

Art Lesson
Date: 11/25/2018
Meghan Rudquist

Grade: 2 nd		Subject: Language Arts and Art	
Materials: <ul style="list-style-type: none"> • Cardstock Paper • Oil Pastels • Color Pencils • Crayons • Pencils 		Technology Needed: <ul style="list-style-type: none"> • Smart Board • Google art pieces • Instrumental Music • Timer 	
Instructional Strategies: <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) 		Guided Practices and Concrete Application: <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling • Hands-on • Technology integration • Imitation/Repeat/Mimic 	
Standard(s) Art Standards: <ol style="list-style-type: none"> 4.2.2 Know how expressive images cause different responses and communicate ideas. 4.2.3 Use visual art structures* and functions of works of art to communicate ideas. Language Arts Standards: <ol style="list-style-type: none"> W.2 Write informative/explanatory texts. <ul style="list-style-type: none"> Introduce a topic 		Differentiation Below Proficiency: Students who are below proficiency can look at the examples given and use those as guides to help them draw an image and can ask for guidance on what topic to pick. Students do not have to add as much detail but will be encourage to add as much as they can. Above Proficiency: Students above proficiency should be able to draw their image from scratch and think of a topic on their own. Students can add extra detail to their image to communicate the idea more fully. Approaching/Emerging Proficiency: Students approaching or emerging proficiency will be able to take ideas from the board or think of one on their own. Students can add as much detail as they can to help communicate the topic. Modalities/Learning Preferences: Many different strategies are used for this lesson to allow students to be creative and create a unique art piece. There is direct instruction to help guide the students at the beginning of their project and allow them to hear the instructions. Guided practice gives the students time to be hands on and work on their project. Visuals are used for the visual learners to help them remember the information better.	
Objective(s) - By the end of the lesson, students will be able to introduce an informative topic by using visual arts to communicate an idea. -By the end of the lesson, students will be able to demonstrate how expressive images can communicate ideas by creating an art piece that introduces an informative topic. Bloom's Taxonomy Cognitive Level: Demonstrate			
Classroom Management- (grouping(s), movement/transitions, etc.) -Students will be seated in their square spots during direct instruction of the lesson. - Students will sit at table spots during work time of the lesson. - Students will be dismissed by their rows to gather their materials and the back row will be dismissed first to get their materials. - The materials will be on the back table and the two classroom helpers will pass out the oil pastels to the tables. - Students will use one writing utensil at a time and then return it to the back table when finished. - Students will transition quietly to their table spots and will begin working when they get their materials.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) -Students will raise their hand when they want to speak during the lesson and will not interrupt the teacher or other students talking. -Students are expected to sit in their square spots during direct instruction time and wait to be dismissed to their table. -Students will listen to directions and perform them quickly. -Students will raise their hand when they want to leave their seat.	
Minutes	Procedures		
15min	Set-up/Prep: <ul style="list-style-type: none"> • Find art pieces online and create a slide show to show the students examples of information being shown through art. • Have materials on the back table ready for the students and ready for the helpers to hand out. • Gather information on the art pieces so you are able to answer the students' questions and explain the importance and significance of the art piece. 		

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<p>3-5min.</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> • Review with the students what informational writing is. “Informational writing tells us about a specific topic and something that is real. It can be something we know a lot about or something we want to learn more about.” • “One way we can choose an informational topic is by brainstorming topics we like. So let’s think about some things we like.” • Create a circle on the whiteboard and write in the middle “Things that I like” and then draw lines connected to that circle for students’ topic ideas. Have the students come up with ideas of what they like. • “This is one way for us to think of topics and you can do this on your own when you are struggling to think of something.”
<p>10-15min.</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • “Now that we have our topics and know how to find an informational topic, I want to show you a different way you can tell someone about your topic. Instead of writing, I am going to show you how people used art to inform us about a topic.” • Pull up the slide show to show the students the examples of art. “I want to show you how to use lines, shapes, and color to inform people about something you like. These elements of art are very important and can tell us a lot about a topic.” • Show these pieces of art to the students and discuss with them what kinds of lines and color they see within the art. • While looking at these images ask the students what they see and what the artist is informing us about. • Start with the cave writings and explain to them that people used drawings to inform others about their lives and what they liked to do. Point out the different lines and shapes they used to tell us about themselves. • Then move on to the stained glass windows and explain to the students how people used these images to gain information on the bible and the saints. They could not read so they had to use the images to learn about their faith. • Make sure to emphasize the color in these images and explain to the students that color has meaning and helped people learn more information about the topic. • Ex. What color is Mary usually wearing? Blue, White or Red- because white is the color of purity and Mary was without sin (pure). Blue symbolizes the skies because Mary is the Queen of the world. Sometimes she is in the color red because this symbolizes love, passion, and devotion because Mary loves us and her son. She is devoted to her son and helping us get to Heaven. Jesus wears white because this color stands for holiness and purity. • Next, talk about the Van Gogh painting and explain the color and lines within these paintings. Van Gogh uses the light and dark colors to make the moon and stars stand out and to create a calming feeling. He is informing us about the night sky and how the stars and moon light up the dark sky. This is how Van Gogh wanted to inform us about what he sees when looking at the sky at night. • Ask questions such as: What kinds of color was used for this art piece? What kinds of lines and shapes did the cave men use to inform us about their life? What is the purpose/meaning of the art work? • This will get students thinking about the art work and how it is informing us about a certain topic.
<p>15min.</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • “Now that we have discusses different art pieces and have seen what we can learn through using lines, shapes, and color, I want you to create your own art piece that will inform us about something that you like. It can be something on the board or you can think of something else that you would like to tell us about. You can first draw with a pencil if you like and try to add as much detail so we can know what you are trying to inform us about.” <ul style="list-style-type: none"> ▪ There should be four students at a table and each table will have two oil pastel boxes. ▪ Students will wait to be dismissed by their tables. ▪ The helpers in the class will pass out the oil pastels to each table when the students are ready to add color to their informational art piece. ▪ Remind students that they only need to use one writing utensil at a time and should only have one out at a time. • “Repeat- I need a pencil... And paper... to draw something I like. I will write my name... on the back of the paper... Repeat stop.” You could also have your students write what they will be drawing about on the back of their paper so they do not forget if they need to finish it another time. • Students are to have their voice levels at whisper during work time. “Our voices are at a whisper while you work and I will turn on some music.” • You can play music while the students work to help them focus. Play instrumental music so not to distract the students while they think of different ideas.
<p>5min.</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When students are finished with their art, allow them to share their own art work. • Have students sit at their square spots and leave their art on their tables. Then the teacher can go and grab two of them and ask what the students see in the art piece. <ul style="list-style-type: none"> ○ What is this person trying to inform us about? How did they use lines, shapes, and color to inform us about their topic? • Remind the students that each art piece is going to be different and unique just like the ones they observed. • Encourage the students to sav positive comments about the art piece.

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	<ul style="list-style-type: none"> • “Now that we have shared a few art pieces and we have learned how to inform people about something we like through art, we can use these pieces to help us write and describe what we like. By creating art first it helps those who can not read learn about things and it helps us to describe what we like because now we have a visual to guide us. Tomorrow we will be using these images to help us write our informational writings.”
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<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student’s learning?) • Have students do a thumbs up or thumbs down to see if they understand the information being taught during direct instruction. • Walk around the room while the students are working and answer questions or take notes on how they are creating their art piece. 	<p>Summative Assessment (linked back to objectives, END of learning)</p> <ul style="list-style-type: none"> • Collect all of the art pieces and then during the next lesson have the students write about their art piece. Observe that writing and see if they understand what it means to use their art to inform someone about their topic. • Students could also share with a friend about their art piece and inform them about their topic and the teacher can observe while students do this.
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Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

This lesson was an introduction for the students to informative writing. They were introduced to the topic the day before but not very in depth so I talked about informative writing with them and then I wanted them to brainstorm a topic they wanted to research through art. This was to help them start thinking about different topics and how to add detail to their writing. One thing I was nervous about was not having an exact example for them to copy, but my desire was for them to be creative and not rely on the teacher to tell them every step of the drawing. I was nervous that some of the students would get stuck and frustrated that they would not be able to think of something, but to my surprise their art turned out more beautiful than I could have shown them. This is what I wanted as well and I knew they had wonderful ideas but it was my first time teaching an art lesson where they came up with the art so I was not sure what to expect. The lesson went much better than I thought it would. In fact, the students seemed to enjoy this activity so much and were engaged the entire time that I did not want to stop them from working on their art.

To start the lesson, I first brainstormed topics with them by drawing a circle on the whiteboard and had them think of things they like. I drew lines from the circle and wrote what they told and they came up with great ideas. I then proceeded to explain that this is one way they can do on their own to think of a topic. If they get stuck they can draw a circle and lines coming from it and think of things they like or want to know more about.

Next, I showed them some art from famous artist and cave men. My goal was to show them that the cave men had to inform us about their life through art because they did not have letters or know how to write, but we know about them because of their drawings. I then showed them some Van Gogh paintings and how he used lines and color to tell us about his topic. I picked a farming painting and Starry Night because many of the boys want to be farmers when they are older and I thought they may recognize Starry Night because it is very famous. They seemed to like these paintings very much and were able to pick out the details and explain to me what they saw. The third art work I showed them was of stained glass windows from a church in Paris that I have been to. Their reaction to the images were beautiful and they were in awe of the colors and amount of windows in the church. I wanted to show them that people would read these images to learn about the bible and saints because many of them could not read. I showed them the colors that were used for Mary and Jesus and how they wore white, which meant they were pure and holy. They were also able to point out that they had halos around their head which meant they were holy and that helped inform us that it was the holy family. I then related that to how they will be informing us about a topic they like by creating an art piece with different lines, shapes, and color.

I then explained the directions to them and what my expectations were by having them repeat them to me and then dismissed them by their rows. They materials were on the back table and they were allowed to take one color at a time and I found this to work very effectively and the mess was less to clean up. The students were also able to move around while they were drawing instead of sitting the entire time. I gave them about fifteen to twenty minutes to work on their art, which sadly still was not enough time. But as I was walking around I knew the students learned what I wanted them to because they were all using certain colors and lines to make details in their picture and could explain it to me when I asked them. Many of them pulled out how to draw books which I thought was great and would possibly add on to this lesson because although they were copying an image they were still able to follow directions from the book and knew how to use the resources that their classroom had.

I thought this lesson was one of my better lesson and I enjoyed it very much. I would like to change some things, such as splitting it into two lessons to allow for share time. Unfortunately, I did a poor job at giving them time to share because when walking around many of them had not added color and I was hoping to give them time to do so. In the future I could either split it up or give them a time limit where they should start adding color because many of them could have drawn pictures for a while. I was able to show two of the art pieces but it was not enough and some students still did not finish. I hope to use this lesson again for my own class but give more time for sharing because then they can practice informing us through their art.