

Lesson Plan Template

<p>Grade: 5th</p> <p>Materials: Watercolor paper, water colors, crayons</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Subject: Visual Arts</p> <p>Technology Needed: Computer; apple TV</p> <p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standard(s) VA:Cr2.5.a Experiment and develop skills in multiple art techniques and approaches through personal observation</p> <p>Objective(s) By the end of the lesson, students will know how to create art using the crayon resist technique taught in class.</p> <p>Bloom's Taxonomy Cognitive Level: Synthesis</p>	<p>Differentiation</p> <p>Below Proficiency: I will be able to see if students are below proficiency by how they are participating within the lesson. If the student is struggling to put the taught technique into practice, or understanding how the technique us used, I will assume the student it below proficiency.</p> <p>Above Proficiency: I will be able to see if students are above proficiency by how they are participating within the lesson. If the student is actively participating within the lesson and understanding how the technique is out into practice, using it with ease, I will assume the student is above proficiency.</p> <p>Approaching/Emerging Proficiency: I will be able to see if students are approaching proficiency by the way that they are participating within the lesson. If the student is fairly active in participating within the lesson and is beginning to connect how the water colors can resist where the crayons are, and they are beginning to attempt putting the art to work, I will assume the student is approaching/emerging proficiency.</p> <p>Modalities/Learning Preferences:</p> <ul style="list-style-type: none"> • Visual: For students who are visual learners, we will be visually demonstrating the crayon resist technique, and watch a demonstration on how it works. • Auditory: For the students who are auditory learners, there will be a video presentation, in which they can listen to all of the explanations of the activity. I will also be

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	<p>saying all of the steps and the processes as we are working on the project.</p> <ul style="list-style-type: none"> • Kinesthetic: For the students who are kinesthetic learners, we will be working on creating an art project, which will help them be moving throughout the classroom/project. • Tactile: For the students who are tactile learners, they will be able to touch and use art materials throughout the duration of the project. This will be a hands-on lesson.
<p>Classroom Management- (grouping(s), movement/transitions, etc.) Students will be learning through a hands-on art activity. Students will be able to learn about crayon resist through demonstrating grouped at their pods. This will be an individual project, where the students are staying in their seats, using their peers and their table pods to discuss the process and help each other when needed.</p>	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will be expected to be interacting with the various activities and questions throughout the lesson. They are expected to be respectful to the materials. One person from each table pod will be gathering their supplies for their table. The students are expected to have a level 0 voice level during the video, as well as level 2 voice level during the working time. The students will be expected to be on task and working on their project, asking questions when needed.</p>
Minutes	Procedures
5	<p>Set-up/Prep: I will need to connect the computer to the TV for the art video and also set out the art supplies on the kidney table. I will need to make sure there is enough supplies for each student.</p>
4-5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I will engage the students by asking them if they know what happens when you color with crayon and then paint with water colors over the top. I will listen for the student’s responses and then guide them to the right answer. I will ask them if they know what this technique is called, then I will tell them what it is called after the responses.</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.) I will explain to the students that we will be doing an art project incorporating the technique of crayon resist. I will explain that we will be watching a video that explains and shows the technique of crayon resist.</p> <p>I will then play the video</p> <p>Following the video, I will explain that one student from each pod will come get water colors and brushes. I will tell the students that paper and crayons will be passed out to each pod.</p> <p>I will then explain that we are going to be drawing a fall picture with our crayons (asking what could possibly be drawn if they are drawing the picture for fall). When the picture is done, the students will begin to water color over the top.</p>
15-20	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will independently work on the art projects. The students will follow along with the steps. I will be demonstrating the steps throughout the lesson</p> <p>We will begin the project.</p>
4	<p>Review (wrap up and transition to next activity):</p>

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	<p>We will quickly review by asking “What technique is this called?” and “what happened when you painted over the crayon?”</p> <p>We will then transition to the end of the day.</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>Throughout the duration of the lesson, I will be checking on the drawings the students are creating, making note of if they are aligning with the fall portion. I will ask the students about the process they are using and how it is working within their model.</p> <p>Consideration for Back-up Plan: Reteach focusing on the example and what the process looks like</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>At the end of the lesson, the summative assessment will be their project. I will assess their projects based upon the given rubric and how the students were able to show the crayon resist.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>This lesson has been updated to reflect the changes that needed to be made. Below is the original reflection of the original lesson plan.</p> <p>I thought this lesson went fairly well. The students were well behaved, and they followed directions well. Prior to me teaching the lesson, I wanted the students to be able to have some freedom with their projects, while continuing to be in the realm of the assessment. I thought it would be good for the students to use their own imagination and put their own art work on paper. I gave them the stipulations of needing to have fall themed things, but the students had freedom to interpret what fall meant to them.</p> <p>Prior to teaching the lesson, I thought that it would be good for the students to not watch me model the project. I thought that if they watched me model the project, it would then encourage them to create an art like mine. I wanted the students to have originality, thus having the student not watch me model the project.</p> <p>Throughout the drawing of the project, I thought that the students were doing well. We had a conversation of what fall things are, thus beginning to inspire them to create fall-like things. The students used this conversation to brainstorm the items they would draw, and it seemed like it helped them. Getting into the painting portion of the project, the students seemed like they were struggling. The students didn't seem to understand that they were supposed to only do one color of paint. When I began to realize this, I had begun to demonstrate the way to paint, which was a little too late.</p> <p>In order to improve this lesson, I would make sure to demonstrate the way to paint the paper, while encouraging the students to continue to keep their own ideas of creating fall-like art. I would also double check to make sure that we would have true access to water color paper. Unfortunately, when I planned this lesson, we were going to have access to it, but ended up not. The art work did not go as planned because of it.</p>	

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Rubric

Crayon Resist Project

Name:

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Design-Color: Visual appeal	Color for background is consistent and adds to the content.	Color for background is consistent.	Used too many different colors for background.	Did not use colors for background.
Content- Creativity: Creative delivery of content	Presented material in a very creative way, creating at least 3 fall things.	Presented material in a creative way, creating at least 2 fall things.	Presented material in a somewhat creative way, creating at least 1 fall things.	Did not present material in a creative way, not creating any fall things.
Planning-Vision: Topic, audience, and goal of project	Vision had detailed pictures incorporating fall-like things.	Vision had somewhat detailed pictures incorporating fall-like things.	Vision had pictures incorporating fall-like things, but lacked detail.	Vision was incomplete.
Behavior- Follows Instructions: Listens to instructions and follows directions	Paid close attention to instructions, and asked questions when needed. Followed all directions in the order they were given.	Listened closely to instructions, and followed directions without a lot of teacher help.	Listened to instructions, but did not complete all directions.	Did not listen to instructions, and only followed directions when prompted by teacher.

rubric-maker.com

Crayon Resist Project

Name:

____ My project uses colors that make it look good. ____ My project shares fall pictures in a creative way. ____ My project has details and was planned out. ____ I listened to instructions and followed directions.