

Service Learning Lesson Plan

Title: Material Exploration

Group/Date: Artistic Abilities Spring 16

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?	Student will create puzzle piece puzzle pieces to express their personality and share themselves with the class, as a way to get to know each other. Students will them explore the museum of tissue paper and discover ways to use materials thought two different compositions.
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Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?	Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?
Art can build relationships and communicate identity Art materials can have many uses known/explored.	How do artists know what materials can do? How do repeating shapes create a composition? What are different ways colors can be mixed?

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?
Students will be able to Students will design a puzzle piece that communicates some of their favorite things as a way to present themselves to the class. Students will identify primary and secondary colors through tissue paper. Students will identify various ways to “mix”/create color through tissue paper. Student will use tissue paper to paint. Students will use tissue paper to overlap shapes and color Students will tissue paper to stamp color onto paper Students will use crayon to create resists on tissue paper

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?	Assessment Instrument (s): By what criteria will “performances of understanding” be judged?
Students will show understanding of introduction activity by creating a puzzle piece that represents them. Class will have a group critique to show what they learned about tissue paper, and use their practice sheet and final piece as proof of exploration.	Students will show class what they created and figured out during their work time. Students will answer questions: What was your favorite technique with tissue paper? Where you able to make all secondary colors? What didn’t work?

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)?

The lesson will begin with a simple question, without a specific correct answer:
How do we know what tissue paper can do? This question will setup the discussion on how artist choose their materials and how various materials can be used to create various colors, patterns and textures.

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

Teacher will show tissue paper to the class and will ask, “ what do we normally use tissue paper for.”
“Can we paint with it?”
Teacher will then wet tissue paper and begin to move dye from paper.
Teacher will ask: “can he use tissue paper to create patterns?”
Teacher will get wet paper and press on paper and cut out shapes and repeat them throughout page.

“What other techniques can we do with tissue paper? We will hand out a practice sheet, try and come up with other techniques to create color, pattern, or texture with the tissue paper. “

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

To guide students on what to create for the second piece, students will be asked, “what is your favorite technique on your practice sheet? Does it remind you of something you have seen before or made before?” Students will analyze their explorations to look for inspiration on a finished composition for the final project.

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, make them feel welcome
 - Teachers will introduce themselves to class, by stating their name and their favorite place to relax or have fun.
 - Teachers will introduce the puzzle activity and have students design a puzzle piece that can be decorated with food, pets, or favorite places as way to present themselves to the class.
 - Teachers and students will show their puzzle piece to class and explain what they chose to draw.
- Teachers will ask class what can be done with tissue paper? How do artists know what materials can do? Teachers will go through motivation process.
- Teachers will hand out small exploration sheets.
- Students will be allowed to explore the possibilities of tissue paper, by allowing them to play with various techniques.
1. Color overlap
 2. Painting

3. Stamping

4. Patterns

- Teachers will walk around class and ask students what they are figuring out about tissue paper.
- Class will show what they found out during exploration. Students will be asked to point out specific areas on sheet where they were able to mix, overlap, or stamp. Students will be asked to describe how they created their favorite technique.
- Teachers will show other techniques with tissue paper like resist.
- Teachers will meet with students and ask how they can use their favorite technique to create a larger finished composition.
- Teachers will hand out larger sheets.
- Students will be given work time to create larger composition
- Teachers will walk around and check in with students, ask them what they are working on.
- Students will present their final piece and describe the techniques they used as well as telling the class about their composition. Students will be asked:
 1. What inspired your piece?
 2. Is there a certain color you really liked in your exploration?
 3. How many techniques did you use?

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

- Cut paper into puzzle pieces, one for each teacher and student
- Markers
- Colored pencils
- Tissue paper
- Cups
- Water
- Glue
- Paintbrushes
- Example paintings
- Color pastels

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.

Cut out puzzle pieces, cut out shapes and size of various tissue papers, prepare tables with water cups, and paint brushes. Tables will be covered with mats, and supplies will be on tables.

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)?

Glove will be available for students that don't want to touch glue. Other accommodations will be further asses when students' need are know.

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?