

**Tiger Artists Lesson Plan Template**  
 Overview of Art Education

Lesson Title & Big Idea*: Lesson Four (Technology)      Big Idea: Daydream	Week #
<p>Lesson Overview/Summary*: (This is like an abstract of the structure and procedures section)</p> <p>On lesson four, I plan to teach students how to use iMovie App to make videos to present and explain their artworks. Filming the process of making artwork is also an artwork. It is important for students to have a deeper understanding about their mental visualization of the video before they start the project. Students would learn how to clip and combine their footages/pictures and then make a video. Furthermore, we will have an art show so that students can share their artworks in the classroom/hallway with a QR Code attached near each individual artwork. When students view the artworks, simultaneously they can watch the video by scanning the QR Code. This part is very significant for them to appreciate other’s work and share new ideas and thoughts.</p>	<p>4</p>
<p>Key Concepts for each area (1-2 each): What you want the students to <i>know</i>.*</p> <ol style="list-style-type: none"> <li>1. The practice of observing, recording, interpreting, and sharing, through a variety of media, the processes, and products of teaching and learning in order to deepen the understanding that filming of the process of creating art is also an artwork.</li> <li>2. Making your daydream reality;</li> </ol>	<p>Essential Questions (1-2)*:</p> <p>How do you show your own daydream by using some techniques?</p>
<p>Lesson Objectives/Goals: (Excellent resource at <a href="http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&amp;detoured=1">http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&amp;detoured=1</a>): What you want the students to <i>do</i> or be able to <i>do</i> by the end of the lesson.</p> <ol style="list-style-type: none"> <li>1. The students will be able to have a deeper understanding of daydream.</li> <li>2. The students will be able to show their artworks by using several techniques.</li> <li>3. The students will be able to create videos by learning iMovie APP.</li> </ol>	
<p>NAEA Standards</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 2: Organize and develop artistic ideas and work.</li> <li>2. Anchor Standard 3: Refine and complete artistic work</li> <li>3. Anchor Standard 4: Develop and refine artistic techniques and work for presentation.</li> <li>4. Anchor Standard 6: Convey meaning through the presentation of artistic work.</li> <li>5. Anchor Standard 8: Interpret intent and meaning in artistic work.</li> </ol>	<p>Instructional Strategies (<i>Teachers approach to helping students achieve learning. What will YOU do</i>)</p> <p>I want to approach learning in a hands-on manner with some specific techniques, such as iMovie App. Also, I will lead students to share their artworks and thoughts. The most important thing I want to do is make sure every student is enjoying the class.</p>
<p>Learning Strategies (What will students do?)</p> <p>Students will learn through the process of making videos. Students have to select the footages that they think are the most representative and best utilized, creating their own videos by themselves but will learn some techniques first. And they will present their artworks and share their ideas.</p>	<p>Lesson Structure &amp; Procedure(s) <i>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 .</i></p>

- 1.** Have students watch a video named *EXPLORING SURREALISM*. It can be reached at <https://www.youtube.com/watch?v=uPD6okhfGzs> This video is an introduction to surrealism, and it shows some artworks related to some technologies, such as photography, cinema. **(5 min)**
- 2.** Have students watch an artist's works whose name is WEI LI. He is interested in surreal and dreamlike contemporary art by using photography and Photoshop. I will use VTS to teach students when they observe WEI LI's artworks (What's going on in this picture? What do you see that makes you say that? What more can you find?) **(20 min)**
- 3.** Have students watch my example and videos first, I will then let them know all my thought processes and how I incorporate them into the procedures. (Observe the artwork I created carefully and think about each thought process, like why did I create these pieces? My artwork focuses on dreams for the future – to be a famous movie producer. Unfortunately, people usually have stereotypic notions of daydreams and aspirations because they don't think that the daydreams will be realized in the future. However, I am not wrong when I am daydreaming about being a famous movie producer. Furthermore, I know it is time to take action to be a movie producer. If I believe I can make it happen, then I will make my dreams come true. Since I am conscious of these thoughts, I proceed to choose footages that represent the ideas and concepts that I want people to realize. I clipped and combined the footages in the sequence and reviewed the whole sequence several times. I then started to write the voice over according to the sequence. After that, I used the iMovie app to record my voice and added it into the sequence. The length of voiceover should be matched with the length of sequence. I then chose the songs that are closely linked to my daydream as the background music and generated the sequence into video. The maximum time of the video is 2 minutes) **(15 min)**
- 4.** Since students have already completed the process of making artworks in week 1, 2 and 3, I will **firstly**, teach them how to choose the footages or pictures they have filmed. Then they will arrange and select the footages; **Secondly**, I will teach them how to use iMovie App to clip and combine the footages and add some effects on each footage **[AIRPLAY]**. Also I will point out that they should think about the footages they combined in the sequence and take notes, For instance: does each footage show your

	<p>thinking process (why do you present your artwork in this way?). <b>Thirdly</b>, I will let them watch the sequence and write down the voice over in terms of their thinking processes, if their footages already have voice over, they could use them. <b>Fourthly</b>, I will teach them how to record the voice by using iMovie. <b>Fifthly</b>, I will teach them how to add the music into the sequence (question: what does your daydream sound like?) and then I will teach them how to generate the sequence into video. <b>(60 min)</b></p> <p><b>5.</b> Teach students how to upload the videos to YOUTUBE (upload to Tiger Artist Program Account), and then generate the QR Code; and I will teach them how to read the QR Code as well. <b>(15 min)</b></p> <p><b>6.</b> Art Show: students' artworks are displayed in the classroom or the hallway and each artwork is attached with a QR Code. Students would stand by their artworks and share their ideas and thoughts to their parents, and reflect on their process of making artworks. After that they would also observe and contemplate others' artworks. <b>(35 min)</b></p>
<p><b>Opening</b> (Introduction, Gaining Attention, what will you show, or demonstrate, this might be several sequential things)</p> <p>In the beginning of the class, I will introduce what I will do in today's class so that students have an idea of the objectives of the class. I will then share a video named <i>EXPLORING SURREALISM</i>. This video is an introduction to surrealism, and it shows some artworks related to some technologies, such as photography, cinema, sculpture.</p>	<p><b>Closure/ Summative Assessment strategy</b> (Reflecting, how will student share what they learned):</p> <p>We will close the class by presenting their artworks and sharing their thoughts.</p>
<p><b>Formative Assessment strategy:</b> <i>(how will you assess while the learning is happening?)</i></p> <p>Have students create the videos to explain and define their artworks. I can then watch what they create and see what they are able to explain, what they omit, and what they may not understand.</p>	<p><b>Follow-up to Today's Lesson</b></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>Since week 4 class is the last one, I would lead a student discussion about what they have learned and how they have completed the process of creating their art works at the end of the class. They can discuss and share their ideas by answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you learn through your artwork?</li> <li>2. What did you learn through your own video?</li> <li>3. How did your feel while going through the process of making artwork and the video?</li> </ol>
<p>What student <b>prior knowledge</b> 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 take pictures and videos by using iPad.</p>	
<p><b>Technology</b> <i>Instructional and/or assistive technology incorporated into the lesson to enhance instruction and student learning</i></p>	

<p>I will teach students how to use iMovie APP, QRCode Maker</p>
<p>How will this lesson allow for/encourage students to <b>solve problems in divergent ways</b>?          Students will learn how to work through a concept/problem and use various techniques.</p>
<p>How will you engage students in <b>routinely reflecting</b> on their learning? (<i>How will the students know they have learned something?</i>)          First, let students select the footages for the video, student would rethink what they have done through the reviewing of all the footages they have made and combining them in sequenced organization.          Second, when they make videos, they will question why they use some footages and omit others.          Third, I will maintain an open, conversational, safe, secure environment for students.</p>
<p><b>Differentiated/Accommodations/Modifications/Increase in Rigor</b> <i>To help meet the needs of all learners, learning differences, cultural and language differences, etc.</i>          First, I want to create a happy, open and safe environment in the classroom. Students are welcomed to share their thoughts or ask the questions while I am teaching. I really hope that students have a sense of belonging.          Second, I would use some simple uncomplicated words for some students whose primary language is not English.          Third, I will co-teach the week 1, 2 and 3 class, simultaneously I will observe the students and figure out their learning styles, it would be helpful when I start to teach week 4 lesson.</p>
<p><b>Classroom Management</b>  <i>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.</i></p> <ol style="list-style-type: none"> <li>1. Greet students at the door;</li> <li>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 the class run smoothly. The routines should be easy to remember and follow. The routines are important for the learning environment and safety for the students. The repetition in each class will help students remember quickly and they will follow.</li> <li>3. Build positive reinforcement;</li> <li>4. Students who have any comments or questions should raise their hands;</li> <li>5. Students are responsible for cleaning up their entire table during the time allotted by the teacher.</li> </ol>
<p><b>Materials</b>  <i>List of materials used in the planning of and during the instruction of the lesson</i>          iPad, iMovie App, QRCode Maker</p>
<p>Lesson Resources/References (<i>please be very specific by providing links, authors, titles, etc.</i>):</p> <ol style="list-style-type: none"> <li>1. NAEA Standards</li> <li>2. Stewart &amp; Walker, Rethinking Curriculum in Art, Page 96;</li> <li>3. Classroom Management Tips, Ed Bates</li> </ol>