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| **Teacher Candidate:** Natalie Malinowski | **Date:** October 10, 2013, EDUC 1070  **Course for which the Lesson is developed**: Visual Arts |
| **Subject:** VisualArts  **Central Focus: (Content of the lesson)** Visual Art Application  **Grade Level(s):** High school- 11 | **Classroom Teacher:** Natalie Malinowski  **Time allotted:** 3 class sessions,2 weeks given to complete  **1st class:** 30 minutes to explain, answer questions, begin brainstorming  **2nd class:** Full period; work day  **3rd class:** Full period; individual and group critic |
| **Theoretical Principles and/or Research–Based Best Practices in this Lesson**  Why are the learning tasks for this lesson appropriate for your students? Cite references  Applying visual art lessons reviewed with the semester:  Outcome: Progress in art.  Objective: Students will meet their assigned benchmark for progress in art skills.  Assessment: Rubric to assess this portfolio component.  Doering, A.H., Rodlyer, M.D. (2013). *Integrating educational technology into teaching,* (6th ed.)*.* (pp. 354). United States. Pearson. | |
| **Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson**  What are common errors or misunderstandings of students related to the central focus of this lesson?  How will you address them for this group of students?  **Errors/Misunderstandings:**   * Citing Sources * Unfiltered software * Website research on artist * Copyright of chosen artist work   **Address:**   * In class 1 Introducing Lesson   -revisit citing sources and filtered images lesson  -handout of appropriate websites linked to artist that can be used  -examples of copyright vs. inspiration | |
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| **Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards)** Each standard should correspond to one or more objective.  Illinois Learning Standards for Fine Arts - Visual Arts Descriptors Stage A  26A —  Students who meet the standard understand processes, traditional tools, and modern technologies used in the arts.   1. Name simple materials used to paint, draw, and construct. 2. Select the correct tools necessary to create a 2-D or 3-D work. 3. Use appropriate tools (e.g., brushes, scissors, and clay modeling tools) correctly with simple materials when creating an art work. 4. Demonstrate the safe use of materials and tools.   26B —  Students who meet the standard can apply skills and knowledge necessary to create and perform in one or more of the arts.   1. Manipulate a variety of materials to create 2-D or 3-D art works. 2. Demonstrate eye/hand coordination when using tools and materials to create an art work. 3. Demonstrate the use of originality/imagination when creating an art work. | **Learning Objective(s):**  By the end of this lesson, students will be able to:   * Differentiate visual art forms * Research and obtain Artist that practice visual art forms * Create a QR code based on inspirational artist research * Apply learned mediums and technique to create a work of art * Critic individually and within a group on techniques and chosen artists | **Assessment Tool(s) and Procedures:**   * Formal assessment: Individualized handout critics comprised of five questions short answer * Informal assessment: Group critic- verbally exchange of thoughts, questions, and answers * Standard rubric for graded criteria used with every lesson, given at the beginning of semester |
| **Procedures: List in sequence the actions taken by teacher and students throughout the lesson.**   * **Engage Students: (Diagnostic/Pre-Assessment may be included here.)** * Open forum of brainstorming process * Individualized and group critics * **Communicate the Purpose of the Lesson to Students (Objectives and Assessment):** * Differentiate visual art forms * Research and obtain Artist that practice visual art forms * Create a QR code based on inspirational artist research * Apply learned mediums and technique to create a work of art * Critic individually and within a group on techniques and chosen artists * Formal assessment: Individualized handout critics comprised of five questions short answer * Informal assessment: Group critic- verbally exchange of thoughts, questions, and answers * semester * **Instructional Sequence:**   Class period #1: Introduce lesson, answer questions, and brainstorm (individually and within groups). Introduce and explain creation of QR codes, give examples and have interactive trials for students (http://qrcode.kaywa.com). Review rubric for grading final projects, see syllabus.   * For final component of portfolio, create one work of art within medium of choice * Research an artist that are known for and practice particular art form * Use chosen artists piece to inspire final project. DO NOT COPY ARTIST WORK. * Chose website and/or photo of piece and create a QR code to be displayed next to your work during group critic. VISIT (http://qrcode.kaywa.com) to create QR code   Class period #2: Work day- brainstorm with peers on artists, mediums and overall concepts of your piece.  Class period #3: Individualized and group critic- Finished pieces will be mounted with printed QR codes placed on the right hand side of pieces as well as  artist information   * Full group critic- interaction with peers, integrate QR codes into discussion * Individual handout critics with five questions pertaining assignment due at the end of class. * Final submissions will be graded on the standard criteria in syllabus * **Monitoring Student Engagement and Learning: (What will the *teacher* do to ensure student engagement?)** * Provide individual completion of given lesson as a guideline, inspire creativity. * Open forum for brainstorming ideas * Promote group brainstorming, give allotted class time to do so * Communicate and promote importance of integrating QR codes into lesson * **Student Interactions: (**How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?) * Class period #2: Work day- brainstorm with peers on artists, mediums and overall concepts of your piece. * Overall group participation in selection of medium, form groups based on common interest * Rework groups for a short period of time to promote opportunities to change medium * **Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)** * Differentiate visual art forms * Research and obtain Artist that practice visual art forms * Create a QR code based on inspirational artist research * Apply learned mediums and technique to create a work of art * Critic individually and within a group on techniques and chosen artists * Complete formal assessment: Individualized handout critics comprised of five questions short answer * Complete informal assessment: Group critic- verbally exchange of thoughts, questions, and answers | | |
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**Lesson Plan Details**

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| **Instructional Materials:**   * Completed work example created by Instructor * Handout explanation of QR code creation * Notebook/pen brainstorming process * Supplies that apply to work creation, ex. Paper, canvas, wood, paint, brushes * Printed QR code to post with finished piece * Individualized handout critic | | |
| **Use of Technology:**   * Internet research of chosen artist * Creation of a QR code (QR code generator: http://qrcode.kaywa.com). | | |
| **Safety in the Physical Environment:**   * Supplies used must be limited to safety standards within classroom | | |
| **Academic Language** | | |
| **List the Academic Language used in the Lesson.**  **Include Tier 1, 2, and 3 language.**  Visual Art applications   * Brush * Paint * Pencil * Pen * Marker * Painting * Drawing * Mixed media * Research * QR code | **Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive supports.**  An example of completed piece created by Instructor to demonstrate the lesson visually. Creation of QR code related to piece to interacting supports the given lesson. | **Describe the Evidence that Students know and use Academic Language appropriately:**  Past reviewed and graded assignments. Participate in group critics and evaluation of individualized critics. |
| **Assessment**  *(Identify the* ***type(s) of assessment*** *used in this lesson. Explain* ***how it provides evidence*** *that students will meet the objective(s). At least one type of assessment is required in a lesson plan.)* | | |
| **Diagnostic (Pre-):** *(****Informal****)* Brainstorming within group and as a class    **Formative:** *(****Formal****)* Individualized critic  **Reflective:** *(****Informal****)* Group critic, open forum to discuss and address thoughts, questions  **Summative:** *(****Formal****)* Handout submitted at the completion of project | | |
| **Differentiating Instruction** | | |
| **Identify the Element(s) of the Lesson that is Differentiated: Content Process Product**  *Explain how it is Differentiated for the* ***whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.***  Create one work or art.  Explore individually.  Individual creation of personal inspiration through a visual art application.  Differentiated through visual aids and constructive criticism by pushing limits. | | |
| **Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile**  *Explain how it is used to Differentiate for the* ***whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.***  Individual research completed  Creation of QR code representing inspiration piece or artist  Final component to student individual portfolio | | |

**Analyzing Teaching (Reflection):**

*To be completed after the lesson is taught*

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| 1. **Give evidence that the lesson was successful for students meeting the learning objective/s.** (at least one example) | | |
| 1. If you could teach this lesson to the same group of students again, what are **two or three things you would do differently** to improve the learning of these students based on their varied developmental and academic needs and characteristics? *Consider missed opportunities and other aspects of planning, instruction, and/or assessment.* | | |
| **Clearly state *each change* you would make**. | **Explain *why and how* you would change it.** | **Explain the *difference it would make in student learning.* Give evidence from your experience in teaching the lesson.** |
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