

# Millicent Atkins School of Education: Common Lesson Plan Template

**Teacher Candidate Name:** Ashley Farrand

**Grade Level:** 8th

**Subject:** Art

**Date:** 2/4/19

## 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:

6-8.VA.Cr.2.3

Apply visual organization strategies (such as the principles of design) to produce a work of art or media that clearly communicates information or ideas.

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 think logically to fill out the color theory activity sheet. They will be able to apply what they have learned from the activity sheet to create a value scale.

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 identify the primary, secondary, tertiary, and analogous colors on the color wheel through the completion of a color theory activity sheet.

Students will be able to verbally explain the difference between tints and shades.

Students will be able to shade a 6 block value scale from darkest to lightest, as well as state the importance of including multiple values in a piece of art.

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

At this developmental stage, it is developmentally appropriate for students to verbalize their learning, as well as to think logically to complete the activity sheet. The value scale will be a new task for them, that they are cognitively and physically ready for.

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.

Red Colored Pencils  
Blue Colored Pencils  
Yellow Colored Pencils

Green Colored Pencils  
Orange Colored Pencils  
Violet Colored Pencils  
Pencil or Pen  
Color Theory Hand Out (5)  
Color Wheel

### **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.

Technology will not be needed for this lesson. Students will be working with colored pencils and paper for a hands-on approach to color theory.

### **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. \*

In order to accommodate visual, auditory, and kinetic learners I have incorporated elements tailored to each learning style. 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.

To assess the student's color theory knowledge I will have an exit slip the week before with 3 questions on it.

-Name one primary color

-Name one tertiary color

-What are analogous colors?

They will have time at the end of class to fill out their answers and will hand them in as they leave the classroom.

**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)

As I expected, the students were unfamiliar with tertiary and analogous colors, however, two of the students were able to name a primary color. The results of the pre-test assure me that the review on color theory was necessary and that I will need to spend time covering each topic on the activity sheet to prepare the students for their next project using watercolor. In particular, I will need to make sure that I cover tertiary and analogous colors with great detail since this is the area they struggled with most in the pre-assessment.

### **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 introduce color theory through the use of the color wheel. I will cover:

- primary colors
- secondary colors
- tertiary colors
- complementary colors
- analogous colors
- warm colors
- cool colors
- value
- tints
- shades

-monochromatic

Demonstrate how to create a value scale.

-darkest value to lightest value

-use of shading pencil

### **“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).

Review the color theory terms we learned.

Analyze the value scales that were created.

### **“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?

Fill in the color theory activity sheet by identifying:

-primary colors

-secondary colors

-tertiary colors

-complementary colors

-analogous colors

-warm colors

-cool colors

-value

-tints

-shades

-monochromatic

Create a value scale by shading.

### **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 spend the last 5 minutes of class reviewing the color theory terms learned through the color theory activity sheet.

- primary colors
- secondary colors
- tertiary colors
- analogous colors
- monochromatic
- tints
- shades
- complimentary colors
- warm colors
- cool colors

**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 completion of the color theory activity sheet will serve as the assessment I use to gauge their level of understanding. I will also collect their value scales to review and provide them with feedback. The color theory skills they learn in this lesson will carry over to a lesson that will start the next day. I will continue to evaluate their understanding of color theory in the next project.

## 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 our discussion of the color wheel and the completion of the color theory activity sheet, the students gained a good understanding of the basic components of the color theory. The students were able to identify primary, tertiary, and analogous colors, as well as mix colors to achieve those results. Their learning from this lesson will carry over immediately into our next lesson, as well as several lessons to come. We will review color theory with each lesson to help retain the information.

## 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 attentive during the lesson and engaged well with the color theory activity sheet. With such a small group of students, I was able to give each of them individual attention to help them understand the content. Overall, I feel like this was a successful lesson and a good introduction to color theory. If I taught this lesson again I would keep the activity sheet as is, but I would add in more color mixing practice, perhaps with model magic or play dough.

### Pre-Assessment:

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

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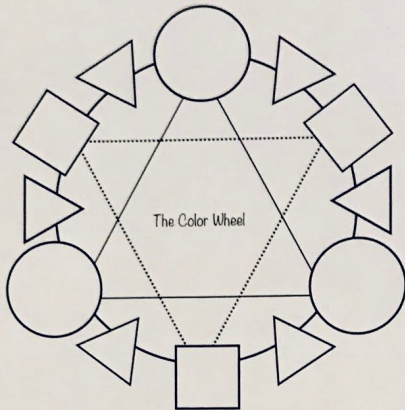
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Color Theory Activity Sheet:

Name \_\_\_\_\_

Class \_\_\_\_\_

### COLOR

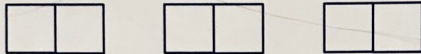


Color the circles with **PRIMARY COLORS**

Color the squares with **SECONDARY COLORS**

Color the triangles with **TERTIARY COLORS**

**COMPLEMENTARY COLORS** are \_\_\_\_\_ each other on the color wheel.



**ANALOGOUS COLORS** are \_\_\_\_\_ each other on the color wheel.



**WARM COLORS**



**COOL COLORS**



**VALUE:** the lightness or darkness of a color

**TINT:** \_\_\_\_\_

**SHADE:** \_\_\_\_\_