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| **UNIT PLAN****Guide to Support Lesson Plan Implementation** |
| **Title of Unit:** | **Grade Level:** |
| **Curriculum Area:****VISUAL ART** | **Time Frame:** |
| **Content Standards:** |
| **Understandings:** *Overarching Understandings* | *Related Misconceptions* |
| **Essential Questions:** *Overarching* | *Topical* |
| **Knowledge:** *Students will know . . .* |
| **SKILLS**1. **Psychomotor Skills:** *Students will be able to . . .*
2. **Creativity Skill/Objective:** *Students will be able to….*
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| **Performance Task Description:** |
| **Resources:** *List all resources (posters, websites, textbooks, works of art, etc) – also, include a content paper that you write - outlines the content covered in the lesson. At the elementary level, this could be a 1-2 page double-spaced paper that could be read by older elementary students. This could include the what, who, where, why, when and how of works of art and how these are used to develop the cognitive skill targeted in the lesson. This information could be communicated in a PowerPoint presentation.* ***ALSO INCLUDE A WELL EXECUTED TEACHER SAMPLE OF A FINISHED PRODUCT*** |
| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** |  |
| **How will you hook students at the beginning of the unit?** |  |
| **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?** |  |
| **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** |  |
| **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** |  |
| **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** |  |
| **How will you organize and sequence the learning activities to optimize the engagement, creative mindset, and achievement of ALL students?** |  |

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| **Lesson Plan** **Alignment of the Teacher Performance Standards with the Georgia Performance Standards** |
| **Date:** | **Teacher:**  | **Developed By:** |
| **Curriculum Area:** **VISUAL ART** | **Unit:** | **Grade:** |
| **Lesson Focus:** *(What is the most important thing that you will emphasize throughout the lesson? What is the most important thing students will learn?)***Lesson Objective:** *Given 45 minutes, teacher demonstration, a planning grid, white paper, and painting supplies* **(Conditions)** *the 5th grade student* **(Subject)** *will synthesize by painting* **(Cognitive Level and Verb)** *a well crafted expressive portrait that 1) shows shapes that can be visually understood as head and shoulders, 2)shows two contrasting emotions, 3) uses tints and shades based on a complementary color scheme, 4) uses exaggeration or distortion, and 5) integrates either previous learning, experiences or innovative ideas that support the expressive theme of contrasting emotions.* **(Criteria)** |
| **Utah Art Standard:****Common Core Standard/Element(s):** |
| **INSTRUCTIONAL STRATEGIES**Researched-based strategies to engages student in active learning  | **Literacy/ELA Integration***Student will write reflectively by answering three questions about the process of completing the expressive portrait -* ***CCRAS – W. 2 = College and Career Readiness Anchor Standards for Writing #2 (Text Type and Purposes) (Common Core Standard):*** *Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**AWL (***Common Core Academic Word List***): Proportion, Style, Transform….* |
| **Technology Integration**1. ***Teacher delivered PowerPoint***
2. ***Student research on internet***
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| **OPENING**Getting students ready to learn | **What is your Activating Approach/Warm Up/Engagement and why are you using it? (*Build Commitment and Engagement*):****When will you talk to students about what they will learn and do (*Communication of Learning Intentions*)****How will you know when they have learned it? (*Communication of Success Criteria)*****How/When/Why will you give students new information *(Teacher Presentation Strategies-includes* *Academic Vocabulary)*** |
| **CHALLENGE AND DIFFERENTIATION**Providing Rigor and Differentiation | **Critical Thinking and Extension Questions *(Differentiation and Academically Challenging Environment)*****Five Core Questions for Creativity Development:**1. What more can you do?
2. Did you take a chance?
3. What else can you connect it to? (What more can you add?)
4. What is another way of doing it? Can it be better?
5. Are you letting your personality come through?

Other critical thinking prompts:*How can you use size, shape, value, and brush marks in your painting to express emotional feelings or point of view?* *How does our reaction change to the portrait change when you exaggerate or distort?* |
| **Supporting Student Learning *(How will you differentiate learning for students needing remediation, students with disabilities or for those who are gifted?)*** |
| **TIMELINE**Specify what the teacher does, what the students do, and when it happens | **Have students use their knowledge and skills** |
| **MATERIALS** And Materials Management | **Include all the materials and equipment needed to conduct the lesson - both the quantity and size of each as well as your plans for distribution and clean-up.** |
| **CLOSING**Helping students make sense of their learning | **How will you make sure they can do it (*Closure,* *Assessment, Evaluation Strategies, Rubric, Summarizing Strategy ) PROVIDE 4 LEVEL RUBRIC WITH LEVEL 2 = Student meets minimum requirements.*****Also include how you will have students practice at home (*Independent Practice)*** |