

## **IV. Instructional Design and Implementation- Unit**

Task: Candidates design, implement, and assess a unit of study including a minimum of five lessons. For ELED/SPED, it is suggested that the unit be designed for reading or math; for all other areas, five sequential lessons in the content area. (see rubric for scoring on each component)

1. Write an overview of the unit of study to be taught and the objectives or Big Ideas of the unit.
2. Describe the unit pre-assessment. (include an example)
3. Describe the results of the pre-assessment using a graphic representation, table, or narrative discussion.
4. Explain how the pre-assessment results will be used to design the unit's instruction.
5. Using the Common Lesson Plan format, design five sequential lessons.
  - Include resources such as assessments, handouts, worksheets, etc.
  - Reflect on each lesson identifying successes, challenges, improvements

### **Unit Overview**

This unit of study is called "The Principles of Design". Each lesson should last about a week. This unit will focus on learning the principles of design needed in creating and completing art. This unit will help the students to create designs using balance and emphasis, contrast and rhythm, and patterns. Each lesson will also include elements of design such as line, shape, texture, value, and size. During each lesson the students will participate in demonstrations, class discussions, and teacher led Q&A. At the end of this unit the students will be able to identify and explain each principle of design taught, as well as be able to incorporate each design into their own artwork.

### **Unit Pre-Assessment**

The unit pre-assessment involved having the students take a quiz consisting of ten questions that focused on the principles of design. Before the lessons in this unit plan are explained, the teacher will hand out the quiz and instruct the students to try

their best on each question, and that they will learn about each principle throughout the unit plan. The quizzes will be assessed with a points system. Since each question is worth one point the students will be graded out of points completed right out of ten. At the end of the unit, the students will take the same quiz to see how they improved upon their skills of the principles of design.

### **Unit Pre-Assessment Example**

Name:

Principles of Design Unit Assessment

#### Matching

- |  |                 |
|--|-----------------|
| 1. A type of balance in which both sides of a composition are balanced yet different._____                 | A. Unity        |
| 2. A plan for selecting colors for a composition._____   | B. Asymmetrical |
| 3. Lines, colors, and shapes repeated over and over in a planned way is_____.                              | C. Emphasis     |
| 4. This principle involves the feeling of harmony in a work of art, creating a sense of completeness._____ | D. Color Scheme |
| 5. When creating a design an artist catches the viewer's attention by using _____.                         | E. Pattern      |

#### Multiple choice

- The combination of visual elements to produce a sense of action, or implied motion is \_\_\_\_\_;
  - Texture
  - Movement
  - Light
  - Unity
- The use of different lines, shapes, textures, colors, and other elements of design to create interest in a work of art is \_\_\_\_\_.
  - Repetition
  - Hue
  - Tertiary
  - Variety
- \_\_\_\_\_ is the distribution of the visual weight of objects, textures, colors and space.
  - Radial
  - Movement

- c. Balance
  - d. Design
9. Cool colors are \_\_\_\_\_.
- a. Yellow, blue and red.
  - b. Blue, green and violet.
  - c. White, black and brown.
  - d. Green, orange, and violet.
10. Proportion is the size and location of an amount of something compared to another in a work of art. By studying proportions you can create \_\_\_\_\_.
- a. A dance
  - b. A realistic portrait
  - c. Spatter painting
  - d. clay

**Unit Pre-Assessment Results**

<b>Student</b>	<b>Points out of 10</b>
A	8
B	8
C	9
D	7
E	10
F	9
G	10

The pre-assessment results will be an indicator on what exactly needs to be covered in each lesson of the unit plan. The results of the pre-assessment will indicate how in depth I need to be when explaining the principles of design. Since there are only seven students in the class I will be able to target who needs further explanation and instruction during each lesson. One on one help will be especially easy to give to each and every student. Because of the small number of students I could even branch out each lesson and relate it to each principle of design previously covered to make sure the students are grasping how each principle of design is ultimately connected to each other, as well as the elements of design. Since every student got above average scores

on the pre-assessment, with some students getting all ten points, this will be easy to broaden the students' knowledge further during each lesson. This will be achieved by showing what else can be done to enhance the projects, and by expanding on the lessons with famous artists and art history connected to the techniques.

## **Principles of Design Unit Plan**

<b>Principles of Design Unit Plan</b>	
<p><b>Teacher Candidate: Stefani Sumption</b>  <b>Ages: 13-14</b>  <b>Subject: Art</b>  <b>Theme: By learning the principles of design students are learning the basics of how to skillfully create a work of art, and the techniques associated with each medium.</b></p>	
<p><b>Common Core/State Standard(s):</b>  <b>National Art Standard: 1- Understanding and applying media, techniques, and processes.</b>  <b>National Art Standard: 2- Using knowledge of structures and functions.</b>  <b>National Art Standard: 3- Choosing and evaluating a range of subject matter, symbols, and ideas.</b>  <b>National Art Standard: 4- Understanding the visual arts in relation to history and cultures.</b>  <b>National Art Standard: 5- Making connections between visual arts and other disciplines.</b></p>	
<p><b>Goals/ Outcomes (minimum of 4 based on the NVA standards)</b>            To demonstrate creativity using the principles of design through drawing, painting, and using other tools.            To demonstrate skill and technique when constructing and modeling the principles of design.            To develop appreciation for art techniques through the processes involved with the principles of design.            To demonstrate knowledge and understanding of artists and art in different cultures.</p>	
<b>Planning</b>	<p>Rationale: Describe how this lesson is developmentally appropriate:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What skills and content are needed to master the lesson objective(s)?               <ul style="list-style-type: none"> <li>○ The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.</li> </ul> </li> <li><input type="checkbox"/> How is this objective relevant to students, their lives, and/or the real world?               <ul style="list-style-type: none"> <li>○ Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.</li> </ul> </li> <li><input type="checkbox"/> What types of instructional strategies will you use to deliver the content?               <ul style="list-style-type: none"> <li>○ The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.</li> <li>○ Q&amp;A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students' understanding of each principle presented.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.</li> <li>□ How does your lesson reflect educational theories/theorists? <ul style="list-style-type: none"> <li>○ According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it.</li> </ul> </li> </ul>	
<p><b>Evaluation:</b></p> <p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&amp;A with response cards, individual student pre-test, etc.). <ul style="list-style-type: none"> <li>○ For each lesson a Q&amp;A will be held to assess the students' understanding of each principle being taught.</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will the students demonstrate that they have attained the goals of the lesson? <ul style="list-style-type: none"> <li>✓ Explain how the assessment aligns to the objective.</li> <li>✓ Include a copy of the lesson assessment.</li> <li>✓ Provide exemplar student responses/products (model outcome). <ul style="list-style-type: none"> <li>○ For each project the students will complete the introductory demonstration and practice what needs to be accomplished in their sketchbooks. The teacher will walk around the room making sure each student understands what needs to be accomplished for each lesson.</li> </ul> </li> </ul> </li> </ul> <p><b>Post-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist) <ul style="list-style-type: none"> <li>✓ Report results in qualitative and/or quantitative format. <ul style="list-style-type: none"> <li>○ A checklist will be used to assess each student's project. The checklist will measure the students use of the principle of design incorporated. The checklist will also measure the students use of time and concern for craftsmanship.</li> </ul> </li> </ul> </li> </ul>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Balance</b></li> <li>✓ <b>Contrast</b></li> <li>✓ <b>Pattern</b></li> <li>✓ <b>Emphasis</b></li> <li>✓ <b>Rhythm/Movement</b></li> </ul>	<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li>✓ Projector</li> <li>✓ Cooperating teacher's computers</li> </ul> <p>Supplies:</p>
<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>✓ Input</li> <li>✓ Guided Practice</li> <li>✓ Independent Practice</li> <li>✓ Assessment</li> </ul> </li> </ul>	

- There are no students with special needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also pre-cut everything so they would be ready to go.
- For the rest of the students in the classroom:
- ✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.
- ✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step-by-step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.
- ✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.
- ✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.

**Scope and Sequence of experiences:**

Lesson 1: The students will be introduced to the principle Balance. They will demonstrate their new knowledge of symmetrical, asymmetrical, and radial balance through the use of creating a sketchbook and designing it. The students will use the element line and shape to create balance.

Lesson 2: The students will be introduced to the principle Emphasis. The students will create a batik of their chosen flower with tempera paint and India ink. The students will demonstrate the use of emphasis in their flower, their focal point will be emphasized with the texture and colors they use.

Lesson 3: The students will be introduced to the principle Rhythm/Movement with the use of a PowerPoint. The teacher will explain that they will create a Japanese Notan by using collage techniques to create positive and negative space, as well as geometric and organic shapes.

Lesson 4: The students will be introduced to the principle Contrast. The students will be provided with a scratchboard in which they will transfer their subject to with manila paper. They will show light and dark areas contrasting with each other.

Lesson 5: The students will be introduced to the principle Pattern. They will demonstrate their gained knowledge by choosing an artist and their artwork, to incorporate new patterns of their own to.

**Lesson #1**

**Teacher Candidate: Stefani Sumption**

**Cooperating Teacher: Barb Newman**

**Grade Level: 8th**

**Subject: Art**

**Date: 2/22/16**

**In this lesson balance will be introduced through the demonstration of a constructed sketchbook. The teacher will explain that the students will choose a symmetrical, asymmetrical, or radial design to portray in on their sketchbook cover. They will then assemble their own sketchbook.**

**Common Core/State Standard(s):**

**National Art Standard: 1- Understanding and applying media, techniques, and processes.**

**National Art Standard: 2- Using knowledge of structures and functions.**

**Learning Objective(s):** Students will be able to...(SWBAT)

- Demonstrate an understanding of balance through the choice of design on their sketchbook.
- Model the concept of assembling a sketchbook.
- Identify color scheme used in design.

**Rationale: Describe how this lesson is developmentally appropriate:**

- What skills and content are needed to master the lesson objective(s)?
  - The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.
- How is this objective relevant to students, their lives, and/or the real world?
  - Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.
- What types of instructional strategies will you use to deliver the content?
  - The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.
  - Q&A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students' understanding of each principle presented.
  - The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.
- How does your lesson reflect educational theories/theorists?
  - According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it. .

	<p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&amp;A with response cards, individual student pre-test, etc.). <ul style="list-style-type: none"> <li>✓ The teacher will hold a Q&amp;A discussion with the students to assess their knowledge on the principle of balance, as well as symmetry, asymmetry, and radial symmetry.</li> <li>✓ The teacher will continue the discussion going their sketchbook assignments that they will complete in their finished sketchbook.</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will the students demonstrate that they have attained the goals of the lesson? <ul style="list-style-type: none"> <li>✓ The students will then create their sketchbook cover design. After the demonstration the students will assemble their own sketchbooks.</li> </ul> </li> </ul> <p><b>Post-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist) <ul style="list-style-type: none"> <li>✓ A checklist will be used to evaluate the students' work/performance of the cover design that they created. They will be graded on their use of balance, the color scheme, and if they assembled their sketchbook correctly according to directions.</li> </ul> </li> </ul>	
	<p><b>Key Vocabulary:</b> List words that you will either introduce or review which build background/schema relevant to the content area.</p> <ul style="list-style-type: none"> <li>✓ Balance</li> <li>✓ Symmetry</li> <li>✓ Asymmetry</li> <li>✓ Radial symmetry</li> </ul>	<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li>□ How will you use technology to engage students in authentic learning experiences? <ul style="list-style-type: none"> <li>○ In today's world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the computers to use the internet to get inspiration for their cover designs. By providing examples of designs as well as examples of the correct types of balance needed in the assignment, I hope to spark the students' interest from the start of the project with the option of computer use.</li> </ul> </li> <li>□ How will you address diverse learning needs through technology? <ul style="list-style-type: none"> <li>○ By having the option of the computers, this allows the students to constantly see an example so they are confident in what is assigned and expected of them.</li> </ul> </li> </ul> <p><b>Other required materials:</b></p> <ul style="list-style-type: none"> <li>✓ glue</li> <li>✓ dental floss</li> <li>✓ X-acto knife</li> </ul>



		<ul style="list-style-type: none"> <li>✓ Laminate</li> <li>✓ Needle</li> <li>✓ Scissors</li> <li>✓ Markers</li> <li>✓ Colored pencils</li> <li>✓ 6"x18" paper</li> </ul>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>○ There are no students with specials needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also precut everything so they would be ready to go.</li> <li>○ For the rest of the students in the classroom:</li> <li>✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.</li> <li>✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.</li> <li>✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.</li> <li>✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.</li> </ul> </li> </ul>	
<b>Lesson Plan Implementation</b>	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li>□ How will you... <ul style="list-style-type: none"> <li>✓ activate student interest?</li> <li>✓ present the learning objective(s) in an engaging and student-friendly way?</li> <li>✓ make connections to past learning?</li> <li>✓ convey the importance of the learning objective and make it relevant to your students' lives?</li> <li>✓ explain to students the sequence of instruction? (preview the activities for the period)</li> <li>✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?</li> </ul> </li> <li>○ The teacher will ask the students what they know of balance.</li> <li>○ The teacher will review the principles of design and highlight how they will be focusing on balance for this project.</li> <li>○ The teacher will introduce the concept of making their own sketchbook.</li> <li>○ The teacher will explain how the students will create their own designs showing balance on their constructed sketchbook.</li> </ul>	

	<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li><input type="checkbox"/> The teacher will explain that the students will create their own sketchbook.</li> <li><input type="checkbox"/> The teacher will explain that the students will show good use of balance on their sketchbook covers with a symmetrical, asymmetrical, or radial design.</li> <li><input type="checkbox"/> The teacher will show some examples of the different types of balance they could use.</li> <li><input type="checkbox"/> The teacher will also go over different color schemes and explain that the students will chose a color scheme for their cover design.</li> <li><input type="checkbox"/> The students will be encouraged to go beyond what is assigned and create an original project.</li> <li><input type="checkbox"/> How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will ask the students how they will create their cover designs with the use of balance.</li> <li><input type="checkbox"/> The teacher will have the students explain the difference between the three design options.</li> <li><input type="checkbox"/> Any questions can be answered at this time as well.</li> </ul> </li> </ul>
	<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li><input type="checkbox"/> How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li><input type="checkbox"/> How are students practicing in ways that align to independent practice?</li> <li><input type="checkbox"/> How will you provide guidance to all students as they practice?</li> <li><input type="checkbox"/> How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will begin sketching out their design ideas on a scratch piece of paper.</li> <li>✓ The teacher will check the students' sketches and determine whether they understand the concept of the balance they chose.</li> <li>✓ The teacher will let give them the materials needed to complete the sketchbook.</li> </ul> </li> </ul>

<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will gather their 20 pieces of 6"x18" paper, glue, needle, and dental floss for the construction of their sketchbook.</li> <li>✓ After getting approval from the teacher the students can begin folding their paper in half by groups of five.</li> <li>✓ Once the paper is all folded they can glue the outside of each stack and lay each group inside the next.</li> <li>✓ The students can stack a book on the booklet of paper.</li> <li>✓ The students then have time to start drawing their cover design.</li> <li>✓ After some time to allow the glue to dry the students can hook their dental floss on the needle and sew the group of paper together.</li> <li>✓ The students will put the booklet of paper under their stack of books until their cover is completed.</li> <li>✓ The students will finish their cover designs and, with the aid of the teacher, laminate their covers and glue their cover on the booklets. This could take place over the week allotted to them to complete their covers.</li> </ul> </li> </ul>
	<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed)</li> </ul> </li> <li>○ The teacher will have some of the students share with the rest of the class what their design layout will look like.</li> <li>○ This will allow them to talk about their designs and to gain insight on what others are doing for more ideas of their own.</li> <li>○ The teacher will have the students point out where their balance.</li> <li>○ The color schemes can also be explained during this time.</li> <li>○ The teacher will explain that the students will be graded with a checklist.</li> <li>○ The teacher will explain that this project is due in a week and will be worth 100 points.</li> </ul>

<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ In my opinion the students did very well on this assessment. They all chose a design and portrayed their choice of balance with no confusion. All of the students went beyond the expected designing abilities for their design and created outstanding covers. I was impressed with the creativity that most of them incorporated in their designs to create original and interesting covers.</li> <li>○ All of the students, except two, received a full list of accomplished checks on this project. The reason all of them didn't achieve this was because of the lack of craftsmanship on the students' part. Next time I would teach this I would emphasize the importance of having neat lines and shading in their coloring before and during the task of creating their cover. I would also talk to the individual students who are being a little messy in the completing of their cover one-on-one to see if they are just in a hurry or if there is a deeper reason to why they are not having neat work.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ Some of the students started doing different types of balance on each side of their cover. For example, an asymmetrical design on one side and a radial design on the other when the assignment was to choose one and emphasize one. This could be remedied by allowing them to use two and explain how the two could work together.</li> <li>○ An extension of this project could be to use one balanced design on the cover like assigned, and then create a design for the other types of balance inside the sketchbook so the students are getting a chance to practice all of them.</li> </ul> </li> </ul>
<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ I believe choosing balance as an opener to the Principles of Design unit plan was the best choice in getting the students warmed up to the different types of design that can be used for balancing a work of art. This showed the students that in creating something, you should think about the design and atmosphere that you want to portray.</li> <li>○ In constructing their own sketchbook the students learned a new way to create a booklet for future uses. This broadened their knowledge of how to be resourceful and creative as well. I think this was implemented well in their understanding for future projects.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ The only change I would make if I were to teach this lesson again would be to open more discussion options for the students. I think having class critiques and discussions allows the students to gain more insight and inspiration on what they could create. Since this is a smaller class that would have been easy to get the students in a big circle and discuss their thought processes. Otherwise I think the lesson was laid out well and allowed the assembly of the students' sketchbooks to be done in the same hour as the introduction to get things moving.</li> </ul> </li> </ul>

## Sketchbook Checklist

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle balance in completed sketchbook.		
Student chose a symmetrical, asymmetrical, or radial balance design.		
Student demonstrated good use of balance.		
Student used original designs and creativity in designs.		
Student chose a color scheme and was able to explain why the color scheme was chosen.		
Student concerned self with craftsmanship.		
Student used time wisely and participated in any class discussions that took place.		

Comments:

## Lesson #2

Flower Batik Lesson Plan	
<p><b>Teacher Candidate: Stefani Sumption</b>  <b>Cooperating Teacher: Barb Newman</b>  <b>Grade Level: 8th</b>  <b>Subject: Art</b>  <b>Date: 2/29/16</b></p> <p>In this lesson emphasis will be introduced through Georgia O’Keeffe’s artwork. This lesson will teach the students techniques on how to emphasize areas in their artwork. The students will choose a flower to paint with tempera paint then with the process of batik, they will cover their painting with India ink and wash off with water. This techniques will create textures within the flower painting.</p>	
<p><b>Common Core/State Standard(s):</b>  <b>National Art Standard: 1- Understanding and applying media, techniques, and processes.</b>  <b>National Art Standard: 2- Using knowledge of structures and functions.</b></p>	
<p><b>Learning Objective(s):</b> Students will be able to...(SWBAT)</p> <ul style="list-style-type: none"> <li>○ Students will understand and demonstrate the technique of Batik with paper and India ink.</li> <li>○ Students will make connections in Batik flowers with those of Georgia O’Keeffe’s artwork.</li> <li>○ Students will be able to identify the principle of emphasis throughout creating their flowers.</li> </ul>	
	<p><b>Rationale: Describe how this lesson is developmentally appropriate:</b></p> <ul style="list-style-type: none"> <li>□ What skills and content are needed to master the lesson objective(s)? <ul style="list-style-type: none"> <li>○ The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.</li> </ul> </li> <li>□ How is this objective relevant to students, their lives, and/or the real world? <ul style="list-style-type: none"> <li>○ Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.</li> </ul> </li> <li>□ What types of instructional strategies will you use to deliver the content?</li> </ul>

	<ul style="list-style-type: none"> <li>○ The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.</li> <li>○ Q&amp;A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students’ understanding of each principle presented.</li> <li>○ The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.</li> </ul> <p><input type="checkbox"/> How does your lesson reflect educational theories/theorists?</p> <ul style="list-style-type: none"> <li>○ According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it. .</li> </ul>	
	<p><b>Pre-Assessment</b></p> <p><input type="checkbox"/> How will you measure students’ readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&amp;A with response cards, individual student pre-test, etc.).</p> <ul style="list-style-type: none"> <li>✓ The teacher will hold a Q&amp;A discussion with the students to assess their knowledge on the principle of emphasis. The students will also go over whether they know Georgia O’Keeffe or her artwork. O’Keeffe’s artwork will be shown on the projector.</li> <li>✓ The teacher will continue the discussion going over how O’Keeffe used areas of emphasis to create interest in her flowers.</li> </ul> <p><b>Assessment</b></p> <p><input type="checkbox"/> How will the students demonstrate that they have attained the goals of the lesson?</p> <ul style="list-style-type: none"> <li>✓ The students will choose a flower to draw from the provided selection of flower clips, as well as being allowed to look online for inspiration.</li> <li>✓ After choosing a flower the students will draw their design with chalk, paint their design with tempera paint, paint over the completed flower design with India ink and wash off with water.</li> <li>✓ Once their completed flower is dry, the students will cover with watered down gel medium and frame with a tag board frame.</li> </ul> <p><b>Post-Assessment</b></p> <p><input type="checkbox"/> How will you evaluate the students’ work/performance? ( e.g., rubric, weighted responses, checklist)</p> <ul style="list-style-type: none"> <li>✓ A checklist will be used to evaluate the students’ work/performance of the Georgia O’Keeffe flower design that they created. They will be graded on their use of emphasis, and the colors that they used to create their emphasis.</li> </ul>	
	<p><b>Key Vocabulary:</b> List words that you will either introduce or review which build background/schema relevant to the content area.</p> <ul style="list-style-type: none"> <li>✓ Emphasis</li> <li>✓ Line</li> <li>✓ Texture</li> <li>✓ Unity</li> </ul>	<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li>✓ Cooperating teacher’s computers</li> <li><input type="checkbox"/> How will you use technology to engage students in authentic learning experiences? <ul style="list-style-type: none"> <li>○ In today’s world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the</li> </ul> </li> </ul>

		<p>computers to use the internet to get inspiration for their flower designs. By providing examples of designs I hope to spark the students' interest from the start of the project.</p> <ul style="list-style-type: none"> <li>□ How will you address diverse learning needs through technology? <ul style="list-style-type: none"> <li>○ By having the examples and concepts on the projector, this allows the students to constantly see an example so they are confident in what is assigned and expected of them.</li> </ul> </li> </ul> <p><b>Other required materials:</b></p> <ul style="list-style-type: none"> <li>✓ Tempera paint</li> <li>✓ Brushes</li> <li>✓ India Ink</li> <li>✓ Tub for washing</li> <li>✓ 18"x18" pink construction paper</li> <li>✓ Gel medium</li> <li>✓ Tag board</li> <li>✓ Tape</li> <li>✓ Flower handouts</li> </ul>
<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>○ There are no students with special needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also pre-cut everything so they would be ready to go.</li> <li>○ For the rest of the students in the classroom:</li> <li>✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.</li> <li>✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.</li> <li>✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.</li> <li>✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.</li> </ul> </li> </ul>		

<b>Lesson Plan Implementation</b>	<b>I Do</b>	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ activate student interest?</li> <li>✓ present the learning objective(s) in an engaging and student-friendly way?</li> <li>✓ make connections to past learning?</li> <li>✓ convey the importance of the learning objective and make it relevant to your students' lives?</li> <li>✓ explain to students the sequence of instruction? (preview the activities for the period)</li> <li>✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?</li> </ul> </li> <li>○ The teacher will ask the students if they are familiar with Georgia O’Keeffe and her artwork.</li> <li>○ The teacher will review the principles of design and highlight how they will be focusing on emphasis for this project.</li> <li>○ The teacher will go over emphasis and how Georgia O’Keeffe’s flowers are a great example of that.</li> <li>○ The teacher will explain how the students will create their own flower design using contrasting tints and shades of colors while creating emphasis.</li> </ul>
		<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li>○ The teacher will pull up examples of Georgia O’Keeffe’s flower artwork to show the students on the projector. This will give them a better understanding of emphasis and how they will create this in their flowers as well.</li> <li>○ The teacher will explain how the students will be mixing their own colors for their flowers, making a tint and shade of each color will help in creating emphasis in the flower.</li> <li>○ Tints and shades will be reviewed so the students know exactly what they are.</li> <li>○ The teacher will go over how to create their flower, using chalk to draw the flowers, and tempera paint to create their flower.</li> <li>○ The teacher will then explain that a demonstration of how to apply the India ink and wash it off will be explained when the students have completed painting their flowers and are ready to move on to the next step.</li> <li>○ The students will be encouraged to go beyond what is assigned and create an original project.</li> <li><input type="checkbox"/> How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li>○ The teacher will ask the students how they will create their flower designs with the use of tints and shades to create emphasis.</li> <li>○ The teacher will review Georgia O’Keeffe and her artwork.</li> <li>○ The teacher will have the students describe what emphasis is and how they are going to use it in their artwork.</li> </ul> </li> </ul>



	<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li><input type="checkbox"/> How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li><input type="checkbox"/> How are students practicing in ways that align to independent practice?</li> <li><input type="checkbox"/> How will you provide guidance to all students as they practice?</li> <li><input type="checkbox"/> How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will begin sketching out their design idea on their pink 18"x18" paper with their chalk.</li> <li>✓ The teacher will check the students' sketches and determine whether they understand the concept of shapes and space.</li> <li>✓ The teacher will let them finish their drawing with the provided chalk.</li> </ul> </li> </ul>
	<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will decide on their color scheme and get their paint out.</li> <li>✓ After getting approval from the teacher the students can begin painting their flower with the tempera paint.</li> <li>✓ Once the students are done painting their flowers with the tempera paint, the teacher will demonstrate how to paint the India ink on top of their entire painting in even layers. <ul style="list-style-type: none"> <li>✓ After letting the India ink dry the students will slide their painting into a tub full of water and gently brush off the India ink.</li> <li>✓ The brush will leave textured stroke marks on the flowers.</li> <li>✓ The way the students painted their flowers with their mixed colors should create emphasis in their flowers.</li> <li>✓ The students finished product should look like a Georgia O'Keeffe flower design.</li> <li>✓ Once the painting is dry again, the students will cover the painting with a watered down gel medium and a window mat will be added, securing it with tape.</li> </ul> </li> </ul> </li> </ul>
		<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed)</li> </ul> </li> <li>○ The teacher will have the students point out their areas of emphasis on their flowers, also explaining how they created this emphasis.</li> <li>○ The teacher will explain that tints and shades of their mixed colors helped in creating their emphasis areas.</li> <li>○ The teacher will explain that the students will be graded with a checklist and that it is worth 100 points.</li> <li>○ The teacher will explain that this project is due in a couple of weeks, depending on how far everyone gets as a whole class.</li> </ul>

<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ All of the students did excellent on their batik flowers. Since this was the first painting assignment I think this aided in their excitement to get started. All of the students chose interesting flower designs and color schemes for their flower. There were a few students who had questionable designs but after applying the India ink and washing it off, the design proved to be interesting.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ The next time I teach this lesson I would encourage the students to choose flower designs that have areas of intricate lines or patterns. After washing off the India ink I would point out how the ink left interesting textures to make the lines look especially stimulating. For the students who got done especially fast I would allow the students to design a different design with the batik process.</li> </ul> </li> </ul>
<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ The demonstration of applying the chalk and tempera paint before giving them the demonstration of applying the India ink and washing it off was a good plan of instruction to allow the students to digest the information needed for the first steps of the project.</li> <li>○ Presenting Georgia O'Keeffe's artwork to the students before they started their own flowers was a good way to model what the students needed to be thinking about while creating their areas of emphasis in their flowers.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ If I were to teach this lesson again I'd allow the students to choose something other than a flower to do the batik process with. This would allow the students to experiment to with other designs and lines to create emphasis.</li> </ul> </li> </ul>

**Flower Batik Design Checklist**

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle emphasis in completed flower design.		
Student used a variety of tints and shades of mixed colors throughout design.		
Student demonstrated good use of emphasis.		
Student used original designs and creativity in designs.		
Student chose a color scheme and was able to explain why the color scheme was chosen.		
Student concerned self with craftsmanship		
Student used time wisely and participated in any class discussions that took place.		

Comments:

### Lesson #3

#### Japanese Notan Lesson Plan

**Teacher Candidate:** Stefani Sumption

**Cooperating Teacher:** Barb Newman

**Grade Level:** 8th

**Subject:** Art

**Date:** 3/7/16

In this lesson rhythm/movement will be introduced through Japanese Notan Art. This technique involves cutting out organic and geometric shapes and “flipping” the designs. This teaches the students to think about the positive and negative space they will be creating, as well as contrasting designs. Since this lesson will require the students to pick colored paper for their Notan designs, a color scheme will also be required of the students to explain what color scheme they chose. This lesson will also focus on how paper cutting is a valued form of Japanese folk art, explaining why most Notan pieces are collaged and not painted.

**Common Core/State Standard(s):**

**National Art Standard: 1- Understanding and applying media, techniques, and processes.**

**National Art Standard: 2- Using knowledge of structures and functions.**

**National Art Standard: 4- Understanding the visual arts in relation to history and cultures.**

**Learning Objective(s):** Students will be able to...(SWBAT)

- demonstrate an understanding of rhythm/movement through the placement of their organic and geometric cut out Notan designs.
- recognize and develop positive and negative space with the “flipping” and layout of their designs.
- identify which color scheme they chose in their Notan designs.
- identify the Japanese style of folk art through the use of collage.

**Rationale: Describe how this lesson is developmentally appropriate:**

- What skills and content are needed to master the lesson objective(s)?
  - The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.
- How is this objective relevant to students, their lives, and/or the real world?
  - Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.
- What types of instructional strategies will you use to deliver the content?
  - The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.
  - Q&A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students’ understanding of each principle presented.
  - The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.
- How does your lesson reflect educational theories/theorists?
  - According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it.

**Pre-Assessment**

- How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&A with response cards, individual student pre-test, etc.).
  - ✓ The teacher will hold a Q&A discussion with the students to assess their knowledge on the principle of rhythm/movement, as well as contrast and positive and negative space. The students will also explain what organic and geometric shapes and what some color schemes are so the teacher knows that they understand what is needed to pass the assignment.
  - ✓ The teacher will continue the discussion going over Japanese folk art and how Notan is included in that.

**Assessment**

- How will the students demonstrate that they have attained the goals of the lesson?
  - ✓ The students will then create their own Japanese Notan design out of the paper and tag board provided for them. The students will model positive and negative space, organic and geometric shapes, and will be able to explain what color scheme was chosen and why.

**Post-Assessment**

- How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist)
  - ✓ A checklist will be used to evaluate the students' work/performance of the Japanese Notan design that they created. They will be graded on their use of positive and negative space, the shapes they used, and if they explained the color scheme chosen for their design.

**Key Vocabulary:**

List words that you will either introduce or review which build background/schema relevant to the content area.

- ✓ Rhythm
- ✓ Movement
- ✓ Negative space
- ✓ Positive space
- ✓ Notan
- ✓ Contrast
- ✓ Color scheme
- ✓ Organic
- ✓ Geometric

**Technology needed:**

- ✓ Projector
- ✓ Cooperating teacher's computers
- How will you use technology to engage students in authentic learning experiences?
  - In today's world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the computers to use the internet to get inspiration for their Notan designs. By providing examples of designs as well as examples of the correct positive and negative space and shapes needed in the assignment, I hope to spark the students' interest from the start of the project with the use of a PowerPoint.
- How will you address diverse learning needs through technology?
  - By having the examples and concepts on the projector, this allows the students to constantly see an

		<p>example so they are confident in what is assigned and expected of them.</p> <ul style="list-style-type: none"> <li>○ By providing examples for the visual learners with the use of the PowerPoint on the projector.</li> </ul> <p><b>Other required materials:</b></p> <ul style="list-style-type: none"> <li>✓ 5x5 colored paper</li> <li>✓ 22x22 black tag board</li> <li>✓ X-acto knife</li> <li>✓ Rubber cement</li> <li>✓ Scissors</li> <li>✓ Tape</li> </ul>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>○ There are no students with special needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also pre-cut everything so they would be ready to go.</li> <li>○ For the rest of the students in the classroom:</li> <li>✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.</li> <li>✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.</li> <li>✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.</li> <li>✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.</li> </ul> </li> </ul>	
<b>Lesson Plan</b> <b>Implementation</b>	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li>□ How will you... <ul style="list-style-type: none"> <li>✓ activate student interest?</li> <li>✓ present the learning objective(s) in an engaging and student-friendly way?</li> <li>✓ make connections to past learning?</li> <li>✓ convey the importance of the learning objective and make it relevant to your students' lives?</li> <li>✓ explain to students the sequence of instruction? (preview the activities for the period)</li> <li>✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?</li> </ul> </li> <li>○ The teacher will ask the students if they are familiar with Japanese Notan Art.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ The teacher will review the principles of design and highlight how they will be focusing on rhythm/movement for this project.</li> <li>○ The teacher will introduce the culture of Japanese Folk Art and how Notan is a part of that.</li> <li>○ The teacher will explain how the students will create their own Notan design using contrasting designs with positive and negative space. The students will create a design showing good use of rhythm/movement as well as organic and geometric shapes and a chosen color scheme.</li> </ul>
I Do	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li>□ How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li>○ The teacher will explain that the students will create their own Japanese Notan design.</li> <li>○ The teacher will pull up the PowerPoint that explains the practice of Notan art through Japanese culture. Japanese Folk Art will also be explained during this slide.</li> <li>○ The teacher will show some examples of Notan art and point out the contrasting designs in each example. Positive and negative space will also be pointed out in the designs and will be discussed in every day examples as well, in order to relate this concept to the students on a deeper level of understanding. With this the teacher will explain that they need to show both organic and geometric shapes in their Notan designs.</li> <li>○ The teacher will go over what exactly organic and geometric shapes are.</li> <li>○ The teacher will go over the principle of rhythm/movement and explain that this will be demonstrated in their finished design.</li> <li>○ The teacher will also go over different color schemes and explain that the students will chose a color scheme for their Notan design.</li> <li>○ The students will be encouraged to go beyond what is assigned and create an original project.</li> <li>□ How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li>○ The teacher will ask the students how they will create their Notan designs with the use of positive and negative space.</li> <li>○ The teacher will have the students explain the difference between organic and geometric shapes.</li> <li>○ The teacher will have the students describe what rhythm and movement are and how this can be portrayed in their Notan designs.</li> </ul> </li> </ul>

	<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li><input type="checkbox"/> How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li><input type="checkbox"/> How are students practicing in ways that align to independent practice?</li> <li><input type="checkbox"/> How will you provide guidance to all students as they practice?</li> <li><input type="checkbox"/> How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will begin sketching out their design ideas on a scratch piece of paper.</li> <li>✓ The teacher will check the students' sketches and determine whether they understand the concept of shapes and space.</li> <li>✓ The teacher will let them chose their color scheme and paper once they understand what is needed for the assignment.</li> </ul> </li> </ul>
	<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will decide on their color scheme and chose the paper that best reflects their choice.</li> <li>✓ After getting approval from the teacher the students can begin drawing their design on the chosen 5x5 paper.</li> <li>✓ The students will draw their organic and geometric shapes of choice.</li> <li>✓ After the designs are all drawn out and the students lay out their plan for their design they can tape down their 5x5 sheets of paper on the tag board so they get an idea on how their design will look.</li> <li>✓ The students will check with the teacher for approval and advice.</li> <li>✓ After this the students can carefully take off the 5x5 paper that is to be cut out first, and begin cutting with the handed out X-acto knives.</li> <li>✓ The students will get a cardboard pad and begin carving out their designs with the X-acto knife.</li> <li>✓ Once the shapes are cut out the students can begin gluing them onto the black tag board.</li> <li>✓ The students finished product should look like a Japanese Notan design with positive and negative space, organic and geometric shapes, and a chosen color scheme.</li> </ul> </li> </ul>
		<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed)</li> </ul> </li> <li>○ The teacher will have some of the students share with the rest of the class what their color scheme is and what their plan for the rest of the project is.</li> <li>○ This will allow them to talk about their designs and to gain insight on what others are doing for more ideas of their own.</li> <li>○ The teacher will have the students point out where their organic and geometric shapes are in their designs.</li> <li>○ The teacher will explain that positive and negative space are needed in this project as well as geometric and organic shapes.</li> <li>○ The color schemes can also be explained during this time.</li> <li>○ The teacher will explain that the students will be graded with a checklist.</li> </ul>

	<ul style="list-style-type: none"> <li>○ The teacher will explain that this project is due in a couple of weeks, depending on how far everyone gets as a whole class.</li> </ul>
<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ The students could've concerned themselves with craftsmanship throughout the project better. A lot of them were very sloppy while cutting out their Notan designs with the x-Acto knives. All of them did very well with the layout of their designs, it was the craftsmanship that needed work. Because of this the final grade given was lower than those who took their time and created clean lines.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ During study halls or free time, the students could work on perfecting their lines on their Notan designs to make up for craftsmanship points. In future lessons it will be emphasized how the students need to concern themselves with neat designs.</li> </ul> </li> </ul>
<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ At the beginning of the lesson Japanese Notan were explained and the different processes for which they could be accomplished were explained. I think this was a good way to let the students see different ideas and ways to accomplish one task.</li> <li>○ I think providing the materials to create the Notan designs was a good idea to give them options on completing their design. The students could use scissors or X-acto knives to cut their paper. They were also provided with cutting boards for their X-acto knives.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ If I were to teach this lesson again I would do a demonstration on how to cut the Notan designs. A lot of the students got started on the cutting of the designs before practicing, probably adding to the problem of poor cutting.</li> </ul> </li> </ul>

**Japanese Notan Design Checklist**

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle rhythm/movement in completed Notan design.		
Student used a variety of both organic and geometric shapes throughout design.		
Student demonstrated good use of positive and negative space.		
Student used original designs and creativity in designs.		
Student chose a color scheme and was able to explain why the color scheme was chosen.		
Student applied chosen color scheme to the project with the provided paper.		
Student used time wisely and participated in any class discussions that took place.		

Comments:



## **Lesson #4**

### **Contrasting Scratchboard Designs Lesson Plan**

**Teacher Candidate: Stefani Sumption**

**Cooperating Teacher: Barb Newman**

**Grade Level: 8th**

**Subject: Art**

**Date: 3/14/16**

**In this contrast will be introduced through the use of creating designs on a scratchboard. This will involve the students choosing a design that shows good texture and contrast and using tools to scratch the design in provided scratchboards. The students will create their design using balance, emphasis, and contrast to complete their scratchboard projects.**

**Common Core/State Standard(s):**

**National Art Standard: 1- Understanding and applying media, techniques, and processes.**

**National Art Standard: 2- Using knowledge of structures and functions.**

**Learning Objective(s):** Students will be able to...(SWBAT)

- Demonstrate an understanding of contrast through the use of positive and negative space, as well as texture, through the concept of etching designs.
- Recognize and develop positive and negative space to create contrast.
- Model use of different textures through use of scratchboard tools.

**Rationale: Describe how this lesson is developmentally appropriate:**

- What skills and content are needed to master the lesson objective(s)?
  - The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.
- How is this objective relevant to students, their lives, and/or the real world?
  - Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.
- What types of instructional strategies will you use to deliver the content?
  - The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.
  - Q&A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students' understanding of each principle presented.
  - The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.
- How does your lesson reflect educational theories/theorists?
  - According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it. .

	<p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&amp;A with response cards, individual student pre-test, etc.). <ul style="list-style-type: none"> <li>✓ The teacher will hold a Q&amp;A discussion with the students to assess their knowledge on the principle of contrast. The students will also explain what texture is so the teacher knows that they understand what is needed to pass the assignment.</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will the students demonstrate that they have attained the goals of the lesson? <ul style="list-style-type: none"> <li>✓ The students will choose a subject matter for their scratchboard and discuss with the class and the teacher how they could show texture and contrast with their chosen subject.</li> </ul> </li> </ul> <p><b>Post-Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist) <ul style="list-style-type: none"> <li>✓ A checklist will be used to evaluate the students' work/performance of the scratchboard design that they created. They will be graded on their use of positive and negative space and textures they used.</li> </ul> </li> </ul>	<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li>✓ Projector</li> <li>✓ Cooperating teacher's computers</li> <li><input type="checkbox"/> How will you use technology to engage students in authentic learning experiences? <ul style="list-style-type: none"> <li>○ In today's world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the computers to use the internet to get inspiration for their scratchboard designs. By providing examples of designs I hope to spark the students' interest from the start of the project with the use of a PowerPoint.</li> </ul> </li> <li><input type="checkbox"/> How will you address diverse learning needs through technology? <ul style="list-style-type: none"> <li>○ By having the examples and concepts on the projector, this allows the students to constantly see an example so they are confident in what is assigned and expected of them.</li> <li>○ By providing examples for the visual learners with the use of the PowerPoint on the projector.</li> </ul> </li> </ul> <p><b>Other required materials:</b></p>
	<p><b>Key Vocabulary:</b> List words that you will either introduce or review which build background/schema relevant to the content area.</p> <ul style="list-style-type: none"> <li>✓ Contrast</li> <li>✓ Texture</li> <li>✓ Positive space</li> <li>✓ Negative space</li> </ul>	

<b>Lesson Plan</b> <i>Implementation</i>		<ul style="list-style-type: none"> <li>✓ 7x11 manila paper</li> <li>✓ 7x11 scratchboards</li> <li>✓ Straight edge and round edge scratchboard tools</li> <li>✓ Chalk</li> <li>✓ pencil</li> </ul>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>○ There are no students with specials needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also precut everything so they would be ready to go.</li> <li>○ For the rest of the students in the classroom:</li> <li>✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.</li> <li>✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.</li> <li>✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.</li> <li>✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.</li> </ul> </li> </ul>	
	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li>□ How will you... <ul style="list-style-type: none"> <li>✓ activate student interest?</li> <li>✓ present the learning objective(s) in an engaging and student-friendly way?</li> <li>✓ make connections to past learning?</li> <li>✓ convey the importance of the learning objective and make it relevant to your students' lives?</li> <li>✓ explain to students the sequence of instruction? (preview the activities for the period)</li> <li>✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?</li> </ul> </li> <li>○ The teacher will ask the students if they are familiar with the techniques of using a scratchboard.</li> <li>○ The teacher will review the principles of design and highlight how they will be focusing on contrast for this project.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ The teacher will explain how the students will create their own scratchboard design using contrasting designs with positive and negative space. The students will create a design showing good use of contrast with texture.</li> </ul>
<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li>□ How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li>○ The teacher will explain that the students will create their own scratchboard design.</li> <li>○ It will be explained that they can choose a landscape, wildlife, insects, or animals. Anything that portrays good contrast.</li> <li>○ The teacher will pull up the PowerPoint that explains the practice of using scratchboard tools, such as the straight edge and round edge tool, to create a contrasting design on a scratchboard.</li> <li>○ The teacher will show some examples of scratchboard art and point out the contrasting designs in each example. Positive and negative space will also be pointed out in the designs and will be discussed in every day examples as well, in order to relate this concept to the students on a deeper level of understanding. With this the teacher will explain that they need to show texture and movement in their designs as well.</li> <li>○ The teacher will go over the principle of contrast and explain that this will be demonstrated in their finished design.</li> <li>○ The students will be encouraged to go beyond what is assigned and create an original project.</li> <li>□ How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li>○ The teacher will ask the students how they will create their scratchboard designs with the use of contrast.</li> <li>○ The teacher will have the students describe what contrast is and how this can be portrayed in their scratchboard designs.</li> </ul> </li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>□ How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li>□ How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li>□ How are students practicing in ways that align to independent practice?</li> <li>□ How will you provide guidance to all students as they practice?</li> <li>□ How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will begin sketching out their design ideas on a scratch piece of paper.</li> <li>✓ The teacher will check the students' sketches and determine whether they understand the concept of contrast and texture</li> <li>✓ The teacher will let them draw out most or all of their chosen design on the provided 7x11 inch Manila paper. It will be explained that the students will put a layer of chalk on the back of the Manila paper and lay it on the scratchboard and trace over their design once they are finished. This is how the students will transfer their design to the scratchboard without having to draw it completely over again.</li> </ul> </li> </ul>
<b>We Do</b>	

	<p style="text-align: center;"><b>You Do</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will decide on their subject matter and research it for reference photos.</li> <li>✓ After getting approval from the teacher the students can begin drawing their design on the provided 7x11 inch Manila paper.</li> <li>✓ The students will transfer their design to the scratchboard with the chalk technique demonstrated.</li> <li>✓ The students will check with the teacher for approval and advice.</li> <li>✓ The students will also be shown the different scratchboard tools and will be allowed to practice on a spare piece of scratchboard.</li> <li>✓ The students can begin scratching on their design once they are comfortable with the scratchboard tools.</li> </ul> </li> </ul> <p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed)</li> </ul> </li> <li>○ The teacher will have some of the students share with the rest of the class what their chosen subject matter is and what their plan for the rest of the project is.</li> <li>○ This will allow them to talk about their designs and to gain insight on what others are doing for more ideas of their own.</li> <li>○ The teacher will explain that the students will be graded with a checklist of 100 points.</li> <li>○ The teacher will explain that this project is due in a couple of weeks, depending on how far everyone gets as a whole class.</li> </ul>
<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ Most of the students succeeded in this project. There were a few that could've concerned themselves with the techniques of using the tools more effectively. On their boards they over scratched or didn't show good use of craftsmanship.</li> <li>○ For the students who had poor craftsmanship they received a lower overall grade. For each project the students have the chance to gain points that they did not receive the first time. With this project it is hard to fix something that they already scratched off. For the areas that weren't scratched off enough this would be the only way they could gain more points. Enhancing the design by adding watercolor to the board was an option for the students who got done exceptionally fast, which could also be used to enhance a project that was poorly done.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ For the next lesson it will be emphasized how important craftsmanship is and it will be checked during the project by the teacher for each student. For the students who are having an especially tough time staying neat and consistent it will be explained how that can be achieved on a different level.</li> </ul> </li> </ul>

<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ I feel that the examples provided helped the students to get a better picture of what is expected of them. This implemented the lesson by allowing them to brainstorm by branching other ideas off of the already done examples. I was lucky that my cooperating teacher had kept a lot of past student examples so I could borrow them for this lesson. This showed the students what could be accomplished as well as inspire them to create new designs.</li> <li>○ Letting the students practice with the different scratchboard tools implemented the instruction of the lesson by allowing them to practice before they began on their scratchboards. This way they could knock out any mistakes and perfect the handling of the tools.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ If I were to teach this again I would do a scratchboard with them and do demonstrations on how to do certain techniques throughout the week of working on this project. I think this would be beneficial because they'd get personal lessons on how they can use the tools and what the tools create. I think this would also be beneficial to me as a new teacher because I would also be learning new techniques.</li> </ul> </li> </ul>
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### Scratchboard Design Checklist

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle contrast in completed scratchboard design.		
Student used a variety of textures throughout design.		
Student demonstrated good use of positive and negative space to create contrast.		
Student used original designs and creativity in designs.		
Student was concerned with craftsmanship.		
Student used scratch tools effectively and respectfully.		
Student used time wisely and participated in any class discussions that took place.		

Comments:

### Lesson #5

Patterns with the Masters Lesson Plan
<p><b>Teacher Candidate: Stefani Sumption</b>  <b>Cooperating Teacher: Barb Newman</b>  <b>Grade Level: 8th</b>  <b>Subject: Art</b>  <b>Date: 3/21/16</b></p> <p style="text-align: center;"><b>This lesson covers the principle of design, Pattern. It follows lessons covering Balance, Emphasis, Rhythm/Movement, and Contrast. The students will learn how patterns enhance designs. They will also learn about famous artists and their artwork as well, since they will use a famous piece of artwork to incorporate their own designs into.</b></p>

**Common Core/State Standard(s):**

**National Art Standard: 1- Understanding and applying media, techniques, and processes.**

**National Art Standard: 2- Using knowledge of structures and functions.**

**National Art Standard: 3- Choosing and evaluating a range of subject matter, symbols, and ideas.**

**National Art Standard: 4- Understanding the visual arts in relation to history and cultures.**

**National Art Standard: 5- Making connections between visual arts and other disciplines.**

**Learning Objective(s):** Students will be able to...(SWBAT)

- Recognize artists and their artwork.
- Apply paint in patterns in relation to chosen artwork
- Choose color scheme to use in design of chosen artwork to enhance focal point. Warm/cold, complimentary colors, etc.

**Planning**

**Rationale: Describe how this lesson is developmentally appropriate:**

- What skills and content are needed to master the lesson objective(s)?
  - The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.
- How is this objective relevant to students, their lives, and/or the real world?
  - Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.
- What types of instructional strategies will you use to deliver the content?
  - The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.
  - Q&A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students' understanding of each principle presented.
  - The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.
- How does your lesson reflect educational theories/theorists?
  - According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it. .

	<p><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&amp;A with response cards, individual student pre-test, etc.). <ul style="list-style-type: none"> <li>✓ The teacher will hold a Q&amp;A over what patterns the students see while outside of the classroom. They will explain what patterns are and how patterns enhance designs. The teacher will continue the discussion by explaining how some artists use patterns in their artwork.</li> <li>✓ The teacher will go over how color schemes can change the mood or areas of enhancement in designs.</li> </ul> </li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will the students demonstrate that they have attained the goals of the lesson? <ul style="list-style-type: none"> <li>✓ The students will list what color schemes are used in presented examples of famous artist's artwork on the PowerPoint.</li> </ul> </li> </ul> <p><b>Post-Assessment</b></p> <ul style="list-style-type: none"> <li>□ How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist) <ul style="list-style-type: none"> <li>✓ The teacher will use a checklist at the end of the lesson to determine if each student accomplished each objective. (bottom of lesson plan)</li> </ul> </li> </ul>	
	<p><b>Key Vocabulary:</b> List words that you will either introduce or review which build background/schema relevant to the content area.</p> <ul style="list-style-type: none"> <li>✓ Pattern</li> <li>✓ Color scheme</li> <li>✓ Design</li> </ul>	<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li>✓ Projector</li> <li>✓ Cooperating teacher's computers</li> <li>□ How will you use technology to engage students in authentic learning experiences? <ul style="list-style-type: none"> <li>○ In today's world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the computers to use the internet to get inspiration for their artist's pieces, as well as different pattern techniques to use. By providing examples of designs as well as examples of the newly designed artist's artwork needed to complete the assignment, I hope to spark the students' interest from the start of the project with the use of a PowerPoint.</li> </ul> </li> <li>□ How will you address diverse learning needs through technology? <ul style="list-style-type: none"> <li>○ By having the examples and concepts on the projector, this allows the students to constantly see an example so they are confident in</li> </ul> </li> </ul>



		<p>what is assigned and expected of them.</p> <ul style="list-style-type: none"> <li>○ By providing examples for the visual learners with the use of the PowerPoint on the projector.</li> </ul> <p><b>Other required materials:</b></p> <ul style="list-style-type: none"> <li>✓ Acrylic paint</li> <li>✓ Artist design sheets</li> <li>✓ Paint brushes</li> <li>✓ 12x18 tag board</li> <li>✓ pencils</li> </ul>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li>□ What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson? <ul style="list-style-type: none"> <li>○ There are no students with specials needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also precut everything so they would be ready to go.</li> <li>○ For the rest of the students in the classroom:</li> <li>✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.</li> <li>✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.</li> <li>✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.</li> <li>✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.</li> <li>✓</li> </ul> </li> </ul>	
<b>Lesson Plan</b> <b>Implementation</b>	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li>□ How will you... <ul style="list-style-type: none"> <li>✓ activate student interest?</li> <li>✓ present the learning objective(s) in an engaging and student-friendly way?</li> <li>✓ make connections to past learning?</li> <li>✓ convey the importance of the learning objective and make it relevant to your students' lives?</li> <li>✓ explain to students the sequence of instruction? (preview the activities for the period)</li> <li>✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?</li> </ul> </li> <li>○ The teacher will ask the students to list off patterns they remember seeing outside of the classroom.</li> <li>○ The teacher will then ask the students to list off any patterns they see in the classroom.</li> <li>○ The teacher will explain exactly what patterns are and how they are used to enhance designs.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ The teacher will present different examples of good use of pattern that artists have used in their own artwork with the use of a PowerPoint.</li> <li>○ More examples of patterns used in artwork will be shown.</li> <li>○ The teacher will explain that the students will choose an artist from the selection provided. After choosing an artist’s work they will brainstorm how they can enhance the work by incorporating their own patterns.</li> <li>○ Once every student has chosen an artist and their work, they will explain the main color scheme used in the artwork. Each student will chose a color scheme of their own to use in their own designs.</li> </ul>
<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li>□ How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li>○ The teacher will explain that the students will incorporate their own patterns in the designs of a chosen artist’s artwork.</li> <li>○ The teacher will review acrylic paint and how their colors can be saved with foil in their palette.</li> <li>○ Pictures of examples will be presented to the students, of patterns as well as patterns in artists’ artwork.</li> <li>○ The teacher will explain that the students will need to choose an artist’s piece from the provided selection, examine the color scheme already used and choose their own, then draw the design on their tag board and paint their own patterns in areas in the design.</li> <li>○ The teacher will explain that the students will not need to draw an exact replica of the artist’s design, or even use all of the design on their tag board. They can choose certain areas that they want to enhance with their patterns and just draw that area on their tag board.</li> <li>□ How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li>○ To check for understanding the teacher will have a Q&amp;A on what is needed in the assignment, such as patterns, an artist’s work, and a color scheme to choose their color palette from.</li> <li>○ Any other questions can be answered at this time.</li> </ul> </li> </ul>
<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>□ How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li>□ How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li>□ How are students practicing in ways that align to independent practice?</li> <li>□ How will you provide guidance to all students as they practice?</li> <li>□ How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will choose an artist from the provided selection and brainstorm what color scheme they will use when painting.</li> <li>✓ The students will be able to sketch out patterns in their sketchbooks to create ideas on what to incorporate in their artist’s design.</li> <li>✓ The students will share what artist they chose and the color schemes they will use in their painting.</li> <li>✓ The teacher will walk around the room observing while students are sketching and choosing their color schemes and patterns. The students can also share their ideas with the class at this time.</li> </ul> </li> </ul>

	<p style="text-align: center;"><b>You Do</b></p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will draw out their chosen art piece on their 12x18 tag board.</li> <li>✓ The teacher will provide assistance in achieving the similar design of the chosen artist. It will be repeated that the drawing does not have to look exactly like the artists.</li> <li>✓ The patterns will be drawn out in the students' designs.</li> <li>✓ The teacher will walk around the room observing the patterns each student chose, providing assistance when needed.</li> <li>✓ The color scheme can be explained while students are getting ready to paint their design.</li> <li>✓ The teacher will review how patterns can enhance designs.</li> </ul> </li> </ul>
	<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed) <ul style="list-style-type: none"> <li>○ The teacher will review what is needed in the final product of the students' artwork.</li> <li>○ The students will assist the teacher in reviewing that a color scheme, patterns, and an artist to work from will need to be modeled in the final product of the students' art piece.</li> <li>○ The teacher will explain that a checklist with these items will be used to assess how well the students have achieved the objectives. The teacher will explain that this is worth 100 points.</li> </ul> </li> </ul> </li> </ul>
<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ The students went above and beyond for this lesson. The requirement was to create and incorporate at least seven patterns into their chosen artwork. All of the students created more than seven in their designs. While some still had issues with being precise and neat in their lines, they all received at least 95 points when their paintings were finished.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ The students are always allowed to fix and improve upon their artwork during study halls or by coming in early to work. I would encourage the students to go back to their paintings and add precise lines to their messy areas.</li> </ul> </li> </ul>

<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ Since my cooperating teacher already had an example of a patterned painting of an artist's work, I was able to show the students how the paintings will be painted in layers. The students had a hard time grasping the concept of layering their paint and applying the patterns with the paintbrush.</li> <li>○ I implemented to the lesson by giving a demonstration on applying the paint with layers onto the drawing, then drawing on the paint if they needed to exact where the patterns would be.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ I would change this lesson I the future by emphasizing how it would be important to draw the patterns on the paper last. A lot of the students drew out every intricate pattern onto their paper right away. It was my fault that I didn't remind them that they'd have to either paint around each tiny pattern or paint over it and start again. I would tell the students to first draw their patterns in their sketchbooks and remember where they would add these to their layers with the paint.</li> </ul> </li> </ul>
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### Patterns with the Masters Checklist

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle of design, pattern, and demonstrated it in their painting.		
Student used a variety of seven patterns and incorporated them effectively in artist's design.		
Student demonstrated good use variety.		
Student used original designs and creativity in patterns.		
Student chose a color scheme and was able to explain what the color scheme was.		
Student applied chosen color scheme to the project with the provided acrylic paint.		
Student used time wisely and participated in any class discussions that took place.		

Comments: