

Lesson Plan Title: _____ My Own Organism _____

Length: _____ 6 Weeks _____

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

What is an organism ?
How do scientists study them?
Do they take notes?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Did you all know that you are all about to be scientific art explorers? You will each be able to design and create your own organisms. Maybe your organism is a new species from earth. Maybe its a from a new planet your discovered. You will each have a field journal to record your data on your organism. What does it eat? how does it feel? How does it breathe? All of these questions are important because it will help you determine what your organism looks like. After you have designed an organism you will be creating your organism out of 2 materials. Paper Mache and another one out of clay. We will compare the two materials at the end. You will also learn about armatures and different ways we can create them to help support our design.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Nature
Science
Material
PLanning
3 Dimensional

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

Nature can be a great influence for artists, and can be researched and manipulated in **scientific** ways to create artwork. (Transfer: Explain, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and non-art related arenas)

Planning can allow students to play around with their ideas before creating with new **materials**. (Create: Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research)

Experimenting with various **materials** to create **3 dimensional** forms gives artists new understandings about materials and techniques. (Create: Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design)

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Using a field journal, the student will be *able to design a new organism and come up with details about its environment like a scientist*. Blooms Create ; Literacy: Writing in journal, Science; Standard: COMPREHEND GLE:1. Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design; Art learning: Conceptual Ideation/personal grounding

Using Paper Mache, balloons and tape , students will *create an armature* that will serve as the skeleton of their organism. Blooms: Create, Analyze; Science; Standard :CREATE gle:2. Materials and processes can be used in traditional, unique, and inventive ways ; Art Learning: Materials/Techniques

Shown images and demo by artist Anna Feldman, students will be able to *explain* how to build 3 dimensionally with clay. Blooms: Understand, Apply ; Standard:REFLECT gle:2. The processes and philosophies of art and design inform interpretations in works of art ; Art Learning: Historical/Multicultural Content

Using completed works and their journals, students will *write an artist statements* that focuses on their achievements and failures and what they were trying to communicate. Blooms: Analyze, Evaluate; Literacy: artist statements, communication ; Standards: REFLECT gle1. The critique process informs judgments about artistic and aesthetic merits in works of art ; Art Learning: Assessment/Evaluation

Using Completed artwork, students will *draw and write down observations* during an outdoor interactive activity that allows them to make observations about their peer's work. Bloom's: Evaluate, Analyze; Literacy: Science, observations ;Standards: TRANSFER gle:1. Viewers and patrons make personal meaning and infer artistic intent ; Art Learning : Expressive Features

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Pre-made armatures (newspaper, wire, balloons)	can add paper mache to pre-made armatures to create an organism from various shapes
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	paint, pattern, research	create an organism that uses camouflage as a defense mechanism. Use patterns, paint, and research to identify this organism's defense mechanisms

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Writing in research journal, artist statement, talking about their organism

Vocab:

Armature

Texture

Nature

Scientist

Concept Drawing

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Paper mache

paste

Newspaper

Ballons

Cups

Clay

Slip

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Artist Card

Powerpoint

Field Journals

Anna Feldman Demo Worksheet

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

DemoPiece

Mix Paste

Cut Newspaper

Make journals

PPT

Look Up youtube videos

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Proper use of paste

Cleaning procedures

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

How many of you play video games? Or enjoy sci-fi movies

All of the creatures in games and movies are created by artists. They decide how the creature or organism will move, what it eats, and how it feels.

Who has a favorite creature from a video game/movie?

How does it look? Is it big or small? How does it move? Show me.

How many of you like Star Wars? I went to the Star Wars Exhibit at the Denver Art Museum and it was really cool to see sketches of how all of the characters and creatures evolved throughout time. Did you know that Chewbacca originally looked like a big dog, because it was inspired by George Lucas' dog. Now I know that you all have a lot of ideas so let's get ready to work.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

“So since we are scientific artists I need everyone to get out their field journals so we can start designing our organisms!” (students do not field journals yet)

Wait for students to let me know that they don't have field journals.

“Oh thats right I have to give you Field Journals. Now when you get your journal I need you to put FIELD JOURNAL on the cover. on the bottom I need you to have your name and class code. There are markers and color pencils at your table, use them to start creating your organism.

Remember we have to know everything about this organism so we know what it will look like. Does it have 8 eyes, or does it have no eyes because it lives in complete darkness. I will leave up on the board examples of field journals.”

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	Instruction - The teacher will... (Be specific about what concepts,	Learning - Students will... i.e.: explore ideation by making connections,	Time
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1	<p>information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>powerpoint intro field journals</p>	<p>comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p>	
Day 2	<p>paper mache demo half work day</p>		
Day 3	<p>Full workday As you can see we have a guest in the room today. Just how you have teachers, I have teachers too at CSU. This is Patrick, he has been my teacher for 2 years! So he is going to be looking at the way I teach and he may come around and ask you a few questions about your project. This is a good way for our class to practice how to interact with a guest in the room.</p> <p>I know that everyone is at different stages, maybe you are just finishing up your armature and you are ready to paint. Maybe you still need to add more layers. Today we will be working in two different groups. In order for this to run smoothly people need to use materials properly and clean up their work stations well. Our learning target for today is: I can use my time wisely to finish my armature using paste and newspaper. and/or I can use my plans and journal entries to paint my organism according to my design.</p> <p>How will we know we are successful? Have students create success criteria</p> <p>I need everyone to stand up quietly and move to the back of the room against the sinks. Please be aware that there are others classes work along the shelves. If you are painting raise your hands! Ok you will go ahead and grab your organisms and sit in tables orange and red.</p> <p>Give students time to move. Set out painting materials at tables.</p> <p>If you are still building I need to you to grab your organisms and sit at tables Yellow, Blue, Purple and Green.</p>	<p>Let students know the schedule and expectations for today. Proper interactions with guests.</p> <p>Aware of their timeline and how to use their time today</p> <p>Give a task for after they are done with their work so they are not wandering around</p> <p>Allow them decide when they are successful</p> <p>Give them expectations about transitions and how to interact with others work,</p> <p>Gives them ability to work as soon as possible</p>	

<p>Set out materials on tables.</p> <p>Call class attention using call and response “Mona Lisa” if this doesn't work begin shading box on board.</p> <p>Ok I will be walking around checking in your progress. As you finish your piece make sure that you clean up your area.</p> <p>Walk around room, check in with students progress on work. Give suggestions, ask questions about their ideas.</p> <p>“Mona... Lisa” shade box if necessary</p> <p>Ok so I see that some people are starting to get done with their painting and or building. In order for us to not have a mess I need you to put your piece to dry back on the shelf and begin cleaning up your area. The first people done can help with jobs around the classroom.</p> <p>Jobs List: Handing out rags Collecting Newspaper Washing Paint plates Cleaning up Paste</p> <p>Worktime : Start having students begin doing clean up routine.</p> <p>5 min work time warning</p> <p>“Mona...Lisa”</p> <p>Ok So it is time to cleanup. I need orange and red table to begin putting paint plates, water cups, and brushes and sinks. Put your pieces to dry and then wipe down your table. Sit quietly until class is ready to line up.</p> <p>Paper mache people need to put away their pieces on shelf, on top of paper towel, and take paste cups to Color Table. Have student helper pick up newspaper.</p>	<p>use time to experiment with textures and patterns on organism. Adding details, envisioning what it will look like.</p> <p>Use feedback as a way to push students to expand their ideas</p> <p>Aware that I am checking on their progress, and remind them of what else needs to be accomplished in order for us to be successful.</p> <p>Give them responsibilities in the classroom</p>	
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<p>You may only wash your hands on the left sink. Make sure to wipe down table.</p> <p>“Mona.. Lisa” I am looking for ready tables to line up. Just a reminder that we have one more class before I see if you have shown appropriate behavior to allow a guest speaker. Remember I need to see respect for teachers and classmates. If all goes well, Anna Feldman will be coming in next Friday to talk to us about clay and her organisms.</p> <p>Have students line up and give out prize if they won it.</p>	<p>Give them overall feedback on classroom activities, projects, routines, and things to look forward to for next class.</p>	
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<p>Student reflective/inquiry activity: Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)</p>
<p>Hide organism in bushes around the west corner of yard. Students must use their field journals to discover other classmates’ work and make predictions about the organism. What is it? What does it eat? Where is it from? This will serve as a gallery walk and outdoor interactive activity. Students will then circle up and share some of their ideas about their classmates work as well as talking about their own piece and process.</p>

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<p>Did the create a paper mache organism using their own design, and an armature?</p>	<p>Painted Paper Mache piece, journals, observations</p>

<p>Did they use their designs and clay demo to understand ways to build with clay?</p>	<p>S- , S , S+</p> <p>Painted Clay Piece, journals, sketches</p>
<p>Did they participate in sketching and talking about their own work and their classmates' work?</p>	<p>S-, S, S+</p>

Self-Reflection:
After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

I need to structure the paper mache portion more. I think too much choice was given which caused a lot of frustration for students. It was hard to manage time to help students since there was a lot of material setup and cleanup, especially with a large class. I believe that restricting the choice to maybe only plants, or a small scale animal would allow students to get more detail on their work without restarting or getting frustrated.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Artists :

Adam Frezza and Terri Chiao



Dam Lam



Anna Feldman

