! Each class period we reviewed the qualities of Wayne Thiebaud's artwork, as well as the artwork that he created. The students were able to recognize these qualities in their own artwork, as well as their peers. The donuts that the students created were right on with the objectives, they were constructed carefully, painted colorfully, and decorated well. The students also created patterned plates to display their donuts on.

Reflect

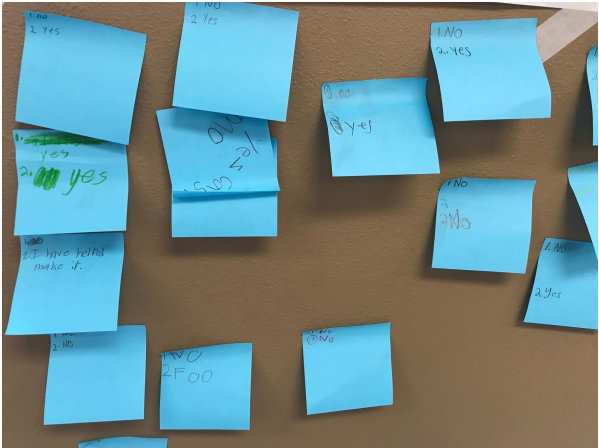
Reflect on your instructional strategies, interactions with students, and classroom management strategies. Describe what went well and what areas you need to revise in the future. Cite examples (from video) that support your conclusions.

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 was really happy with how the students responded to this lesson. They were engaged throughout the lesson and created some wonderful paper mache donuts. In setting up for the students to arrive for the first lesson, I had all the materials for that day ready in a basket at their tables. I liked having the materials ready at the table, because it cut down on transitional time and allowed for them to focus on the objectives. The one thing I would have added to their materials was to have an apron on each students chair. I decided against needing the aprons for the paper mache step and even though the students were careful, they still had some splatter issues that having an apron would have took care of. Demonstrating a step and then having the students complete that step worked well for this lesson and broke the project into manageable chunks, especially for only 30 minute class periods. The next class time, we were to the painting step of completing our donuts. I decided to use aprons this time, which I'm glad I did. I had the students look at pictures of real donuts at their tables to brainstorm, while I called up tables to select their color of paint. I feel like I need to develop a more efficient way of passing out paint, because it ate up a lot

of the class time. I had the donuts, aprons, and paint brushes at the table, which helped, however having a better system in place for distribution of paint would make the class run more effectively. At the end of the class, I need to find a better way to handle clean up. 30 minutes is so quick and I feel like cleanup could have went a bit more smoothly. It wasn't disastrous, but I did not plan for clean up as well as I should have. Next time I will have a cup of soapy water for students to put their brushes in to speed up the brush cleaning process, as well as allow more time for them to wash their hands. Originally in this lesson I did not plan for students to create a plate for displaying their donuts, but realized that some of the students would be done decorating their donuts on the third day and need something to do. I'm glad I added in decorating the plate, because it gave the donut sculptures a finished look and the students were happy to keep working on their donut displays. Throughout the three days of instruction, I tried to use my cooperating teachers classroom management strategies. So, to get the students attention I said, "Stop. Look. And listen" this seemed to be effective with the students, especially if I waited about 30 seconds after saying it I knew I had all of their attention. I also would ask the students to give me a thumbs up after explaining directions to gage if they were all on the same page. I rotated around the room throughout the lesson to assist when necessary, as well as help keep students on track by asking questions and encouraging them.

Pre Assessment:



Student Work:







