

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: Blue Dog

Targeted grade Level: 4th Anticipated Time Frame: 6-7 days

	Lesson Plan	Rationale
1.	<p>Conceptual Structure/Big Idea: Hook: read “ Why is Blue dog Blue ?” storytelling</p>	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? As we grow as people , we learn to communicate effectively. This project allows the students to be creative in their storytelling and have fun. As humans this is how knowledge is passed down through generations. It is an important skill to have.</p>
2.	<p>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>)</p> <ol style="list-style-type: none"> 1.Understanding that everyone has different stories 2. Learning how to use art as a tool to communicate 3. Realizing the importance of storytelling 	<p>Why is it important for students to know these concepts? Everyone is unique in their own way and their upbringing will be different, that is perfectly fine. There is so much diversity and we can use this assignment to highlight that.</p>
3.	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> 1. Students will listen and look at the book “Why is blue dog blue?” 2. Students will plan their own adventures to send blue dog to (writing and sketching) 3. Students will paint 	<p>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?)</p> <p>By reading the book this will get the students interested and start thinking about possibilities. Planning and sketches are essential to artists, this gives students a foundation that can possibly change as they create. Students will be using paint as their medium, this will also get them excited . The artist who created Blue Dog is also a painter and we will look at the video where he is in his studio and painting.</p>
4.	<p>Essential Questions (BIG overarching questions):</p>	<p>How are these questions meaningful to the student? How do you know?</p>

	<ol style="list-style-type: none"> 1. Where is the furthest city/country/state that you have traveled ? 2. Where would you want to travel ? 	<p>Some students may be from other countries and they may have traveled there. Some students may have never really left the State or area. The World is so big and beautiful. I want them to know that it's a possibility to travel the world and learn from their surroundings. I know this from personal experience, coming from a first generation home.</p>
5.	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1. Creating- anchor standard #1. Generate and conceptualize artistic ideas and work. 2. Connecting - anchor standard #10. Synthesize and relate knowledge and personal experiences to make art <p>Michigan:</p> <ol style="list-style-type: none"> 1. ART.VA.II.4.4 Analyze and reflect on the uses of subject matter, symbols, and ideas to express and communicate meaning in artwork. 2. ART.VA.II.4.2 Synthesize knowledge of elements of art and principles of design to creatively communicate ideas. 	
6.	<p>Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>https://www.youtube.com/watch?v=DB_8_fwmHdk</p> <p>https://www.youtube.com/watch?v=Y4orjLLVBio</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 send their blue dog out on an adventure based on the book. This gives them creative freedom but also having an opportunity to respond and converse with the artwork already made. We will be looking at George Rodrigue as he is the artist of Blue Dog.</p>

7.	<p>CREATING Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) <i>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</i></p> <ol style="list-style-type: none"> 1. Hook - Youtube links and then powerpoint on Blue Dog 2. plan - name 10 places to send blue dog, pick 1 place and write objects that you might see there - do 2 sketches (composition) of 1 adventure 3. name - all artist sign their name 4. sketch Blue Dog on a bigger paper 5. demo on painting - mixing- how to create clean lines 6. begin painting 7. use drying rack 8. clean up 	<p>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?</p> <p>I have already talked about my hook and planning ^ This sequence will have them be in the mindset of an artist. Learning traditional painting skills that will be used in future projects.</p>
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</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

	<p>new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Asking the Students what they learned in the art class at the end of the day (every day)</p>	<ul style="list-style-type: none"> • 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	<p>Insert photo of teacher created exemplar here:</p> <p>(not my example, its from a student that used to go to Rogers Elementary)</p> 	<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>knowing what you want to paint (having a plan !) paint allows us to make changes if needed</p>
11.	<p>Materials/Tools/Art supplies needed</p> <p>11x 18 paper for paint paint brushes - small,medium, big bowls for water napkins magazines (to mix paint)</p>	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>knowing how to hold a brush how to mix colors making sure to wash the brush in between picking different colors</p>

	tempera paint	
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 Possible system - have numbers on each table and assign cleaning duties (1- take bowl with brushes and clean them, 2 - collect magazines & sweep , 3 put paint palettes away & help wipe down tables , 4- wipe down tables)</p>
13.	<p>PRESENTING How will your students' work be PRESENTED and curated?</p> <p>will display out in the hallway</p>	<p>Who is the audience? What kind of feedback will the artists receive? themselves, parents, peers, other teachers</p> <p>students will have a "gallery view" and will be asked to share what they painted and why. The other students can give comments/ suggestions/ feedback</p>