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| **Schulich_SOE_logo+NUwordmark_GREYSCALE.jpg** | **Lesson Plan  Template** |

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| **1. Lesson Plan Information** | |
| **Subject/Course:** Art | **Name:** Miss Gillian Higgins |
| **Grade Level:** 2 | **Date: February 18, 2011 Time: 1:00 – 2:20** |
| **Topic:** 3D shapes and form | **Length of Period:** 80 min |

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| **2. Expectation(s)** |
| **Expectation(s) (*Directly from The Ontario Curriculum):***  **The students will** create two- and three-dimensional works of art  **Learning Skills *(Where applicable):***  Form |

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| **3. Content** |
| ***What do I want the learners to know and/or be able to do?***  The students will draw four 2D shapes and make them look 3D with shading.  **Today learners will:**  Use charcoal to create 2D shapes that look 3D |

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| **4. Assessment (collect data) / Evaluation (interpret data)**  **(Recording Devices (where applicable): anecdotal record, checklist, rating scale, rubric)** |
| ***Based on the application, how will I know students have learned what I intended?***  The teacher will use a check list to assess the students achievement that looks at – form, shape, neatness and completeness. |

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| **5. Learning Context** |
| **A. The Learners**  **(i) *What prior experiences, knowledge and skills do the learners bring with them to this learning experience?***  **The students have been studying 3D solids in math.**  **(ii) *How will I differentiate the instruction (content, process and/or product) to ensure the inclusion of all students?* (Must include where applicable accommodations and/or modifications for learners identified as exceptional.)**  JW will be in IBI training during this time. ML and MB may require extra time. ML may need to work alone, or extra instructions on how to work together. |
| **B. Learning Environment**  The general classroom |
| **C. Resources/Materials**   * Paper for each student * Charcoal crayon for each student |

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| **6. Teaching/Learning Strategies** |
| **INTRODUCTION**  ***How will I engage the learners?* (e.g., motivational strategy, hook, activation of students’ prior knowledge, activities, procedures, compelling problem) 15 minutes**  The teacher will show the students the solids that they have been working on in math and will explain that in Art we are going to make 2D shapes look 3D. The teacher will review what 2D and 3D mean.  **MIDDLE:**  **Teaching: *How does the lesson develop?***  **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction). 20 minutes**  The teacher will show the students her exemplar of what we are going to be doing. The teacher will have a blank piece of paper and will walk the students through the first step. The teacher will begin with the sphere and show the students a sphere with the light on one side. The teacher will explain where we should shade the circle to make it look 3D. The teacher will draw a circle and begin shading to show the students what they need to be doing.  **Consolidation and/or Recapitulation Process*: How will I bring all the important ideas from the learning experiences together for/with the students? How will I check for understanding?* 10 minutes**  The teacher will ask the students   * What is a 2D shape? * What is a 3D shape? * How do we make a 2D shape look 3D?     **Application: What *will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.) 15 minutes**  The students will begin working on their sphere and then the teacher will walk them through the next shape which is a cube and show them how to draw a cube and where they should put the shading. The teacher will continue this for the next two shapes and then allow the students to draw on their own to see if they grasp the concept.  **CONCLUSION: *How will I conclude the lesson? 10 minutes***  The teacher will have the students bring their complete art projects up to the front and they will go wash their hands and get ready for recess. |

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| **7. My Reflections on the Lesson** |
| ***What do I need to do to become more effective as a teacher in supporting student learning?***  I think that this lesson went well and the students art work was excellent. I found it tough being in front of the students walking them through the steps when I felt like it was more helpful if I walked around and guided them. I found that some of the students grasped the concept of shading and of shadows really well, while others were left behind. I think that it may have been more beneficial to have more of a lesson at the beginning of the class. |