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| Class Profile |
| Teacher Name:Kelsey Escue | Subject/Grade Level:Visual Arts / 3rd Grade | Lesson Date/Time:1/31/2020 @ 9:20-10:10 |
| Instructional Goals and Objectives |
| Standards (1a El.1): What standard(s) or portion of a standard does your lesson address?VA:Cr2.3.2 Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.VA:Re7.3.1 Speculate about processes an artist uses to create a work of art.Math 3.G Understand that shapes in different categories(e.g., rhombuses, rectangles, and others) may share attributes(e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.* Students will briefly explore the history and process of creating a Mosaic. Students will demonstrate an understanding of the safe and proficient use of scissors and glue to begin the artistic process of creating their own mosaic. Students will speculate about the processes and artistic uses to create a mosaic and use similar processes for their own. Students will create two different rows using a variety of quadrilaterals to create a pattern and balance going around their mosaic. Students will use a variety of other shapes that do not belong in this category for the center of their mosaic.

Learning Outcomes (1a El. 1; 1c El. 2): What are the conceptual understandings, content, and/or procedural knowledge that you want students to learn? What do you want students to understand, know or be able to do in relation to the standard(s)? The conceptual understandings that I want the 3rd graders to grasp in this lesson is that a mosaic is made up from pieces of shapes to come together for a larger whole. Students will use their own abstract painted paper to first cut into one strip at a time to proceed to cut into shapes; these will be glued down on their black hearts to create a heart mosaic. Mosaics are similar to a puzzle, but contrast a puzzle because the pieces in a mosaic do not fully touch. Students will demonstrate balance by creating a pattern of shapes going around their heart.The content understanding that I want the 3rd graders to comprehend is the basic history of Mosaics and its connection to shapes in different categories. Student will recognize that mosaics have been around since our ancient civilizations and use pieces of shapes to be put together to create a larger image or pattern. Students will have a quick review over quadrilaterals and a variety of shapes; these shapes can be repeated and turned into a pattern. The procedural knowledge that I want the 3rd graders to focus on is taking their time and refraining from cutting more than one strip of paper at a time. By doing this, students should have enough time to finish cutting and gluing the shapes within the allotted studio time; students will finish the project next week. Assessment (1f El. 1): What formal or informal assessment during the lesson and at the close of the lesson will serve as evidence that students have met the lesson objectives (e.g.: student work, exit slip, etc.) The informal assessment is a visual check for understanding between steps. Students will first cut out their black paper heart; I will walk around the room to assist them in cutting their hearts. If a student shows difficulty, they can use the heart tracer to aid them. Successful cutting of their black paper heart will serve as a grading tool to use scissors proficiently VA:Cr2.3.2. After discussing the history of mosaics, students will get their painted paper (or, if absent last week, two colored construction papers) to cut into quadrilaterals for at least two rows going around their black heart. Proper glue use of shapes onto the black heart will also use standard VA:Cr2.3.2. Students will demonstrate understanding of shape categories when cutting quadrilaterals to go around their heart 3.G. Art Objective (1a El. 1; 1c El. 2): What art form(s) do you want the students to learn? What do you want students to understand, know or be able to do in relation to the art standard(s)? The art form I want students to learn and recognize is Mosaic artworks; along with understanding shapes in different categories and recognizing quadrilaterals. Students will explore the history of mosaics to inspire their design to create one from their painted paper onto a black heart. I want students to be able to use the supplies proficiently to successfully create their mosaic; along with, students demonstrating their visual understanding of shape categories by cutting their painted paper into a variety of shapes to glue onto their large heart. Academic Language taught or reviewed (1a El.1; 1c El. 3): What academic language will be taught or reviewed?Mosaic – an artwork made up from smaller shape pieces to create a larger work. Created on walls and floors, dating back to the ancient civilizations. Shapes – shapes in different categories(e.g., rhombuses, rectangles, and others) may share attributes(e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals).Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.Balance – Principle of Design. When both sides share the same weight, but don’t always have to be symmetricalPattern – Principle of Design. When an element of art repeats itself multiple timesVariety – Principle of Design. When an element of art appears in different ways. I.e. size or typeGluing – Dot Dot Not a lot |
| Student Progress |
| Prerequisite Skills (1a El.2; 1b El.3): What prerequisite skills are essential for students to be successful in accomplishing the objectives? The prerequisite skills essential for students to be successful in accomplishing the objectives is the understanding basic shapes. This lesson will grow onto the previous understanding of shapes to categorize them and understand their classification. Students will continue their mastery with scissors, building from a previous project on cutting snowflakes. Students will continue to work with proper glue use of small pieces. This project takes a break from illustrative skills (like the last project on Perspective Snowpeople) and gives students an opportunity to try an abstract art process. It will be essential for students to be open minded and not be to focused on making their mosaic look like anything too specific.Prior Knowledge (1a El.2; 1b El.3; 1f El.3): What do students know and understand in relation to the objectives? What data (formal or informal) provides evidence for their prior knowledge?Students know and understand that their mosaic needs two rows of quadrilaterals to be successful in relation to the math objective. Students know that they need to have a growth mindset and be open to challenging themselves to new objectives in the art room; their final artwork may not look as they had anticipated and this is okay. The formal data that provides evidence of their prior knowledge is the grade written from previous projects. The scores from prior lessons aids me and seeing student growth and understanding for each individual student.What student misunderstandings/misconceptions do you anticipate, and how will you address those (1a, El.3; 1b, El.3)?The student misunderstandings/misconceptions that I anticipate would be the adequate use of glue for their small shapes. Often, students will use too much glue and it goes out onto the rest of the paper when pressed down. I will address this by reminding students the glue saying ‘Dot dot, not a lot’ for using glue and telling students if they see the white on the black paper then there is enough glue on that spot. If students use too much glue, they can take their finger and wipe it around the rest of the paper to smear it around. Another misunderstanding/misconception that I anticipate would be that some students may have difficulty identifying what shapes to use for a quadrilateral. To address this, we will review as a class the different types of quadrilaterals that can be used. If a student is having difficulty during studio time, I will assist them by brainstorming together one-on-one and get down on their table level to aid them.  |
| Procedures |
| Materials: (1e El. 2) What materials, resources, and/or technology will be used in the lesson? How will they support the instructional outcomes for this lesson?The materials used by the students in this lesson will be large black construction paper, pencils, scissors, glue, and painted abstract paper (or colored construction paper for absent students from last week). At the tables, students will have access to use a heart tracer for their black heart to cut out. The technology used in this lesson is a PowerPoint presentation on the projector. The presentation will go over the history of mosaics and their math geometry connection. Students will have access to look at my teacher sample on the board to help them visualize the final project.Structures/Procedures: (1e El. 4) What structures and classroom routines/procedures will increase academic engaged time in this lesson?The classroom routines/procedures that will increase academic engagement in this lesson is my call and response. I say, “hello my most amazing artists” and students respond, “hello my most amazing art teacher”. I ask, “how are we doing today?” and they say, “ready to create”. I will call on students who are showing the role model behaviors to be the art assist; depending on the art job, the chosen art assistant will choose someone else to help them. They are told to pick someone who is following all the rules and not just their best friend.Doing a “radar check” where I scan my arm across the room to check for readiness of the given step or instruction is used as a classroom procedure and informal assessment.Another increase in academic engagement is encouraging the high achievers to assist other students in creating their mosaic and/or identifying quadrilaterals. When students leave the art room, I say, “goodbye my most amazing artist” and students respond “goodbye my most amazing art teacher”.Grouping: (1e El. 3) How will you group students (whole class, small groups, pairs)? How will you use data to assist you in forming these groups? The whole class comes in together and leaves together. They are a whole class for our greeting and class discussions, along with goodbyes. They are a whole for line up and clean up during the last five minutes of class. Students work with small groups with their table teams. The tables clean up together and help each other in need. The tables do not share supplies with other tables; if something is needed, then they raise their hand for the teacher. Students work individually on the project at hand, but know that some projects will get posted in an art display around the school.I use informal observations to assign teacher assistance and helpers for passing out supplies. Students demonstrate readiness by showing “calm bodies and focused minds”. I use my grading data to assist in forming the seating chart by mixing up students at different levels to inspire one another.  |
| Instructional Sequence |
| Consider the following questions when designing your plan: * What opportunities will you provide for students to make sense of what they are learning and construct new knowledge? (1e El.1)
* How will you make content relevant to students’ interests and cultural heritage? (1b El.4)
* What strategies, linked to lesson objectives, will you use to maximize participation of all students for the entire instructional block? (e.g. discussion, student talk, inquiry, questioning, reflection) (1e El.1, 3, 4); 1a El. 2)
* What opportunities are you providing for students to engage in higher level thinking (e.g. analysis, synthesis, application) (1e El.1)
* What questions do you plan to ask students so that they can demonstrate their reasoning? (1e El. 1)

*(These questions do not need to be answered directly but are important guiding questions to support your lesson design. You may be asked to respond to these questions during your pre-observation conference.)* |
| Student and Teacher Interactions (1b El. 2, 4; 1e El. 1, 2, 3): Outline your sequence of instructional activities using your preferred lesson format.Welcome and greeting* Hello my most amazing artist / how are we doing today?
* Attendance
* Choose art assistant for supplies

Review last week and transition into Mosaics* Review quadrilaterals

Discuss History of Mosaics* Go through presentations and connection to quadrilaterals

Set up for Mosaics and Studio Time* Art assistants pass out painted papers
* Absent student come up and get two colors of construction paper to use
* Art assistants pass out black square paper
* Students cut their black paper step by step by folding their paper in half to draw half of their heart and then cut their paper folded
* If students have difficulty, they can use a heart tracers to put on their folded paper
* Throw away scraps from the black paper
* Go over instructions on what to do with painted paper and the black heart paper

Students start studio time* Students begin studio time by cutting one strip of painted paper at a time to use one quadrilateral to cut multiple times to create a pattern going around their black heart
* Students are encouraged to take their time because they will not finish this week and will finish it next week
* Students will focus on only cutting a strip at a time to ensure they will finish what they have cut in the designated studio time.
* Students will need two rows going around their heart with quadrilaterals repeating for a pattern and balance around the whole piece.
* The center of the heart can be whatever shapes the students would like to use and not just limited to quadrilaterals.

Early Finishers * I do not anticipate there to be any early finishers with this visit
* The project will be finished in the next week.

Clean up* I will count down from 10 and when I get to 0 students will “listen and freeze”
* When I finish my instructions and talking, students can start to move.
* Choose new helper to put the supplies away
* Students will create a pile or a stack of their hearts and their unused painted papers to be collected for next week.
* Tables need to be the “cleanest and quietest” to line up first.
* Call students by table rows
* If a table is talking, they cannot line up yet.
* If the line starts talking a lot, they will go back and sit at the tables to try again
* When in line and waiting for teacher, go over what students will do next time
* Call and response “goodbye my most amazing artists” students say, “goodbye my most amazing art teacher
 | Time for a given activity (if applicable)3-5 minutes5 minutes7-10 minutes7-10 minutes10-15 minutesLast 5 minutes of class |
| Additional Support for Specific Groups of Learners |
| Students with Disabilities (1b El. 3): What modifications and/or accommodations are needed for students with disabilities in this lesson?There are four students with IEPs in this class. To accommodate for these students, key words will be written on the board and instructions with be verbally repeated. Along with having heart shape tracers on the tables to assist in the artistic process for these students. These students will be checked up on during studio time for understanding, refocus, and assistance when needed. One of these IEP students is above grade level and I do not expect them to show any difficulty with the task at hand in the project. The other three will be watched a little more closely to ensure success and aid in a grow mindset of abilities. Enrichment (1b El. 3): How will you enrich and deepen learning opportunities for students who have already achieved mastery?I will enrich and deepen learning opportunities for these students by making them the teacher for others in need of assistance. Peer to peer help. These high level learners will also get the opportunity to make their mosaic more complex by adding different geometric shapes within their patterns. Instead of one quadrilateral repeating in a pattern, these students could use multiple in their pattern for complexity. These students could also use more than two rows of shapes going around and take their time with precision of shape placement.  |
| Assessment |
| How will you communicate to students what proficiency or mastery looks like? What distinguishes mastery/proficiency from non-mastery/below proficiency) (1f El. 1, 2)I will communicate to students what proficiency or mastery looks like by visually/verbally showing students the proper amount of glue to use when gluing down shapes. Along with, demonstrating that my mosaic heart show balance with my patterns going around but is not necessarily perfectly symmetrical. Mastery level: student completes a balanced mosaic with 2 quadrilateral patterns and can explain the process to others, along with identifying the brief history of mosaics; student did not need to use any heart tracer. Proficiency level: student completes their mosaic, uses the heart tracer, and uses at least one quadrilateral pattern for balance in their heart, but cannot reproduce this process again without assistance; student understands parts of the brief history of mosaics. Non-mastery level: student continuously struggles, even with the heart tracer, and needs hand over hand assistance in the process of creating a paper mosaic. What evidence will let you know that all (ELL, Sp. Ed., etc.) students understand how to demonstrate proficiency/mastery?(1f El. 2, 3)The same evidence will let me know that all students understand how to demonstrate proficiency, since this assessment is visual and artistic. Most of my understanding will come from observation of fine motor skills and students performance of using the supplies at hand. What opportunities will students have to self- or peer assess? (1e El. 3, 1f El. 2)Students will have the opportunity to peer assess with others, when they finish early next week. Students will pair together to compare and contrast their final mosaic, along with discuss the process. Students will assess themselves at the end with a visual assessment of whether or not their mosaic is done or cut out correctly with two rows of quadrilaterals. Students will write about their hearts on a separate sheet of paper next week after discussing. Students will answer: Are you satisfied with the final project and did it turned out as you had predicted? What types of quadrilaterals did you use and why? How long have people been making mosaics for?During the lesson, what are some of the different strategies you will use to check for understanding? (1e El. 3, 1f El. 1, 3)A visual check for understanding between steps during this lesson and breaking it down into parts to work through the lesson. Another informal assessment is when I walk around the classroom and tables for understanding; I get down on their level seated to assist them with the process. As the close of the lesson, the start of a successful quadrilateral pattern going around their heart, along with the shapes not directly touching or glued on top of each other, will serve as evidence that students have met the lesson objectives for the day.  |
| Next Steps |
| What will be your next steps after this lesson? (1c El. 1)The next steps after this lesson will be to finish cutting and gluing their painted paper for their mosaic. Students will discuss in groups and write about their mosaics next week, as well. After next week, some of the hearts will be posted in the hallway for a new display in time for Valentine’s Day.How will you record and utilize evidence of student learning to inform your next steps? (1f El. 3, 1f El.4) Based on student understanding and visual evidence of completion will decide the next steps for the project and the pace. I will grade each project and document it for class and individual use to determine the next step for curriculum. If most of the grade level is at or below, they we will continue to focus on similar skills in another lesson. If most of the grade level is at or above, they will move onto a different skill or take the current skill to another level and make it more complex.  |