

## Lesson Plan Template

Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting**. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.


Lesson Title:     Layers of the Mind/ Dreamscape Unit    

Targeted grade Level:     9-12     Anticipated Time Frame:     6 weeks    

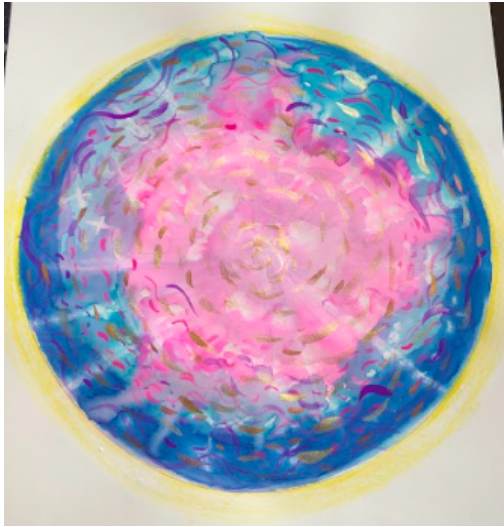
	Lesson Plan	Rationale
1.	<p><b>Conceptual Structure/Big Idea:</b> layers of self / influences</p>	<p><b>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</b></p> <p>It is necessary to learn about ourselves and how we operate. There are so many layers that are part of our identity. There are external and internal influences. This all affects how we navigate the world, treat others and ourselves.</p>
2.	<p><b>Key Concepts</b> (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> <li>learn to pre plan for a final</li> <li>learn how to write an artist statement</li> <li>learn how to story tell through visuals</li> </ol>	<p><b>Why is it important for students to know these concepts?</b></p> <p>Planning is an important step in preparing for a final artwork, this can also be applied to other things in life. To not rush and go in with a plan. Writing about the artwork makes the artist analyze themselves much deeper and reflect on their creation. Storytelling is a way to talk about our personal experiences or to make a fantasy world for entertainment.</p>
3.	<p><b>Objectives</b> (what students will DO):</p> <ol style="list-style-type: none"> <li>Students will practice figures</li> <li>Students will experiment with different mediums</li> <li>Students will write about their work</li> </ol>	<p><b>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</b></p> <p>They will realize that drawing bodies are not easy, that our bodies are so complex and how amazing that is. I say this because I had that realization and it made me appreciate the human body way more.</p>

		Experimenting is always fun and is part of growth.
4.	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> <li>1. Is dreaming important ?</li> <li>2. Why do we dream ?</li> </ol>	<p>How are these questions meaningful to the student? How do you know?</p> <p>Everyone dreams, even if they don't remember it. It is a way that we process what is happening around us. It is a topic where they get to make work about themselves.</p>
5.	<p><b>Standards:</b></p> <p>NVAS:</p> <ol style="list-style-type: none"> <li>1. Connecting: standard 10 - synthesize and relate knowledge and personal experiences to make art</li> <li>2. Creating: standard 2 - organize and develop artistic ideas and work</li> </ol> <p>Michigan:</p> <ol style="list-style-type: none"> <li>1. Perform; ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)</li> <li>2. Create: ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea. (21st Century Skills: I.1, I.6)</li> </ol>	
6.	<p><b>Connecting and Responding:</b></p> <p><b>Teaching Resources: (art work, videos, books, etc)</b></p> <p>Art: (Artists and insert thumbnail photo of examples shared)</p> <p><a href="https://docs.google.com/presentation/d/1Dd4Q3Jk7Nik9Yvk5I04v2br3d8JpnNI9-TZEgHLvGtw/edit#slide=id.p">https://docs.google.com/presentation/d/1Dd4Q3Jk7Nik9Yvk5I04v2br3d8JpnNI9-TZEgHLvGtw/edit#slide=id.p</a></p> <p><a href="https://docs.google.com/presentation/d/1pwhlzoEvVw0iWoj4_35JzSY6VudBbCG7N0NQ-41ZSk/edit">https://docs.google.com/presentation/d/1pwhlzoEvVw0iWoj4_35JzSY6VudBbCG7N0NQ-41ZSk/edit</a></p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.</i></p>

7.	<p><b>CREATING</b>  <b>Lesson Plan Sequence</b> (This will be lengthy and will be broken down into days if need be) <i>How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary</i></p> <p>0.1 collage  week 1</p> <ol style="list-style-type: none"> <li>1. hook: surreal + landscape presentation</li> <li>2. landscape gestures</li> <li>3. action lines for the body</li> <li>4. beans</li> <li>5. full body gestures</li> </ol> <p>week 2</p> <ol style="list-style-type: none"> <li>6. get to know soft pastels and oil pastels- experiment - 2 samples</li> <li>7. watercolor demo 2 samples</li> <li>8. sketch 5 dreams - for those that dont remember their dreams have the option to pull from 3 jars for prompts (action, environment &amp; color)</li> <li>9. pick 1 dream and color block</li> <li>10. choose a medium(soft pastels, oil pastels, watercolor, color pencils) STUDIO DAY</li> </ol>	<p><b>Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?</b></p>
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p>	<p><b>Share rationale for each</b></p>

	<p>Students will be given extra time if needed, students will teach other students when the teacher can't assist all. Simplify the assignment if needed.</p>	<p><b>Some students work slower than others and it is understandable, it is part of the process. Students that are more advanced will help in teaching their peers, it is also helpful so they understand the content a bit better and remember what they are learning.</b></p>
<p>9.</p>	<p><b>Assessment Strategies:</b> (Connecting and Responding) <b>What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?)</b> What evidence of pre-thinking, in process ideation and development will be required?</p> <p>weekly check ins, they have to write what they do and learn everyday and it is due at the end of the week</p>	<p><b>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</b>  How will you know what your students have learned about:</p> <ul style="list-style-type: none"> <li>• the <b>big idea</b> that they investigated</li> <li>• the artistic concepts and depth of knowledgebase</li> <li>• art <b>creating</b> and production/process</li> <li>• reflecting on their own work and <b>connecting</b> and <b>responding</b> to other art work</li> <li>•How will the students' voices be represented in the assessment and presentation of their work?</li> </ul>
<p>10</p>	<p>Insert photo of teacher created exemplar here:</p> 	<p><b>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</b></p> <p><b>This Unit is based on what I focus on as an artist. I want my students to have a variety to choose from. From materials and the imagery. Every student is in different skill levels so they have options to pick from, either from abstractions, environments and they could include figures.</b></p>







11. Materials/Tools/Art supplies needed  
paper  
soft pastels  
oil pastels  
colored pencils  
watercolor  
brushes  
cups  
napkins

**What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)**

how to use a brush  
how to mix colors

12. Materials Distribution/Clean Up

**Describe possible systems and management strategies**

	students clean up after themselves	
13.	<p><b><u>PRESENTING</u></b> How will your students' work be PRESENTED and curated?</p> <p>Students will present to their class about their work &amp; we will have a gallery walk through.</p>	<p><b>Who is the audience? What kind of feedback will the artists receive?</b></p>