|  |  |  |  |
| --- | --- | --- | --- |
| Class Profile | | | |
| Teacher Name:  Kelsey Escue | Subject/Grade Level:  Visual Arts/ 4th grade | Lesson Date/Time:  11/15/19  8:30-9:20am | |
| Instructional Goals and Objectives | | | |
| Standards (1a El.1): What standard(s) or portion of a standard does your lesson address?  VA:Cr2.4.1 Explore and invent art-making techniques and approaches.  -Students will explore different snowflake; along with, folding paper and inventing their own design through shapes and line for a snowflake.  Learning Outcomes (1a El. 1; 1c El. 2): What are the conceptual understandings, content, and/or procedural knowledge that you want students to learn? What do you want students to understand, know or be able to do in relation to the standard(s)?  The learning outcomes for this lesson are shapes, symmetry/asymmetry, right/acute angles and the origins of a snowflake. Students will create a snowflake by folding paper in a step by step and then create their own design onto the snowflake. In the process of folding the paper, students will demonstrate understanding of right and acute angles by folding the paper to match them together. Drawing the design with shapes and lines towards the edge, students will show symmetry when they cut them out and open the flake. The last step is to cut it out and see the final results.  Assessment (1f El. 1): What formal or informal assessment during the lesson and at the close of the lesson will serve as evidence that students have met the lesson objectives (e.g.: student work, exit slip, etc.)    The informal assessment is a visual check for understand between folding steps during the lesson. Another informal assessment is when I walk around the classroom and tables for understanding; I get down on their level seated to assist them in the process. At the close of the lesson, the completion of a successful snowflake will serve as evidence that students have met the lesson objectives.    Art Objective (1a El. 1; 1c El. 2): What art form(s) do you want the students to learn? What do you want students to understand, know or be able to do in relation to the art standard(s)?  The art form that I want students to learn and recognize is symmetrical/asymmetrical artworks; along with understanding the difference between geometric and organic shapes. Students will explore and invent a design to create a snowflake. I want students to be able to know how to make a solid shape through folded paper. I want students to be able to demonstrate understanding of angles and shapes through the process of folding their paper.  Academic Language taught or reviewed (1a El.1; 1c El. 3): What academic language will be taught or reviewed?  Right angle – 90 degree L shaped angle of two lines  Acute angle – Less than 90 degrees. Helpful tip to remember: its small and looks cute  Shapes – circles, triangles, squares, ovals, hearts, etc.. a 2D figure  Folding – when to sides come together  Symmetric – the same thing is presented on both sides if folded down the middle  Asymmetric – Not the same thing on each side of the subject  Design – to draw or layout a plan or artwork  Balance – when both sides share the same weight, but don’t always have to be symmetrical | | | |
| Student Progress | | | |
| Prerequisite Skills (1a El.2; 1b El.3): What prerequisite skills are essential for students to be successful in accomplishing the objectives?  The prerequisite skills essential for students to be successful in accomplishing the objectives is the understanding of lines and how to use them. It will be essential for students to properly handle and know how to use scissors safely, along with how to fold paper. Students need to have a basic understanding of shapes and how to draw them.  Prior Knowledge (1a El.2; 1b El.3; 1f El.3): What do students know and understand in relation to the objectives? What data (formal or informal) provides evidence for their prior knowledge?  Students know and understand that their snowflake need to be symmetrical to be successful in relation to the objectives. Students know that they need to have a grow mindset and be open to challenging themselves to new objectives in the art room. Their previous project on line provides evidence and understanding of their prior knowledge.  What student misunderstandings/misconceptions do you anticipate, and how will you address those (1a, El.3; 1b, El.3)?  The student misunderstandings/misconceptions that I anticipate would be the final product of the snowflake. Often, students get ahead of themselves and get too excited to create/see their final snowflake; they forget to go slowly. I will address this by verbally reminding students to take their time and go slower. I will also show the students helpful tips for a successful snowflake; such as, ensuring the desired shape connects to both sides and giving a fingers thickness between lines to cut. | | | |
| Procedures | | | |
| Materials: (1e El. 2) What materials, resources, and/or technology will be used in the lesson? How will they support the instructional outcomes for this lesson?  The materials used by the students in this lesson will be copy paper, pencils, and scissors. At the tables will also be a handout on potential snowflake designs and a how to fold their paper for the cutting. The technology used in this lesson is a PowerPoint presentation and the document camera for the step by step folding.  Structures/Procedures: (1e El. 4) What structures and classroom routines/procedures will increase academic engaged time in this lesson?  The classroom routines/procedures that will increase academic engagement in this lesson is my call and response. I say, “hello my most amazing artists” and students respond, “hello my most amazing art teacher”. I ask, “how are we doing today?” and they say, “ready to create”. I will call on students who are showing the role model behaviors to be the art assist; depending on the art job, the chosen art assistant will choose someone else to help them. They are told to pick someone who is following all the rules and not just their best friend.  Doing a “radar check” where I scan my arm across the room to check for readiness of the given step or instruction is used as a classroom procedure and informal assessment.  Another increase in academic engagement is encouraging the high achievers to assist other students in creating their snowflake.  When students leave the art room, I say, “goodbye my most amazing artist” and students respond “goodbye my most amazing art teacher”  Grouping: (1e El. 3) How will you group students (whole class, small groups, pairs)? How will you use data to assist you in forming these groups?  The whole class comes in together and leaves together. They are a whole class for our greeting and class discussions, along with goodbyes.  Students work with small groups with their table teams. The tables clean up together and help each other in need. The tables do not share supplies with other tables; if something is needed, then they raise their hand for the teacher.  Students will work in pairs at the end, when they finish early. Students will pair up with someone who is struggling to create their snowflake, or students can pair up with someone who is finished to compare/contrast their snowflakes and discuss the process.  I use informal observations to assign students to their seats. If a seat selection is not working or students become to distracted, I will switch up seating. If students work well together, they can stay in their assigned seats. Some classes have chosen their own seat and others have lost this privilege | | | |
| Instructional Sequence | | | |
| Consider the following questions when designing your plan:   * What opportunities will you provide for students to make sense of what they are learning and construct new knowledge? (1e El.1) * How will you make content relevant to students’ interests and cultural heritage? (1b El.4) * What strategies, linked to lesson objectives, will you use to maximize participation of all students for the entire instructional block? (e.g. discussion, student talk, inquiry, questioning, reflection) (1e El.1, 3, 4); 1a El. 2) * What opportunities are you providing for students to engage in higher level thinking (e.g. analysis, synthesis, application) (1e El.1) * What questions do you plan to ask students so that they can demonstrate their reasoning? (1e El. 1)   *(These questions do not need to be answered directly but are important guiding questions to support your lesson design. You may be asked to respond to these questions during your pre-observation conference.)* | | | |
| Student and Teacher Interactions (1b El. 2, 4; 1e El. 1, 2, 3): Outline your sequence of instructional activities using your preferred lesson format.  Welcome and greeting   * Hello my most amazing artist / how are we doing today? * Attendance * Choose art assistant for supplies   Review last week and transition into snowflakes   * Quickly go through PowerPoint (shown last week within the shortened class 20 minutes) * Focus on symmetry and asymmetry * Pass out papers/ look at paper vertically   Step by step paper folding   * Switch to document camera * Discuss angles while folding: right and acute angles * Count down between steps * Reinforce and remind when to use supplies and when to use observation skills * If a student finishes a step early, help a neighbor * Choose a student to pick which design I cut out from the handouts * Students use observation skills to see how to properly draw out a snowflake * Give yourself at least a finger thickness between lines to cut   Cutting and studio time   * Tell students this is the last step * When I finish cutting out my demo snowflake and show them, then they can create their own * Quick tips for scissors: don’t move your hand, move the paper instead * Curved lines are harder to cut than straight lines * Press the paper together, as you cut on the lines * Show finished demo and students get started for studio time * Students eagerly get started on creating their own design or using one of the handouts * Students will use critical thinking to know the shape they draw will repeat again when opened up   Early finishers   * Pair up with a student who is done to compare/contrast their snowflakes and discuss the process * Help another student, who is struggling to create their snowflake   Clean Up   * I will count down from 10 and when I get to 0 students will “listen and freeze” * When I finish my instructions and talking, students can start to move. * Choose new helper to put the supplies away * Tables need to be the “cleanest and quietest” to line up first. * Call students by table rows * If a table is talking, they cannot line up yet. * If the line starts talking a lot, they will go back and sit at the tables to try again * When in line and waiting for teacher, go over what students will do next time * Call and response “goodbye my most amazing artists” students say, “goodbye my most amazing art teacher | | | Time for a given activity (if applicable)  5-7 minutes  10 minutes  10 minutes  The rest of class excluding last 5 minutes  Last 5 minutes |
| Additional Support for Specific Groups of Learners | | | |
| Students with Disabilities (1b El. 3): What modifications and/or accommodations are needed for students with disabilities in this lesson?  There are two students with IEPs for ELL. To accommodate for these students, key words will be written on the board and instructions will be verbally repeated. Along with having visual handouts on the tables to assist in the artistic process.  If a student shows tremendous difficulty with the scissor, I will assist them in cutting out their snowflake (while taking note of their lack of developed fine motor skills)  Enrichment (1b El. 3): How will you enrich and deepen learning opportunities for students who have already achieved mastery?  I will enrich and deepen learning opportunities for these students by making them the teacher for others in need of assistance. Peer to peer help. These high level learners will also get the opportunity to create a smaller snowflake from their scrap paper rectangle.  The snowflakes we will be creating are four pointed, but a true snowflake is 6. If a student has time and demonstrates high understanding; they can look on the back of the how to fold handout for a more complex fold that features 6 points for a snowflake. But I have not had a 4th grade student at this level to take on this challenge. | | | |
| Assessment | | | |
| How will you communicate to students what proficiency or mastery looks like? What distinguishes mastery/proficiency from non-mastery/below proficiency) (1f El. 1, 2)  I will communicate to students what proficiency or mastery looks like by visual/verbally showing students the spaces between lines to ensure my paper does not rip. Along with, demonstrating that my snowflake is symmetrical and the same on both sides. Mastery level: student completes a symmetric snowflake and can explain the process to other, along with create another snowflake without assistance. Proficiency level: student completes a symmetric snowflake, but cannot explain the process and needs assistance to create another one. Non-mastery level: student continuously struggles to create a snowflake and needs hand over hand assistance in the process.  What evidence will let you know that all (ELL, Sp. Ed., etc.) students understand how to demonstrate proficiency/mastery?(1f El. 2, 3)  The same evidence will let me know that all students understand how to demonstrate proficiency, since this assessment is visual and artistic. Most of the understanding will come from observation and fine motor skills.  What opportunities will students have to self- or peer assess? (1e El. 3, 1f El. 2)  Students will have the opportunity to peer assess with others, when they finish early. Students will pair together to compare and contrast their final snowflakes, along with discuss the process. Students will assess themselves at the end with a visual assessment of whether or not their snowflake is done or cut out correctly.  During the lesson, what are some of the different strategies you will use to check for understanding? (1e El. 3, 1f El. 1, 3)  A visual check for understand between folding steps during the lesson. Another informal assessment is when I walk around the classroom and tables for understanding; I get down on their level seated to assist them in the process. At the close of the lesson, the completion of a successful snowflake will serve as evidence that students have met the lesson objectives. | | | |
| Next Steps | | | |
| What will be your next steps after this lesson? (1c El. 1)  The next steps after this lesson will be to glue their snowflakes to blue paper and create more detailed drawn snowflake with white crayons and colored pencils. High achieving classes will create painted paper before gluing their snowflakes.  How will you record and utilize evidence of student learning to inform your next steps? (1f El. 3, 1f El.4)  Based on student understanding and visual evidence of completion will decide the next steps for the project. High achieving classes will created painted blue paper for their snowflakes, whereas low achieving classes will refocus back to creating a successful snowflake to glue to blue paper. | | | |