

Lesson Plan #3 Title: Plein Air Drawings Length: 6 hours

Middle school grade level: 6th

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Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- Students will fill out a google form assessing their knowledge of plein air drawings
- Pre-assessment google form link: https://docs.google.com/forms/d/1tc45KPEPBIJb279EAKNsOzV8f_sl_33gJ0ZSeCmWb_c/edit#settings

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

R – The role of the student is to be the creator and observer. They will be observing their surroundings to accurately depict what they are viewing in their drawings.

A – The audience will be the students' peers, myself and other teachers within the school.

F - The pre-assessment will take place the class period before the lesson. There will be a presentation on the meaning of plein air, what the students expectations are and what materials we will be using. I will also be doing a demonstration on what students should be doing while drawing and observing. Once students have completed 3 plein air drawings there will be a critique within the class to discuss how their work evolved over the course of the classes.

T – Plein air drawings

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

The overall big idea for this lesson is realism and observation. This lesson is designed for students to practice their realistic drawing and observation skills to improve them over the course of 3 class periods.

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will better understand how to observe what they are drawing. Students are practicing how to draw realistically with this project.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (-Co Visual Art Standard: _____ - GLE: _____ -SHoM: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

- Through the pre- assessment and presentation of plein air students will better understand the meaning and what is expected of them throughout this project. (CO Visual Art Standard: Observe and Learn to Comprehend - GLE: Apply the language of visual art and design to distinguish and differentiate meaning - SHoM: Observe, Understand the art world - Art Learning: Comprehending plein air - Technology)
- After the pre-assessment and presentation we will be going outside so that the students can observe a demonstration on how to go about plein air drawings and what they should be looking for while drawing. This will allow the students to consider how they should be creating their drawings. This lesson allows students to view their surroundings and depict them accurately. This helps students be more aware and precise (CO Visual Art Standard: Relate and Connect to Transfer - GLE: Investigate art and other careers that use creative and design thinking - SHoM: Envision, Observe, Engage and Persist - Art Learning: Planning and Conceptualizing)
- Students will then begin practicing plein air drawing on their own by picking an area to sit outside and focusing on their surroundings to create their drawing. Students will be able to utilize my help during this process. (CO Visual Art Standard: Invent and Discover to Create - GLE: Plan the creation of a work of art utilizing feedback - SHoM: Stretch and Explore, Envision, Develop Craft, Express - Art Learning: Planning, Drawing Observing)
- Once students have created 3 different plein air drawings we will be having a class critique on how the students drawings have improved and what the students can work on to better their craft. Students will also write an artist statement about their 3 drawings (Co Visual Art Standard: Envision and Critique to Reflect - GLE: Describe, analyze and interpret works of art using specific art vocabulary - SHoM: Reflect - Art Learning: Critique - Literacy)

Differentiation:

Explain **specifically** how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:

(Multiple means for students to access content and multiple modes for student to express understanding.)

Access (Resources and/or Process)

- All students will be able to utilize resources and access materials.

Expression (Products and/or Performance)

- All students will be able to participate in this activity

	<ul style="list-style-type: none"> - If students are unable to complete this project due to unforeseen reasonings they may complete a drawing of an object instead of plein air 	
Extensions for depth and complexity:	Access (Resources and/or Process) <ul style="list-style-type: none"> - Students who are advanced in this activity may utilize watercolor to further their learning and observation skills by painting the scene accurately. 	Expression (Products and/or Performance) <ul style="list-style-type: none"> - Students will be able to show their observation skills and understanding of plein air drawing accurately.

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Literacy will be integrated into this lesson in two ways. The first is having students complete written critiques to one of their peers. The second is students will complete a one paragraph artist statement about the progression of their 3 drawings.

- Plein Air
- Observation
- Surroundings
- Critique
- Artist Statement

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Pencil x 1
- Paper
- Clipboard x 1
- iPad

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Pre-Assessment: https://docs.google.com/forms/d/1tc45KPEPBIB279EAKNsOzV8f_sl_33gJ0ZSeCmWb_c/edit#settings

Presentation: <https://docs.google.com/presentation/d/12tRvbSAqXUprcjbce-4bdHhWHABXzeXcw0XhZZNOTOo/edit>

Rubric: https://docs.google.com/document/d/10EqQd6Z1Q9MIAU1J1NgGVJcJf1iFwPhagE_BGfFxALk/edit
Critique Worksheet: https://docs.google.com/document/d/11SZG6f_C8u88XGASZv72QvflpolwW29ohBYfuRHGMFg/edit

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Create google form pre-assessment
- Create presentation
- Create assignment turn in on Schoology
- Create artist statement turn in on Schoology
- Create rubric
- Create critique worksheet
- Have materials out and ready

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Proper use of materials
- Appropriate actions while outside (no throwing sticks, no running around, hands to ourselves)

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Do you think it will be difficult to create a plein air drawing? Why or why not?
- Why do you think plein air drawing is an important art skill to have?
- What does plein air mean?
- Do you have any ideas of what area you want to draw outside?
- Do you think one area will be easier or harder to draw than the other?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- After the demonstration outside, students will be asked to find an area to sit and draw. I will inform students that they need to be thinking about what area would work best for them and why because they will have to fill up the whole paper with their plein air drawing. Some

surroundings will be harder than others so I want students to feel comfortable but still challenge themselves with their drawing. Where do I want to draw? Why do I want to do this? Why did I pick this landscape?

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Each writer should identify which part you will teach and lead during the peer teaching.

Day 1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <ul style="list-style-type: none"> - The teacher will start class as usual by taking attendance and reminding students to turn in any late work - The teacher will then present the slideshow and introduce the new assignment. - The teacher will then take the students outside for a demonstration of the expectations within the project - Students will then begin their own drawings for practice before they start their final pieces. - Students will come back inside and cleanup before class is over 	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <ul style="list-style-type: none"> - Students will engage in presentation and begin practicing drawing and observation skills. 	<p>Time</p> <ul style="list-style-type: none"> -5 minutes for attendance and reminders -15 minutes for presentation and questions -10 minutes for demonstration outside -40 minutes for students to practice plein air drawing - 10 minutes for cleanup
Day 2	<ul style="list-style-type: none"> - The teacher will start class as usual by taking attendance and reminding students to turn in any late work - The teacher will go over the expectations of the assignment students will then grab their materials and head outside - Students will find an area to sit and begin their plein air drawing - Students will come back inside and cleanup before class is over 	<ul style="list-style-type: none"> - Begin and finish first plein air drawing focusing on observation. 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders - 60 minutes for plein air drawings -10 minutes for clean up

Day 3	<ul style="list-style-type: none"> - The teacher will start class as usual by taking attendance and reminding students to turn in any late work - The teacher will go over the expectations of the assignment students will then grab their materials and head outside - Students will find an area to sit and begin their plein air drawing - Students will come back inside and cleanup before class is over 	<ul style="list-style-type: none"> - Begin and finish second plein air drawing focusing on observation. 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders - 60 minutes for plein air drawings -10 minutes for clean up
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Day 4	<ul style="list-style-type: none"> - The teacher will start class as usual by taking attendance and reminding students to turn in any late work - The teacher will go over the expectations of the assignment students will then grab their materials and head outside - Students will find an area to sit and begin their plein air drawing - Students will come back inside and cleanup before class is over 	<ul style="list-style-type: none"> - Begin and finish third and last plein air drawing focusing on observation. 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders - 60 minutes for plein air drawings -10 minutes for clean up
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Day 5	<ul style="list-style-type: none"> - The teacher will start class as usual by taking attendance and reminding students to turn in any late work - The teacher will then go over the expectations of their critique and their artist statements - Students will then begin critique and finish when they have critiqued 2 other peers' work. - After critique students will write their artist statements and turn them in - students will then clean up materials 	<ul style="list-style-type: none"> - Writing peer critiques and artist statements 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders -10 minutes for expectations or critique and artist statement -25 minutes for peer critiques -25 minutes for artist statements -10 minutes for cleanup
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Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

- After students have completed their work they will complete a critique worksheet for one of their peers stating how this student's plein air drawings improved throughout the classes and one thing they think this student can work on.

- After critique students will write a one paragraph artist statement about their own work stating what they improved on throughout the process of drawing, why they chose certain surroundings to observe and draw, what they struggled with, what went well, and what they want to improve on more.

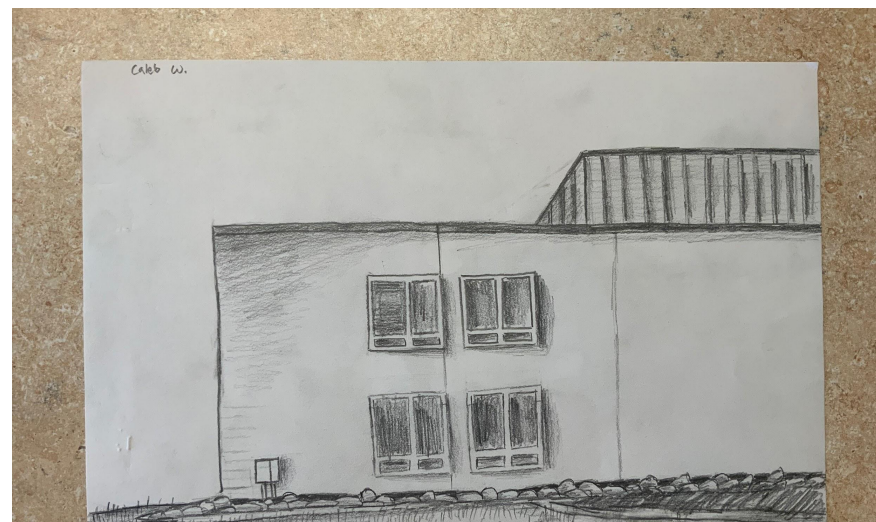
Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?	Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
<ul style="list-style-type: none"> - I will be evaluating students based on their participation throughout the entire lesson, their willingness to work and how well they achieved the learning objectives based on the rubric. 	<ul style="list-style-type: none"> - Students met rubric requirements - Students completed artist statement

Each writer please write your own reflection for the entire peer teaching. Identify your name at the beginning of your reflection.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Thus far throughout my student teaching, I feel that this was the best instruction I have given to students and that it has significantly improved since my first lesson plan. All objectives were achieved to some extent. Some students achieved the objectives more than other students. There was a significant change from students first drawing to their third drawing. Students were engaged in the presentation and answering multiple questions thoughtfully. The students were excited to work outside and create a more out-of-the-box assignment that they haven't really done before. Based on the pre-assessment students had no idea what Plein Air drawings were but they all had really good guesses. Students were a little rowdy once we got outside to do the demonstration but in the end, understood what was expected of them. Students liked the freedom of getting to pick where they sat and what they were going to draw. Some students felt that they would have a better experience creating their plein air drawings on their iPads with the pencil feature. I allowed a few students who were really struggling with the thought of drawing with pencil and paper to draw on their iPad and they were successful. Many of their practice drawings went very well and each student took their time to observe and draw realistically. A few students were getting up and walking around and not focused and it took some time to get them to focus. During the time we spent outside on our final 3 drawings students did very well with attempting to fill up their whole page and shading in their drawings. A few students tended to get distracted every



now and then but for the most part every student was responsible outside. I was impressed with how well the students understood the assignment and what they were able to accurately depict. I attached a photo of a student's work to the right. I do not think I would change anything about this lesson plan. I would however like to do this lesson with different age groups and continue this lesson moving forward in my teaching career.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Pre-Assessment: https://docs.google.com/forms/d/1tc45KPEPBIJb279EAKNsOzV8f_sl_33gJ0ZSeCmWb_c/edit#settings

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Rubric: https://docs.google.com/document/d/10EqQd6Z1Q9MIAU1J1NgGVJcJf1iFwPhagE_BGfFxALk/edit

Critique Worksheet: https://docs.google.com/document/d/11SZG6f_C8u88XGASZv72QvflpoIwW29ohBYfuRHGMFg/edit