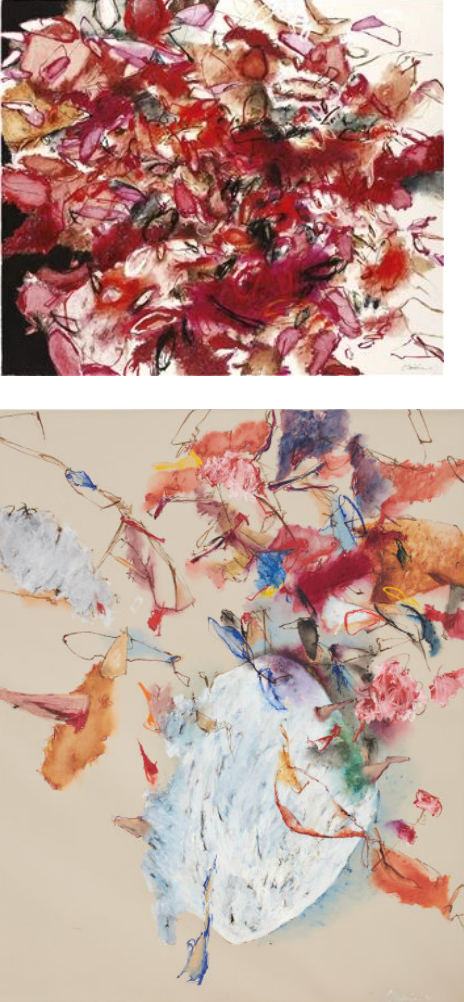


Introductory Narrative

This lesson is inspired by the artist, Christine Ay Tjoe. She is an Indonesian, Asian artist and I think it is important that she is being represented because students do not get to see much of her culture. It is important for them to get to see other artists that are not white men who are no longer alive. These students should be able to connect to people who are like them and still alive so they feel like they have the power to become artists as well because they do. Teaching lessons like this helps give young students the confidence to believe that they can be amazing artists.

I chose Christine Ay Tjoe also because she is lesser known and has a very distinct style that I felt could be easily replicated and inspire younger students. Her art shows the students that Realism is not always the way to go. Abstract art can be just as beautiful and be just as challenging. I hope to be able to teach this lesson to my future students and inspire them.

SCTS Lesson Plan Template
Converse University

<p>Teacher: Sydney Sanford</p>	<p>Subject: Christine Ay Tjoe Inspired Painting</p>	<p style="text-align: center;">SCTS Lesson Plan Template</p>
<p>Time Frame: 3, hour long class periods Unit: Cultural art</p>	<p>Grade Level: 4th-5th Grade Lesson:</p>	
<p>SCCCS Standards: 4th-5th Grade. Creating. I can make artwork using a variety of materials, techniques, and processes. VA.CR NM.1</p> <p>SWBAT:</p>		<p>1.1 Design/Plan: This project has the goal of teaching students about Christine Ay Tjoe and creating an artwork that is inspired by her work. This is measurable by students</p>

<ul style="list-style-type: none"> ● Students will be able to pay attention and listen during the short history slides presentation about Christine Ay Tjoe. ● Students will then be able to safely cut shapes out of form to create stamps for their paintings. ● Students will then dip their stamps into paint of various colors and stamp them onto the paper. ● After the stamped paper is dry students will be able to add paint to their work to make it flow better. They will also be allowed to go over top of it with a black sharpie if they choose. ● Students will be able to put away and clean their supplies. 		<p>Following the procedures to the best of their ability. The Procedures are as followed:</p> <ol style="list-style-type: none"> 1. Students will come into class and sit down in their seats and listen to a slide presentation lesson on Christine Ay Tjoe. 2. Students will learn how to make stamps that are inspired by some of Christine Ay Tjoe’s artwork. 3. The class will create stamps for their artwork 4. The students will complete the stamped artwork and then be able to use paint and or marker to complete their work how they see fit (there will be example artworks by the artist for inspiration not copying). 5. Once the students are done with their projects they will clean up. <p>3.1 Instruction: Standards & Objectives</p> <ul style="list-style-type: none"> ● Students will be able to pay attention and listen during the short history slides presentation about Christine Ay Tjoe. <ul style="list-style-type: none"> ○ Presenting - I can choose and organize work that demonstrates related concepts, skills, and/or media. ○ Anchor Standard 3: I can improve and complete artistic work using elements and principles. ○ VA.P NM.3-I can explain the elements and principles
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		<p>of art used to make my artwork.</p> <ul style="list-style-type: none">● Students will then be able to safely cut shapes out of form to create stamps for their paintings.<ul style="list-style-type: none">○ Creating- I can make artwork using a variety of materials, techniques, and processes○ Anchor Standard 2: I can use different materials, techniques, and processes to make art.○ VA.CR NL.2-I can share and use art materials and tools in a safe and responsible manner● Students will then dip their stamps into paint of various colors and stamp them onto the paper.<ul style="list-style-type: none">○ Creating- I can make artwork using a variety of materials, techniques, and processes○ Anchor Standard 2: I can use different materials, techniques, and processes to make art.○ VA.CR NH.2-I can use and combine materials, techniques, and processes to make art.● After the stamped paper is dry students will be able to add paint to their work to make it flow better. They will also be allowed to go over top of it with a black sharpie if they choose.<ul style="list-style-type: none">○ Connecting - I can relate artistic ideas and work with
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		<p>personal meaning and external context</p> <ul style="list-style-type: none"> ○ Anchor Standard 6: I can identify and examine the role of visual arts through history and world cultures. ○ VA.C NM.6-I can recognize some artistic styles, from various cultures and time periods. ● Students will be able to put away and clean their supplies. <ul style="list-style-type: none"> ○ Creating- I can make artwork using a variety of materials, techniques, and processes ○ Anchor Standard 2: I can use different materials, techniques, and processes to make art. ○ VA.CR NL.2.1-I can clean and put away my materials.
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● Who Is Christine Ay Tjoe? ● How can I make artwork inspired by Christine Ay Tjoe? ● How can I connect my stamps with paint on my paper? 		<p>1.1 Design/Plan The essential questions will help students throughout the project think about how they want their project to look and how they can make it inspired by Christine Ay Tjoe. 3.1 Instruction: The instruction will be a powerpoint presented by the teacher to teach the students about Christine Ay Tjoe and her artistic process. This is so they are able to create their own work inspired by her process.</p>
<p>Materials Needed:</p> <ul style="list-style-type: none"> ● Foam ● Tempera paint 		<p>3.5 Instruction:</p> <ul style="list-style-type: none"> ● Foam

<ul style="list-style-type: none"> ● Scissors ● Paper ● Paint Brushes ● Black Marker or Pen. 		<ul style="list-style-type: none"> ○ This is for making the stamp. Students will be able to make whatever shapes they desire and can create. ● Tempera paint <ul style="list-style-type: none"> ○ Students will dip their stamps in tempera paint and later use this paint to paint on other various designs to bring together their painting. ● Scissors <ul style="list-style-type: none"> ○ This is for cutting out the stamps from the foam. ● Paper <ul style="list-style-type: none"> ○ For the project itself. ● Paint Brushes <ul style="list-style-type: none"> ○ For other various designs to bring together their painting. ● Black Marker or Pen. <ul style="list-style-type: none"> ○ This is also for making marks on the paper after their painting is dry.
<p>Grouping and Differentiation: Individual Project</p>		<p>1.1 Design/Plan Students with different circumstances including IEPs and Motor disabilities will be able to have more time on the project and possibly be able to use different materials depending on the circumstance.</p> <p>3.8 Instruction - This will be an individual project. Students will work on their own art and all have a finished piece at the end of the unit.</p> <p>3.10 Instruction - Students with different circumstances including IEPs and Motor disabilities will be able to have more time on the project and possibly be able to use different materials depending on the circumstance.</p>

<p>Hook/Activity: The beginning Hook will be a rhetorical question about whether or not they have ever heard of Christine Ay Tjoe. This is also an essential question for the students. Then After the hook the students will go straight into a slides presentation to learn about her and her work.</p>		<p>3.2 Instruction - The motivation for the students to learn about this subject will come from learning about an artist that they have probably never heard of and will be able to see a different type of culture in art.</p>
<p>Plan For Instruction:</p> <p>Beginning: The beginning will be a rhetorical question about whether or not they have ever heard of Christine Ay Tjoe. This is also an essential question for the students. Then After the hook the students will go straight into a slides presentation to learn about her and her work.</p> <p>Middle: After the presentation I will help students pass out materials and they will begin cutting their stamps. But first I will review scissor safety with them(which they previously have learned). Students will then create their paintings with stamps, brushes and dry markers.</p> <p>End: Students will be able to enjoy their finished projects and at the end of each class clean up materials to the best of their ability.</p>		<p>1.2 Design/Plan - Student Work will be assessed based on their ability to follow instructions.</p> <p>3.3 Instruction - Instruction will be done through a slides presentation and examples of artwork. The Teacher will also model how to make and use the stamps for the project.</p> <p>3.4 Instruction - the pacing will be over three class periods. The beginning will be the first class and so on.</p> <p>3.5 Instruction - Activities and materials will be put to finishing the project.</p> <p>3.6 Instruction - The essential questions will help students throughout the duration of the project.</p> <ul style="list-style-type: none"> ● Who Is Christine Ay Tjoe? ● How can I make artwork inspired by Christine Ay Tjoe? ● How can I connect my stamps with paint on my paper? <p>3.7 Instruction - The teacher will feedback by observing the students and how much they enjoy the project.</p> <p>3.8/3.10 Instruction - This will be an individual project</p> <p>3.9 Instruction - Powerpoint will have all of the info.</p> <p>3.11 Instruction- Examples of work will be provided on the presentation.</p>
<p>Evaluation and Assessment of</p>		<p>1.3 Design/Plan - Students will be</p>

Learning:

	Exemplary	Proficient	Basic	Below Basic
History Lesson	Students are paying attention and participating in discussion when asked to and appear to be engaged in the lesson.	Students pay attention to the lesson but are not as eager to participate in discussion.	Students pay attention most of the time but do not participate in discussion.	Students do not pay attention at all.
Safety with materials	Students are very careful with the materials and do not intend to cause harm to themselves or others.	Students are careful with the materials and are cautious of others.	Students are careful but a bit careless at times.	Students show no regard for being careful with the materials and possibly cause harm to themselves or others intentionally.
Project	Students work through the project and follow the procedures. The student goes above and beyond to make the artwork as creative and well done as possible.	Students work through the project and follow the procedures. Students add to the stamps.	Students do the bare minimum by just stamping the paper.	Students do not finish the project and show no intention of doing so.
Clean Up	Students clean up their supplies neatly and put them away in an orderly manner.	Students clean up their supplies but may forget a task or two.	Students attempt to clean up but have little effort in doing so.	Students do not clean up.

assessed by a rubric.

Describe, Analyze, Reflect

How effective was the lesson?
 How did strategies/activities deepen student understanding?
 What caused the 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?

21st Century Skills – select at least 3 of the appropriate skill(s) and provide evidence of how each was used in lesson
 Listening skills- This will be during the presentation
 Safety Skills- Students will learn how to be safe with scissors
 Organization- Students will organize Their thoughts for the project and their supplies afterwards.

