

Lesson Plan 2

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></p> <p>Students will create a line drawing and will then color it in.</p>
<p>Lesson Objective: <i>(What will my students KNOW by the end of the lesson? What will they DO to learn it?)</i></p>	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
2 min	<p>Get started/Drill/Do Now: <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i></p> <p>Line design drawings by other students will be projected on the screen. Students will be asked to comment on them as they are entering the room.</p>	<p>Students answer questions verbally.</p>
3 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>Class discussion about making line designs. Some students may remember doing this in pre-school. Answer questions about why we are doing this now in 8th grade. I will explain that we are still in an introductory phase of expressive arts and that this activity helps people to relax and not feel that they have to be good at drawing.</p>	<p>Students answer questions verbally.</p>
20 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> <ol style="list-style-type: none"> 1. First, practice drawing different kinds of lines on a smaller piece of paper with crayons 2. Second, on a large piece of paper, work with those lines to create a composition - role model that or work on the same piece of paper 3. Third, color in the shapes that are created by the line design <p>(This will need to be a 3-4 day drawing because it will be on large paper using oil pastels)</p>	<p>Teacher can circulate the room and see how students are doing, clearing up any misconceptions</p>

min	Group Practice/Small Group Instruction: (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process) This is an independent project.	
min	Independent Practice: (individual practice, discussion, writing process.) Students working individually	
min	Evaluate Understanding/Assessment: (How will I know if students have achieved today's objective?) Go back to the beginning of the lesson and the discussion about doing this kind of thing in preschool. Talk about how the activity went. How did you feel doing it? Students will most likely express a sense of calm, the activity is fun and easy, it is open-ended. If a student expresses discomfort or "This is stupid. Why are we doing it?" the teacher can explain the need to deprogram the expectation that using art means art instruction or creating 'realistic' art.	Student verbal responses
min	Closing Activities/Summary: (How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?) On two separate post it notes, answer the prompts: I used to think... Now I think...	I USED TO THINK, NOW I THINK 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, oil pastels, post-it notes
Notes: Students will need instruction about using oil pastels and how to blend them. The activity will take 3-4 days to finish the drawings. This lesson is for the first day to introduce the idea.