**Art Lesson**

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| **Grade:** 5th grade | | **Subject:** CASEL-Social Awareness (Respect to others), Art | |
| **Materials:**   * Paper * Pencils * Crayons * Markers * Colored pencils * Oil Pastels * Paint * Watercolor * Brushes | | **Technology Needed:** Respect PowerPoint Slideshow | |
| **Instructional Strategies:**  ð       Direct instruction  ð       Guided practice  ð       Socratic Seminar  ð       Learning Centers  ð       Lecture  ð       Technology integration  ð       Other (list)\_\_\_\_\_\_ | ð       Peer teaching/collaboration/  cooperative learning  ð       Visuals/Graphic organizers  ð       PBL  ð       Discussion/Debate  ð       Modeling | **Guided Practices and Concrete Application:** | |
| ð       Large group activity  ð       Independent activity  ð       Pairing/collaboration  ð       Simulations/Scenarios  ð       Other (list)   |  | | --- | | Explain:  Independent activity when they are creating their art piece in what respect is/means to them.  Hands-on while creating their art piece by using different materials to design it.  Large group activity after doing a gallery walk and coming back together and discussing what respect looks like/is to others vs. what it was to you, comparing and contrasting. | | ð       Hands-on  ð       Technology integration  ð       Imitation/ Repeat/ Mimic |
| **Standard(s)**  **Art Standards:**  **Responding: VA:Re7.5 a.** Compare one's own interpretation of a work of art with the interpretation of others, taking into consideration other cultures.  **Creating:VA:Cr3.5 a**. Create artist statements using art vocabulary to describe personal choices in making art.  **Social-Emotional Standard** (CASEL): Social Awareness through respect for others. | | **Differentiation**  **Below Proficiency:** Students will only identify one similarity between their artwork and another’s artwork. Students will only leave compliments as feedback.    **Above Proficiency:** Students will identify at least three similarities during the gallery walk in addition to leaving at least four comments (2 constructive, 2 compliments).    **Approaching/Emerging Proficiency:**    **Modalities/Learning Preferences:**  **Visual (see):** Students will analyze artwork projected on the screen. Students will visually represent their understanding of respect in their artwork.  **Auditory (hear):** Students will hold a discussion about respect and their artwork.  **Kinesthetic (move):** Students will move around the room during the gallery walk.  **Tactile (touch):** Students have the opportunity to use clay or use their finger with any of the materials to create their artwork. | |
| **Objective(s)**  By the end of the lesson, the learner will create an artwork that represents their interpretation of respect and compare their representations with the other students’ interpretations.  By the end of the lesson, the learner will demonstrate their understanding of respect and discuss the differences between their understanding and others’ understanding and why knowing the differences are important.    **Bloom’s Taxonomy Cognitive Level:** Create | |
| **Classroom Management- (grouping(s), movement/transitions, etc.)**  Students will complete their artwork independently. Students will complete a gallery walk of the artwork created and leave notes of similarities and differences between their artwork and three other artworks. Students will come together in whole-group to discuss those similarities and differences and why they are important. Students will come back to the teacher with the 5, 4, 3, 2, 1 method. | | **Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)**  -Students will be expected to share ideas and respectfully engage in a discussion with the rest of the class. One must remember that everyone is a unique person, entitled to their own beliefs. | |
| **Minutes** | **Procedures** | | |
| **7** | **Set-up/Prep:**  Gather all of the necessary materials needed for the art project:   * Paper * Pencils * Crayons * Markers * Colored pencils * Oil pastels * Watercolors * Pain brushes, etc.   Pull up the artwork on the SmartBoard. | | |
| **10** | **Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)**  “Students, take one minute and look at this slideshow of how different artists show what they think about respect. What do you think this artist is showing about respect? What is the artist respecting? Are they using pictures or words to show their understanding? | | |
| **7** | **Explain: (concepts, procedures, vocabulary, etc.)**  Explain what respect means to you (not interrupting, being kind, being honest, giving 100% to others, not using other people’s stuff, not invading another person’s space, etc)  Give students think-time about what they think respect is.  Explain that students will be creating an artwork to tell what their idea of respect means.  Students will have 20 minutes to create their artwork. | | |
| Project:  ~20 minutes    Gallery Walk and Class Discussion  ~20 minutes | **Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences,** **reflective questions- probing or clarifying questions)**    The project:  -The students will make their own project on a piece of paper to demonstrate what respect means to them  -Students can choose their own medium to create their project.  Questions to prompt students during creation: “What artistic choices are you making for materials? Why are you choosing those materials? How are you telling the audience what respect means to you? Are you drawing any ideas from the artwork we saw in the beginning? What ideas? How are you making them your own? Do you think that everyone’s understanding of respect is going to be the same or different? Why or why not?  The discussion  -Students will first walk around the classroom in a silent gallery walk. The only way students can respond to the artwork will be by leaving sticky notes of feedback (“I wonder” statements so that all feedback is constructive and kind) on their peers’ projects or questions they may have about one another's projects. In addition, students will leave sticky notes when they see something similar to their artwork in terms of how the artwork represents respect. (teacher leaves feedback as well)  -Students will then sit around the classroom in a circle to begin a discussion based upon what respect means to them. Each student will pull out 3 sticky notes next to their project to include within the discussion for topic starters.  We will then engage in a Socratic seminar (adding notes into the poll everywhere website)  Questions to prompt students during the discussion:  “What similarities are you noticing between your understanding of respect and your peer’s understandings? How about differences? What are you noticing about their art that you want to try in your own art? How about suggestions for things for your peers to try that were successful for you? | | |
| ~3-5 Minutes | **Review (wrap up and transition to the next activity):**  Could ask a few questions about respect:   * “What is respect and what does it look like?” * “What does respect look like to you?” * “Is respect the same for everyone?” * What should respect look like in this classroom? What is our word bubble telling us what respect looks like to us as a classroom community?   After asking a few questions about respect:   * “Respect can be when you interact with others in a kind way that shows you care about them and how they feel.  Respect can also mean that you are using your manners and being kind to others around you. It looks and sound different to everyone which is what we learned through our gallery walk and viewing other classmates created art pieces.” | | |
| **Formative Assessment: (linked to objectives, during learning) Progress monitoring throughout lesson (how can you document your student’s learning?)**  The teacher will be able to monitor progress throughout the lesson by looking at the questions and comments students are writing next to their projects.  Responses to questions during discussion and creation of art. | | **Summative Assessment (linked back to objectives, END of learning)**  Artwork  Sticky Notes  Poll Everywhere   * Students will use their one to one devices to add words that represent our discussion about respect   After the assignment is completed, we can print out the poll everywhere page and display it within our classroom. | |
| **Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**  This lesson went really well. The students became highly invested in their artwork and were articulate in how their artwork displayed their idea of respect and what it meant to them. They responded really well to choosing their own materials, and I had many students ask to make another picture (or for more time to finish their other one). I actually extended the time for students to create their artwork three times in the lesson because the students were so engaged in creating their artwork. I was incredibly impressed with their artwork. One student painted himself mowing a lawn because he “respects my grandmother when I go and mow her lawn for and help her out”. Another student represented her idea that of respecting the earth by drawing a woman with the earth for her heart and her eyes crying because of the disrespect that people show the earth. Another student deliberately used broad strokes of bold, dark colors to paint an abstract painting of a man who had been disrespected. He explained it to me by saying that the colors and strokes represented the disrespect that the man was feeling. Lastly, my student, who I planned this lesson for, explained his artwork to me by saying that the blue and purple background of his picture represented how he feels when he is respected-calm and nice, and that he imagines that is how people feel when he respects them. The student who this lesson was planned for also was engaged throughout the whole lesson, asked thoughtful and appropriate questions, and contributed to the discussion and the gallery walk, which he had not done with any lesson the entire week so far. The other students also responded really positively to the gallery walk. They were kind and thoughtful in their feedback and were excited to see everybody’s artwork. They talked about the artwork with each other, and you could see the pride and excitement in their faces during it. The only aspect of the lesson that did not go well was the walk-through of other artwork that depicts Respect at the beginning of the lesson. The students got bored really fast with that, and I think I picked too many pieces of art to discuss and was not clear enough on what I wanted them to look for in the artworks. In the future, I would only pick one or two pieces of art to analyze and go deeper on what I wanted the students to look for in the artwork. | | | |