Service Learning Lesson Plan

Title: Transportation Sculpture ­­­­­­­­­­ Group/Date: 3D Artistic Abilities

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | We plan on teaching students how to express their ideas using many different mediums in a sculptural style. We will brainstorm ideas about our favorite ways to get around and then create sculptures that represents these modes of transportation. We found in our first lesson that many of our students expressed interest in vehicles such as planes and trucks and decided they would find personal relevance in creating their own representations of these everyday objects. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| * Artists and designers use found objects and other media to express ideas and emotions * Artists and designers use two-dimensional plans to create three dimensional pieces of art. * Artists and designers use critical thinking skills to solve artistic problems and make aesthetic choices. | * How can I express my ideas about transportation into a tangible sculpture using found objects? * How can I turn my two-dimensional plans into a three dimensional structure? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?  **Students will be able to** |
| **After a group discussion and brainstorming session, I will be able to create a plan for my vehicle sculpture and use found objects to expresses my ideas about transportation.**  **After exploring the available materials and tools I will be able to choose the appropriate media for the expression of my ideas and will be able to talk about the aesthetic choices I made to create my final product.** |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| By creating their vehicles with the materials provided students will demonstrate the desired understandings through the authentic sculptural creation.  Through interpreting their own brainstormed ideas and sketches into realized works of art they will show their ability to transform their ideas into art experiences. | We will be able to judge student’s understanding of the assignment by their participation in the brainstorming activity in which they will express their ideas about modes of transportation we use every day. Next, we will be able to gauge their understanding of the assignment by their sketches that show their plans for their final sculpture. Last, their personal vehicle sculptures will show their understanding of how to develop an artistic concept into a work of art. We will also have a mini critique in which students will discuss their own artistic choices and evaluate the success of the products. |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| We will start the class with a group discussion about different modes of transportation where students will have the opportunity to brainstorm ideas about how we get around. Before we introduce how we will express these ideas we will ask questions like:  “How did you get here today?”  “Can anyone tell me what a vehicle is?”  “What types of vehicles have you or your family traveled in?” – “where did they go?”  “What ways do we have to get places quickly? What vehicles get us to where we are going very slowly?’  “What vehicles do we operate ourselves? What vehicles are operated by others? Are there any vehicles that operate themselves?”  “If you could combine any of these vehicles with each other, would you want to? Why?”  “What is your favorite vehicle made of? How many different materials make up one vehicle?”  This will give us some insight to our student’s prior knowledge about vehicles and transportation and assure our students understand how to generate ideas for their artwork. It will also facilitate creative thinking about many different aspects of transportation.  Next, we will ask the students to sketch a vehicle they find interesting which will help us gauge their ability to physically represent their ideas about transportation.  To help them understand where the project is going and what is expected we will show them examples of vehicle sculptures we have made from different materials and explain some of the choices we made about how to represent our transportation device. |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| While we are brainstorming we will have someone drawing and/or writing student’s ideas about transportation on the board which will help students with visual and auditory learning styles connect to the assignment and will encourage them to express their interests in different types of vehicles. Having these on the board to reference will help students as they individually develop their ideas about their sculptures and hold their interest in the project. Once they are done with their sketches they will be able to explore the materials we are providing for their sculptures to come up with new ideas about how to express their personal interests. | Our group discussion and brainstorming session will help students explore the ideas related to transportation and enable them to start generating some ideas for their artwork. The guiding questions will help them make connections between the transportation we use to get around and the way they can transform these ideas through their artwork and the mediums we are offering for their sculptures. The structure of our lesson from group discussion, to individual planning, to exploring the materials and beginning construction will model the genuine experience of artists as they generate ideas and turn them into tangible expressions that can be understood by others. We will also show them pictures of vehicles made by combining transportation with other objects as well as two vehicle sculptures Mellissa and I made as examples. |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| From our last lesson we noticed that the students were very engaged in group discussions and were happy to share their personal interests with the group. Therefore, we decided a group discussion would be great to allow ideas to start flowing. I think this engagement will be sustained when students get the opportunity to adapt these ideas into their own two-dimensional concepts and will cement the ideas generated by our guiding questions. As they explore the “art store” with all the materials we will provide for their sculpture they will continue to embellish and develop their ideas about vehicles by relating the mediums with concepts from the discussion. For example, as they look for materials to express their ideas they could be thinking about whether they would combine two different types of vehicles and what materials would be most appropriate to create a flying ship. We could take a “brain-break” where students would have the opportunity to move around the classroom and investigate how other students chose to express their ideas to rethink their own plan or find inspiration from others. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * We will need expo markers and maybe a printed-out list of our guiding questions to refer to while we lead the group discussion. * We will need paper, colored pencils, and markers for the planning stages- maybe rulers if someone wants to really measure out their vehicles. * We will need found objects and fun sculptural materials such as popsicle sticks, feathers, nuts and bolts, pipe cleaners, cardboard, scrap cloth, wire, string, panty hose, paint, pom-poms, googly eyes, wooden dowels, etc * We will need adhesive materials such as hot glue and elmers glue. * We will need cutting materials such as scissors and wire cutters. |

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| * Print out copy of guiding questions. * Give brief tutorial about the importance of carefulness when using hot glue guns, sharp wire, and scissors. * Create a sample vehicle sculpture plan and artwork as an example for students. * Collect all materials needed and organize in a manner that enables students to easily access what they need. |

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)? |
| We originally decided on this lesson after asking the students what they wanted to do at the end of our first class. The general consensus was that they wanted to do something sculptural, so we decided to make found-object sculptures. We also observed that more than one members of the class were interested in modes of transportation and decided to adapt our next lesson to involve their personal interests to encourage their intrinsic motivation to participate in the assignment. We also noticed the importance of guiding the students in generating ideas for the art work and adapted our assignment to include a more complex group discussion with guiding questions to get them thinking about ideas related to transportation. As we created our pinch pots we also noticed that the students wanted to add things like ribbons and wire to their clay works to express their ideas further, but we were unable to so this next lesson will provide them with more opportunities to express themselves using different mediums. |

**Understanding the plan...**

**Stage 1 – Desired Results**

* Relevance - What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
* Essential Understanding(s) - What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)
* Essential Question(s) - What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
* Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

**Stage 2 – Assessment Evidence**

* Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
* Teacher-centered Assessment (instrument): By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

**Stage 3 – Learning Plan**

W = help the students know where the unit is going and what is expected? Help the

teacher know where the students are coming from (prior knowledge, interests)?

(Comprehend)

H = hook all students and hold their interest? (Reflect and Create)

E = equip students, help them experience the key ideas, and explore the issues to

generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect

and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?