

SCTS 4.0 LESSON PLAN TEMPLATE

CONVERSE COLLEGE

<p>Teacher: Paige Morse</p>	<p>Subject: Art</p>	<p>SCTS 4.0 Requirements</p>
<p>Time Frame: 50 Minutes</p>	<p>Grade Level: Fifth Grade</p>	
<p>Unit: Multicultural</p>	<p>Lesson: Pop Art Prints</p>	
<p>SCCCS Standards: (grade level.strand.key idea. Standard-standard indicator - ex. 3.RL.P.2-2.1 - type out entire indicator)</p> <p>VA Standard 2: I can use different materials, techniques, and processes to make art. VA Standard 2 Indicator VA.CR NM.2.1: I can use two- dimensional art materials to explore ways to make art.</p> <p>VA Standard 5: I can interpret and evaluate the meaning of an artwork. VA Standard 5 Indicator VA.R NH.5.1: I can identify ideas or themes presented in an artwork.</p> <p>VA Standard 6: I can identify and examine the role of visual arts through history and world cultures. VA Standard 6 Indicator VA.C NM.6.1: I can name and use some characteristic s from styles, periods, and cultures</p> <p>SWBAT... (1.1/3.1)</p> <p>After instruction on printmaking technique, student will be able to use brayers and ink effectively by showing good ink coverage on their prints. (VA 2)</p> <p>After discussion on pop art and popular culture student will be able to give meaning to their work by choosing an object from pop culture that describes them. (VA 5)</p> <p>After presentation on pop art, student will be able to identify what pop art is and relate it to what is popular in culture today. (VA 6)</p>		<p>1.1 Design/Plan: (measurable & explicit) 3.1 Instruction: Standards & Objectives (displayed & referenced)</p>
<p>Essential Question(s): What exactly do you want your students to learn from this lesson?</p> <p>What is pop art?</p>		<p>1.1 Design/Plan (measurable & explicit) 3.1 Instruction: Standards & Objectives (displayed & referenced)</p>

<p>Materials Needed:</p> <p>Styrofoam, scratch paper, pencils, ink, brayers, plexiglass</p>	<p>3.5 Instruction: Activities & Materials (Support objectives, varied thinking, reflection, curiosity, etc.)</p>
<p>Grouping and Differentiation:</p> <p>Type(s) of grouping used: ___ small group ___ student pairs ___ whole group ___ Individual</p> <p>3.8 Grouping & 3.10 Differentiation Accommodations: Students with IEPs will be grouped at tables with gifted students if necessary. (Grouping, Differentiation Accommodations)</p> <p>1.1 Late Finishers: Late finishers will be offered more time to complete projects. Work will be saved in a folder with their name on it for them to work on at a later time.</p> <p>1.1 Early Finishers: Students who finish projects early will be offered a blank sheet of paper and they will be asked to draw and color at least 4 objects from popular culture.</p>	<p>1.1 Design/Plan (Diverse learners, early finish, late completer, reinforcement, (IEP, AIG, 504, etc.)</p> <p>3.8 Instruction - Grouping Students maximize learning - how grouped-roles in groups</p> <p>3.10 Instruction - Teacher Knowledge of Students - Differentiation accommodations - process, product, content</p>
<p>Hook/Activity: (3.2)</p> <p>Upon entering the classroom, students will be asked if they know what pop art is and what they think that it means.</p> <p>Students will be shown a powerpoint on Andy Warhol and pop art.</p>	<p>3.2 Instruction - Motivation (consistently, personally meaningful, inquiry, curiosity, etc.)</p>
<p>Plan for Instruction: (Be sure to include: teacher input, guided practice, independent practice, and closure.)</p> <p>DAY ONE</p> <p>BEGINNING:</p> <ul style="list-style-type: none"> • Students will be asked: “Do you know what pop art is?”(1.2) and “Do you know what printmaking is and what has your experience been with it?”(1.2) • Students will be shown a powerpoint presentation on Andy Warhol and pop art. (3.3) • Teacher will explain to students the methods and styles of Andy Warhol and pop art. (3.3/3.9) • Teacher will ask the students “What is popular in culture today?”(3.6/3.7) 	<p>1.2 Design/Plan - Student Work (Assignments; HOTS, interpret, analyze, synthesize, evaluate, make connections to daily life; Extended writing - draw conclusions, produce arguments supported with extended writing)</p> <p>3.3 Instruction - Presentation (visuals, modeling, demonstrating, concise communication, logical</p>

- Students will be asked to think of an object from current popular culture that describes them.(3.11)

MIDDLE:

- Students will be asked to sketch that object on to a scratch piece of paper.(3.12)
- Teacher will pass out scratch paper for sketching ideas.(3.5)
- Students will show teacher their sketch before moving on to the next activity.(3.4)
- Teacher will demonstrate the method of printmaking that students will use. (3.3)
- Teacher will review safety use of materials.(3.5)
- Tables that are quiet will receive their printmaking materials first.(3.8/3.10)
- Students will lay their sketch on top of their styrofoam and trace on top of it leaving an indention on their styrofoam. (3.5)
- Students will begin printing their proofs on scratch paper.(3.12)
- After test printing and making necessary revisions, students will begin printing on final colored paper. (3.11)

END:

- Students will place finished prints on drying rack. (3.3/3.4)
- Students will be asked to fill out a written reflection on their printmaking experience as well as answer questions about pop art and current popular culture. (3.12)

sequence, essential information only)
 3.4 Instruction - BME, pacing, transitions, routines
 3.5 Instruction - **Activities & Materials** (Support objectives, varied thinking, reflection, curiosity, etc.)
 3.6 Instruction - Questioning (varied and variety of types; Revised Blooms'; DOK, Marzano)
 3.7 Instruction - Academic Feedback (oral - written consistent/frequent/peer)
 3.8/3.10 Instruction - Grouping / Teacher Knowledge of Students (input from above section where appropriate)
 3.9 Instruction - Teacher Content Knowledge (subject specific instructional strategies, highlights key concepts,displays extensive content knowledge)
 3.11 Instruction- Thinking (use at least 2 examples and name them in lesson; analytical thinking, practical, creative, research-based AND provide opportunities for students to generate ideas, analyze problems, monitor thinking
 3.12 Instruction -

	<p>Problem Solving (include 2 and tell what they are; abstraction, categorization, draw conclusions/justify solution, predict outcomes, observe / experiment, improving solutions, identify relevant / irrelevant information, generate ideas, create/design)</p>
<p>Evaluation and Assessment of Learning:</p> <p>1. Rubric (Student will be able to use brayers and ink effectively by showing good ink coverage on their prints. VA 2)</p> <p>2. Checklist (Student will be able to give meaning to their work by choosing an object from pop culture that describes them. VA 5)</p> <p>3. Written Reflection (Student will be able to identify what pop art is and relate it to what is popular in culture today. VA 6)</p>	<p>1.3 Design/Plan - Assessment (aligned to standards and EQ, clear appropriate measurement criteria, (more than 3 ways; project, experiment, presentation, essay, short answer, multiple choice test, extended written tasks) used for future instruction)</p>
<p>Describe, Analyze, Reflect):</p>	<p>How effective was the lesson? How did strategies/activities deepen student understanding? What caused lesson to go well? What challenges did you face? How will you link this lesson to future learning? What learning did you take away from this lesson? What would you do differently next time?</p>
<p>21st Century Skills – select at least 3 of the appropriate skill(s) and provide evidence of how each was used in lesson</p>	
<p>Thinking and Learning</p>	<p>Life Skills</p>

Skills		
<p>3.12 Creativity and Innovation- Students will be asked to choose an item from current popular culture that they feel describes them to be the subject of their print.</p> <p>3.11 Contextual Learning- Students will be asked to write a reflection about pop art in the 1960s and what popular culture is now.</p>	<p>3.11 Personal Productivity- Students will be taught to use all classroom materials safely and responsibly while staying on task.</p> <p>3.12 Critical Thinking and Problem Solving- Students will have to use problem solving skills after doing their first practice print. They must decide what areas need to be drawn better and what areas need more ink to get full coverage on their print.</p>	<p>3.11 Instruction- Thinking (use at least 2 examples and name them in lesson; analytical thinking, practical, creative, research-based AND provide opportunities for students to generate ideas, analyze problems, monitor thinking</p> <p>3.12 Instruction - Problem Solving (include 2 and tell what they are; abstraction, categorization, draw conclusions/justify solution, predict outcomes, observe / experiment, improving solutions, identify relevant / irrelevant information, generate ideas, create/design)</p>

SC College- and Career- Ready Standards for Visual and Performing Arts Proficiency (2017)

Visual Arts

VA Creating: *I can make artwork using a variety of materials, techniques, and processes.*

Standard 1: I can use the elements and principles of art to create artwork.

Standard 2: I can use different materials, techniques, and processes to make art.

VA Presenting: *I can choose and organize work that demonstrates related concepts, skills, and/or media.*

Standard 3: I can improve and complete artistic work using elements and principles.

Standard 4: I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media.

VA Responding: *I can evaluate and communicate about the meaning in my artwork and the artwork of others.*

Standard 5: I can interpret and evaluate the meaning of an artwork.

VA Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 6: I can identify and examine the role of visual arts through history and world cultures.

Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

Design

DE Creating: *I can conceive and develop new design ideas and work.*

Standard 1: I can conceive and develop a design challenge.

Standard 2: I can research to explore and identify aspects of the design challenge.

Standard 3: I can select and create possible solutions to the design challenge.

Standard 4: I can create an original prototype.

DE Presenting: *I can present new design ideas and work.*

Standard 5: I can present my final design solution.

DE Responding: *I can respond to feedback from others on new design ideas and work.*

Standard 6: I can reflect and revise based on feedback and input.

DE Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 7: I can identify and examine design through history and world culture.

Standard 8: I can relate design ideas to other arts disciplines, content areas, and careers.

Media Arts

MA Creating: *I can conceive and develop new design ideas and work.*

Standard 1: I can use past, current and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.

Standard 2: I can organize, improve, and complete artistic work using media arts elements and principles.

MA Presenting: *I can share artistic ideas and work.*

Standard 3: I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.

MA Responding: *I can interpret (read) and evaluate how media is represented and conveys meaning.*

Standard 4: I can describe, analyze, and evaluate the meaning of my work and the work of others.

MA Connecting: *I can relate artistic ideas and work with personal meaning and external context.*

Standard 5: I can examine the role of media arts through history and cultures.

Standard 6: I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.

Standard 7: I can practice digital citizenship in researching and creating art.