

Service Learning Lesson Plan

Title: Repetition of Form and Texture

Group/Date: Artistic Abilities 2/24/16

<p>Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<ul style="list-style-type: none"> ● Students will learn that everyday household objects can be used in new and creative ways by creating stamps out of found objects within the classroom. ● Students will explore shapes and textures that can be created using found objects and, through the repetitious nature of this exploration, create compositional rhythm and movement. ● Students will create books out of their exploration samples. ● Students will learn a simple paper making process. <p style="text-align: center;">~</p> <p>Found object printing is an introduction to other printmaking methods like collagraphs and monotypes, which will be taught next class.</p>
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<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> ● Artists transform materials to make art ● Shapes can be repeated within a composition to form pattern and texture. 	<ul style="list-style-type: none"> ● Do objects have more than one use? ● Can objects be used to make art? ● What happens when we repeat shapes and forms within a composition?

<p>Outcomes - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?</p>	
<p>Students will be able to</p>	
<ul style="list-style-type: none"> ● Students will identify/envision alternative uses for everyday objects to make art ● Students will create exploration samples displaying rhythm and movement through repetition. ● Students will construct books out of exploration samples and handmade paper. 	

<p>Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p>Assessment Instrument (s): By what criteria will “performances of understanding” be judged?</p>
<p>In the middle of class and once again at the end of class students will present stamping materials or techniques they enjoyed as a way to teach other students about the possibilities of these objects. Many students could of used the same object to stamp but each will have a different outcome dictated by color, repetition, or stamping method.</p> <p>At the end of the unit students will have a book/portfolio of all of their work during the class that can served as a reference to learned techniques and their art.</p>	<p>Student’s completed exploration books will reflect understanding of taught concepts and illustrate different examples of repetition and texture.</p>

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

First we will show students the materials we will be working with (household objects) and ask them if they can think of any ways we could use them to make art. We will then show an example of a completed texture book and demonstrate some ways with which we can use household objects as stamps to create shape and texture.

Household Items: String, leaves, fabric, stamps, cardboard, tape, etc.

Motivation: How will you hook all students and hold their interest?

We will motivate by briefly demonstrating how to use household items in a new way. This will open the door for them in terms of seeing how things can be used outside of their originated purpose. We will encourage experimentation and discovery throughout the rest of class

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

After a brief demonstration of how to generally create repetition and texture, we will provide them with many different potential materials for their project. By giving them a series of different materials to choose from and by explaining the basic concept, they will have the room to experiment and explore all of the potential ways they can create those patterns of repetition and texture with different shapes, sizes, and colors.

Procedures: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?

- Greet Students as they come into class
- Have students feel the various objects that are on the tables
- Ask students if they can identify the object they are holding and its use
- Ask students if this object can have another use
- Show students how a string spool can be used to imprint a pattern.
- Ask students if this pattern looks like anything? Can it be a part of something else?
- Announce what types of materials each table has
 - 1. Natural materials
 - 2. Household items
 - 3. Fibers materials
 - 4. Pre Cut stamps
- Paints and paper will be provided on tables, so students will be able to get right to work
- Let students begin choosing materials and paint color to layer and repeat shapes.
- Students will choose the materials based on individual interest and attraction to the shape and texture
- Students will go through stations and will complete no less than six explorations for their books
- Midway through class students will pick two materials or techniques that are their favorite and teach other students how to do it, this will allow students to see other uses for similar materials.
- During worktime students will be called back in groups of two to begin making paper
- Two teachers will teach each student how to make paper
 - Cutting paper
 - Blending paper
 - Pouring paper mulch
 - Drying paper mulch
- We will transition by gathering back together (catch and release tactic) and demonstrate how to construct their own books
- Students will once again present one new technique different from the previous.

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Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Paper making - <http://pioneerthinking.com/crafts/makingpaper>
 - o Paper scraps, water, blender, pans, liquid starch (optional - if they want to write on it)
- Acrylic paint
- Pre-cut stamps
- Household/ found objects for stamping
 - o string
 - o fabric
 - o cardboard
 - o tape
 - o leafs

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

- We will cut out stamps from foam ahead of time
- We will three-hole punch the paper for books
- We will set up the paper station (Teachers will operate blenders) and set up the materials at the other stations
- We will have aprons available for students
- We will have prepared example works that illustrate repetition,

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

- There are enough educators and assistants to provide individualized attention to students who need it
- Multiple stations will cater to multiple interests of students
- Enough materials are available that each students will be able to express themselves freely according to their individual interest
- This lesson plan gives students the freedom to make decisions on what colors or techniques they prefer to use, which will help them remain interested in their project.

Understanding the plan...

Stage 1 – Desired Results

- Relevance - What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?
- Essential Understanding(s) - What are the “big ideas”? What specific understandings about them are desired? What misunderstandings are predictable? (Reflect and Transfer)

- Essential Question(s) - What provocative questions will foster inquiry, understanding, and transfer of learning? (Reflect and Transfer)
- Outcomes (objectives): What will students know and be able to do? What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches? (Comprehend and Create)

Stage 2 – Assessment Evidence

- **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? (Comprehend, Reflect, Create, Transfer)
- **Teacher-centered Assessment (instrument)**: By what criteria will “performances of understanding” be judged? What evidence (e.g. quizzes, tests, academic prompts, observations, products/artwork, sketchbooks, journals, etc.) will students demonstrate achievement of the desired results?

Stage 3 – Learning Plan

W = help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? (Comprehend)

H = hook all students and hold their interest? (Reflect and Create)

E = equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork? (Create)

R = provide opportunities to rethink and revise their understandings and work? (Reflect and Transfer)

E = allow students to evaluate their work and its implications? (Reflect)

T = be tailored (personalized) to the different needs, interests, abilities of learners

O = be organized to maximize initial and sustained engagement as well as effective learning?