Lesson Plan Title:­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_Create a New Animal (1st grade)\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_ 4 weeks\_\_(60 min class per week)\_\_\_\_\_

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Are students able to draw animals? - Students have very little knowledge of drawing animals  Are students able to create a 3D form with sculpey? – Most students have not worked 3D and will need support  Proficient students are able to use shapes to draw an animal and make a 3D form resembling a 2D plan |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| R- mad scientist  A- the world  F- sculpey sculpture  T- animal combination/ new creature |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Shape  Combination  Observation  Expression |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Through **observation** artists *create* with **shapes**. (Standard: Reflect, GLE: Visual arts provide opportunities to respond to personal works of art and the art of others, PGC: Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information)  A **combination** of ideas *allows* **expression**. (Standard: Comprehend, GLE: Art represents and renders the stories of people, places, or things, PGC: Recognize, articulate, and debate that the visual arts are a means for expression) |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| **Using how to draw animal handouts as a reference, students will be able to draw multiple animals.** (Bloom’s: Apply, Standard: Comprehend, GLE: Art represents and renders the stories of people, places, or things, Art Learning: Characteristics and expressive features of art)  **Using the Mad Scientist combination handout, students will be able to draw an animal that is a combination of 2 or 3 existing animals by selecting a head, body and tail.** (Bloom’s: Create, Standard: Create, GLE: Create art to communicate ideas, feelings, or emotions, Art Learning: conceptual/ideation/personal grounding)  **Using sculpey and acrylic paint, students will be able to follow the steps to create a 3D animal form and add details to create their new combination animal and paint it.** (Bloom’s: Create, Standard: Create, GLE: Create art to communicate ideas, feelings, or emotions, Art Learning: Materials/Techniques, Numeracy: Sequence of steps)  **Using paper and crayons/color sticks, students will be able to draw and color a background that resembles the environment their new creature lives in and fold it so it stands up in a triangle shape.** (Bloom’s: Create, Standard: Comprehend, GLE: Art represents and renders the stories of people, places, or things, Art Learning: Characteristics and expressive features of art, Numeracy: Sequence of steps)  **After creating a class zoo on classroom tables, students will be able to respond and reflect on their own and peers’ animal creations.** (Bloom’s: Analyze, Standard: Reflect, GLE: Visual arts provide opportunities to respond to personal works of art and the art of others, Art Learning: Critical refection/ aesthetics/ transfer, Literacy: ) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| How to draw handouts available | Choice of animals |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Use more detailed animal reference materials | Can combine an animal with other form  (ex. Part machine) |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Name creation/combination of words  Reflection discussion after viewing class zoo  3D –  Environment – |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Sculpey * Sculpture tools * Acrylic Paint * Handout * Paper –for backgrounds, cut into squares 12x12 * How to draw animals handouts * Pencils * Erasers * Crayons/ color sticks * Notecards – name of student and created animal name to display |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| * How to draw animal books – available in classroom * How to draw animal handouts * Switchzoo.com * Images of artists who create animal sculptures * http://www.jacketflap.com/megablog/index.asp?tagid=233731&tag=Sketch+a+Day+Month * <http://i.dailymail.co.uk/i/pix/2011/12/19/article-2075978-0F31618A00000578-191_634x474.jpg> * <http://i.dailymail.co.uk/i/pix/2011/12/19/article-2075978-0F2AB8E300000578-686_634x464.jpg> * <http://i.dailymail.co.uk/i/pix/2011/12/19/article-2075978-0F2AB8CE00000578-457_634x444.jpg> * <http://www.ufunk.net/wp-content/uploads/2013/04/Ellen-Jewett-sculptures-17.jpg> * http://t1.gstatic.com/images?q=tbn:ANd9GcQnn23G7gf8FVu10fUWaGYFmrStqixWTORarTw6BNiWtRts91fnjMbhdpn9 |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Prepare materials * Sharpen pencils * Cut paper to square (12x12) * Print handouts * Create PowerPoint |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| * Clay/sculpture tools – sharp, only use on sculpey * Do not throw pencils |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| We are going to become mad scientists and combine animals  Have you ever wanted to make a new animal that doesn’t exist?  Switchzoo.com – have students practice and visualize a combination animal  Images on PowerPoint as examples |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| Mad scientist handout – students will decide how they could combine animals to make a new one  What different animals could you combine that are different? Can be completely different in what kind of animal or and from different climates or locations |

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| **Procedures:**  Give a detailed account **(in bulleted form)** of how you will present the lesson logically and sequentially **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate. |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.**   * Welcome students to class * Ask if students remember what we started learning last week (how to draw animals) * Have table helpers pass out last week’s drawings, pencils and erasers. Pass out packets of how to draw animal handouts * Have students continue to work on their animal drawing they started last week. Once students are near finished, have them begin drawing a different animal for practice. * Once most students have almost finished drawing 2 different animals begin introducing what we will do next.   Introduction/ inquiry   * Explain that we are going to become mad scientists and create a new animal that is a combination or mix of different animals. * Begin PowerPoint, show examples of mixed animal creations both drawn and 3D * Explain that after we draw these new animals we are going to make 3D sculptures of them out a clay material called sculpey * Pass out notecards: Head, Tail, Body (Legs). Call up each table and show them Switchzoo. Have each member of the table group pick part of the creature they are creating and watch to see how it changes. * Pass out mad scientist handout and describe that we will be taking parts of animals we know and putting them together. We will have the head of one animal, the body of a different animal and the tail of another animal. You don’t have to have a tail on your animal if you don’t want to. * Have students begin to decide what parts they want to be what animal and write them in the boxes * Suggest using animals that they practiced drawing but say they can use any other animals they want and to look at the pictures to know what they look like. * Mention that animals with wings will be harder to make out of the sculpey unless they are small or down against the body like ducks or penguins. * Have students begin drawing their new creature on the handout * Walk around the room and assist students through questioning and demonstration * Once students begin to get their creature drawn suggest they add color to their plan drawing * Then explain how we are going to create a name for our creatures by combining their names together. (Can use another name if they want) Show examples of drawing with names on PowerPoint. Show drawn example of “Turcoon”. * If there is time have students begin the background. Explain that they should think about where this creature might live. It could be somewhere where one of the chosen animal lives, a combination of places, or something different. Pass out 12x12 paper to each students and a pair of scissors for the table. Explain how to fold the corners together both directions so there are 4 sections. Then cut from one corner to the middle point. Put an X and name on one of the flaps that will be on the bottom. Explain that the other flap will be the bottom of the environment, for example the grass. Then the other two sections will be the rest of the environment. * Have students use extra class time to begin drawing their background. * Have all students pile up all of their materials and make sure they have their name on their papers. * Have table helpers collect all materials. * Dismiss quiet tables to line up. | **Learning** - Students will... i.e.: brainstorm to generate ideas; describe detail to develop observation skills, etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.)   * Students will recall how they were looking at shapes to learn how to draw animals using handouts * Students will use their observation skills to follow the steps to draw animals * Students will become aware of what they will be creating. * Students will interact with technology to continue to brainstorm and visualize ideas. * Students will brainstorm to generate ideas of what animals to combine for a new creature by selecting animals for a head, body, and tail. * Students will use their ideas to begin drawing their new creature. * Students will combine the names of the animals they used to create a new name for their creature. * Students will create and draw a new environment that their creature could live in. | **Time**  **3 min**  **10 min**  **5 min**  **5 min**  **3 min (per table)**  **5 min**  **10 min**  **10 min**  **5 min**  **any extra time**  **3 min** |
| Day 2 | * Welcome students to class * Have table helpers pass out mad scientist handouts and animal combination plans   Demonstration/instruction   * Tell students we are going to all make our creatures together step by step * Give each student a piece of sculpey and have them squish it and warm it up with hands so it will stay together and be formable * Once it is ready, have students roll their piece onto a hot dog shape, not too long * Pass out sculpture tools to each student and explain that they are sharp and dangerous so to always use it properly * Demonstrate under the doc camera and then have students cut the two ends of the hot dog shape in half about a third of the way in on both ends. Then have students separate the cut parts gently and mold them to be more round because they will be the legs of the creature. * Then have students lay the sculpey on the table and hold the middle as they bend up the legs on each side, creating a U shape. Then students can flip it over so it is now a body standing on legs. * Next, give students a half piece of new sculpey and have them warm it up to use and roll it between their hands to create a ball. This will be the head. * Have students think about and look at the plan for their new animal and see what kind of snout or nose it will have. Demonstrate and explain it could be short like a pig, longer like a dog, really long like an elephant, etc. Have students pinch one side of the ball shape to create the nose shape they want. * Then have students think about what kind of ears their animal has and pinch the topsides of the ball to create ears. Then explain that to attach the head to the body then need to press in onto place and then smooth it out along the back of the head so that it will become connected. * Then give students another small piece of sculpey to warm up and then form a tail if their animal has one. Explain that it probably wont be able to stick up much so if it is long to connect it at the end of the body then let it rest against the table. Demonstrate a few different ways to create tails: roll a ‘snake’ shape on the table then twist if curly, carefully cut slits in a smaller hot dog shape, etc. * Explain a few more things students can add or cut to add more detail to their creature including: bend the feet all the same direction to give it paws, cut little slits in paws for toes, lightly scrape lines for stripes, draw more detail lines, etc. * Have small pieces of sculpey available for adding more pieces or details. * Have students clean up all scraps of sculpey. Have table helpers collect sculpture tools and have all students leave their animal on top of their planning mad scientist paper on their tables. * Dismiss quiet tables to line up. * Scratch name small on bottom of sculptures   \*\* Bake animal sculptures after school | * Students will watch each step them complete each step with their piece of sculpey. * Students will refer to their planning drawing of their creature to help them form the 3D version of their creature, observing what shapes they used and added details. * Students will make artistic decisions of details they want to add to make it look like their new creature. |  |
| Day 3 | * Welcome students to class   Lecture   * Tell students their creatures have been baked and now we are ready to paint them * Explain that we are going to paint them with acrylic paint and may have less colors that the crayons you may have used to color your plan * Remind them to clean their paint brush when they change colors * Suggest if they want stripes or dots or something like that to paint the main color first then wait for it to dry before adding the stripes or dots * Have table helpers pass out paint brushes and palettes * Begin putting a few different paint colors on the palettes * Assist students as they paint * Once students have finished painting, have them put their creature on the back counter to dry and get their background and continue drawing it * Once drawn have students use crayons/color sticks to color it * Have all students pile up all of their materials and make sure they have their name on their papers. * Have table helpers collect all materials. * Dismiss quiet tables to line up. | * Students will refer to their plan drawing and know what colors they want to paint their creature. * Students will use their studio skills and practice painting carefully and neatly. * Students will continue to add to their background to add detail about the creature’s environment. |  |
| Day 4 | * Welcome students to class * Have table helpers pass out planning handouts, backgrounds, pencils, erasers, and crayons/color sticks * Have students finish coloring the background * Once students have finished have table helpers collect all materials except the backgrounds.   Instructions   * Pass out a note card and have students write the name of their creature on the card and under it write artist: their name. * Pass out glue. Have students fold the background piece into a triangle and put glue on the flap with the X. * Then have students put their creature sculpture in their background environment and notecard on the tables. * Have students “take a trip to the zoo” and see what creatures have been created. Have students sit back in their seats and ask them to share an animals they liked and why. * Collect all backgrounds, creatures and notecards. * Dismiss quiet tables to line up. | * Students will complete the background environment for their combination animal. * Students will respond and reflect on their own and peers’ animal creations. |  |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Students will create a class zoo exhibit by setting up their animals in the background along the tables of the classroom. Students will then take a gallery/zoo walk and see the work of their classmates and reflect  What new creature did you like and why? |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * Were students able to draw multiple animals using how to draw animal handouts as a reference? * Were students able to draw an animal that is a combination of 2 or 3 existing animals by selecting a head, body and tail and using the Mad Scientist combination handout? * Were students able to follow the steps to create a 3D animal form and add details to create their new combination animal with sculpey and paint it with acrylic paint? * Were students able to draw and color a background that resembles the environment their new creature lives in and fold it so it stands up in a triangle shape using paper and crayons/color sticks? * Were students able to respond and reflect on their own and peers’ animal creations while viewing a class zoo on classroom tables? | Rubric |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/14 Fahey