

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.


Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Describe the work of Mary Karlton

What can we use to paint instead of brushes?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

“Today we will be painting with a twist. The twist is that we are not going to use paintbrushes (or our hands)!”

Have them try to guess what we might be using before telling them

Artist/ each other/ painting/ art can be made with anything

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Emotions

Line

Shape
Movement
Texture
Technique

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Through visual creation I can express myself.

How do I use the elements and principles of design to create effective art works?

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Comprehend

Observing the work of Mary Karlton, students will be able to **identify** the ways in which she uses unconventional painting tools to communicate her ideas.

Kindergarten 1.1 - Works of art express feelings

5th Grade 1.3- Artists, viewers, and patrons assign intended meaning to works of art

Reflect

After creatively painting, students will be able to **discuss** and **reflect** on the similarities and differences in the shapes and patterns the tools make.

Kindergarten 2.1- Visual arts provide opportunities to respond to personal works of art and the art of others

5th Grade 2.1- Evaluative criteria is used when responding to works of art

Create

Using found painting tools, students will be able to **create** an abstract painting that expresses their individuality and creativity.

Kindergarten 3.1- Create art to communicate ideas, feelings, or emotions

5th Grade 3.1- Use artistic media and expression to communicate personal and objective points of view

Transfer

After painting, students will be able to **connect** their experience with the painting tools to other possible tools in the world.

Kindergarten 4.1- Visual arts relate experiences to self, family, and friends

5th Grade 4.1- Artists, viewers, and patrons assign intended meaning to works of art

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Gloves	Don't like the feeling of paint
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Same Materials	Make another one

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Mary Karlton- Describe her work to me

Emotion

Abstract

Line

Shape

Movement

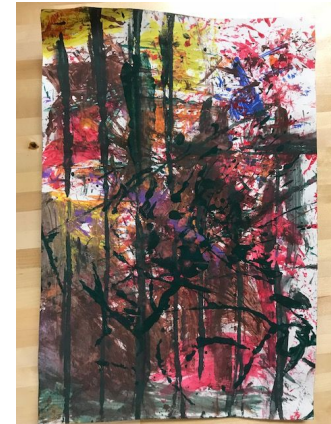
Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- How to be an Explorer of the World- Exploration #53
- Mary Karlton presentation
- Table covers
- Large paper
- Painting tools (I gather, could have them collect if time)
 - Rocks (many sizes)
 - Fork & knives
 - Pencils & String
 - Balled up paper
 - Stick
 - Pine tree branch
- Tempera paint
 - Red & pink (together)
 - Orange
 - Yellow
 - Green
 - Blue & Purple (together)
 - 2 shades of brown (together)

Day 2

- Table covers
- Large paper
- Painting tools (I gather, could have them collect if time)
 - Rock
 - Fork
 - String
 - Balled up paper
 - Stick
 - Pine tree branch
- Tempera paint
 - Red
 - Orange
 - Yellow
 - Green
 - Blue
 - Purple

**Resources:**

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

How to be an Explorer of the World: Exploration #53

Mary Karlton presentation https://docs.google.com/presentation/d/119Uwq_j5gnfdaAKU70LDRyomm58RRgbAk3zigAQ4epY/edit

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Cover tables with paper
- Put **one**/two color(s) of tempera paint on each table with **one** type of painting tool (at least 6 of each)

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

No whipping the string
No painting yourself or others
No eating paint
No horseplay

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Explain that they will not be using paintbrushes and neither did our artist
Show Mary Karltons work
What emotions do you see? Why?
What do you think is happening?
Can you see any figures?
What colors did she use?
Why do you think she chose those colors?



Ideation/Inquiry:


Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

Students will have to plan which table to go to first. The materials are matched up with certain colors and they don't change. They will have to decide how to get the effect they want by choosing the right color then trying to make the material work for them.

Experimentation

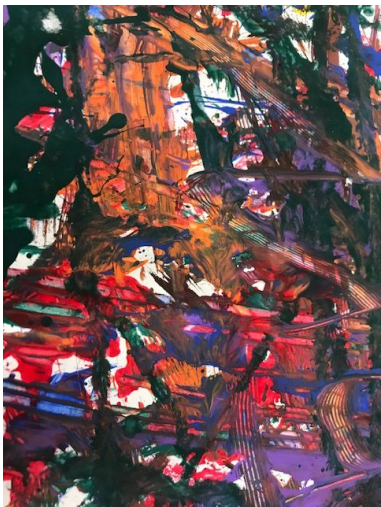
Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day	Instruction	Learning	Time
1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <ul style="list-style-type: none">• Good things• Look at Mary Karlton's work (Kindie only look at first 2 slides of abstract work)• https://docs.google.com/presentation/d/119Uwg_j5gnfdaAKU70LDRyom58RRgbAk3zigAQ4epY/edit#slide=id.p<ul style="list-style-type: none">○ What emotions do you see?○ What shape did she use?○ What colors?○ Do you see any pictures?○ Is this painting balanced?• Demo painting rules- don't show want all the tools do let the students discover it<ul style="list-style-type: none">○ MAKE SURE TO PUT NAMES!!!!!!!○ How to carry paper○ Leave tools at table○ If table is full wait your turn○ Push in stools• Clean up (10 mins-ish)<ul style="list-style-type: none">○ Tools in white bucket (Throw away string, balled up paper, pine tree branch?)○ Paper in drying location (Hallway? Rack?)○ Wash hands- 1, 2, 3 that's enough for me• If time have table group convos (Whisper voices)<ul style="list-style-type: none">○ What they liked.○ Other materials in the world they could use.○ Discoveries• Kindie- look at the rest of Mary Karltons work and	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p>Students further develop observation skills.</p>  A photograph showing a dark, rectangular paint palette with various colors of paint (yellow, orange, blue, green) smeared on it. A small, round, yellow bowl is placed on the left side of the palette. Several small, round, yellow objects, possibly stones or marbles, are scattered on the right side of the palette. The background is a light-colored surface with some paint splatters.	

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Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
<ul style="list-style-type: none"> Is the painting balanced? Were at least 3 tools and colored used? Did they cover the whole paper? Is there some form of emotion? 	<p>Students will talk to me about their peace and the process they used.</p> <p>Hold up students pieces and have the class guess what emotion is represented.</p>

Self-Reflection: <i>After the lesson is concluded</i> write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)
<p>This lesson was one of my favorites because I was able to compare the creative process between 5th grade and kindies. Both grades has tons of fun and produced so much work.</p> <p>5th grade works at a much higher speed than kindie and they were able to produce over 50 paintings in one class. Kindie on the other hand were much slower and it took them 2 days to complete one painting each and probably could have benefited from 3 days.</p> <p>When I emphases we are not painting our hands some of the kindergarten kids would get paint on their hands (which is impossible not to with this lesson). They would become stressed and show me afraid they would get in trouble. They were also much more hesitant than the 5th graders when it came to experimenting with the material given.</p> <p>Some 5th graders were hitting their string on the paper and making line patterns with the knives. 5th grade would also apply more paint on their paper and kindie would only do a little. This created some really wonderful results within the two grades.</p> <p>Overall the art from these two grades are drastically different but both were very successful. They also learned how the whole world can become your paintbrush.</p> 

IB (Inquiry Based) Learning Targets

UOI (Unit of Inquiry): How We Express Ourselves

Transdisciplinary Theme: How We Express Ourselves

Learner Profile Attributes: Balanced, Communicator, Inquirer

Key Concepts: Form, Connection

Action Cycle: **Reflect** on Mary Karlton, **Choose** the tools, **Create** the painting