Visual Arts Lesson Plan

Teacher: Hofmann Lesson Date: 3/29/19

Subject: Kindergarten Art Calming Transportation Toy

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| CONTENT STANDARD:I. Perceiving and Responding – The student will identify, describe and interpret qualities of form that affect visual perception and response.II. Historical, Cultural and Social Contexts – The student will demonstrate an understanding of the visual arts as a basic aspect of history and human history.III. Creative Expression and Production – The student will demonstrate the ability to organize knowledge and ideas for expression in the production of art.IV. Making Aesthetic Judgments – The student will demonstrate the ability to identify, analyze and apply criteria for making visual aesthetic judgments.OBJECTIVES:I.3.a. Describe how the elements of art and principles of design are used to communicate personal meaning in visual compositions.II.1.a. Analyze selected works of art and describe how different artists express ideas and feelings about the human experience.III.2.b. Identify and describe color and form, and selected principles of design, such as contrast and balance in a variety of artworks.IV. 1.c. Use established criteria to justify personal responses to works of art. | **Agenda:** *(What is the snapshot of my class flow?)*1. **KWL**
2. **Motivation – Life Cycle of Water Bottle**
3. **Review 5 kinds of Line, to enhance their choice of transportation**
4. **Independent Practice—Color, Cut, Tape, Food Coloring, Glitter**
5. **Clean-up**
6. **KWL**
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| **Lesson Learning Target:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*I can understand the Life Cycle of a Water Bottle taking three different paths.I can identify the five types of Line.I can create a calming bottle.I can complete my KWL chart. |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** |
|  |  |  Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)** Students sit in seats identified by their portfolios. (Students selected teams)
* Students pass a clip-board around to sign-in for attendance.
* Teacher will ask for student volunteers to read the four objectives: posted on table tents by each collaborative group.
* Students will work collaboratively to complete KWL chart for their table.
 | **Attendance Clip-board****Two-Dimensional Drawing of a Three-dimensional Hand****Table captains have been chosen for providing “table points” throughout the lesson. Students will be told when to give points and which tables they are competing against.** **Captains has various responsibilities throughout the lessons, assisting the teacher.** |
| 3 min | **Engage/Motivation:** What do you know about Plastic Water Bottles?What do you want to know about what happens to Plastic Water Bottles after you drink from them?View: Ted Talk: Life Cycle of the Water Bottle | **Students will “Turn and Talk” one question at a time.** **Students will work collaboratively to fill in KW.** |
| 5 min | **Whole Group Instruction:** Students will recall the five types of line with the Line Dance.The sheet will also list vocabulary: See attachedTeacher will then demonstrate the color, cut, tape, glitter, and food coloring process. Students will be able to create an airplane or car. This will facilitate student choice. Students will watch a short video on how to use the calming bottle. | **Students will “Think, Pair, Share” when discussing the calming bottle.** |
| 10 min | **Group Practice/Small Group Instruction:** Student process time.  | **Students will repeat instructions prior to starting, for checking for understanding.** |
|  5 min | * + Students are signaled by timer for clean-up.
	+ Table captains will give points to students that are cleaned up and read for the exit ticket.
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| 5 min | **Closing Activities/Summary:** Students will recall the posted objectives. Students will collaboratively complete the KWL chart. | **Exit ticket-- KWL** |
|  | **Enrichment/Extension/Re-teaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*Instructional Modifications:* Scaffolding the text and Big question
* All documents and activities can be easily modified for special education students. I.E. fill in some information; highlight/underline items in readings; give clues next to ‘chart items’; students could use ‘pictures/icons’ that they create – instead of only definitions/examples
* Work one on one with students to assist with reading and interpretations of handouts.
* Give students extra time to complete assignments
* Small group adaptations.
* Text read aloud by either teacher or designated student readers
* Modeled creation and use of two column notes and text codes during text analysis
* Model summarizing main points in a text
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