

Art Lesson Plan

Date: 2/11/20

<p>Grade: 3</p> <p>Materials:</p> <ul style="list-style-type: none"> • Tissue paper (red, pink, and white) • Construction paper (red, pink, and white) • Clear contact paper • Scissors • Tape, or hole punch and string • Pencil • Magnets 	<p>Subject: Art</p> <p>Technology Needed: Laptop; Whiteboard; YouTube to play video of the history of Valentine’s Day; and PowerPoint.</p> <p>Link for Valentine’s Video: https://www.youtube.com/watch?v=CaRgHQjC1WE</p> <p>Link for PowerPoint: https://1drv.ms/b/s!AhrdVpwT6kYUomk7115naOiIhc1c</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ⊆ Direct instruction ⊆ Guided practice ⊆ Socratic Seminar ⊆ Learning Centers ⊆ Lecture ⊆ Other (list) <ul style="list-style-type: none"> ⊆ Peer teaching/collaboration/ cooperative learning ⊆ Visuals/Graphic organizers ⊆ PBL ⊆ Discussion/Debate ⊆ Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ⊆ Large group activity ⊆ Independent activity ⊆ Pairing/collaboration ⊆ Simulations/Scenarios ⊆ Other (list) <p>Explain:</p> <ul style="list-style-type: none"> ⊆ Hands-on ⊆ Technology integration ⊆ Imitation/Repeat/Mimic
<p>Standard</p> <p>VA:Cr2.3.a Create artwork using a variety of artistic processes and materials by constructing representations, diagrams, or maps of places that are part of everyday life.</p>	<p>Universal Design for Learning</p> <p>Below Proficiency: If needed, talk about patterns more in depth. Show student different pattern options and encourage student to come up with his/her own.</p> <p>Above Proficiency: Encourage student to make a more intricate pattern and be creative with their materials. This student can also help other students.</p>
<p>Objectives</p> <p>By the end of this lesson, students will be able to create patterns by making patterns on a representation of a stained-glass window.</p> <p>Bloom’s Taxonomy Cognitive Level: Creating</p>	<p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: PowerPoint for explaining slides. Write the directions on the board. • Auditory: The directions will be spoken aloud, and the concept of a pattern will be explained with class. • Kinesthetic: The students that need to get up and move around will be my helpers for passing materials out. • Tactile: This is a hands-on activity. Students will have the chance to create.

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<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • Students are not allowed to blurt during the lesson. If students blurt, I will redirect them. 	<p>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Don't run with scissors • Ask for help • Follow directions • No blurring
Minutes	Procedures
<p align="center">15</p>	<p>Set-up/Prep before lesson:</p> <ul style="list-style-type: none"> • Cut red, pink, and white tissue paper in approximately ½ to 1-inch squares • Create a stencil for a heart by folding a sheet of construction paper in half. Then, use a pencil to trace a half of a large heart on the folded side • While the heart is still folded, make a parallel cut about 1” inside the heart <ul style="list-style-type: none"> ○ This will be the window frame • Make 17 of these hearts. 1 as an example, 15 for students, and 1 extra. • Create 1 finished heart as an example. • Set up the paper, the tissue paper, and the contact paper on back table. • Put the video of St. Valentine on the computer so that it is ready for the lesson.
<p align="center">4</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • I will say “hands on top” and the students will say “that means stop.” If I do not have all the students’ attention, I will say another phrase such as “hocus pocus” and the students will respond “everybody focus.” Once all eyes are on me, I will begin. • “This week is a very special week. On Friday, we celebrate Valentine’s Day! In honor of St. Valentine, I have a short video that I would like to share with you. Please stay in your seats during the video and we will continue after the video is complete. • At this time, I will start the short video on St. Valentine. • After the video is complete, I will pull up my PowerPoint and begin the lesson on patterns.
<p align="center">5</p>	<p>Explain: (teacher-led)</p> <ul style="list-style-type: none"> • “In honor of St. Valentine, we are going to make a craft with a heart, which is a symbol of love, by using patterns. • “By raise of hand, does anyone know what a pattern is?” Allow time for students to answer question. They may have various answers that are correct or otherwise. Acknowledge students and continue. • “A pattern is an arrangement of repeated parts or decorative designs. These can include anything from polka dots to watermelon. The word repetition is important when talking about patterns. Does anybody know what the word repetition means?” Allow a moment for answers and continue. “Repetition is when something repeats itself over and over. Patterns are made with this idea that something is repeated in such a way that it becomes noticeable to the eye.” • I will pull up my PowerPoint which has my notes on it. Please see PowerPoint for more information on this part of the lesson. • After the PowerPoint, I will ask everyone to stand up. Do a quick movement break and have everyone take their seats once more.

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28	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <ul style="list-style-type: none">• “Hands on top!” Students: “That means stop!”• Now it is time to make the Valentine’s craft. I expect everyone to stay in their seats while I explain the directions. We are going to make stained-glass hearts. They will have a similar effect to stained-glass windows that you may see in churches. For the craft, you are going to create your own pattern with little squares of colored tissue paper. You can take the tissue paper and lay it flat; you can crumple it up for a different effect, or you can do both. By raise of hand, can anyone think of a pattern that we can create?” Students should give a few examples based on instructional time. Examples could include color patterns, patterns of crumpled and non-crumpled paper, etc.• “Wonderful. You will each come and take a heart and some tissue paper from the table in the back. While you are doing this, Brooklynn will help me pass out the contact paper. Contact paper is like a sheet of tape the size of a sheet of paper. It will help hold the hearts together after they are complete. Because the contact paper is like tape, it will stick to everything. It can be difficult to take something off of it so please be careful with it. Brooklynn will give each one of you a piece of contact paper on your desks and you will wait for me to help you set it up. Once I help take the extra paper off of the contact paper, it will be very sticky. You are going to place the cut-out heart on your contact paper and write your name along the edge of the heart so that you can take it home later. In honor of St. Valentine, I would like you to choose someone special to you that you will give this heart to. Once you have the heart on the sheet of paper, it is the fun time! You will make patterns with your tissue paper and, once complete, you will raise your hand for approval before we finish it off.”• Once students finish their pattern, the teacher will put another piece of contact paper over their work and press the sides together evenly. This part is very tricky and requires help from an adult. The next part is cutting the contact paper around the edges, leaving about a centimeter so that it stays sealed. This part should be overseen by the teacher as well.• If the students finish early, there will be magnets available to practice patterns.
3	<p>Closure (wrap up and transition to next activity):</p> <ul style="list-style-type: none">• “Time is up. Everyone must turn in their hearts and clean up their areas. Put any garbage you have in the trash can and put your materials away to get ready for your next subject.”
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection)<ul style="list-style-type: none">• Students were expected to create patterns with their hearts. Look over the hearts and check to see if the students understood the concept of a pattern.• 3-point scale:<ul style="list-style-type: none">○ 1- Student has no	<p>Summative Assessment (linked back to standard, END of learning)</p>

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understanding of what a pattern is.

- 2- Student has some understanding of a pattern but has a few errors in the pattern.
- 3- Student has a complete understanding of a pattern and is ready to move on.

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This was the first lesson that I ever officially created and taught. I think that the highlights of the lesson were talking about St. Valentine and why he is important, listening to the students explain what they thought patterns were, and the activity that I had the students create. The students learned that St. Valentine is a saint from the third century and that he stood up for what he believed in, even to death. They learned that patterns come in all shapes, sizes, and colors. I know the students learned about St. Valentine because we talked about him together. The students were able to share key details of his importance, and his impact, including how he celebrated marriages so that soldiers could get married and how he set an example to the people of that time. I know that they learned the variations of patterns because they created their own patterns that I was able to look over. They had pink, red, white, and purple tissue paper and they were able to make various patterns. They switched between colors, sizes, and made them their own. One student even made a chevron shape with her tissue paper, as she switched her colors back and forth. The idea of patterns seemed to be understood.

If I were to teach this lesson again in the future, I would make a lot of changes. The first change would be informing myself more on the content “patterns”. I realized that I had spent too much time on the project aspect of my lesson, which in turn put the lesson itself on the back burner. While I was teaching, I realized how little I knew about the content and I felt ill-equipped to teach the students. I tried my best, and it was okay in the end, but that is something that I would change. I also skipped a part of my objective that was supposed to teach my students how our project related to stained-glass windows. I was overwhelmed and the thought crossed my mind that I should talk about it. I had students asking me questions about the project, though, and I ran out of time. If I could reteach the lesson, I would either talk about how it relates to a stained-glass window or find a flashlight to show the students. Another thing I would do is refrain from using contact paper. That was one of my biggest downfalls. It made the lesson unnecessarily chaotic because I was still trying to take the contact paper off students’ sheets while other students were finishing. Susan helped me in this because I was not able to help all of the students. Overall, I think the lesson went pretty well. The students were engaged, and everyone was able to take something away from it. For my next lesson, I will try to be more prepared and know the content better beforehand.