

Lesson Plan #4 Title: Monochrome Landscape Paintings 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 artwork, 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 pre-assessment will be a google form that they will fill out assessing their knowledge of content and materials.
- Pre-Assessment google form Link:
https://docs.google.com/forms/d/e/1FAIpQLSfDqXEq1IqFUrtkmHdiygWGvrvXOn0tihWjDPMRaNOFzQxqhw/viewform?usp=pp_url

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 will be the creator. Students will be drawing their own landscape, mixing their own colors, and painting their landscape.

A – The audience will be their peers, Mrs. Graham, and I.

F - The pre-assessment will take place the day of the lesson due to time conflicts. The slide show will then be presented to the students. After, there will be a demo on how to mix tints and shades with paint. Students will utilize Sketches Pro to create their sketch.

T – Monochromatic Landscape Paintings

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 big idea for this lesson for students is vocabulary and composition.

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 have a better understanding of watercolor and how to mix varying colors of watercolor and what the meaning of monochrome is.

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 monochromatic landscape paintings, students will better understands 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 monochromatic meaning, landscapes and painting - Technology)
- After the pre-assessment and presentation students will utilize Sketches Pro to create their sketch of their monochromatic landscape sketch. Students will utilize the watercolor setting and marker setting to draw.Students will be able to utilize my feedback during this process. (CO Visual Art Standard: Invent and discover to create - GLE: Plan the creation of a work of utilizing feedback. - SHoM: Stretch and Explore, Envision, Express - Art Learning: Planning, Sketching, Drawing - Technology)
- Students will then accurately recreate their sketch on watercolor paper. They will be mixing watercolor paints to achieve their monochromatic landscape. Students will be able to utilize my feedback during this process (CO Visual Art Standard: Relate and connect to transfer - GLE: Investigate art and other careers that use creative and design thinking - SHoM: Develop Craft, Engage and Persist, Express - Art Learning: Watercolor painting, drawing)
- Once students have completed their paintings they will have a class critique on their final pieces. Students will also write an artist statement about their final painting (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
- If students are unable to complete this project due to unforeseen reasonings they may utilize different materials instead of

Expression (Products and/or Performance)

- All students will be able to participate in this activity

	watercolor such as markers, crayons, or colored pencils.	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> - Students who are advanced in this activity may utilize acrylic paint instead of watercolor. 	<ul style="list-style-type: none"> - Students will be able to show their understanding of watercolor and the meaning of monochromatic.

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 their monochromatic landscape
- Monochromatic
- Landscape
- Watercolor
- 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.**

- Watercolor
- Painting brushes
- Water cups
- Watercolor paper
- Pencil
- iPad
- Apple Pencil

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/e/1FAIpQLSfDqXEqlIqFUrtkmHdiygWGvrvXOn0tihWjDPMRaNOFzQxqhw/viewform?usp=pp_url

Presentation: <https://docs.google.com/presentation/d/1uhfdYH0XJyoo6SuV7rMhVigJTUP7S0g8oaFqKIWqk80/edit?usp=sharing>
Rubric: <https://docs.google.com/document/d/1dQuAZgN1Nk0BDxGpqO2VVjwqqTK7N4NvDx3Y8c5u6fM/edit?usp=sharing>
Critique Worksheet: https://docs.google.com/document/d/1Z_nAJS2Gma9UbrxVt0ZB5kYoFYXV2tl8mLhxrsUOKns/edit?usp=sharing

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 (Using paint appropriately, cleaning materials)

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.

- How would you go about mixing tints and shades?
- What does monochromatic mean?
- Why do you think understanding the term “monochromatic” is important?
- Do you have any ideas of the landscape you are going to create?
- How will you utilize black and white in your monochromatic landscape?

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.

- Students will generate ideas by viewing the artwork in the presentation. Students will also have access to these artworks through Schoology because they will be posted. If students feel as though they need more ideas they can utilize their iPad to get inspiration. What kind of landscape do I want to create? What do I want to create it? 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	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill) <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. - Students will then begin their sketches and research if necessary. - If time allows I will do a demonstration on watercolor 	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 <ul style="list-style-type: none"> - Students will engage in presentation and begin their sketches 	Time <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 sketches - 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 before students begin their work. - I will demonstrate watercolor if time did not allow for it last class - If students did not finish their sketch they will finish it today - Students will grab their watercolor paper and begin recreating their sketch 	<ul style="list-style-type: none"> - Finish sketch and begin drawing final piece 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders -10 minutes for demo - 50 minutes for painting and drawing -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 - Students will grab their final watercolor paper and begin drawing with pencil if they have no already - Student will grab watercolor and begin painting their landscape students will have the full class time to complete this project 	<ul style="list-style-type: none"> - Focus on painting their final watercolor landscape 	<ul style="list-style-type: none"> -10 minutes for attendance and reminders - 60 minutes for drawing and painting -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 then go over the expectations of their critiques and artist statements - Students will begin and then finish when they have critiques 2 peers artworks - After critique students will then write their artist statement and turn them in - Students will then 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 monochromatic landscape painting turned out and how well they mixed their tints and shades.
- After critiques students will write a one paragraph artist statement about their own work stating how well they worked with watercolor, what they could improve on, and what they struggled with.

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.)

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