ILesson Plan: #2. Title: Social Justice Project   Length: 6 hours
Middle school grade level: 6th
Teachers names: Alaina Cabalbal (Ms. C)

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 <u>already know</u> *and* what they <u>will need to know</u> 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 fill out about working with multiple mediums in one project. Students already worked with these materials in past projects so they know how to utilize them.

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 researcher. They will be researching social justice issues and presenting about their topic. Students will then choose an art project based on their topic and create a collaborative piece with materials already in the classroom. A - The audience will be their peers, Mr. Abrahams and I and possibly other staff and students depending on if students' work gets hung up in the hallways. F - The pre-assessment will take place the day of the lesson and will be the first thing students work on when they come to class. Next, there will be a presentation of the lesson. This is a collaboration project so there will be a planning period so that students can work together to do their research and create their presentations . Students will then conduct their own art piece in a sort of TAB setting. After students complete their pieces we will then have a critique where students explain their pieces and their peers tell them one thing they could work on and one thing they think they did well. T - Social Justice

Concepts: List the **big ideas** students will be introduced to in the lesson. <u>These ideas are universal, timeless and transferrable</u>. 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 social justice and teamwork. This lesson is to help young students get a better idea on the meaning of social justice issues that are interesting or important to them.
Collaboration

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 social justice issues, choosing their own materials, and research skills. Students will also get to collaborate with peers, even if they do not want to. This allows them to get real world experience working with others. It also allows them to get other peers' perspectives and point of views.

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 presentation instruction and artwork, class discussion, and research part of the project students will better understand social justice issues and what is expected of them throughout this project. GLE (CO Visual Art Standard: Observe and learn to comprehend - GLE: Utilize key concepts, issues and themes to connect the visual arts to other disciplines - SHoM: Express, Observe, Understand the art world - Art Learning: Comprehending social justice in art- Literacy, Technology)
- Students will pick their own groups of 2-3 students and begin creating their presentation. After students create their presentation in groups they will then present it to the class. Their presentation will include: What their social justice issue is, why they picked it or why it's important to them, what materials they'll be working with and how these materials will help them show their social justice issue. Include literacy terms in post-assessment. (CO Visual Art Standard: Relate and connect to transfer - GLE: Infer from works of visual art and design, using interdisciplinary knowledge, how diverse communities address issues relevant to their culture, place and times - SHoM: Envision, Stretch and explore - Art Learning: Planning, Designing, Conceptualizing - Literacy.)
- Once students finish presentations they will then begin to create their art piece as a group. (CO Visual Art Standard: Invent and discover to create - GLE: Plan the creation of a work of art utilizing feedback, Explore various media, materials and techniques used to create works of visual art and design - SHoM: Envision, engage and persist and develop craft - Art learning: planning, creating)
- Students will then critique their peers' art pieces to give helpful feedback and receive feedback on how to better their own pieces. (CO Visual Art Standard: Envision and Critique to Reflect - GLE: Interpret meaning and evaluate works of visual art and design recognizing diverse points of view - SHoM: Reflect and engage and persist - Art learning: Critique)
- Students will then fill out their post-assessment to reflect on their work and how they think they did. (CO Visual Art Standard: Envision and critique to reflect - GLE: Describe, analyze and interpret works of art using specific art vocabulary. - SHoM: Reflect, Express - Art Learning: Self-reflection)

Differentiation:

Explain <u>specifically</u> 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)	**Expression** (Products and/or Performance)
	- Students who are unable to present to a class or don't have access to an IPad may write down their answers to the presentation questions and share them with Mr. Abrahams or I.	- Everyone will be able to participate in this activity but not everyone will have access to IPads - The final product will be evaluated by the rubric
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	- Students who are more advanced may work by themselves instead of in a group.	- Students will be able to apply their research to their art piece.

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 way is when students create and present their slides to the class. The second is when students critique their peers' artwork in the comments on Schoology.

<u>Vocabulary:</u>
- Social Justice
- Critique
- Research
- Collaboration
- Multimedia

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.**

<u>Everyone will need:</u>

- iPad

All other materials are dependent on students' decisions. They will have access to a majority of classroom materials.

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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/1tc45KPEPBIJb279EAKNsOzV8f_sl_33gJ0ZSeCmWb_c/edit?usp=drivesdk

Post-Assessment Self- Reflection: https://docs.google.com/forms/d/1EEYuNnTSNjg9i1mBKeQ-wB_s7tARVdvR4v_e1gJiQfw/edit?usp=drivesdk

Presentation: https://docs.google.com/presentation/d/11-JprRf03Nkb57L7FpsLXs9AORU6i0lbqLX-Wa3qUMY/edit

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

- Create google form
- Create presentation
- Create assignment on Schoology
- Add research links to Schoology
  Students Research links:
  https://www.nga.gov
  https://artsandculture.google.com
  https://art21.org
- Have materials out and ready
- Find artists who have created social justice pieces
  Joan Sheldon
  Rahul and Emily Bhargava
  CSU Art Education Class
- Create Rubric

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 such as paint, glue, yarn and scissors.

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.

- The pre-assessment for this lesson will be a "sketchbook challenge". Instead of students drawing a sketchbook challenge this day, students will answer the following questions that will be displayed on the board: 1. What is social Justice? 2. Why is it important? Students will write their answers down in their sketchbook and post them to Schoology for a participation grade.
- https://docs.google.com/presentation/d/1a44_K4TzP9NYNKQX5w9eJWE8c3qWi7Ot3e9AQbRtwfQ/edit

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.

During the presentation I will ask:

- Who will you work with?
- Do you have a social justice issue in mind already?
- What materials are you considering?
- What ways is social justice shown in your own life?
- How is food insecurity shown in everyday life?
- How is climate change connected to social justice?

After the presentation students will get into groups of two or three and begin their research on the provided websites or on a website they find on their own.
- Students will then create their presentation and present it to the class.
- Students will then collaborate and create a sketch of what they wish their final piece to look like.
- After their sketch is completed students will begin utilizing materials to create their piece.

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

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)**	**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**	**Time**
	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board	- Students will engage in presentation, get into groups and begin research for project	-15 minutes to complete sketchbook challenge - 10 minutes to present slides and

	- The teacher will then present the slides and introduce the new assignment. - The teacher will then ask the strident the ideation questions - Students will then find their groups and begin researching - Students will then begin cleanup 3 minutes before class is out		introduce new project - 2 minutes for questions - 15 minutes for research and begin sketches of ideas for final piece - 3 minutes for clean up
Day 2	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Students will continue their research and begin creating their presentation - If students finish their presentation they may begin working on their sketch - Students will then begin cleanup 3 minutes before class is out	- Continue research, create presentation, begin sketch	-15 minutes to complete sketchbook challenge -27 minutes to work on research, presentation and sketches. - 3 minutes for clean up

Day 3	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Students will be presenting their research on social justice today, what topic they chose and have 3 minutes to present their slides as a group. - If time allows after presentations they can continue to work on their sketches - Students will then begin cleanup 3 minutes before class is out	- Students present slides to the class, work on 1-2 potential sketches.	-15 minutes to complete sketchbook challenge -27 minutes for presentations and sketches - 3 minutes to clean up
Day 4	Students will - -come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Finish drawing sketches today - Begin working on final pieces and getting materials	- Finish sketches, working on final pieces	-15 minutes to complete the sketchbook challenge -27 minutes to finish sketches

	- Students will then begin cleanup 3 minutes before class is out		and begin working on final pieces
Day 5	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Students will continue to work on their final pieces and is a work day - Students will then begin cleanup 3 minutes before class is out	- Continue working on final pieces	-15 minutes to complete the sketchbook challenge -27 minutes to work on final pieces
Day 6	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Students will continue to work on their final pieces and is a work day - Students will then begin cleanup 3 minutes before class is out	- Continue working on final pieces	-15 minutes to complete the sketchbook challenge -27 minutes to work on final pieces
Day 7	- Students will come to class and start their day as usual. They will grab their sketchbooks and start with the daily sketchbook challenge that will be shown on the board - Students will complete their pieces today and take photos to submit on schoology - After it is submitted they will leave their comment critiques under their peers postsStudents will also fill out their self-reflection form. - Students will then begin cleanup 3 minutes before class is out	- Finish final pieces, post photo, critique peers work, fill out self-reflection	-15 minutes to complete sketchbook challenge -15 minutes to finish up final pieces - 3 minutes to clean up materials - 12 minutes to post photos and critique peers

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 finish their piece they will participate in a critique on Schoology commenting on 3 peers' posts. Their comment will consist of one complement and one thing they think their peer could fix or change   - After completing the critique students will fill out a Post Assessment self reflection on google forms reflecting on things that went well throughout their project as well as things that went wrong or could have gone better.

Post-Assessment (teacher-centered/objectives as questions):	**Post-Assessment Instrument:**
Have students achieved the objectives and grade level expectations specified in your lesson plan?	How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.
- Mr. Abrahams and I will be evaluating students based on participation through the entire lesson, willingness to work, technical skill and how well they achieved the learning objectives based on the rubric.	- Met rubric requirements - Post assessment on google form reflection on themselves and their work

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.)
From what I was able to observe in my last few days at this placement the lesson objectives were achieved. I attached a photo of one of the final artworks a group of students completed. I would change my ideation questions and motivation questions to better get the students excited for the project as well as engaged in the project. I would use this lesson plan again in future classes. I think it is good the way it is but could also be adjusted to individual projects instead of group projects if needed be. Based on the pre-assessment students had some idea of what social justice meant but no one was 100% sure of its meaning. Students were nervous to present in front of the class because they have not had to speak in front of an entire class all that often, this far into their schooling. All the students did amazing with their presentations and presented all the information necessary. Students were very respectful of all the topics chosen and listened to each other's points of views. I was happy to see that even if students got along they were still understanding each other's opinions. Students liked that they got to pick their own materials and did a great job working with them. I was surprised with how well they all split the work evenly amongst each other and without me having to tell them that they all need to split the work evenly. Some of these artworks were displayed in the SVVSD Art Show. Based on students' post-assessment replies, many of them had a better understanding of what social justice meant and the topics they chose. Each student worked well in groups, even more so than doing individual work. Everyone successfully presented and created their work!

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These student's social justice topic was climate change and how it is affecting the world. I thought it was very creative that they used an hourglass to show that the world is running out of time and we need to do something in order to stop climate change. And that they had the earth in space on top with a polluted city down below. These student's put a lot of thought and creativity into this piece and it turned out great! They created this piece with watercolor and oil pastels.

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

Rubric:
https://docs.google.com/document/d/1-BXRcforEaKpjY_tXMXRXvb1DHdQpUlvRfpXwSX3OoI/edit