Lesson Plan Title: Popsicle Stick Light Sculptures Length: 7 days

**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 willneed to know to be successful.

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| **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 be looking at images of popsicle stick sculptures that are used as lights. I will ask students a questions:  What do you think the artists made these out of?  How do you think they were made? (process)  What shapes do you see?  After asking questions students will be asked to build a base using basic shapes and techniques ( they will make a pentagon and a closed bottom square piece. This way I can see how familiar and capable students are with making shapes and problem solving to get them to fit together.  For the yarn piece of the project I will ask students?  Who has used weaving techniques?  What is weaving how do you do it?  What are some other ways I could add yarn without weaving it that works with form and function? |

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| **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) |
| Role: Artist  Audience: Classmate  Format: 3D Sculpture  Topic: Popsicle stick and yarn sculpture  You the artist are creating a 6 to 8 inch sculpture made of popsicle sticks that can hold and emit light based on the form of the sculpture. You have to use problem solving skills to figure out how you will make this sculpture hold and light, cover it so that you cannot see the top of the light, make it 6 to 8 inches tall, make any other shape or form other than a square, add yarn and stands on its own. |

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| **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.** |
| Collaboration, style, composition, techniques, shape, observation, process, product, time, influence, emotions, symbols, referencing, connecting, form, function, improvisation, expression, space |

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| **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. |
| Artists can plan and use stylistic choices, various processes and techniques to make a complete and unified composition  Artists can make creative decisions based on observations and understandings  Artists understand the importance of process, planning and following steps  Artists use critical thinking skills to solve problems |

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| **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** |

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| **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. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
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| **1.Given Examples SWBAT create a base using a pentagon and square and sketches of the basic framework of their final design ideas for their sculpture.**  *Bloom’s: apply, Standard: Transfer, GLE1: Viewers and patrons make personal meaning and infer artistic intent, Art Learning: tools and techniques, Literacy: discussing, answering asking questions, vocabulary. Numeracy: scale, refining, shapes, measuring, refining, patterns. Technology: examples on the smart board from the internet, handouts*  *PGC’s*   * *Transfer the value of visual arts to lifelong learning and the human experience* * *Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas*     **3. After instruction and demonstrations SWBAT use problem solving and critical thinking skills to create a 3D popsicle stick sculpture that is at least 6 to 8 inches tall, is not a square, is able to stand by itself and can fit and cover a mini electric candle.**  *Bloom’s: apply, Standard: Create, GLE 2: Materials and processes can be used in traditional, unique, and inventive ways, Art Making: Inherent characteristics and expressive features, Literacy: discussing, answering and asking questions, collaborating, vocabulary, following steps. Numeracy: scale, pattern, measuring, counting, refining, shapes. Technology: examples on smart board and handouts.*  *PGC’s*   * *Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design* * *Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research*     **4.Using instruction and examples SWBAT chose three different colors of yarn that have personal significance and add them to their sculpture in a way that highlights the form of their sculpture and works with the function of the sculpture.**  *Bloom’s: evaluate, Standard: Reflect, GLE 2: The processes and philosophies of art and design inform interpretations in works of art, Art Learning: inherent characteristics and expressive features, Literacy: discussing, answering and asking questions, collaborating, vocabulary, following steps. Numeracy: scale, pattern, measuring, counting, refining, shapes. Technology: examples on smart board and handouts.*  *PGC’s*   * *Critique personal work and the work of others with informed criteria* * *Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information*     **5. Using background knowledge SWBAT discuss and reflect on their creative decision making, process and product using vocabulary and personal intent.**  *Bloom’s: understand, Standard: Comprehend, GLE 1: Artists and viewers determine artistic intent by comparing the characteristics and expressive features of art and design, Art Learning: Tools and techniques, Literacy: discussing, reflecting, writing, answering and asking questions, vocabulary. Numeracy: order of process, scale, refining, shape, pattern, line, space, Technology: smart board images and questions*  *PGC’s*   * *Analyze, interpret, and make meaning of art and design critically using oral and written discourse* |
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| **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**. |

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|  | **Access** (Resources and/or Process) | **Expression** (Products and/or |
| * **Students** * **Teachers** * **Teacher examples** * **Artist example images**   **How students choose to build their sculptures is up to them. I set them up with building shapes first and then letting the glue dry. After they build at least ten shapes to start they can begin to stack them without gluing them together to see how they would like to put their sculpture together and problem solve what works and what doesn’t work. After building a sculpture that meets the success criteria students have to add three different colors of yarn that holds personal significance. How much yarn and where they add the yarn is up to the them as long as it works with the form and the function of the sculpture.** | The sculptures should contain colors of personal significance and the yarn should be added in a way that highlights the form of the sculpture and does not disrupt the function. They can wrap the yarn on small sections or weave whichever works for them. Their sculpture should also be 6 to 8 inches tall, have a base, able to hold and cover a candle, cannot be a straight square, and can stand on its own. Students can then complicate the shape as much as they want or make it as simple as turning the direction of the squares, or building several squares and then stacking triangles on top. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students are able to choose the form of their sculptures and the way they add details. When they add yarn they have to think about how color and light will affect their final product. Students learn to work with new materials and find new ways to add color, design and texture to their artwork. Students have to use problem solving skills and critical thinking skills in order to create a functioning sculpture using this material. They will have to try many different designs and make creative decisions in order to create artwork. | Students again are able to make the forms of their sculptures and the way they add yarn as complicated or as simple as they want. Throughout the project the students have to think and problem solve how to create a form with a specific function and how their form and yarn will affect the function. Weather they want to add a lot of yarn or not, how and where they have to make creative decisions based on their artwork and what they think works best with their form and their personal intent for the project. |

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| **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.** |
| During the the powerpoint students will be discussing and reading information provided. They will be communicating and collaborating with classmates, asking questions and reading instructions. Students will also be learning new vocabulary words (form and function) and uses these as inspiration and reference building and adding yarn to their sculpture. |

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| **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.** |
| Popsicle sticks  Different types and colors of Yarn  Elmers strong hold glue  Tempera paint  Modge podge  PowerPoint with artist examples  Mini Electric Candles  Bobby pins and safety pins for weaving |

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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. |
| * Teachers * Students * Teacher examples * Images and PowerPoints |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Make teacher example * Get lights, popsicle sticks, bobby pins/safety pins and yarn * Have boxes to store projects * Rulers out * Have the powerpoint with sculptures examples ready * Have yarn example image ready |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| no sniffing or eating glue, no throwing popsicle sticks, no running or touching in the room |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate students 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. |
| Six images will be portrayed on the smart board of various styles of popsicle stick sculptures. We will start the call by asking how these sculptures were made and what they are made of. Then I will talk about how we will be including light with our sculptures as well and that the students will be making their own design that will hold a light. |

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| **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 create a sketch and write down ideas they have for their sculpture in their sketchbooks. Before sketching students will build a base that consists of a closed square and a pentagon so they begin working with the material and observing examples to help generate some ideas for their sculpture. On the second day students will also be asked to build 10 shapes that they would like to use for their sculpture. After they have built their shapes they can begin to stack the shapes and problem solve ideas for what and how they can build their sculptures.  What do you think these are made of?  how were they made?  what shapes do you see?  What effects do you see?  How does the light change the sculpture?  What else do we notice about form and how that affects light and what we are looking at?  What are analogous colors?  What is the function?  What is the form?  What are some ways that color can affect the way the light looks?  What are some ways our form might affect the light and how it looks?  How can adding yarn or string affect our design and the way it functions? |

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| **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 |

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| Day 1 | **DAY 1**  Pre- Class Set-Up  1. Have popsicle sticks out on center table  2. Pull up PowerPoint with examples of popsicle stick sculptures  3. Have example ready at center table  4. Write learning targets    🎯 I can make a base using popsicle sticks  🎯I can make two sketches of my design idea for my popsicle stick sculpture   * I can start to build with popsicle sticks based on my design   Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2.Talk about schedule   1. Introduce new project 2. Show examples and talk about them 3. Start to make out base-- Short demo 4. Start sketching ideas 5. start to build separate parts if time allows   3. Show examples   * images of popsicle stick light sculptures talk about how we will be building these   + What do you think these are made of?   + how were they made   + what shapes do you see?   + What effects do you see?   + How does the light change the sculpture?   + What else do we notice about form and how that affects light and what we are looking at?   Intro Criteria   * The sculpture must be able to stand on its own * It must be at least 8 inches tall * It must include the base we create   .Once it looks like more than half the class is finished bringing students together and talk about examples and criteria   * Sculptures have to be at least 8 inches * They can be any shape except a straight square   + Revisit images and look at some of the shapes that were made talk about some possibilities as a class   + Sketches must get approved by me before they can start     - show some examples of drawings     - demo example of drawing     - talk about collaborating with each other and asking for suggestions and ideas   3.Demo building the base   * Have students gather around the center table for the demo   + call up students by quietest tables first * Get up and grab glue from back counter- (show students where things are) * start to show how to build base   + first make a square with the popsicle sticks   + seconds lay down sticks until there is no space across * After the bas students will build a pentagon for extra support (this will go below the base built first)   + Students will only build one layer for their pentagon we will move on to the second layer next class * Let students know that this will be frustrating, and it make take a few tries * Ask if there are any questions * Students need to put their names on bottom of the base and any other pieces built   5.Demo How to create sketches  · Use other kids sketchbook examples from other classes to show kids (leave them in the center table so kids can refer back to them if needed)  · Also show kids how to draw by using different colors--- such as highlight (using different colors to show different layers or directions)  · The drawings should be simple no 3D shape drawings  · These are just to help kids begin to think how they would like to build and what problems they may run into or how to go about building it.  6.Work time   * monitor classroom * ask and answer questions and help if needed * students will be sketching * checking sketches * working on pieces   7.Clean up   * Put away glue bottles * put sketchbooks on the center table * return unused popsicle sticks in box * put bases and parts in box   **DAY 2**  Pre-Class Set-Up    1.popsicle sticks set on center table  2. Elmers glue set on center table  3. Teacher example ready (pentagon base, raft base and square and triangle examples)  4. Rulers out on center table    Learning Targets      Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2. Tell students the learning targets and the schedule for the day  🎯 I can finish making my base   * 1 pentagon * 1 closed square (raft)     🎯I can build at least 10 individual shapes    1. Short demo review (for people who didn’t finish last class or were absent)  2. Demo new step  3. Work time    3.Review Demo   * Show how to make the raft * Show how to make the pentagon (talk about how it looks like a house and how we add and look for the different parts) * Go over examples on the smart board and talk about the final product   4.Demo for the Next Step   * Show students how to make the basic shapes square and triangle   + Students must make at least ten shapes before beginning to experiment with building   + The shapes must be open on the top and they have to stand up on their own   + The base needs to have at least two layers or more (maximum of 4)   + Students cannot start gluing shapes together until they have made ten shapes and   + experiment with what they would like to do for their design   + Show students using my example different ways to stack their shapes   + Have students repeat directions (learning targets) for the day to check for understanding   5.Work time   * Monitor classroom and check to make sure students are meeting learning targets * Answer and ask questions * Help * Check for understanding   6.Clean up   * Students have to put their name on all of the parts they made for their sculpture * Put away all of the extra popsicle sticks in the box on the center table * Put new parts and bases on the back table * Wipe down tables * Put glue away   7.SOAR leaders call up quiet and clean tables to line up    **Gutierrez- Day 2 Reflection:**  The students were able to problem solve very well and stay engaged the whole time. Some individuals on the back table had some issues and will have to be moved to new seats. Most of the class met the learning target of making 10 shapes before building their sculpture, however some kids started building and gluing before they finished their 10 shapes. For next class I will have students repeat the learning target to hopefully help insure students that we will not start building until we are done with our ten shapes and we cannot start gluing until we have figured out our design. This class has some high kids but they have trouble listening when instructing double check for understanding.  í Blake is making his sculpture only using a couple popsicle sticks at a time and then taking a break. At the end we will see how much he gets done and from their we can glue some paper that he tore to the inside or outside of his sculpture.    **Allderage- Day 2 Reflection**  The students made a lot of progress most of them finished their ten shapes before building. However some of them did start before finishing their shapes. Students all seemed engaged and able to problem solve without getting discouraged. I only had one student start to make a straight square so for the next class I need to mention that the sculpture cannot be a square.    **Shannon- Day 2 Reflection**  The students met the learning targets for the day they made ten shapes and began to stack them in various ways and some were able to figure out their designs and begin to put them together. The students were all on the same track and were able to begin building. All the students seemed engaged  **DAY 3**    Pre-Class Set-Up   * 1. Put popsicle sticks on the center table   2. Teacher examples and lights on the center table   3. Glue bottle for demo and review on center table     🎯 I can make shapes using popsicle sticks  🎯I can make a sculpture using my shapes   * My sculpture can stand on its own * The candle can fit inside my sculpture * My sculpture not square and at least 6 to 8 inches tall     Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2.Go over schedule   1. Short review of what we did last class 2. Work time   3.Go over learning targets  🎯 I can make shapes using popsicle sticks  🎯I can make a sculpture using my shapes   * My sculpture can stand on its own * The candle can fit inside my sculpture * My sculpture not square and at least 6 to 8 inches tall   4.Short review/ demo   * Ask students what they did in the last class? * Quickly review how to make shapes and show how to attach the base * Show teacher examples   + Talk about adding the yarn   + Talk about using the light to make sure that your sculpture can fit the light inside in some way   + Demo different ways stacking such as showing how twist shapes or reverse directions of squares   + Review how to create a triangle and square   + Talk about how students should build more shapes before stacking to see how the structure will work and if it can fit the candle and stand on it own   + Talk about how making shapes one at a time allows the glue to dry so the pieces are easier to stack * Ask students if they have any questions   5.Work Time   * Answer and ask questions * Monitor classroom * Check for understanding * Check to see if students are meeting learning targets * Help students   6.Clean up   * All pieces and sculptures need names on them (in pencil or sharpie) * Sculptures and pieces put on the back counter to dry * Extra popsicle sticks go back on the boxes on the center table * Glue bottles back on the supply counter   7.SOAR leaders look for quiet and clean tables to line up    **Gutierrez- Day 3 Reflection**  All of the students met the learning targets and should only need one more class period to work on the sculptures. All of their sculptures had been successful so and have met the requirements. For the next class however, I need to stress that we are not building a straight square because some students began to build this.    **Shannon- Day 3 Reflection**  The kids met the learning targets for today and will only need one more class period to finish their sculptures. This class is a head of the 4G so far. Student A however has not even started his sculpture, yet he is going to have to come in during lunch or recess to get caught up.    **Alldredge- Day 3 Reflection**  Today the students did well they all met the learning targets for the day and also stayed engaged the whole time. This class is on the same track as the other classes however almost all of the students in this class are at the same pace. Each student seems to have about three inches built on their sculpture, there are no students who are  **DAY 4**  **Pre-Class setup**   1. Put 2 boxes of popsicle sticks on the center table 2. Get out student projects and put them on the center table 3. Set teacher example on the center table along with bobby pin, yarn and lights     🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can start to add yarn   * 3 different colors that are personal to you   📚Vocabulary: Form and Function    Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2.Go over schedule  1. Learning Targets  🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can start to add yarn   * 3 different colors that are personal to you   📚Vocabulary: Form and Function  2. Demo on adding yarn  3. Work time  4. Sculptures need be done by next class  3. Start by going over the vocab: Form and Function   * + What is Form?   + What is function?   + What is the function of our sculptures?   + The function is that they are going to light up   + The form is the design you decided to build for your sculpture   + Explain that we want to focus on these two ideas when we add our yarn   + We do not want the yarn to cover our design or block the light therefore it is not working with our from or function of our sculpture   + Students need to problem solve ways to add yarn that will highlight their form and still work with the function of the sculpture * For students who are finished in a small group demo how to add yarn and the specifics of the criteria * if students are not done they can continue working and I will go over it with them when they are finished   3.Demo on adding yarn   * Start by going over the vocab: Form and Function   + What is Form?   + What is function?   + What is the function of our sculptures?   + The function is that they are going to light up   + The form is the design you decided to build for your sculpture   + Explain that we want to focus on these two ideas when we add our yarn   + We do not want the yarn to cover our design or block the light therefore it is not working with our from or function of our sculpture   + Students need to problem solve ways to add yarn that will highlight their form and still work with the function of the sculpture   + talk about how you can wrap yarn around certain areas or levels, weave or wrap or weave certain sections or parts.   + \You have to use at least three different types of yarn and use three different colors in some way.   + The colors and textures used will be based on your favorite place.   + Show students how to wrap and weave explain how to tie end in the part you are starting on and how to tie the end to the bobby pin which they will be using to thread their yarn.   + Let students know if they are still gluing today but they finish their sculpture before class is over they cannot glue     - Ask why this is?   + Adding yarn while the glue is wet will make the yarn stick and overall look messy it can also ruin your design by moving it.   + For students who are done but still have wet glue they can brainstorm their colors and how to add it to their sculpture or help someone. * Ask if students have any questions. * If students are done and ready for yarn and they have been gluing they can pick out colors and begin adding it.   4.Work time   * Show students where their sculptures are, where the popsicle sticks and lights will be (on the center table) * Monitor class and progress * Answer and ask questions * Help * Check for understanding and meeting learning targets   5.Clean up   * Put popsicle sticks back in the box and lights back on the center table * Put projects on the center table * Put glue bottle back on the supply counter in the back * Put yarn with their projects and put away scissors   5.SOAR leaders go to the front of the classroom, turn off the lights and call up quiet and clean tables    **Gutierrez- Day 4**  Most of the students will be ready to weave next class however there are still quite a few who are not finished. There will be some students weaving and some still working next class. However, for the students who did finish their sculptures are successful and they met the success criteria for the building part of the lesson.    **Shannon- Day 4**  This class is further behind than the other classes there were very few people who are done. However, their sculptures are successful, and the students stay engaged the entire class. There were only one students who started to add yarn to his sculpture.  **Alldredge- Day 4**  Today went well the students again were engaged and worked the whole class period. Only one student was able to start on yarn. This class was behind due to a schedule change and they also move slower. They are still behind the other classes and only about five students reached the height requirement by the end of class. I also did not demo yarn to the whole class today so we would have more work time instead I did a mini demo for students who were done. This worked well and the whole class was able to continue working and made progress.  **Day 5**  Pre- Class setup   1. Put 2 boxes of popsicle sticks on the center table 2. Get out student projects and put them on the center table 3. Set teacher example on the center table along with bobby pin, yarn and lights   1. Learning Targets  🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can add yarn   * 2 different colors that are personal to you   📚Vocabulary: Form and Function  Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2..Go over learning targets and the schedule   1. Ask students what we did last class 2. Go over learning targets   🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can add yarn   * 2 different colors that are personal to you   📚Vocabulary: Form and Function  3. Work time to finish building and start adding yarn  4. Ask if there are any questions  3. Work time   * Demo different ways of weaving for students who are done and manage the yarn * monitor classroom * Help students * answering and asking questions * checking for learning targets and understandings   4. Clean up   * extra popsicle sticks back in the boxes on the center table * sculptures in boxes on the center table * yarn back at the center table and scraps thrown away * put glue and scissors back on the supply counter * all lights put back on the center table   **Shannon- Day 4 Reflection**  Today student stayed very engaged and more than half the class finished by the end. I had about 5 or 6 students start yarn and about 10 ready for yearn for next class. Students seem to be doing very well with the yern and are problem solving very easily. Next class I am going to show some examples of student work with yarn and a light so students can see how the yarn can affect the sculpture and get inspiration I will also probably show them an image of my own sculpture with yarn as another reference.  **Day 6**  Pre-class setup   1. Put 2 boxes of popsicle sticks on the center table 2. Get out student projects and put them on the center table 3. Set teacher example on the center table along with bobby pin, yarn and lights   Learning Targets  🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can add yarn   * 3 different colors that are personal to you   📚Vocabulary: Form and Function  Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2..Go over learning targets and the schedule   1. Ask students what we did last class 2. Go over learning targets   🎯 I can finish building my popsicle stick sculpture   * 6 to 8 inches tall * open on the top and cover my light * stands up by itself * Is a different shape than a square   🎯I can add yarn   * 2 different colors that are personal to you   📚Vocabulary: Form and Function  3. Work time to finish building and start adding yarn  4. Ask if there are any questions  3. Work time   * Demo different ways of weaving for students who are done and manage the yarn * monitor classroom * Help students * answering and asking questions * checking for learning targets and understandings   4. Clean up   * extra popsicle sticks back in the boxes on the center table * sculptures in boxes on the center table * yarn back at the center table and scraps thrown away * put glue and scissors back on the supply counter * all lights put back on the center table   **Day 7**  Pre-Class setup   1. Get out students projects 2. have critique questions up on the smart board and set lights out on the center table   🎯 I can answer three reflection questions about my sculpture  📚Vocabulary: Form and Function  Start Class  1.Walk out to hallway and greet students   * Ask Soar leaders to come in- wait ten seconds and have the rest of the class come in * ask soar leaders who they chose to give their tokens to   2. Go over learning targets and schedule  🎯 I can answer three reflection questions about my sculpture  📚Vocabulary: Form and Function   1. Intro critique activity 2. work time 3. gallery walk and questions   3. Critique   * The students will choose three out of a list of questions about their work and write a brief artist statement answering these questions in their sketchbooks. After every student has finished the students will turn their candles on and put them in their sculptures and we will turn off the light and do a gallery walk. After the class has walked around everyone will return to their seats and I will go around the room and ask one student at a time which sculpture was their favorite, why and then have them ask the artist one question from the critique questions. * Questions to chose from:   + What would you name your artwork and why?   + What inspired you to make your design?   + What problems did you have to solve and how did you solve them?   + Why did you make the choices that you made with color and design?   + How is this work of art personal to you?   + What would you do differently next time if you could do this again?   + What was successful and what was something you struggled with?   + Is the sculpture 6 to 8 inches?   + Is it square?   + Can it stand by itself?   + Does in hide, hold and fit the light inside?   + How did they incorporate yarn?   + How does it work with the form and function?   + Did they reflect thoroughly?   + Did they use yarn?   4. Work Time on questions   * Check on progress * monitor classroom * Help students * answering and asking questions * checking for learning targets and understandings * Check sketchbooks and make sure students have three questions answered   5. Gallery Walk   * After every student has finished the students will turn their candles on and put them in their sculptures and we will turn off the light and do a gallery walk. After the class has walked around everyone will return to their seats and I will go around the room and ask one student at a time which sculpture was their favorite, why and then have them ask the artist one question from the critique questions.   6. Clean up   * put sketchbooks and projects on the center table   7. SOAR leaders call up quiet and clean tables | **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**  **understand basic concepts and mediums**  **discussion**  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing, creative thinking, using 21st century skills  Practicing good studio habits and organization  making connections, critical thinking, synthesizing possibilities, using prior knowledge, literacy, creative thinking, asking questions, listening, using 21st century skills  making connections, critical thinking, synthesizing possibilities, using prior knowledge, literacy, creative thinking, asking questions, listening, using 21st century skills, problem solving  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing, creative thinking, using 21st century skills  Practicing good studio habits and organization  making connections, critical thinking, synthesizing possibilities, using prior knowledge, literacy, creative thinking, asking questions, listening, using 21st century skills  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing, creative thinking, using 21st century skills  Practicing good studio habits and organization  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing, creative thinking, using 21st century skills  Practicing good studio habits and organization  exploring possibilities, making connections, comparing and contrasting**,** answering and asking questions, processing information, critical thinking, develop understanding, ideation, practicing literacy skills through reading and writing, creative thinking, using 21st century skills  Practicing good studio habits and organization | Time  2 min  9:20am-9:22am  2min  9:22am-9:24am  7 min  9:24am-9:31am  10 min  9:31am-9:41am  2 min  9:41am-9:43am  26 min  9:43am-10:10am  5 min  10:10am-10:15am  2 min  9:20am- 9: 22am  2 min  9:22am-9:24am  5 min  9:24am-9:29am  7 min  9:29am-9:36am  34 min  9:36am-10:10am  5 min  10:10am-10:15am  2 min  9:20am-9:22am  2 min  9:22am-9:24am  10 min  9:24am-9:34am  36 min  9:34am-10:10am  5 min  10:10am-10:15am  2 min  9:20am-9:22am  2 min  9:22am-9:24am  7 min  9:24am-9:31am  7 min  9:31am-9:38am  32 min  9:38am-10:10am  5 min  10:10am- 10:15am  2 min  9:20am-9:22am  2 min  9:22am-9:24am  46 min  9:24am-10:10am  5 min  10:10am- 10:15am  2 min  9:20am-9:22am  2 min  9:22am-9:24am  46 min  9:24am-10:10am  5 min  10:10am- 10:15am  2 min  9:20am-9:22am  2 min  9:22am-9:24am  3 min  9:25am-9:27am  27 min  9:27am-9:55am  15min  9:55am-10:10am  5 min  10:15am-10:15am |
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| Day 3 |  |  |  |
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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.) |
| The students will choose three questions about their work and write a brief artist statement answering these questions.  Questions:  What would you name your artwork and why?  What inspired you to make your design?  What problems did you have to solve and how did you solve them?  Why did you make the choices that you made with color and design?  How is this work of art personal to you?  What would you do differently next time if you could do this again?  What was successful and what was something you struggled with?  We will also turn the light off and do a gallery walk and compare how the sculptures look with the light on vs. when they are off. I will also have students talk about their own project and what they thought of the project. |

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| **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. |
| What would you name your artwork and why?  What inspired you to make your design?  What problems did you have to solve and how did you solve them?  Why did you make the choices that you made with color and design?  How is this work of art personal to you?  What would you do differently next time if you could do this again?  What was successful and what was something you struggled with?  Is the sculpture 6 to 8 inches?  Is it square?  Can it stand by itself?  Does in hide, hold and fit the light inside?  How did they incorporate yarn?  How does it work with the form and function?  Did they reflect thoroughly?  Did they use yarn? | |  |  |  |  | | --- | --- | --- | --- | |  | 1 | 2 | 3 | | The sculpture is 6 to 8 inches tall and can stand by itself |  |  |  | | The sculpture is not square, can fit and hold a light |  |  |  | | There are 2 colors of yarn that have personal significance |  |  |  | | completed three reflection questions and had thoughtful responses |  |  |  | | Worked on sculpture during class time and was finished on time |  |  |  | |

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| **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.) |
| This lesson went really well. The students loved it and had ended up being successful. The only problem was the amount time it took, it took way longer than I thought and some students did not get close to finishing and more than half did not start adding their yarn. I would also change the height requirements depending on the grade some of the accommodations for special education students or students who struggle with fine motor skills. |

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

Name: Period:



**Critique Questions**

Choose 3 of the following questions and answer them in your sketchbook.

Questions:

What would you name your artwork and why?

What inspired you to make your design?

Is your sculpture the same as your original idea? Why or Why not?

What problem(s) did you have to solve what did you do to solve the problem(s)?

Why did you make the choices that you made with color and design?

How is this work of art personal to you?

What would you do differently next time if you could do this again?

What was successful and what was something you struggled with?

What colors of yarn did you choose and why?

How did you decide to put your yarn on your sculpture? Why?

Where did you decide to put your yarn on your sculpture? Why?

How did the material affect what your idea and the final product?

8/9/15 Fahey