

CEP Lesson Plan Form

Teacher: Mr. Crawford

Date: Tuesday, April 16 2019

School: Thompson Valley High School

Grade Level: Highschool

Content Area: Art

Title: Cardboard Printmaking

Lesson #:1 of 1

<b>Lesson Idea/Topic and Rationale/Relevance:</b>	Students will be taught a cheap alternative to printmaking. This will be something easy they can do at home without spending tons of money. It will also introduce them to printmaking as a whole in a very simple way. There is so much involved in printmaking and being able to introduce them this way will help them figure out if they want to continue with this process or try something different
<b>Student Profile:</b>	These are highschool students in a drawing one class. They are just learning the basics and the foundation of art in this class.

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

Comprehend- Visual art has inherent characteristics and expressive features

Reflect- Reflective strategies are used to understand the creative process

Create- Assess and produce art with various materials and methods

Transfer- Communication through advanced visual methods is a necessary skill in everyday life

**Understandings:** *(Big Ideas)*

Expression and intent influence materials, techniques and form in art

Artists and designer develop excellence though practice and constructive critique, reflecting on, revisiting, and refining work over time

Artist and designers explore materials to make art in all its forms

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Creativity and innovative thinking are essential life skills that can be developed

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

What are the ways to analyze and discuss works of art?

When is art criticism vital, and when is it beside the point?

How are the characteristics and expressive features of art and design used to create art?

Why do artists produce preliminary plans?

**Evidence Outcomes:** *(Learning Targets)*

*Observing the sample work, students will be able to **identify** the ways in which they uses inherent characteristics and expressive features to communicate their ideas.*

*After creating their print, students will be able to **reflect** on their process and decisions to learn about their creative process.*

*Using their printed images, students will be able to **create** a print using cardboard and ink along with the printmaking process.*

*After close observation, students will be able to **connect** their experiences and observations of everyday life to their artwork.*

**Every student will be able to:** *(Create your own lesson objectives from the standard using student voice)*

Create a print of a human being by carving it out of cardboard

**I can:** Create an aesthetically pleasing print using the materials provided.

**This means:** The students print will be successful with composition and use of materials properly

**List of Assessments:** *(Write the number of the learning targets associated with each assessment)*

**Ticket out the door**

*-After creating their print, students will be able to **reflect** on their process and decisions to learn about their creative process.*

The other lesson objectives will be involved with the rubric given to the students by Mr. Crawford and the assessment he creates

**Planned Lesson Activities**

<p><b>Name and Purpose of Lesson</b></p>	<p>Cardboard Printmaking- A easy, cheap and simple introduction to printmaking as a whole</p>								
<p><b>Co-Teaching</b> <i>Will co-teaching models be utilized in this lesson?</i> <b>YES</b></p>	<p><b>Which model(s) will be used?</b> Team teaching  <b>Why did you choose this model(s) and what are the teachers' roles?</b> I'm sure we will each have something to add while the other is teaching and I am only planning on teaching how to carve the cardboard with an exacto knife.</p>								
<p><b>Approx. Time and Materials</b></p>	<p>One class period (I will be teaching) I'm not sure how long Mr. Crawford will have this project go  Cardboard, exacto knives, brayer, paper, ink, roller, rags, pencil, printed image</p>								
<p><b>Anticipatory Set</b></p>	<p><b>The strategy I intend to use is:</b> Visual example <b>I am using this strategy here because:</b> Students will be shown an example done by Mr. Crawford that is already printed on paper. Students will then be shown a demo by me on how to carve their cardboard. These two things will help spark their creativity and get them excited for the final result of the process</p>								
<p><b>Procedures</b></p>	<p><b>The strategy I intend to use is:</b> Direct Instruction <b>I am using this strategy here because:</b> It is important for the students to have a clear example and instruction how own to go about cutting their cardboard.</p> <table border="1" data-bbox="751 1166 1810 1409"> <thead> <tr> <th data-bbox="751 1166 1104 1230">Teacher Actions</th> <th data-bbox="1104 1166 1457 1230">Students Actions</th> <th data-bbox="1457 1166 1810 1230">Data Collected</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 1230 1104 1409">                     -Have cardboard cut and ready for students use -instruct on how to safely carve into the cardboard                 </td> <td data-bbox="1104 1230 1457 1409">                     -graphite transfer their image to the cardboard -safely carve their image into the cardboard                 </td> <td data-bbox="1457 1230 1810 1409">                     -How well students are able to cut their cardboard and transfer their images to create a finished piece                 </td> </tr> </tbody> </table>			Teacher Actions	Students Actions	Data Collected	-Have cardboard cut and ready for students use -instruct on how to safely carve into the cardboard	-graphite transfer their image to the cardboard -safely carve their image into the cardboard	-How well students are able to cut their cardboard and transfer their images to create a finished piece
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<b>Closure</b>	<p><b>The strategy I intend to use is:</b> Ticket out the door  <b>I am using this strategy here because:</b> I will hand out a ticket out the door that has some question for the students to answer and I will collect it as they leave.</p> <p>On a scale of 1-5 how much did you enjoy printmaking? Explain please.                  Are you happy with how your prints turned out? Please explain.                  What is one question you still have about the printmaking process?</p>				
<b>Differentiation</b>	<b>Modifications:</b>	<u>Content</u> Will determine if needed	<u>Process</u> Will determine if needed	<u>Product</u> Will determine if needed	<u>Environment</u> Will determine if needed
	<b>Extensions:</b>	None	None	None	None
<b>Assessment</b>	<p>My assessment will be the ticket out the door because I am only teaching them how to carve the cardboard and answering any overall printmaking questions they may have. I'm sure Mr. Crawford will have a full grading rubric for them on this project</p>				

**Post Lesson Reflection**

**1. To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement)**

the students were already done with what I had planned so the objectives were not quite right. I also haven't gotten my ticket out the door I cread back because many of them were all in different places. I also won't be able to see the students when they actually print so I will have no idea if they will even remember my demo.

**2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**

I would prefer to teach the entire lesson myself so there are no surprise. Like carving, inking and printing. Only one student was ready for my demo today so I dont think all the students will remember what I taught.

**3. What do you envision for the next lesson? (Continued practice, reteach content, etc.)**

I would like to keep going with the cardboard printing. They could add things on top and try to send it though the press a couple times and just see what happens to the cardboard. It's all about experimenting and I want them to try everything they can think of even if it destroyed the board in the process.

**4. If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

Co teaching wasn't really an issue I was left to do the demo and the teacher did the intro and the closure which worked out well. The teacher wasn't exactly sure what this inking process looked like so he gave me complete control which was nice. The only issue is that I feel like it doesn't matter what I do because I won't see this class for an entire week so they may be complete done and onto something else by then.

## **Lesson Plan Appendix**

**Lesson Idea/Topic and Rational/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?

**Student Profile:** Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

**Name and Purpose of Lesson:** Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.

**Co-Teaching: Models** – One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

**Approx. Time and Materials:** How long do you expect the activity to last and what materials will you need?

**Anticipatory Set:** The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.

- To focus student attention on the lesson.
- To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

**Procedures:** Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.

Indicate whether each is:

- teacher input
- modeling
- questioning strategies
- guided/unguided:
  - whole-class practice
  - group practice
  - individual practice
- check for understanding
- other

**Closure:** Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:

- To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.
- To help organize student learning
- To help form a coherent picture and to consolidate.

**Differentiation:** To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful? To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

**Assessment (data analysis):** How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?