Lesson Plan Title: Earth Art and Animal Architecture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length: 1 class period\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. |
| * Students know the basic properties of sticks, rocks, flower petals, leaves, sand, and water
* Students can build by stacking and combining materials (some even prefer building over other forms of art)
* Students are familiar with forms of animal architecture, especially ants. Students will be introduced to new forms of animal architecture that draw upon their prior knowledge of ant hills, beaver dams, and bird nests.
* Students are able to assume roles (i.e. “pretend”) and construct stories about art making
* Students know about basic weather conditions such as rain, wind, snow, and sun
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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) |
| You will pretend you are an animal, Andy Goldsworthy, or yourself, and create temporary art from nature materials. Your audience will be the rest of the class and also your teachers, but will also include your “pretend” audience depending on the what role you have chosen. You will be working with rocks, sticks, water on pavement, flower petals, leaves, and a sandbox to create art that will last only a short time. You can also work with other people to build. You will be imagining yourself as an animal, Andy Goldsworthy, or yourself and will use natural materials to build your temporary work of earth art. |

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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.** |
| Transformation, texture, balance, exploration, nature, improvisation, space, pattern, media, materials, cycle, environment, artists |

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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.**  |
| 1. **Exploration** results in *discovery* of what **materials** can do 2. **Pattern** is *discovered* through **observation**3. **Cycles** in nature *cause changes* to **environments** and *inspire* **artists** |

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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) |
| ***By exploring natural materials,* TSWBAT discover their properties and *construct a temporary work of art*** (Bloom’s: create, analyze, apply; Standard: create, reflect; GLE: 2.1, 3.1 (1), 2.2, 3.1 (K); Art Learning: ideation, materials/techniques, C&EF of art; Numeracy: sorting, organizing, counting, weighing, shapes; Literacy: adoption of personas (e.g. bowerbird) to explain reasoning (e.g. nest making)***After learning about Andy Goldsworthy and animal architecture,* TSWBAT take on a different role to *tell a story/purpose* about their art making** (Bloom’s: apply, create; Standard: reflect, transfer; GLE: 2.1 (1), 4.1 (1), 2.1 (K), 2.2 (K); Art Learning: historical/multicultural, reflection; Literacy: storytelling)***Drawing upon their existing knowledge* of weather’s effect on nature, TSWBAT envision and predict *what would happen to earth art if it were left outside in various weather conditions*** (Bloom’s create; Standard: comprehend; GLE: 1.1 (K), 1.1 (1); Art Learning: materials, reflection/assessment; Literacy: cause and effect)***Given the choice to work in different centers*, TSWBAT experiment with materials to choose the appropriate material(s) to *execute their intended outcome*** (Bloom’s: apply; Standard: comprehend, reflect; GLE: 2.1 (1), 1.1 (K); Art Learning: C&EF, materials; Literacy: envisioning, predicting; Numeracy: trial-and-error, cause-and-effect) |

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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) |
|  | Multiple centers for different preferences | Try just one stationDifferent art forms are offered (building, sorting, painting, arranging, collaging, 2D, 3D) |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|  | Build something with another person  | Try all the stationsSketch your creation in your sketchbook |

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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.** |
| * Earth Art and Andy Goldsworthy (show slideshow/video and talk about it)
* Balance
* Talking about function of earth art
* Texture (“how the surface of an object feels”)
* Sketchbook
* Bowerbirds, beaver dams, ant hills, etc. (images and video)

Literacy integration: Talk to students as they are making their art; question (“What or who are you pretending to be?” “What would happen if…?” “Act like your animal/artist” |

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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.** |
| * Rocks
* Sticks/branches
* Water, cups, and paintbrushes (fill cups before)
* Leaves
* Flower petals
* Sandbox (assess status beforehand)
* Powerpoint & videos
* Sketchbooks and pencils
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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. |
| Teacher ppt with Earth Art/animal architecture/art examples in video/image form* Andy G.
* Animals
	+ Bowerbirds
	+ Beavers
	+ Ants
	+ Geckos
	+ Prairie dogs
	+ Bees
	+ Rabbits
* Indian Rangoli designs
* Rock cairns (e.g. hiking trails)

Teacher sketchbooks for examples of what sketchbooks are |

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| **Preparation:** What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Gather 1 reusable bag each of sticks, rocks, leaves, flower petals, paintbrushes/cups/water; make sure sandbox is suitable for building in
* Make powerpoint and test on Denise’s computer before class
* Bring sketchbooks
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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. |
| 1. Stay in art making area (no playground)
2. Don’t eat or put materials in mouth; humans build with their hands (even if we are pretending to be animals
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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. |
| Show videos that demonstrate different ways art/animal architecture is made from natural materials. Get excited about how cool it is animals and artists do this! Talk about how Andy Goldsworthy’s art disappears (time lapse video?). Show students the materials they get to work with and tell them they get to go outside. Brain break will be having the students pretend to be different animals and Andy Goldsworthy. Show possibilities to get them thinking about properties and how the materials work. |

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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. |
| Ideation:* Students will play and experiment
* Discuss and reflect on videos/images
	+ “Why did AG make those sculptures?”
	+ “What do you think happens to the rock eggs when the ocean tide comes?”
	+ “What would happen to the ice sculpture if the sun came?”
	+ “How is that house good for a bird?”
	+ “Was there any pattern in the beaver dam? Did Andy G. ever make a pattern?”
* Act like animals and artists

Inquiry questions:1. What does a [bowerbird, ant, beaver] need for its home?
2. How are patterns made? How could you make a pattern?
3. What are some ways you could organize or sort materials? (by size, shape, color, texture, etc.)
4. Can you make these [rocks, sticks, leaves] look like something else?
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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.**7:45 am* Make sure powerpoint & videos work
* Set up materials outside in “centers” but keep sample of each material
	+ Fill cups with water
	+ Is sandbox good to go?

8:30 am* Show our sketchbooks
* Hand out sketchbooks—write your name!
	+ Quick draw: draw an art gallery
	+ Teachers collect sketchbooks for assessment

8:40* Meet on rug
* Recap they are going to be in art gallery
* Introduce lesson: “sometimes artists don’t want their work to last a long time or be in an art gallery but rather outdoors”
* Show powerpoint and videos

8:50Brain Break: Class acting for ideation* Act like a bowerbird
* Act like a beaver
* Act like an ant
* Act like Andy Goldsworthy

Rules for outside1. Stay in art making area (no playground)
2. Don’t eat or put materials in mouth; humans build with their hands (even if we are pretending to be animals)
3. Once you leave a center, someone else can change your creation (ask us to take a picture if you want to remember)
* Explain centers and show examples
* Describe clean up plan (all items go back into bags)
* Move through stations (limit: 4 at each station)

8:55-9:20Play and buildTeachers will photograph creations and students at work9:20Clean-up* Work together to sort materials into respective bags

9:25 Reflection* Predicting and envisioning questions
* What did you make? Tell stories about art (literacy)
* What did you learn?
* What would happen if we left the art out in the snow/rain/wind/sun?
 | **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.)* Artists record ideas in sketchbooks
* Students will demonstrate their understanding of what an art gallery is (remembering from last time) by drawing their idea of what a gallery looks like
* Students will begin to consider types and functions of art
* Students will observe artists and animals building and will envision start to end of process
* Students will demonstrate their understanding of animals and artists through a different modality; students will practice the actions they are about to perform in art making
* Students will understand that artists can work alongside other artists only if they are safe and respectful
* Students will participate in praxis, engaging and persisting to make stand alone works of sculpture, mosaic, and painting
* Students will develop craft as they discover the properties of materials
* Students will practice working alongside or with other student artists; they will learn cooperation skills
* Students will exercise choice and choose the appropriate materials for intended vision
* Students will understand that clean up is essential to art making
* Students will engage in numeracy by sorting materials into appropriate bags
* Students will use prior knowledge and draw upon their experiences of materials to predict
* Students will connect art making to stories and meaning (telling stories to others, listening to others’ stories)
 | **Time**7:458:308:408:508:559:209:25 |

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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.) |
| “What did you learn?”“Did you pretend to be an animal? An artist? Yourself?”“Tell me a story about what you made.”“Could someone or something live in what you made?”“Did you make any patterns?”“What texture were the rocks/sticks/leaves/etc.?”“What do you think would have happened if we left the art out there and [rain, snow, wind, animals] came?” |

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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. |
| * Did students interact with the materials provided? Did they build something or paint with the water? (Teachers will try to get a picture of every student and their artwork)
* Can students predict and discuss how the art would change if left outside?
* Are students imagining or pretending while art making? Can they tell a story about their art? Can they relate their art to a function?
* Collect sketchbooks and view drawings; did students draw something resembling an art gallery? Did they remember what a gallery is from last time?
 | Photograph art and watch as students make itAsk students questions during art making* “Are you thinking about an animal?”
* “Who are you pretending to be?”
* “What is this going to do?”
* “What would happen if…?”

Ask students to predictStudents reflect in sketchbook next lesson |

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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