

Lesson Plan Template

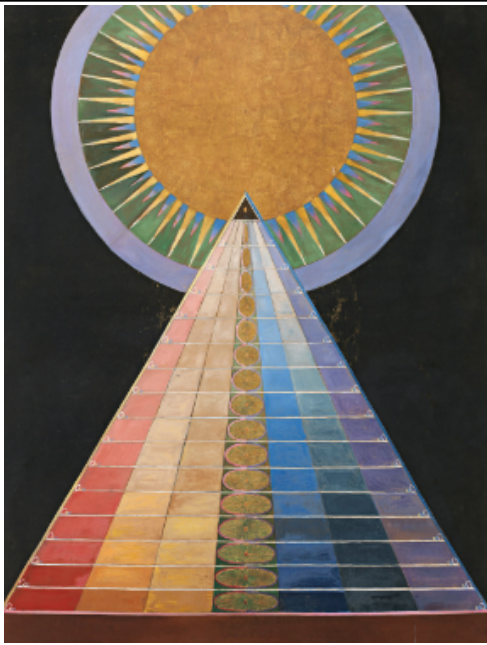
Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting**. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column 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: Rainbow Lines

Targeted grade Level: tk- K Anticipated Time Frame: 1-2 days

	Lesson Plan	Rationale
1.	Conceptual Structure/Big Idea: Making art based on nature	Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? Having a connection to the outside world and bringing that into the art room is fun. Many works of art throughout history are influenced on their experiences
2.	Key Concepts (<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>) 1. learn the an art element (different kinds of lines) 2. practicing motor skills 3. learning to take nature and make art	Why is it important for students to know these concepts? The elements in art are important to know when making art and to push it further. Strengthening those motor skills is so valuable as we use them for everyday things for the rest of our lives. Art influenced by nature has been done and will continue to be of an influence, as the world around us us can shape us.
3.	Objectives (what students will DO): 1. students will make 5 (or more) lines in crayon 2. students will paint the rainbow band in between the lines 3. Students will learn about the different kinds of line	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?) by knowing these techniques they can grow beyond it
4.	Essential Questions (BIG overarching questions):	How are these questions meaningful to the student? How do you know?

	<ol style="list-style-type: none"> 1. where do we see rainbows ? 2. where do we see lines ? 	<p>these questions will have them look around their surroundings and will notice that lines are all over, they will be more self aware</p>
5.	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1.Responding: #7- Perceive and analyze artist work 2. Connecting: # 10 Synthesize and relate knowledge and personal experiences to make art <p>Michigan:</p> <ol style="list-style-type: none"> 1.ART.VA.I.K.2 Work with materials and tools safely with environmental awareness. 2.ART.VA.I.K.4 Prepare, complete, and sign finished artwork. 	
6.	<p>Connecting and Responding:</p> <p>Teaching Resources: (art work, videos, books, etc)</p> <p>Art: (Artists and insert thumbnail photo of examples shared)</p> <p>Artist : Hilma af Klint</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> <p>Students will analyze various artworks and point out where they see lines, name them and if they see any rainbows. Students will get a chance to speak on what they think the work is about and if they like it.</p>





7.

CREATING

Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) *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*

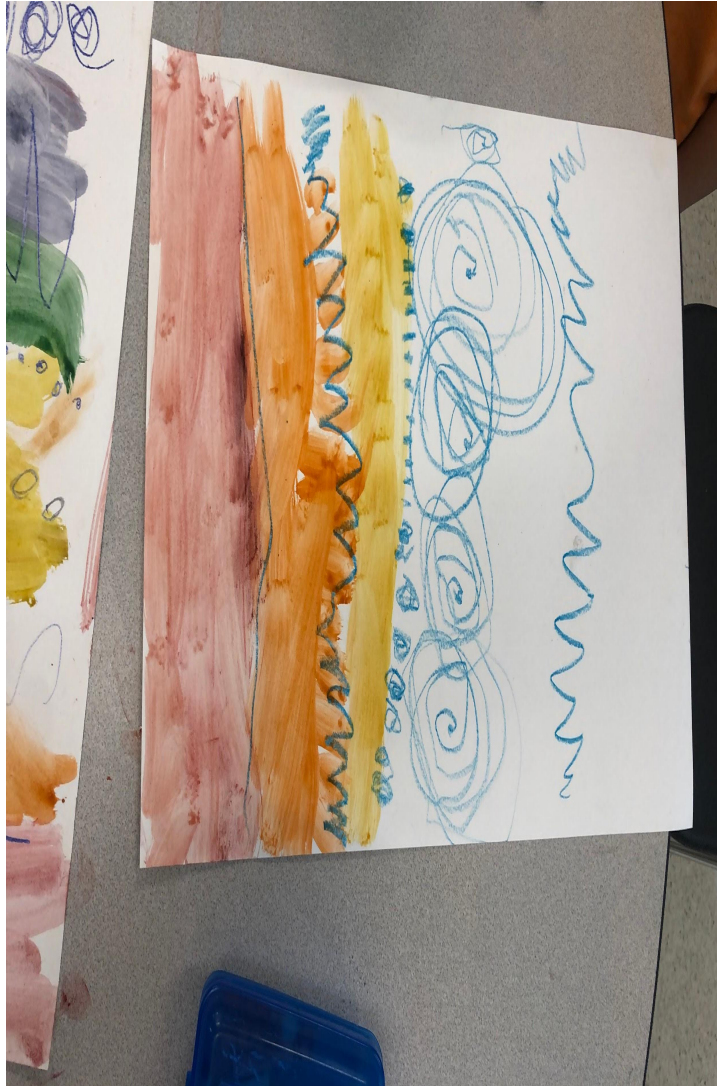
Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

the hook will transition us to the lesson and it is way for me to know where they are at . The wax resist tech. will be used in other projects, so will the drying rack and cleaning up. I will be getting them used to routine.

	<ol style="list-style-type: none"> 1. hook: a dot is a line that went on a walk, maybe it went on a hill..what lines do you know ? 2. students create lines on the white board 3. look at Hilma af Klint 4. Demo 5. write name on the back 6. draw 5 (or more) different kinds of lines with crayon 7. paint the rainbow 8. use drying rack 9. clean 	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>Students will be given extra time of needed, students will teach other students when teacher can't assist all. Being aware of their stamina and motor skills.</p>	<p>Share rationale for each</p> <p>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.</p>
9.	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p>I will review at the end of the class what they learned in art class</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other art work •How will the students' voices be represented in the assessment and presentation of their work?

10	Insert photo of teacher created exemplar here: (this is a student example, cant find mine at the moment)	<p>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.</p> <p>The rainbow and lines can be manipulated and reworked a lot of different ways after learning the foundation (looking at Hilma and how she used lines and rainbows)</p>
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11. Materials/Tools/Art supplies needed

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

	<p>paper tempra cakes big brushes crayons bowl napkins sponges (clean up)</p>	<p>how to hold a brush the order of the rainbow covering the whole page</p>
12.	<p>Materials Distribution/Clean Up teacher has the supplies on their table once they are in the class</p> <p>every table is responsible for their own supplies- teacher will help clean up</p>	<p>Describe possible systems and management strategies</p> <p>assign cleaning duties to specific students</p>
13.	<p>PRESENTING How will your students' work be PRESENTED and curated?</p> <p>work will be hung on the hallway</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>themselves, other teachers, their peers and parents</p>