

in Title: Earth Art and Animal Architecture _____

Length: 1 class period _____

you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting _____, to get a better understanding of what content students already know and what they will need to know to be successful.

Ant:
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 (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 know what they 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
Students will draw upon their prior knowledge of ant hills, beaver dams, and bird nests.
Students will be 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

What 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 concept.
RAFT – Role / Audience / Format / Topic)

Students pretend you are an animal, Andy Goldsworthy, or yourself, and create temporary art from nature materials. Your audience will include your classmates and also your teachers, but will also include your “pretend” audience depending on the what role you have chosen. You will use sticks, rocks, water on pavement, flower petals, leaves, and a sandbox to create art that will last only a short time. You can have your students work in groups to build. You will be imagining yourself as an animal, Andy Goldsworthy, or yourself and will use natural materials to create temporary work of earth art.

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, Color, Form, Balance, Contrast, Emphasis, Line, Shape, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the student work, etc.**
Composition, texture, balance, exploration, nature, improvisation, space, pattern, media, materials, cycle, environment, artists

Understanding (s):

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 concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings**

1.1 results in *discovery* of what **materials** can do

1.2 *discovered* through **observation**

1.3 nature *cause changes* to **environments** and *inspire* **artists**

(All lessons should address all standards.)

1.1 Learn to **Comprehend**

1.2 Critique to **Reflect**

1.3 Discover to **Create**

1.4 Connect to **Transfer**

Outcomes/Learning Targets:

1.1 **be a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy, and Technology
1.1 as: Objective. (Bloom's: - Standard: - GLE: -Art learning: -Numeracy, Literacy, and/or Technology)

1.1 *With natural materials, TSWBAT discover their properties and construct a temporary work of art* (Bloom's: create, analyze, apply; Standard: create, represent, 2, 3.1 (K); Art Learning: ideation, materials/techniques, C&EF of art; Numeracy: sorting, organizing, counting, weighing, shapes; Literacy: adoption, communication) to explain reasoning (e.g. nest making)

1.2 *Through their study about Andy Goldsworthy and animal architecture, TSWBAT take on a different role to tell a story/purpose about their art making* (Bloom's: create, evaluate, transfer; GLE: 2.1 (1), 4.1 (1), 2.1 (K), 2.2 (K); Art Learning: historical/multicultural, reflection; Literacy: storytelling)

1.3 *Using 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 different conditions* (Bloom's create; Standard: comprehend; GLE: 1.1 (K), 1.1 (1); Art Learning: materials, reflection/assessment; Literacy: cause and effect)

1.4 *Working in different centers, TSWBAT experiment with materials to choose the appropriate material(s) to execute their intended outcome* (Bloom's: comprehend, reflect; GLE: 2.1 (1), 1.1 (K); Art Learning: C&EF, materials; Literacy: envisioning, predicting; Numeracy: trial-and-error, cause-and-effect)

n:

ly 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 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.**

n: or students to access content and or student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Multiple centers for different preferences	Try just one station Different art forms are offered (building, sorting, 1 arranging, collaging, 2D, 3D)
r depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Build something with another person	Try all the stations Sketch your creation in your sketchbook

lary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

h Art and Andy Goldsworthy (show slideshow/video and talk about it)

nce
ing about function of earth art
ure (“how the surface of an object feels”)
chbook
erbirds, beaver dams, ant hills, etc. (images and video)

egration: Talk to students as they are making their art; question (“What or who are you pretending to be?” “What would hap
ur animal/artist”

el 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.**

CS
cs/branches
er, cups, and paintbrushes (fill cups before)
ves
ver petals
lbox (assess status beforehand)

erpoint & videos
chbooks and pencils

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 in the lesson.) **List all resources in a bulleted format.**

with Earth Art/animal architecture/art examples in video/image form

by G.

animals

-) Bowerbirds
-) Beavers
-) Ants
-) Geckos
-) Prairie dogs
-) Bees
-) Rabbits

and Rangoli designs

and cairns (e.g. hiking trails)

Sketchbooks for examples of what sketchbooks are

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

1 reusable bag each of sticks, rocks, leaves, flower petals, paintbrushes/cups/water; make sure sandbox is suitable for building
make a powerpoint and test on Denise's computer before class
bring sketchbooks

What are the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

no eating or drinking in art making area (no playground)

don't eat or put materials in mouth; humans build with their hands (even if we are pretending to be animals)

Private/Inquiry Questions:

How will you 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** to engage students? **What 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

ies of questions, role-playing, etc.

s that demonstrate different ways art/animal architecture is made from natural materials. Get excited about how cool it is and why! Talk about how Andy Goldsworthy's art disappears (time lapse video?). Show students the materials they get to work with and let them go outside. Brain break will be having the students pretend to be different animals and Andy Goldsworthy. Show possibilities about properties and how the materials work.

Inquiry:

Active 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 processes you will engage students in to help them develop ideas and plans for their artwork.

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?"

like animals and artists

Questions:

What does a [bowerbird, ant, beaver] need for its home?

How are patterns made? How could you make a pattern?

What are some ways you could organize or sort materials? (by size, shape, color, texture, etc.)

How do you make these [rocks, sticks, leaves] look like something else?

Count (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, materials, and ideation/inquiry where appropriate.

Action - The teacher will... (Be **specific** about what concepts, materials, understandings, etc. will be taught.) **Identify instructional methodology.**

Make sure powerpoint & videos work

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.)

Time

7:45

<p>Set up materials outside in “centers” but keep sample of each material</p> <ul style="list-style-type: none"> ○ Fill cups with water ○ Is sandbox good to go? 		8:30
<p>m</p> <p>Show our sketchbooks</p> <p>Hand out sketchbooks—write your name!</p> <ul style="list-style-type: none"> ○ Quick draw: draw an art gallery ○ Teachers collect sketchbooks for assessment 	<ul style="list-style-type: none"> ● 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 	8:40
<p>Meet on rug</p> <p>Recap they are going to be in art gallery</p> <p>Introduce lesson: “sometimes artists don’t want their work to last a long time or be in an art gallery but rather outdoors”</p> <p>Show powerpoint and videos</p>	<ul style="list-style-type: none"> ● 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 	8:50
<p>Break: Class acting for ideation</p> <p>Act like a bowerbird</p> <p>Act like a beaver</p> <p>Act like an ant</p> <p>Act like Andy Goldsworthy</p>	<ul style="list-style-type: none"> ● 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 	
<p>for outside</p> <p>Stay in art making area (no playground)</p> <p>Don’t eat or put materials in mouth; humans build with their hands (even if we are pretending to be animals)</p> <p>Once you leave a center, someone else can change your creation (ask us to take a picture if you want to remember)</p> <p>Explain centers and show examples</p> <p>Describe clean up plan (all items go back into bags)</p> <p>Move through stations (limit: 4 at each station)</p>	<ul style="list-style-type: none"> ● Students will understand that artists can work alongside other artists only if they are safe and respectful 	8:55
<p>1:20</p> <p>and build</p> <p>ers will photograph creations and students at work</p>	<ul style="list-style-type: none"> ● 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 	

<p>-up Work together to sort materials into respective bags</p> <p>tion 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?</p>	<p>artists; they will learn cooperation skills</p> <ul style="list-style-type: none"> ● 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) 	<p>9:20</p> <p>9:25</p>
---	---	-------------------------

Formative/inquiry activity:
 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 of 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 of the lesson.)

“What did you learn?”
 “Would you like to pretend to be an animal? An artist? Yourself?”
 “Tell me a story about what you made.”
 “Is there someone or something live in what you made?”
 “Did you make any patterns?”
 “What if there 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?”

<p>Formative (teacher-centered/objectives as questions): How did you achieve the objectives and grade level expectations specified in your lesson plan?</p>	<p>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.</p>
---	---

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)

students predict and discuss how the art would change if left outside?

students imagining or pretending while art making? Can they tell a story about their art? Can they relate their art to a situation?

collect sketchbooks and view drawings; did students draw something resembling an art gallery? Did they remember what a story is from last time?

Photograph art and watch as students make it

Ask 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 predict

Students reflect in sketchbook next lesson

Reflection:

After *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? (2) 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? (C)

include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

