

Lesson Plan 1

Teacher: Dione Greenberg
Subject/Grade: Art and Writing, Grade 8

Lesson Date: August 21, 2018
Unit Title: Expressive Arts I

<p>Common Core Standards: <i>(What are the skills being taught? Which standards are being specifically addressed in this lesson?)</i> CCSS.ELA-LITERACY.W.8.10 <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</i></p>	<p>Agenda: <i>(What is the snapshot of my class flow?)</i> Students will participate in an activity that will introduce them to the use of art and creative writing that is expressive, and that about process vs. product.</p>
<p>Lesson Objective: <i>(What will my students KNOW by the end of the lesson? What will they DO to learn it?)</i> Students will know that art and writing can be used for self-expression. They will do an art activity with a partner and will then reflect on it in a short piece of writing.</p>	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
5 min	<p>Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i></p> <p>I will have some different kinds of abstract expressive artwork projected onto the smartboard. We will discuss the questions: What is art? Why do people make art? What do you think the purpose of art is?</p>	<p>Students answer questions verbally.</p>
5 min	<p>Engage/Motivation: <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i></p> <p>Through a Google Slides presentation about Expressive Art that has some photographs of students working and of their artwork, we will discuss: <u>What do you think is the difference between the final product and the process of making art?</u> In order to tap into that so students understand it, we will talk about little kids creating art and how that might be different from taking an art class in middle school.</p> <p>I'll need to clear up the difference between what we will be doing and the art class they take in our school.</p>	<p>Students answer questions verbally.</p>
10 min	<p>Whole Group Instruction: <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i></p> <p>Students will be instructed to create a series of quick scribble drawings with crayons that express: happiness, frustration, anger, sadness. They will be encouraged to think about color, line and form, and also to think about the kind of energy they put out when they are creating these drawings.</p> <p>When we have finished with this process, they will write 3-5 words on the back of each drawing to try to express in words what they were thinking and feeling.</p>	<p>3-5 words written on the back of their drawings, verbal discussion</p>

	We will talk about how some feelings can be expressed more effectively nonverbally and that sometimes you can't really put your feelings into exact words even when you feel them strongly.	
10 min	<p>Group Practice/Small Group Instruction: (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</p> <p>Students will work with a partner and create a series of scribble drawings with a partner:</p> <ol style="list-style-type: none"> 1. One person will express "Yes" and the other person will express "No" - then switch. 2. One person will follow the other one around the page using different kinds of lines and shapes. 3. Have an argument on paper without talking and then resolve it peacefully - only with drawing, not with words. 	Students can be observed with their partners and misconceptions can be cleared up by the teacher as they work. The teacher can help to role model the assignment.
5 min	<p>Independent Practice: (individual practice, discussion, writing process.)</p> <p>Students will do a Quick Write about the partner work. How do you feel now that you've done this activity? Was it easy for you to communicate with someone without using any words, or did you find it awkward and uncomfortable? How do you think this activity shows the idea of process vs. product when we are creating expressive art? What does your artwork look like?</p>	Quick Write
min	<p>Evaluate Understanding/Assessment: (How will I know if students have achieved today's objective?)</p> <p>The Quick Write should determine what students understood about the objective.</p>	
5 min	<p>Closing Activities/Summary: (How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)</p> <p>Whole Class discussion. Students will write a short response on a post-it note answering: SEE, THINK, WONDER What do you see? What do you think about what you see? What do you wonder?</p>	SEE, THINK, WONDER Thinking Routine
	Enrichment/Extension/Re-teaching/Accommodations: (How will my lesson satisfy the needs of all learners?)	

Resources/Instructional Materials Needed: (What do I need in order to teach the lesson?)	
Google Slides presentation, paper for drawing, crayons, Quick Write assignment set up in Google Classroom, post-it notes	
Notes:	