

# Millicent Atkins School of Education: Common Lesson Plan Template

**Teacher Candidate Name:** Ashley Farrand

**Grade Level:** 12th

**Subject:** Art III

**Date:** 4/3/2019

## 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:

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. Incorporating a group critique allows students to learn from one another and engage in social learning. I will scaffold the students to ensure that they know how to proceed with the group critique.

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 apply the elements and/or principles to examine, reflect on, and implement revisions for their final quilling project.

Students will be able to participate in a group critique by pulling out and reading 3 ping pong balls with the group.

Students will be able to discuss thoughts with their classmates for each question for each piece of art in the critique.

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 answering the ping pong ball questions. All of the students have participated in critiques before and have been well prepared to engage in a more advanced critique.

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).

7 students (all 12th graders)  
7 females  
6 Caucasian  
1 Native American  
One student is on an IEP

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 III as an elective. Through my observations, I have determined that all students produce quality work, however, a handful of the student needs more support and redirection to continue to work on projects in class, as well as 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 each student was able to choose the content for their quilling project (upon teacher approval).

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

Ping pong balls  
Notecards  
Pen or Pencil  
Quilling Projects  
Quilling Needle  
Paper  
Skewers  
Glue  
Lids

### **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 observed and conducted critiques for other projects throughout the semester to gain an understanding of the students familiarity with critiques and their level of comfort when it comes to discussing their and their classmates artwork.

**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 observation and critiques that I have personally conducted, I came to the conclusion that the students were ready to dive deeper into discussion about artwork. However, due to my observations, I knew that the students would need guidance and prompting to have an engaged critique. So, that is why we are trying a new method of critique with the ping pong balls.

### **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 demonstrate how a ping pong critique will work. I will explain that each student will have the opportunity to draw a ping pong ball out of the jar 3 times. I will then explain that when they pull out a ping pong ball they will read the question for the entire group and then as a group they will address the question for each piece of art.

I will facilitate the discussion and keep things moving if there is silence or help clarify when students are describing or explaining.

After each student has had the opportunity to pull 3 ping pong balls from the jar, I will wrap up the discussion and allow students to complete or revise their works of art based on the group critique.

I will explain that the students will need to fill out a notecard at the end of the class that tells me what they thought of the project.

### **“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).

The critique will be completed as a group activity.

I will model the first ping pong ball and help guide the students through the rest of the discussion.

The students will have an opportunity to talk about their work with one another and give feedback to make adjustments or improvements.

\*See attached list of Ping Pong Ball Questions

### **“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?

The students will take turns choosing ping pong balls and reading critique questions to the group.

Each student will need to contribute a comment or question for each piece of art with each ping pong ball.

After we have worked through all of the ping pong balls, the students will fill out a notecard with their thoughts/feelings about the quilling project and the critique


Upon the closure of the group critique, the students will have the rest of the class period to either A) back their quilling projects B) implement the feedback into their quilling projects or C) upon the completion of all these things, work in their sketchbook or on other art projects.

### **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.).

The students will be able to take what they learned in their group critique and apply it to their artwork to make refinements. They will also submit a notecard with their thoughts on the project and critique, which will help me gauge where they are at with the project.

**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.



---

---

---

---

---

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.

Through this lesson, I saw the students expand in their participation in group critiques. Through the use of the ping pong balls and the questions, they were able to discuss the artwork further than what I previously observed. Through the comments on the exit ticket, I found that the students liked this type of critique because it helped guide the discussion and gave them talking points. I also learned that there were mixed feelings on the actual quilling project. Most students loved the project, while some thought it was too tedious and way too time-consuming.

## 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 this lesson, because it helped the students become more engaged with critique and engaged in higher levels of critical thinking/reflection. I felt that I did a nice job of guiding the conversation, while still allowing the students to share their own thoughts and feelings. Sometimes the questions were hard to read on the ping pong balls. I could have written a number on each ping pong ball and had them refer to a numbered list of questions that would be easier for them to read. I also really liked seeing the students implement the feedback they received in the critique into their projects. With future projects quilling or otherwise, I like giving the students an opportunity to incorporate their feedback before final grading.

### **Ping Pong Ball Questions:**

Do you think the artist was more concerned about emotion or realism?

What color do you see repeated the most?

Where do you see texture in this art?

What emotion or feeling did the artist create?

Where is the emphasis or focal point? How is it created?

Is this art more realistic or abstract?

Describe the lines in this work of art.

What do you like about this work of art?

What is the subject matter of this art?

Does this art tell a story?

Are the colors mostly warm or cool?

Can you trace a line of movement through this art with your finger?

What would you change about this art?

Where did the artist create contrast?

What gives this art unity?

How has the artist created unity?

What would you ask the artist who made this art if you could?

Is there a color scheme in this piece of art?

Are there any symbols in this artwork? Give an example.

The weaknesses of this artwork are...

The strengths of this artwork are...