Lesson Plan 5: A Piece of Yourself

3DAA 4/17/18



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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? | This lesson will be a culminative piece that will bring together what we have learned throughout the class about how art is used to express one’s identity. The students will decorate puzzle pieces using two dimensional and three-dimensional techniques in a way that expresses their personal interests and they will put all the pieces together at the end to create a collaborative puzzle of our community’s joint identity. |

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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 art to express their identities and personal interests. * Artist and designers work together to create collaborative pieces which express their joint identities or ideas through aesthetic choices and visual language. | * How can group collaboration aid in personal artistic development? * How can the skills gained by learning to work in a group be transferred to other areas of our lives? * How can we work together to create a piece of work that expresses our individual identities while also expressing our group identity? |

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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 artwork; analyze sketches?  **Students will be able to** |
| * After discussing what makes us unique and what brings us together, students will create individual works of art that complete a collaborative artwork with the group. * Students will use the materials available to participate in a genuine artistic experience in which they express their ideas about personal and group identity. * Students will use 3D and 2D techniques they have learned in class to create individual works of art and be able to explain the aesthetic choices they made in the expression of their ideas about identity. |

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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? |
| * Students will present their finished puzzle piece and explain the aesthetic choices they made in expressing their identity through this 3D medium. We will ask students why they chose certain motifs and what their visual representations tell the group about themselves. * Students will discuss the challenges they faced in expressing their own identity as well as in working together as a group to create a finished art work. | * We will pre-assess the students’ knowledge about identity and art before creating by discussing our previous lessons in which we used art to express our identities. We will ask questions like: “how did Leanne show us herself in her zebra safari vehicle sculpture?” “In what lesson did you feel your truly expressed your personality?” * We will record different traits and characteristics that the students come up with while we do our brainstorming activity. * As we put the puzzle together we will ask students to give a loose “artist statement” about the choices they made in their piece in order to gauge their understanding of how art is used to express personal identity. |

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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)? |
| To gauge what our students have learned about self-expression through art, we will discuss the previous projects we have completed in which students expressed their identities. We will ask them specific questions about past artworks that get them to recognize how they displayed their interests and passions with their artwork. We will also assess their knowledge about the meaning of the work community and collaboration by asking guiding questions that get them to think about these topics. For example, we will ask, “what makes a community?” “what are some communities that you have been a part of?” “Do people in a community have to share the same interests?” etc and we will lead this into a discussion about collaborative artwork by asking them whether artistic abilities is a type of community, and if so, how would we express our group identity through our final art project? |

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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? |
| We plan on discussing puzzle pieces and how puzzles become one (just as we are individuals but as a class we are also one),  “What connections can you make to the way puzzle pieces create a whole puzzle and the way each of us students add up to a whole class?”  “What interests do you think we all share?”  What interests do we have that are different?” We will write our essential questions on the board and then ask our students the questions as they answer them we will write the answers on the board to help students visualize their interests. | This is a unit about individuality and community, so we will have students answers questions about themselves, we will write down everyone's favorite colors, animals, experiences, culture etc. That way students will reflect what makes them unique. After the pieces are finished they will be pieced together to make one, like the community they are. Once they are put together the class will go around and talk about shared likes and interests. Then we will see if some of those are noticeable in the pieces they make. |

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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? |
| 1. We will introduce the lesson to the students by discussing the previous lessons where we expressed our identities. This will help students start to think about how they are already capable of expressing their identities through art and set the stage for a project where they work together and express their personalities. We will ask the students questions like: “What is identity?” “How did you as artists show your identities when making art in this class?” “What makes you unique?” “What characteristics of your identity do you share with others in this group?” 2. We will pre-assess student’s prior knowledge about community and collaboration by asking them guiding questions such as: “what makes a community?” “what are some communities that you have been a part of?” “Do people in a community have to share the same interests?” etc and we will lead this into a discussion about collaborative artwork by asking them whether artistic abilities is a type of community, and if so, how would we express our group identity through our final art project? 3. We will show our examples of our own puzzle pieces and explain how we used art to express our identities. For example, I would show my puzzle piece which featured a painting of a tent in the middle of a landscape and I explained that I chose this motif because I love the outdoors. This is a part of what makes me, me. We will talk about how art can be used to express ideas about personal identity by asking students to reflect on their own likes and dislikes as well as how those interests compared to others in the group. 4. We will pass out our premade puzzle pieces and have found objects and other art media materials at the “art store” for them to access as needed. 5. We will work with the students and aid them through their creation process. 6. When the students finish, we will connect the puzzle pieces together. 7. We will have the students talk about their identity.(likes, dislikes, important memories and ask students to reflect on the aesthetic choices and challenges they faced when creating their artwork. We will ask them why they chose certain motifs to represent themselves as well as ask them to point out specific artistic language they used to express their ideas about their identity such as color, pattern, symmetry, etc. We will also discuss how even though we all have our individual interests and personalities when we come together as a community, we create a beautiful piece of art. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Puzzle pieces made out of cardboard * Scissors * Material (felt, cotton, etc.) * Glue * Pipe Cleaners * Paint and paint brushes * Markers * Colored pencils * Crayons |

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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.** |
| * We will need to cut out big puzzle pieces that fit together, so each students can have a puzzle piece. * Have all materials on our creation station (table they can go to with all supplies) * Remind that scissors and hot glue guns are dangerous and we need to be cautious. |

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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)? |
| This lesson is tailored in the sense that students will get to use use any material they want to decorate their puzzle piece so it reflects them. Our student in a wheelchair also will have her table set up next to the higher up table making it so she is accessible to all supplies as well. Students who also did not finish their vehicle from the prior classes will also have the option to finish their vehicles after they finish the puzzle pieces. |