

**SCTS 4.0 LESSON PLAN TEMPLATE  
CONVERSE COLLEGE**

<b>Teacher: Priscilla Griggs</b>	<b>Subject:</b>	<b>SCTS 4.0 Requirements</b>
<b>Time Frame:</b>  <b>Unit:</b>	<b>Grade Level: Kindergarten</b>  <b>Lesson: 1</b>	
<p><b>SCCCS Standards:</b> (grade level.strand.key idea. Standard-standard indicator - ex. 3.RL.P.2-2.1 - type out entire indicator)</p> <p>VA. CRNL.1.2 K.G.2</p> <p><i>The students will be able to construct self-portraits with 2d/3d shapes in the art style of Ellen Gallagher.</i></p>		<p>1.1 Design/Plan: (measurable &amp; explicit) 3.1 Instruction: Standards &amp; Objectives (displayed &amp; referenced)</p>
<p><b>Essential Question(s):</b> What exactly do you want your students to learn from this lesson?</p> <ol style="list-style-type: none"> <li>1. What shapes did you use? Why?</li> <li>2. What inspired the colors you used in your piece? Why?</li> <li>3. Do you see any shapes that could make other shapes? Which would you use?</li> </ol>		<p>1.1 Design/Plan (measurable &amp; explicit) 3.1 Instruction: Standards &amp; Objectives (displayed &amp; referenced)</p>
<p><b>Materials Needed:</b></p> <ol style="list-style-type: none"> <li>1. Newspaper shreds</li> <li>2. Paper Mache</li> <li>3. Whisk</li> <li>4. Watercolor</li> <li>5. Glue</li> <li>6. Water</li> <li>7. Bowl</li> <li>8. Camera</li> <li>9. 11x17 paper</li> </ol>		<p>3.5 Instruction: Activities &amp; <b>Materials</b> (Support objectives, varied thinking, reflection, curiosity, etc.)</p>

<p>10. Flash Cards</p>	
<p><b>Grouping and Differentiation:</b>  Type(s) of grouping used: ___ small group ___x_ student pairs ___x___ whole group ___ Individual</p> <p>This activity will be conducted in both whole group and student pairs over a course of two days. This will help the students become more familiarized with the 2D/3D shapes. The read-aloud will be used as general instruction time to see 2D/3D shapes used in a natural environment. The second portion of the activity will be in student pairs. This will be more successful if the pairs are equally divided based on familiarity with shapes.</p>	<p>1.1 Design/Plan (Diverse learners, early finish, late completer, reinforcement, (IEP, AIG, 504, etc.)  3.8 Instruction - Grouping  Students maximize learning - how grouped-roles in groups  3.10 Instruction - Teacher Knowledge of Students - Differentiation accommodations - process, product, content</p>
<p><b>Hook/Activity:</b>  Color Zoo by Lois Elhert</p>	<p>3.2 Instruction - Motivation (consistently, personally meaningful, inquiry, curiosity, etc.)</p>

**Plan for Instruction:** (Be sure to include: teacher input, guided practice, independent practice, and closure.)

**BEGINNING:**

**The teacher will read Color Zoo by Lois Ehlert. While reading the book, the teacher will discuss shapes found using flash cards. The students will count the sides to determine the name of the shape.**

**MIDDLE:**

1. Use camera to take a photo of each student.
2. Print photos on large paper (11x17).
3. Combine flour, salt, and warm water together with spoon to blend Mache mix.
4. Slowly put newspaper shreds in Mache mix.
5. Mold newspaper into geometric shapes.
6. Repeat steps 4 and 5 until desired number of shapes is reached to complete portrait.
7. Let shapes dry on drying rack
8. Once shapes are dry, use watercolor to decorate shapes. Let dry.
9. Give each student their enlarged photo.
10. Have students assemble shapes on top of self- portrait to determine placement.
11. Once placement has been determined, glue shapes on to photograph.

**END:**

**When students' art pieces have dried, allow the students to discuss their portraits in whole group. Have the students discuss the shapes they used to form their portrait. Allow the children to discuss shapes used, quantity and colors to achieve a life like perspective self.**

- 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)
- 3.3 Instruction - Presentation (visuals, modeling, demonstrating, concise communication, logical 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 - Problem Solving (include 2 and tell what they are;

	<p>abstraction, categorization, draw conclusions/justify solution, predict outcomes, observe / experiment, improving solutions, identify relevant / irrelevant information, generate ideas, create/design)</p>
<p><b>Evaluation and Assessment of Learning:</b></p> <p>I think this activity could be used with foam pattern tiles to make it easier for children with fine motor limitations.</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><b>Describe, Analyze, Reflect):</b></p> <p>I think it would help the students have better understanding of shapes. This will help the students be able to identify shapes in the real world. This lesson also provides the students with personal reflection of self.</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><b>21<sup>st</sup> Century Skills – select at least 3 of the appropriate skill(s) and provide evidence of how each was used in lesson</b></p>	

Thinking and Learning Skills	Life Skills	
Critical Thinking and Problem Solving <b>Communication</b> <b>Creativity and Innovation</b> Collaboration Contextual Learning Leadership	Accountability Adaptability Personal Productivity People Skills <b>Self-Direction</b> Social Responsibility	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 - 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)

## 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.

## **Choral Music**

**CM Creating:** *I can use the elements of music to communicate new musical ideas.*

Standard 1: I can arrange and compose music.

Standard 2: I can improvise music.

**CM Performing:** *I can perform a variety of music with fluency and expression.*

Standard 3: I can produce a well-developed tone quality.

Standard 4: I can perform with technical accuracy and expression

Standard 5: I can perform using music notation.

**CM Responding:** *I can respond to musical ideas as a performer and listener.*

Standard 6: I can analyze music.

Standard 7: I can evaluate music.

**CM Connecting:** *I can connect musical ideas and works to personal experience, careers, culture, history, and other disciplines.*

Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

Standard 9: I can relate music to other arts disciplines, content areas and career path choices.

## **General Music**

**GM Creating:** *I can use the elements of music to communicate new musical ideas.*

Standard 1: I can arrange and compose music.

Standard 2: I can improvise music.

**GM Performing:** *I can perform a variety of music with fluency and expression.*

Standard 3: I can sing alone and with others.

Standard 4: I can play instruments alone and with others.

Standard 5: I can read and notate music.

**GM Responding:** *I can respond to musical ideas as a performer and listener.*

Standard 6: I can analyze music.

Standard 7: I can evaluate music.

**GM Connecting:** *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

Standard 9: I can relate music to other arts disciplines, other subjects, and career paths.

## **Instrumental Music**

**IM Creating:** *I can use the elements of music to communicate new musical ideas and works.*

Standard 1: I can compose and arrange music.

Standard 2: I can improvise music.

**IM Performing:** *I can perform a variety of music with fluency and expression.*

Standard 3: I can produce a characteristic tone.

Standard 4: I can perform with technical accuracy and expression.

Standard 5: I can perform using music notation.

**IM Responding:** *I can respond to musical ideas as a performer and listener.*

Standard 6: I can analyze music.

Standard 7: I can evaluate music.

**IM Connecting:** *I can relate musical ideas to personal experiences, culture, history, and other disciplines.*

Standard 8: I can relate musical ideas to personal experiences, culture, and history.

Standard 9: I can relate music to other arts disciplines, other content areas and career path choices.