

Patterns with the Masters Lesson Plan

Teacher Candidate: Stefani Sumption

Cooperating Teacher: Barb Newman

Grade Level: 8th

Subject: Art

Date: 3/21/16

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.

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. .

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 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.
 - ✓ The teacher will go over how color schemes can change the mood or areas of enhancement in designs.

Assessment

- How will the students demonstrate that they have attained the goals of the lesson?
 - ✓ The students will list what color schemes are used in presented examples of famous artist's artwork on the PowerPoint.

Post-Assessment

- How will you evaluate the students' work/performance? (e.g., rubric, weighted responses, checklist)
 - ✓ The teacher will use a checklist at the end of the lesson to determine if each student accomplished each objective. (bottom of lesson plan)

Key Vocabulary:

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

- ✓ Pattern
- ✓ Color scheme
- ✓ Design

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 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.
- 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 example so they are confident in what is assigned and expected of them.
 - By providing examples for the visual learners with the use of the PowerPoint on the projector.

Other required materials:

- ✓ Acrylic paint
- ✓ Artist design sheets
- ✓ Paint brushes
- ✓ 12x18 tag board
- ✓ pencils

Accommodations:

- 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?
 - 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.
 - ✓

Lesson Opening:

- How will you...
 - ✓ activate student interest?
 - ✓ present the learning objective(s) in an engaging and student-friendly way?
 - ✓ make connections to past learning?
 - ✓ convey the importance of the learning objective and make it relevant to your students' lives?
 - ✓ explain to students the sequence of instruction? (preview the activities for the period)
 - ✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?
- The teacher will ask the students to list off patterns they remember seeing outside of the classroom.
- The teacher will then ask the students to list off any patterns they see in the classroom.
- The teacher will explain exactly what patterns are and how they are used to enhance designs.
- 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.
- More examples of patterns used in artwork will be shown.
- 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.
- Once every student has chosen an artist and their work, they will explain the main color scheme used in the artwork. Each student will choose a color scheme of their own to use in their own designs.

I Do	<p>Instructional Input</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> ✓ Restate the objective ✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.) ✓ Model and demonstrate procedural and behavioral expectations required to meet the objective? ○ The teacher will explain that the students will incorporate their own patterns in the designs of a chosen artist’s artwork. ○ The teacher will review acrylic paint and how their colors can be saved with foil in their palette. ○ Pictures of examples will be presented to the students, of patterns as well as patterns in artists’ artwork. ○ 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. ○ 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. <input type="checkbox"/> How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> ○ To check for understanding the teacher will have a Q&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. ○ Any other questions can be answered at this time.
We Do	<p>Guided Practice</p> <ul style="list-style-type: none"> <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?) <input type="checkbox"/> How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content? <input type="checkbox"/> How are students practicing in ways that align to independent practice? <input type="checkbox"/> How will you provide guidance to all students as they practice? <input type="checkbox"/> How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> ✓ The students will choose an artist from the provided selection and brainstorm what color scheme they will use when painting. ✓ The students will be able to sketch out patterns in their sketchbooks to create ideas on what to incorporate in their artist’s design. ✓ The students will share what artist they chose and the color schemes they will use in their painting. ✓ 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.
You Do	<p>Independent Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> How will you clearly state and model academic and behavioral expectations? <input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective? <input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> ✓ The students will draw out their chosen art piece on their 12x18 tag board. ✓ 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. ✓ The patterns will be drawn out in the students’ designs. ✓ The teacher will walk around the room observing the patterns each student chose, providing assistance when needed. ✓ The color scheme can be explained while students are getting ready to paint their design. ✓ The teacher will review how patterns can enhance designs.
Lesson Closing	

	<ul style="list-style-type: none"> □ How will you... <ul style="list-style-type: none"> ✓ Review the skills/content taught in an interactive manner (whole/small group, individually) ✓ Reemphasize and clarify the objective ✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed) <ul style="list-style-type: none"> ○ The teacher will review what is needed in the final product of the students' artwork. ○ 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. ○ 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.
Analyze	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> ✓ 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"> ○ 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. ✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> ○ 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.
Reflect	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> ✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> ○ 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. ○ 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. ✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> ○ 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.

Patterns with the Masters

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: