Lesson Plan Title:­­­­­­­­­­­­­ Building Space Length: 4 Classes

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| **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. |
| **Can students make purposeful connections between the inhabitant and their environment?**  **Can students demonstrate how to take a drawing and make it into a 3-D model?**  **Can students demonstrate how to repurpose a found object?**  **Can students identify who these artists are? (**Narcissa Thorne as well as Jee Young Lee) |

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| **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) |
| Congratulations! You have just been hired as an architect for the City of Fort Collins. As a new member of the team, you will continue to build your space, and it is now time to transfer your 2-D space into a 3-D model! You must create a plan, or a **blueprint**, that will show the size of certain things as well as where things will go in your space based on the given dimensions. You can break the boundaries of the given space but your final project must use the majority of the given space. You will then take your plans, sketches, and blueprints to translate your ideas into a model that connects to your character. |

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| **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.** |
| Space  Line  Model  Transfer  Scale  Connection |

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| **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.** |
| Decisions about art - making can be developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. |

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| **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** |

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| **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) |
| **Given ideation worksheets, TSWBAT make purposeful connections between inhabitant and environment.**  Bloom’s: Analyze - Standard: Create - GLE: 1 -Art learning: Ideation -Numeracy, Literacy, and/or Technology  **Given a variety of materials, TSWBAT transform a 2D concept into a 3D model that connects to their character.**  Bloom’s:Create- Standard: Create - GLE: 2 -Art learning:ICEF -Numeracy, Literacy, and/or Technology **Given a variety of mediums, TSWBAT transform found objects for their environment into something new.**  Bloom’s: Create - Standard: Create - GLE: 2 -Art learning: Media Techniques -Numeracy, Literacy, and/or Technology  **Given art examples, the student will be able to correctly identify the contemporary artists (** Narcissa Thorne as well as Jee Young Lee)**.**  Bloom’s: Analyze - Standard: Observe - GLE: 2 -Art learning:Ideation -Numeracy, Literacy, and/or Technology  **Given a worksheet with prompts, TSWBAT create a short story describing the relationship between their character and environment.**  Bloom’s: Create - Standard: Create - GLE: 1 -Art learning: Reflect -Numeracy, Literacy, and/or Technology |

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| **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**. |

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| **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) |
| Students will be given multiple classes for students that require more time. | A variety of materials will be available for student use to differentiate choices. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students will have the opportunity to plan their environments around others as a communal space. | Students can decorate both the inside and outside of their rooms. |

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| **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.** |
| Blueprint  Model  2-Dimensional  3-Dimensional  Transformation  Space  Scale    The students will fill out ideation worksheets at the beginning of class. The students will create a written story in their sketchbooks about their final project and character. They will use art terminology when creating this. |

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| **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.** |
| Found objects  Glue Pipe cleaners Markers  Paint  Paint brushes  Colored pencils  Crayons  Scissors  Mat-board or cardboard  Mono-printing materials  Plexiglass  Water  Paper  Newsprint  Gloves |

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| **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.** |
| Narcissa Thorne - Miniature Rooms  Jee Young Lee - Dreamscapes |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Presentation  On building days...create a small demo on making something (ex: different types of building. day 1: cardboard, day 2: bottles, day 3: foil)  Gather materials |

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| **Safety:**Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.** |
| Be cautious of sharp materials in found objects. Hot glue gun safety. |

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| **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. |
| Congratulations! You have just been hired as an architect for the City of Fort Collins. As a new member of the team, you will continue to build your space, and it is now time to transfer your 2-D space into a 3-D model! You must create a plan, or a **blueprint**, that will show the size of certain things as well as where things will go in your space based on the given dimensions. You can break the boundaries of the given space but your final project must use the majority of the given space. You will then take your plans, sketches, and blueprints to translate your ideas into a model that connects to your character.  I will begin by showing students pictures rooms. I will wow them when I say that these rooms are actually miniature models! I will go through a couple contemporary examples of artists that work on a miniature scale and model.  -What is the first thing you notice in these rooms?  -Who do you think would live in one of these rooms? -Why do you think that person would live in that room?  -Do you notice lines in the space?  -What do those lines do?  -How does the artist fill the space?  -Is the space spread out or cramped? |
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| **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. |
| Questioning:  -What objects are important to your character?  -What do you want to change about your painting when you make your room?  -What color best describes your character? Could this be a wall color?  -What materials do you want to use to build things such as furniture?  -Does your character sleep in a bed?  -Does your character have friends over?  -What does your character need to survive? |

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| **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 |

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| Day 1 | 1. RAFT: Congratulations! You have just been hired as an architect for the City of Fort Collins. As a new member of the team, you will continue to build your space, and it is now time to transfer your 2-D space into a 3-D model! You must create a plan, or a **blueprint**, that will show the size of certain things as well as where things will go in your space based on the given dimensions. You can break the boundaries of the given space but your final project must use the majority of the given space. You will then take your plans, sketches, and blueprints to translate your ideas into a model that connects to your character. 2. Students will gather at the front of the classroom for a short presentation. 3. The presentation will consist of 2 artists that create space. I will show them both Narcissa Thorne as well as Jee Young Lee. Students will be asked questions such as   -What is the first thing you notice in these rooms?  -Who do you think would live in one of these rooms? -Why do you think that person would live in that room?  -Do you notice lines in the space?  -What do those lines do?  -How does the artist fill the space?  -Is the space spread out or cramped?  -Would you want to live in this room?  3. Students will then be sent back to their seats where they get a chance to see their rooms for the first time. The teacher will explain to them the project and what is expected of them.  -The students will be creating a 3D model of their environments that they painted for their characters. They will be given a “corner space” two walls and a floor and must create the model using that and paint and found objects. They will be placing their clay character into their environment once they are finished. The found objects must be transformed to create the objects that exist in their environments. The whole model must be transformed to no longer resemble the original objects but rather a small scale model of what their environment would really look like.  They will begin painting the walls of their rooms .  4. Once students are finished painting their rooms, they will be given their characters to paint.  5. After the characters are finished, the students will be assigned to clean up their mess.  6. Each table will be responsible for their own table. Two students will be assigned to clean all the paint brushed and put them away.  7. Once students are cleaned up, they will all be sent back to their desks with their sketchbooks.  8. Each student will complete a sketchbook activity.  9. If time allows, the students will share in small groups.  10. Students will be released to recess. | **2. Listening Critically                      3.Thinking Independently         4. Thinking Independently                    8. Thinking independently     9. Developing intellectual courage** | **Time** |
| Day 2 | 1. Students will gather in front of the classroom to meet with the teachers. 2. The teacher will go over the project once more to refresh the student’s memory. The teacher will go over that the students are required to cover all every side of their environment, and must use found objects to create the inside of their environment. The teacher will then show all the available materials that the students have access to and explain the safety associated with the hot glue gun. (They will have access to materials such as cardboard, pipe cleaners, foam, pompoms, beads, and other found objects.) The teacher will also tell students that they have 3 classes to complete their rooms. 3. The teacher will go over a short presentation about making objects out of cardboard. There will also be a short demonstration. This demonstration will teach students about creating slots, bending cardboard, and tongue & groove) These ideas will all be demonstrated while the teacher build a piece of furniture, 4. Students will be allowed to work independently for the rest of class. 5. Teachers will walk around to check in with student. They will ask question such as,   -Why did you choose this piece of furniture?  -How did you decide what to put in your room?  -How are you filling your space?  6. Students will then clean up when there is 20 minutes left in class. Students will be responsible for cleaning up their entire area. Select students will be assigned different jobs. The jobs include...floor duty, table washers, each material gatherer, sink cleanup, and finishing touches.  7. Students will then return to their seats to fill out a reflection activity that includes questions about the choices they made that day. They will also make a “to-do” list of what they need to accomplish next week. | 2. Listening Critically           3. Listening Critically     4. Thinking Independently   5.Examining and evaluating assumptions |  |
| Day 3 | 1. Students will gather in front of the classroom to meet with the teachers. 2. The teacher will go over the project once more to refresh the student’s memory. The teacher will go over that the students are required to cover all every side of their environment, and must use found objects to create the inside of their environment. The teacher will then show all the available materials that the students have access to and explain the safety associated with the hot glue gun. (They will have access to materials such as cardboard, pipe cleaners, foam, pom poms, beads, and other found objects.) The teacher will also tell students that they have 3 classes to complete their rooms. 3. Students will be allowed to work independently for the rest of class. 4. Teachers will walk around to check in with student. They will ask question such as,   -Why did you choose this piece   of furniture?  -How did you decide what to put   in your room?  -How are you filling your space?  5. Students will then clean up when there is 40 minutes left in class. Students will be responsible for cleaning up their entire area. Select students will be assigned different jobs. The jobs include...floor duty, table washers, each material gatherer, sink cleanup, and finishing touches.  6. Students will then set their final product on their desk. We will participate in a gallery walk as an entire class.  7. Students will be given 5 minutes to walk around the classroom and look at everyone's. Then a teacher will call on one of the students to closer examine an environment of their choice.  8. Questions will be generated by the students and asked to the artist. Then the artist will have a chance to respond. The teachers may ask questions such as...   -What do you notice first?  -Why are you drawn to this   environment?  -What clues can you gather to   from the environment that will   tell you about the character who   lives here? To get them started.  9. We will repeat these steps until we have 5 minutes left in class.  10. Students will be invited to write down any discoveries from today and then will be dismissed to recess. | 1.Thinking independently  2. Listening critically                      3. Developing confidence in reason   4. Developing confidence in reason                 6. noting significant similarities and differences    7. noting significant similarities and differences     8. examining and evaluating assumptions             9. examining and evaluating assumptions.   10. thinking precisely about thinking |  |
| Day 4 | 1. Students will gather in front of the classroom to meet with the teachers. 2. We will have all the rooms set out on the floor of the classroom. Students will be divided into 3 small groups to talk about their finished environments. 3. Students will then gather in the front of the classroom to go over a short presentation on city planning. 4. The teacher will then explain that we will now be creating a city out of all our environments. They will be split into 3 groups to work. 5. Each group will be given a large sheet of paper to plan their city and show how their environments connect to their neighbors. 6. They will then use markers and other drawing materials to color the paper and make a city around their environments. Students will be asked to think about things such as roads, parks, stop lights, trees, and 3 simple building codes. 7. Students will be given time to work. 8. When finished, the students will be asked to clean up their materials. 9. Students will then gather around one of the cities. We will discuss some of the choices made and what the artists’ intent was. 10. We will then move around to the other 2 groups and repeat the questions. 11. Students will be dismissed to recess. | 1. **Thinking Independently**   **2.** Developing confidence in reason  3. Listening Critically  4. Listening Critically  5. examining and evaluating assumptions  6.Developing confidence in reason  7. Developing confidence in reason  8. Developing confidence in reason  9. Developing confidence in reason  10. examining and evaluating assumptions  11. thinking precisely about thinking |  |

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| **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.) |
| -What their favorite part of the room is and why?  -What they would change about their room and why?  -How did they use space in their room?    They will then write a few sentences about why they made certain things in the room. What is the purpose for that character? |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **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. |
| **Did students make purposeful connections between the inhabitant and environment?**  **Did the student transform a 2D concept into a 3D model that connects to their character?**  **Did the student transform found objects for their environment into something new?**  **Can the student correctly identify the work of** Narcissa Thorne and Jee Young Lee?  **Did the student create a short story describing the relationship between their character and environment?** | **✓, ✓ +, ✓ - Did students make purposeful connections between the inhabitant and environment?\_\_\_\_\_\_\_**  **Did the student transform a 2D concept into a 3D model that connects to their character?\_\_\_\_\_\_\_**  **Did the student transform found objects for their environment into something new?\_\_\_\_\_\_\_**  **Can the student correctly identify the work of** Narcissa Thorne and Jee Young Lee?\_\_\_\_\_\_\_  **Did the student create a short story describing the relationship between their character and environment?\_\_\_\_\_\_\_**  **✓+ = successfully, correctly**  **✓ = complete**  **✓ - = partially, developing** |

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| **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.) |
| Class #7 October 30, 2015 What worked well for this art experience? Why? I am still amazed at how engaged the students are. They were so excited to see their finished clay creatures and to begin creating their 3D space. So i think that the art-making went really well. I also think that the presentation went well. The students were amazed at the examples that it was hard to keep them all quiet. One other thing I thought went well was clean-up. I ended up assigning students to certain tasks. I had some students that cleaned desks, some that cleaned paint brushes, some that picked up all the paint, some on floor duty, and others on sketchbook duty. It seemed to work well but I think I might elaborate on this and create something visual so that the students can see what their jobs are. What didn’t work well for this art experience? Why? Something that didn’t work well in this experience was that once the characters were brought out, everyone rushed through their environments. We did not tell the students anything about their characters until we saw that students were finishing up and had nothing to do. I’m not exactly sure how to solve this problem except for not painting that characters on the same day or by starting with painting the characters. What would you do differently? Why? After thinking about it, I think I would have had the students begin by painting their characters that way they would stop asking about them If I had done this, I think that they would have focused more on their environments and would not have rushed to finish them. I also think that I could have given the students a visual about what their jobs are during clean-up. I think that it would have been a good idea to have written their names on the board with their jobs before clean-up that way they knew ahead of time what they would be doing when I said it was time for clean-up.  Class #8 November 6, 2015 What worked well for this art experience? Why? I am still amazing with the student engagement. Students knew exactly what they were going to be doing before they even walked into the class. When I did a short demonstration, the students were amazing at what cardboard could make and build. You could see that the students were excited and had many ideas running through their head. I also think that having the teachers run the hot glue guns was helpful and was made the lesson run smoother. I was nervous about allowing the students to use hot glue guns and use them properly so we have Chandon and Calla running the hot glue guns in order to get to all the students and to avoid injury. What didn’t work well for this art experience? Why? I think that one part that didn’t work well in this experience was showing them examples. In my demo, I had examples of a chair, a TV, and a bed. When the students saw these, that was all they wanted to make. Halfway through building though I made an announcement about some of the interesting things the students were making to try and get their minds off of building TV’s and get them thinking about other things that may be included in their environment. What would you do differently? Why? If I had to do something differently, I would have maybe made something completely different for my demonstration. I should have built something other than furniture so that they were not only thinking about that when they were building. I think it would have allowed to students to expand their thinking and be more creative with what they were making.  Class #9 November 20, 2015 What worked well for this art experience? Why? i think that the students were very creative during this class. I was concerned that after the first day of building that students would be “stuck” on building things such as tv’s and chairs. Today thought the students began building very unique pieces for their room. They really dug deeper and though about their character when they were building for them What didn’t work well for this art experience? Why? What did not go well for this class was that many students were finished after 15 minutes. Even forcing them to dig deeper and make more was not enough for them. Unfortunately, we also forgot the sketchbooks today which was a bit of a set-back. We were able to find plain paper though for the students to do a sketchbook activity that they could add into their sketchbooks next time. What would you do differently? Why? If I could do something differently, I would have split the students into 2 groups and sat them together according to the pace that they work at. Some tables of students had 1 student who could work forever and 2 students that would work right through it. I think that if we had divided them by pace, the students that finish early could have more engaging activities after they were finished or have more extensions for the project.  Class #10 December 4, 2015 What worked well for this art experience? Why? This art experience went great! I was a little nervous that the students would not make enough connections and that they would not be interested in the project. It actually was very successful though. Almost every student was fully engaged in the activity and they were all working together. We talked a little about what is important to have in a city and why those things are important. Students the took it upon themselves to add those into the city and plan accordingly. They even thought of important things that ever crossed my mind which was cool to see.  What didn’t work well for this art experience? Why? Students were very engaged in making their city that I don't think we had enough time to discuss what was done. Unfortunately it seems like all semester we have not had enough time to reflect. Students are always very excited about their projects and want the opportunity to share what they have done and brag a little.  What would you do differently? Why? If I could do this lesson again, I would first extend this lesson to 2 days. The students were very engaged and could have stretched this for another class. This would also allow us to have more time for reflection and to talk about their art. I would have also planned better with the amount of paper we brought. I thought we most definitely had enough paper but we could have used more and maybe laid out a little structure for the students to follow. |

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

8/9/15 Fahey