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

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| **1. Lesson Plan Information** | |
| **Subject/Course:**  Visual Art | **Name:**  Kate Gilbert |
| **Grade Level:**  5 | **Date:** Thurs February 8th, 2011 **Time:** 11:45-12:25 |
| **Topic:**  Texture, Artists & Techniques | **Length of Period:**  40 minutes |

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| **2. Expectation(s)** |
| **Expectation(s) (*Directly from The Ontario Curriculum):***  **D1.1** create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view  **D1.4** use a variety of materials, tools, and techniques to determine solutions to design challenges  **D2.4** identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art |

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| **3. Content** |
| ***What do I want the learners to know and/or be able to do?***     * Create art work that expresses their feelings and ideas inspired by their interpretation of a piece of music * Use a variety of materials and tools provided to create a textured piece of artwork * Identify their strengths/interests are creators/interpreters/viewers of art   **Today learners will:**   * Create an original piece of textured artwork with a variety of resources and write a sentence about their personal creativity. |

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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?***   * Assessment – Use of checklist (see attached) |

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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?***  - Knowledge of primary and complimentary colours, colour mixing  **(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.)** |
| **B. Learning Environment**   * General classroom – each student has a desk, chair, and writing utensil * Desks set up with scrap paper beneath index card * Each desk grouping (of 6 or 7) are set up with a palette (with red, blue, yellow), a cup of water, and tools (toothbrush, paintbrushes, toothpicks, ribbon, pipe-cleaner, plastic spoon, saran wrap, straws) * Each student receives one index card to use for their art * CD player/computer with instrumental playlist (e.g., artist Jesse Cook) |
| **C. Resources/Materials**   * Desks and chairs (1 per student) * Cup of tools (see above, 1 per desk grouping) – an assortment to be shared amongst the group members * Cup of water (1 per desk grouping) * Palette of paint (primary colours, 1 per desk grouping) * Sink and dish soap (clean up) * Paper towels (clean up) * Spray bottle of water (clean up) |

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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)**   * Display an example of the end result (my own Kadinsky-inspired Art Trading Card) * Activate prior knowledge from Tuesday’s lesson (what is texture, how do we create texture, what different kinds of texture are there)   **MIDDLE:**  **Teaching: *How does the lesson develop?***  **How we teach new concepts, processes (e.g., gradual release of responsibility - modeled, shared, and guided instruction).**   * Mini-lesson on 2 artists  1. Kadinsky – known for painting to music, listening to sounds of music and painting based on how he interprets it/how it makes him feel. 2. Vanci Stirnemann – Artist Trading Cards movement (1996), originated in Switzerland. Cards (3x4 inches) are created on index cards for the sole purpose of in-person trades with other artists. Any medium can be used, as long as the index card is the correct size   **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?***   * Recap artists and their contributions to the art community * Recap texture * Say, “Today we are going to create our own art trading cards. We are going to do ours in Kadinsky’s style (paint to music) and we will use various tools and techniques to create a textured piece of artwork. * Ask, “Can someone go over what the instructions are for this activity? What are we doing first, second, third, etc.”     **Application: What *will learners do to demonstrate their learning?* (Moving from guided, scaffolded practice, and gradual release of responsibility.)**   * Send students to their desks to demonstrate their understanding of texture, Kadinsky, and the Art Trading Card concept * Play music for them to create to   **CONCLUSION: *How will I conclude the lesson?***   * Students will set their work aside to dry and clean up their work areas. |

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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?***   * Come up with a clean-up routine whereby only one student is responsible for cleaning their area. * Dismiss some students to use the washroom sink to wash up and allow others to use the classroom sink (to reduce chaos/traffic) * Make sure there are enough paper towels on hand for clean up OR provide rags that can be reused for clean-up * Establish a signal designed to get students’ attention (whistle, clap, arm up, lights out) |

**Kadinsky Texture Painting & Art Trading Card Assignment**

**Assessment Checklist**

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Component** | **Was it present?** | **Comments** |
| **Creating & Presenting**  *Student used a variety of tools and techniques to create a textured piece of artwork.* |  |  |
| *Students used variety of materials (paint, water) to create a textured piece of artwork.* |  |  |
| *Student created a two-dimensional piece of art inspired by a piece of music.* |  |  |
| **Reflecting, Responding, and Analyzing**  *Student identified their strengths/interests as creators/interpreters/viewers of art.* |  |  |
| **Total** |  |  |