

Lesson Plan Template

Name: Jean Carmody

School: Stone Hill

Total Time of Lesson: 4 – 40 Minutes Sessions

Grade/Dept.: Grade 4/Art

Date: 1/10/2013

Standard 1: Planning and Preparation

Component 1.1: Demonstrating Knowledge of Content & Students

Elements / Performance Indicators	Considerations/ Guiding Questions	Educator Evidence
1.1a <i>Knowledge of Content</i> RIPTS 1, 2, 3, 4, 5	<ul style="list-style-type: none"> Identify the important concepts, skills, and standards of this discipline/ subject that are being addressed in this lesson. 	<ul style="list-style-type: none"> Students will learn about symmetry while drawing and learning about the Taj Mahal. Demonstration of knowledge and application of Visual Art and Design concept by identifying and exploring basic VAD concepts: Line, shape, color and pattern. (RI GSE VAD 1-1) Demonstration of knowledge and skill of using tools, techniques and processes of VAD by demonstrating knowledge of basic art vocabulary. (RI GSE VAD 1-2) Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (Mathematics-CCSS 4.G.3)
1.1b <i>Knowledge of Students</i> RIPTS 1, 2, 3, 4, 5	<ul style="list-style-type: none"> Give a brief demographic overview of the class, including such things as: <i>Student skills, knowledge, language proficiency, interests, cultural heritage, specific learning and/or medical needs.</i> 	The student population consists of 21 multicultural students: 10 boys and 11 girls, all of which speak English proficiently. Two students have a Personal Literacy Plan (PLP) and an additional three are being monitored for PLP qualification.

Standard 1: Planning and Preparation

Component 1.2: Establishing Instructional Outcomes

Elements / Performance Indicators	Considerations/ Guiding Questions	Educator Evidence
1.2 <i>Establishing Instructional Outcomes</i> RIPTS 1, 2, 3, 4, 5	<ul style="list-style-type: none"> State learning outcomes/ objectives for this lesson, and why were they selected. Describe the importance and rigor of the outcomes of this lesson. 	<p>The Students will be able to:</p> <ol style="list-style-type: none"> Identify and use lines, shapes, colors, pattern and symmetry in creating their “Taj Mahal” Use symmetry in composition in creating their “Taj Mahal” Discuss artwork using art vocabulary <p>Result of this lesson will allow the students to:</p> <ol style="list-style-type: none"> Develop knowledge that the visual arts, has both historical and specific relationships to various cultures – India Learn about symmetry while drawing and learning about the history of the Taj Mahal

Elements / Performance Indicators	Considerations/ Guiding Questions	Educator Evidence
<p>1.3.a</p> <p><i>Learning Activities, Lesson Structure & Content-Related Pedagogy</i></p> <p>RIPTS 1, 2, 3,4,5</p>	<ul style="list-style-type: none"> • Provide a description of the learning activities in this lesson, including what the teacher and students will be doing as well as the pacing. • Explain how you will accommodate the diverse needs of your learners in this lesson and in the assessment of your students. 	<p>Day 1: Introduction to lesson: <i>Evaluation day</i></p> <ul style="list-style-type: none"> • Teacher will introduce the objectives of the project: <i>Students will learn about symmetry while drawing and learning about the history of the Taj Mahal.</i> • In activating understanding of previous knowledge, students will be asked (through the teacher-created PowerPoint Presentation) the following essential questions: <i>How is Art important in various cultures?</i> <i>Why is Art necessary?</i> • Teacher will lead discussion with students while viewing a teacher-created PowerPoint presentation about the Taj Mahal and the art lesson. PowerPoint will give a brief history about Taj Mahal as well as various art terms to be used in the art project – architecture, symmetry, shape, and pattern. The PowerPoint presentation will include the expectations for the art project. • Teacher will demonstrate step-by-step the processes involve in creating a symmetrical “Taj Mahal” <ul style="list-style-type: none"> ○ Have the students fold a 12” X 18” paper in half. On the top half, draw along with the students one shape at a time <ul style="list-style-type: none"> ▪ The entire complex of buildings consists of rectangles and half circles. ▪ Begin with a long rectangle along the folded edge of the paper – keeping paper folded. Sitting on top of that, add a large rectangle in the middle with a smaller rectangle sitting on top of that. Add a large quarter circle or onion shaped dome on the top of that. ▪ Continue adding the rectangles and half circle domes along each side of the center building working out from the fold. ▪ Once all of the building shapes are drawn on ½ of the paper, the teacher will call students to the table to demonstrate how they will ‘transfer’ their design and add details like the windows, arch doorways and patterns. Students will want to be reminded that whatever they do on one side, they must do on the other to maintain a symmetrical design. • Day 2: Continue with Taj Mahal <ul style="list-style-type: none"> ○ Teacher and students will review previous class discussion as well as project’s expectations. ○ As the students are adding details to their art project, the teacher will demonstrate next step in the

		<p>lesson. Demonstration will include;</p> <ul style="list-style-type: none"> ▪ Using sharpies to outline the structure and detail ▪ Watercolor painting technique <ul style="list-style-type: none"> ○ Teacher will use questioning strategies to allow opportunity for deeper thinking and understanding of project. ○ Teacher will walk around the room to see if students are on task or need clarification. <ul style="list-style-type: none"> • Day 3: Continue with Taj Mahal <ul style="list-style-type: none"> ○ Teacher and students will review previous class discussion as well as project's expectations. ○ Students will continue to paint their Taj Mahal. ○ Teacher will walk around the room to see if students are on task or need clarification. • Day 4: Final Day <ul style="list-style-type: none"> ○ Students will complete their art project and complete the expectation checklist. ○ Students will complete the summative assessment worksheet. ○ Students will work in groups of 2 to critique overall project and individual art works – using the Peer-to-peer critique worksheet. ○ While students are working on their critique worksheet, the teacher will walk around the room to see if students have completed their project, checklist and assessment worksheet.
<p><i>1.3.b</i></p> <p><i>Instructional Materials and Resources</i></p> <p><i>RIPTS 1, 2, 3,4,5</i></p>	<ul style="list-style-type: none"> • List the materials and resources used in the lesson. 	<p>Laptop</p> <p>LCD Projector</p> <p>Art Supplies:</p> <ul style="list-style-type: none"> • 12x18 White Poster Paper • Pencils • Erasers • Rulers • Sharpies (Black markers) • Watercolor Paint • Paintbrushes • Water cups • Paper towel <p>Worksheets:</p> <ul style="list-style-type: none"> • Visual examples of patterns • Project Expectations Checklist (Taj Checklist.pdf) • Project Rubric (taj mahal rubric.pdf) • Project Assessment Worksheet (tajmahalworksheet.pdf) • Peer-to-Peer Critique Worksheet (taj mahal critique.pdf) <p>Website for resources:</p> <ul style="list-style-type: none"> • http://carmodyart.weebly.com/taj-mahal.html

<p>1.3.c</p> <p><i>Instructional Groups</i></p> <p>RIPTS 1, 2, 3,4,5,9</p>	<ul style="list-style-type: none"> • Explain how students are grouped during the lesson. • What data did you use to inform grouping decisions? 	<ul style="list-style-type: none"> • Students will be grouped in according to the classroom setup (this is not an art room – art teacher travels art-a-la-cart) but will be expected to work independently on their individual art projects. • Communicating with the classroom teacher has allowed the teacher to understand that symmetry is a standard under the Grade 4 Mathematics Common Core Standard. By doing this lesson, it allows me to supplement the student’s knowledge and understanding of Symmetry.
Standard 1: Planning and Preparation Component 1.4: Designing Student Assessment		
<p>Elements / Performance Indicators</p>	<p>Considerations/ Guiding Questions</p>	<p>Educator Evidence</p>
<p>1.4</p> <p><i>Designing Student Assessment</i></p> <p>RIPTS 4, 5, 9</p>	<ul style="list-style-type: none"> • Describe any formative and summative assessments that will be used in this lesson (or connected to this lesson) • Explain how these assessments align to the outcomes of the lesson. • How does information from assessments inform your instruction? 	<p>Formative:</p> <ul style="list-style-type: none"> • Project Expectation Checklist – Students will fill out project expectation checklist as they are working on their task. (Taj Checklist.pdf) • Project Rubric – Students and Teacher will fill out Project Rubric Sheet. (taj mahal rubric.pdf) • Teacher will monitor progress from beginning, middle, and end of progress and offer helpful suggestions and/or reminders. <p>Summative:</p> <ul style="list-style-type: none"> • Summative Assessment Worksheet – Students will complete the Assessment Worksheet to show what they have learned as the result of the project. (tajmahalworksheet.pdf) • Informal Peer to Peer/Class Critique - Students will work in pairs to critique each others work according to a predetermined set of questions provided by the teacher. (taj mahal critique.pdf)