

Lesson Plan Template- 2021

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: The ANIMAL Within

Targeted grade Level: 4-5 (can be adapted for younger age groups) Anticipated Time Frame: 3 weeks

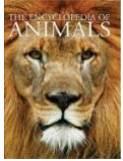
	Lesson Plan	Rationale
1.	<p>Conceptual Structure/Big Idea:</p> <p>Animals Caldecott Book: The Lion & The Mouse</p>	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</p> <p>To learn about animals, one has to do research. Research is a vital learning skill that students always need to know. Now-a-days there is technology that is at our fingertips. To teach a student how to use these technologies, or to understand how to find information in books, is going to help them grow into strong, independent thinkers.</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. The role of animals in regards to the circle of life, as well as the role of humans. 2. What kinds of things an animal needs to survive, and how that relates to themselves. 3. The necessity of nature, existence, and life. 4. Associating basic shapes with complex silhouettes. 5. Perspective and orthographic drawing 	<p>Why is it important for students to know these concepts?</p> <p>This will help students understand the value of themselves. There is a reason for every aspect of their being, and that it is important to take care of themselves. They will be able to relate this to the animal they are learning about.</p> <p>This will assist students in the knowledge of the world around them, what they can use to make things easier. They can learn what certain things mean in terms of value, purpose. They can make better judgements in comparison to someone who doesn't understand the concepts of priorities, and morality, and humanity, and ethical behavior, and environmentally friendly choices, as well as the value of things in society and in themselves.</p> <p>Every complex silhouette seems intimidating to draw, but once they are broken down into simple shapes, it is easier to tackle.</p>
3.	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> 1. Planning: Researching, Reading, Writing 	<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>2. Drawing: Blue-Printing, Art-Making, Connecting that to the 3D World</p> <p>3. Creating: 3D set-ups for an animal to live in (pretend)</p> <p>4. Presentation</p>	<p>Planning, drawing out ideas, and creating are necessary to learn in all regards. This is the process that every artist goes through in different ways. Introducing this thought process will help students become more mindful in the ways that they conduct themselves in working on projects for a class, or otherwise. Alongside their new knowledge about a particular animal that resonates with them, this will give them the tools they need to find out information for themselves and look for context clues, and important details. These tools can be used across the curriculum, and in the home.</p>
4.	<p>Essential Questions (BIG overarching questions):</p> <p>1. How can art help us understand life around us?</p> <p>2. What is the role of research in making nature-focused art?</p>	<p>How are these questions meaningful to the student? How do you know?</p> <p>We are all living in coexistence with other creatures whether we know it or not. There is a connection between us, whether it is a beneficial one, or one where we endanger them or vice versa. This knowledge, and the willingness to understand this knowledge will make that unseen connection come alive and make more sense, giving the student a sense of purpose. Learning about animals and being able to communicate that knowledge is also going to make an impact on the lives around the student as they dig further into what an impact humans have on these animals' lives.</p>
5.	<p>Standards:</p> <p>NVAS:</p> <p>VA:Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem.</p> <p>VA:Cr1.1.5 Combine ideas to generate an innovative idea for art-making.</p> <p>VA:Cr1.2.4 Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.</p> <p>VA:Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</p> <p>VA:Cr2.2.5 Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</p> <p>VA:Re7.2.4 Analyze components in visual imagery that convey messages.</p> <p>VA:Cn11.1.5 Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.</p>	

<p>Michigan:</p> <p>Standard 1: Apply skills and knowledge to perform in the arts. (VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4) ART.VA.I.5.1 Use materials, techniques, media, technology, and processes to communicate ideas and experiences. ART.VA.I.5.2 Use art materials and tools safely and responsibly with environmental awareness.</p> <p>Standard 2: Apply skills and knowledge to create in the arts. (VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4) ART.VA.II.5.2 Apply knowledge of how to use visual characteristics and organizational principles to communicate ideas. ART.VA.II.5.3 Explore and understand prospective subject matter, ideas, and symbols for works of art. ART.VA.II.5.4 Select and use subject matter, symbols, and ideas to communicate meaning. ART.VA.II.5.6 Explore and understand the impact of digital media and technology in the creation of artwork.</p> <p>Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life. (VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4) ART.VA.V.5.4 Synthesize connections between the visual arts and other disciplines in the curriculum.</p>	
<p>6. Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>The Lion and the Mouse by Jerry Pinkney</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>We will be covering a lot of animals in the history of art, through cave dwellings, totem poles, costume, landscape, more famous artists like DaVinci and the likes, but this will mainly be giving ideas on style, usage, and reasoning for what made the artists create these artworks with animals in them.</p>



The Encyclopedia of Animals by David Alderton



Animal Groups: Science Vocabulary Readers Set: Exciting Nonfiction Books That Build Kids' Vocabularies: Mammals, Birds, Reptiles, Amphibians, Fish, Insects (Science Vocabulary Readers)



Mammals Educational Science Chart Poster



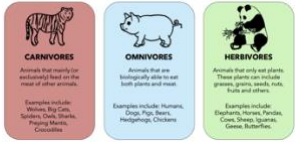
Animals diet Poster

I will be using books of all sorts, including animal encyclopedias and classification journals so students have a plethora of information to gather in regards to the animals they are either assigned or have chosen.

I will have many posters on the walls with classifications and the likes as well to further this mindset of constant information gathering.

We will be using websites to search for articles and information regarding animals as well.

The Caldecott book stresses the importance of the life cycle and the footprint left by an individual. Every choice we make matters. What we do today can affect what happens tomorrow.



Films- planet earth, animal planet, animal kingdom, discovery channel, disney

History of animals in art:

Animals in Art

<http://headforart.com/2017/03/17/animals-in-art/#:~:text=Animals%20have%20long%20been%20part,more%20than%2040%2C000%20years%20ago.>



CREATING

7. **Lesson Plan Sequence** (This will be lengthy and will be broken down into days if need be) *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*

This might have to be separated into more weeks for more time to accommodate learning abilities.

Week 1- Planning

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?

For the daily drawings, this just fine tunes the student’s motor skills and gets them ready for a day of curiosity, creative thinking, and just a boost of simple sketch-booking. Practice is the best way to excel at art, or just about anything for that matter.

<p>Warm-ups and practice before daily activities:</p> <ul style="list-style-type: none"> ○ Daily drawing of the day – simple line drawing students try to emulate in their sketchbook. ○ Exquisite corpse – each student draws an animal of choice, then the next student draws in the food the animal eats, then the next student draws the environment, each using only one color <p>Activities/lesson:</p> <ul style="list-style-type: none"> ○ Scavenger hunt online – learning about key words and how to search for information. (Looking up information about certain things for reference in drawing. Ex: What are the main colors of the habitat of a lemur? And the student must take down the reference link they found their information on to get credit for their answer) ○ Scavenger hunt in books – learning about an index and how to mark pages. (Looking up information about certain things for reference in drawing. Ex: What are the main shapes of the food a blue-ringed octopus eats? And the student must take down the reference page and book they found their information on to get credit for their answer) ○ Choosing an animal species – going around the room by number to be placed into a category of species to research/explore. ○ Compiling resources – finding as many (credible) resources as we can on a certain subject of our own choosing ○ Compiling credible resources on our animal. <p>Exit tickets (on index cards): examples-</p> <ul style="list-style-type: none"> - Tell me something you learned today 	<p>For planning, this will stick to their lives so that they understand process and how to work out a situation, that they can rely on sources. They can also learn how to start citing their sources (sources that will be provided for them in the classroom) They will use citing resources all their lives in the future. With research, they can develop an avenue to go to when they get curious. This is where interdisciplinary learning comes in. Students learn about the cycle of nature, the food chain, and the species of animals in a small way while preparing for the major project for this lesson.</p> <p>For Drawing, they will learn about orthographic views, a type of drawing needed for many professions, vocations, and trades, as well as learned in math class for cross curriculum content! They will learn about perspective drawing, which gets them ready for higher level art-making. They will be introduced to the construction of organic shapes which will prepare them for higher level art-making.</p> <p>Creating and organizing 3D objects will help students with spatial understanding and problem-solve when something they drew doesn't exactly fit what is in the 3-Dimensional realm. They will learn techniques like Papier Mache and creating 3-D clay sculptures, however small. They will also learn about painting in 3D which is much different than painting in 2D. These are all essential skills in learning how to work with your hands and solve problems.</p> <p>Presenting is always essential in any learning format. They will do this to also show their parents and the faculty that art is important, a very important part of learning, through interdisciplinary/cross-curriculum learning.</p> <p>Exit tickets are mainly to show the teacher that the students are understanding the content and are ready to learn. It is also an assessment on areas to work on if there is a deficit among the students on a certain subject.</p> <p>Ponder questions are mainly reflections I want the students to think about when they go home, or in their other classes. This is tying this learning to their daily life so they find context and understand what they are learning the content for.</p>
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- Tell me something you look forward to next class
- Tell me something that was challenging today

Ponder questions for after class:

- How can we use this technology to do other assignments for other classes?
- What do we normally do when we have a question about something, or we don't know something? Who do we ask? Where do we look?
- How similar or different are we to the animals we are researching?
- Where do we fall on the food chain? How do our actions affect the other animals on the food chain?

Week 2- Drawing

Warm-ups:

- o Daily drawing of the day continues

Activities/lesson:

- o Orthographic drawing – basic side profile and top view of the enclosure that will be made.
- o Perspective drawing – basics, how to draw a rectangle in basic one point and two point perspective (the beginning of the design of enclosure for their animal.)
- o Incorporating the content learned about the animal into the drawing.
- o How to build a drawing of an organic creature/shape with simple shapes.
- o How to research reference for drawings.

Exit tickets (on index cards): examples-

- Tell me something you learned today
- Tell me something you look forward to next class
- Tell me something that was challenging today

Ponder questions for after class:

- Where else can we make an orthographic drawing?
What could we use it for?
- How many times can we notice perspective being implemented in our daily life? Can we see it all the time?
- How much more do we know about the animal and it's anatomy now that we've drawn it?

Week 3- Creating & Presenting

Warm-Ups:

- o Daily drawing of the day continued

Activities/lesson:


- o mainly workshops and demos on areas of struggle/interest
- o Papier Mache
- o Making the animal itself out of air-dry or oil-based clay
- o Making food out of clay
- o Using Papier Mache and foil for terrain
- o Paper cut-outs for details
- o After everyone is done, we will read the book "The Lion & The Mouse" and discuss how it relates to the ideas we learned about the cycle of nature.

Exit tickets (on index cards): examples-

- Tell me something you learned today
- Tell me something you look forward to next class
- Tell me something that was challenging today
- Tell me something you wish you learned
- Tell me something you could have worked on more

Ponder questions for after class:

	<ul style="list-style-type: none"> - After completing all of the steps of creating an environment for an animal, reflect on how much you've accomplished and how much more you know now. - Would the animal be happy living in the habitat you made? - What other animal might live in this habitat? How would their life in there be different from the animal you chose? - How can we look at our own environments and see what is necessary for us to grow and survive? Are we happy living in our habitats? 	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>There is no homework, mainly observations to be made and reflections at home.</p> <p>All assignments will be verbally distributed as well as printed for the students to read.</p> <p>Students who do the bare minimum will have things to work on in class if they so choose, coloring pages/connect the dots/crossword puzzles/more research projects/doing something they enjoy in the class lesson again.</p>	<p>Share rationale for each</p> <p>No homework because everyone's homework ability is different, there are distractions for some, neglect for others, many responsibilities for some, less access to technology/books/supplies for others. However, there will be optional deeper understanding exercises if students wish to complete them, but it will not be required or graded.</p> <p>Some students might be hard of hearing, or have shorter attention spans, so the assignments/instructions will be written down for them. There are some students who have lower reading comprehension, so I will be verbally announcing the assignments as well.</p>
9.	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge? What evidence of pre-thinking, in process ideation and development will be required?</p> <p>5 items of assessment-</p> <ol style="list-style-type: none"> 1. The exit tickets. <ol style="list-style-type: none"> a. Credit/no credit 2. List of resources. 	<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>They will be writing about it in their exit tickets, and hopefully with fervor and excitement in learning about it.</p> <ul style="list-style-type: none"> • the artistic concepts and depth of knowledgebase

	<ul style="list-style-type: none"> a. Graded on how many credible articles/pages/sources found (above the minimum of 3) 3. Final drawing. <ul style="list-style-type: none"> a. Graded on the inclusion of concepts learned (perspective, orthographic drawings, and content based on research about the animal) 4. Final product. <ul style="list-style-type: none"> a. Graded on the inclusion of concepts learned (Papier Mache, clay usage, and paper cutting along with content learned about the animal) 5. Comments/reviews of other's work <ul style="list-style-type: none"> a. Sticky notes written on at least 2 other student's works about things they've learned and things they've noted about how it relates to the lesson. 	<p>The implementation of it inside of their artworks, their drawings and product. Without the implementation (without reason to not include it) it shows that they have not fully understood it.</p> <ul style="list-style-type: none"> • art creating and production/process <p>The art made will be the focal point, making this piece of land for a creature will be telling whether or not they have fully grasped concepts taught in the class.</p> <ul style="list-style-type: none"> • reflecting on their own work and connecting and responding to other art work <p>They will be able to practice this and I will be able to see this when they write reviews on their peer's works. They will also be talking about this on specific exit tickets.</p> <ul style="list-style-type: none"> •How will the students' voices be represented in the assessment and presentation of their work? <p>This is mainly student led, there is a basis and guidelines, but the students will be able to take it in the direction they want to for an imaginary creature to hopefully be able to inhabit the world they made.</p>
10	<p>Insert photo of teacher created exemplar here:</p>  <p>This is the result of me learning about an animal, not the same exact project, but incredibly similar.</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>I mainly wanted a pet, a leopard gecko. This was a huge learning experience. I mapped out where I would put this enclosure, what exactly this leopard gecko needs and I did so much research. I watched YouTube videos all about it, but I also had to cross reference. I learned about the foods they eat, the temperature and humidity they live in, what terrain they enjoy. Through this, I learned about my impact on this creature's life. I learned that these lizards are so domesticated, their ancestors live in deserts, but if you put sand in an enclosure, they might eat it and die. That is insane how humans can create some kind of massive change in an animal's evolution like that.</p> <p>Students need to know the basics of caring for materials. They also need to know about the concept of respect in themselves and each other. They do not need to have self awareness entirely, but they should have nurtured curiosity because that is a big part of this lesson.</p> <p>They need to know how to type on a computer.</p>
11.	Materials/Tools/Art supplies needed	<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>Sketchbooks. Pens, pencils. Access to technology (computer/laptop/tablet). Papier-Mache (glue, water). Colored pencils, watercolors, acrylic paints, cotton, printer, foil, CLAY, cardboard/shoeboxes/school lunch trays, loose paper, drawing paper, misc craft items, books about animals.</p>	<p>They need to know how to type on a computer, at least at a beginner's level. They need to understand how to hold a paintbrush, how to use their hands and get a bit dirty. Otherwise, everything else can be taught to them as we move along, as there will be many demos and examples.</p>
12.	<p>Materials Distribution/Clean Up</p> <p>Classroom will be set up in tables of four (groups) so each group uses the tools in the center of their table.</p> <p>There will be cubbies/shelves for each tool organized and everyone takes a turn being the one who puts it away nicely.</p>	<p>Describe possible systems and management strategies</p> <p>There will be a list of item boxes that will be on the shelves/cubbies so the student in charge of getting the items will grab it each morning and will be responsible, but that responsibility will rotate weekly. There is a different student in charge of putting the supplies back, and that also rotates.</p> <p>The cubbies will be labeled for ease of use.</p>
13.	<p>PRESENTING How will your students' work be PRESENTED and curated?</p> <p>The work will be displayed on their desks along with their written keys/descriptions as a museum-style format.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Their audience will be the other teachers (specifically science teachers) and the faculty/staff and parents.</p> <p>They will receive feedback in written format, there will be sticky notes that passers-by can write (other students in the class can do this too) something new they learned from each one that sparks their interest.</p>