

Tiger Artists Lesson Plan Template
 Overview of Art Education

Lesson Title*: Lesson One (Introduction)	Big Idea: Daydreams	Week #
Lesson Overview/Summary*: (This is like an abstract of the structure and procedures section) On day one, Jenny, Beth, and Grace will work collaboratively to lead the discussion and art making. By incorporating photograph, digital technology, drawing, collage, and conversation, we will help students construct their own meaning of the big idea of “daydreams” so that they can start meaningful making on day one.		1
Key Concepts for each area (1-2 each): What you want the students to know.* 1. The concept of daydreams 2. How you can show daydreams through materials and images 3. What they see when they daydream?	Essential Questions (1-2)*: What does the concept “daydream” mean to you? What do you daydream about? How can you visually show others about your daydream?	
Lesson Objectives/Goals: (Excellent resource at http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1): What you want the students to do or be able to by the end of the lesson. 1. The students will be able to...understand the concept of daydreams 2. The students will be able to...talk about their own daydreams 3. The students will be able to...construct a work of art based on their own daydreams		
NAEA Standards 1. Anchor Standard 1: Generate and conceptualize artistic ideas and work. 2. Anchor Standard 2: Organize and develop artistic ideas and work. 3. Anchor Standard 3: Refine and complete artistic work.	Instructional Strategies (Teachers approach to helping students achieve learning. What will YOU do) We want to approach learning in a very hands-on manner with plenty of discussion amongst the students. We plan to engage students with many different types of activities: video, drawing, and collage.	
Learning Strategies (What will students do?) Students will learn through making. They will also learn by listening to each other and being able to see how other students are working. Students will have to investigate what the main concepts mean to them and understand how to translate that into a physical form.	Lesson Structure & Procedure(s) Sequence of events of the lesson elements. (The before, during, and after the lesson, e.g. Engagement/Opening, Procedures, Guided Practice, Conclusion. Please be very specific, walk me through step by step of the “What” of what is happening . 1. We will introduce ourselves to students and do an icebreaker activity collaboratively. 2. Beth will lead a VTS of two surrealist images that allude to daydreaming. 3. Beth will lead a discussion about what daydreaming means to them. 4. Grace will lean an “image-storming” activity where images are laid out onto a table and students pick four images and discuss what story those images make when they are displayed together. 5. Grace will lead the students in drawing things that relate to their own	

	<p>daydreaming.</p> <p>6. Jenny takes students pictures and will introduce the technology aspect including a tutorial for an application that plays with images. (PicsArt App).</p> <p>7. Documentation: Jenny will teach students how to use iPad to film the process of making artwork.</p> <p>8. Students will work on manipulating their picture in the app, thinking about how the manipulation applies to their own meaning of “daydreams”.</p>
<p>Opening (Introduction, Gaining Attention, what will you show, or demonstrate, this might be several sequential things)</p> <p>We will collaboratively do an icebreaker activity to get to know one another.</p>	<p>Closure/ Summative Assessment strategy (Reflecting, how will student share what they learned):</p> <p>We will close the class by looking at everyone’s manipulated photographs and talk about why they chose manipulate their photographs in the way they did.</p>
<p>Formative Assessment strategy: <i>(how will you assess while the learning is happening?)</i></p> <p>We will assess understanding of the concept of daydreams through a VTS activity that requires students talk about what they see. We will assess understanding of the concept further by having student collage images and talk about the story they have created. Finally, through manipulating their own images in an app, students will talk about ways in which they used technology to show their understanding of the concept and of how to see the technology.</p>	<p>Follow-up to Today’s Lesson</p> <p><i>Quick activity for review or building on today’s learning that will deepen student understanding and interconnect concepts for next lesson</i></p> <p>When students complete their artworks and then write about what they have done, discussing and sharing their thought in the class</p> <ol style="list-style-type: none"> 1. What do you learn through your artwork today? 2. How did you identify your own daydreams through this artwork?
<p>What student prior knowledge will this lesson require/draw upon? <i>(What do they need to already know)</i></p> <p>Students should have prior knowledge of how to use a pencil to draw and how to use scissors.</p>	
<p>Technology <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i></p> <p>Jenny utilize iPads and PicsArt app to show the students how that can alter images to relate to a concept.</p>	
<p>How will this lesson allow for/encourage students to solve problems in divergent ways?</p> <p>Students will learn how to work through a concept/problem in a physical form.</p>	
<p>How will you engage students in routinely reflecting on their learning? <i>(How will the students know they have learned something?)</i></p> <p>We will engage the students by routinely asking them their thoughts on their process and maintaining an open, conversational environment.</p>	
<p>Differentiated/Accommodations/Modifications/Increase in Rigor <i>To help meet the needs of all learners, learning differences, cultural and language differences, etc.</i></p> <p>First, we want to create a happy, open and safe environment in the classroom. Students are welcomed to share their thoughts or ask the questions while we are teaching. We really hope that students have a sense of belonging.</p>	

Second, we would use some single easier words for some students whose primary language is not English.

Classroom Management

Strategies consistent with the learning needs of the lesson that also meet student behavior needs to help keep students on task and actively engaged, this included establishing routines, classroom set up, distribution of materials, clean up etc.

1. Greet students at the door;
2. Set up classroom routines for students, like “I am responsible. I am an achiever. I am respectful.” Those sentences are stated clearly so that students are able to understand them and which will help class to run smoothly. The routines should be easy to remember and follow. The routines are important for the learning environment and safety for the students.
3. Build positive reinforcement;
4. Students who have any comments or questions should raise their hands;
5. Students are responsible for cleaning up their entire table during the time allotted by the teacher.

Materials

List of materials used in the planning of and during the instruction of the lesson

IPads, scissors, hot glue guns, hot glue, cardboard, acrylic paint, water bottles, various craft items that students can glue on to their pieces.

Lesson Resources/References (please be very specific by providing links, authors, titles, etc.):

1. Stewart & Walker, *Rethinking Curriculum in Art*, Page 96;
2. Classroom Management Tips, Ed Bates