

Lesson Plan Template – Lexi Selzler

Grade: 2 nd , 3 rd , and 4 th		Subject: Art & Social Studies
Materials: Cardboard backgrounds, glue, hot glue guns, miscellaneous collage art items such as paper, paint, popsicle sticks, feathers, tissue paper, etc.		Technology Needed: Computer and active board
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar x Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture X Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity X Hands-on <input checked="" type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s) <ul style="list-style-type: none"> SS 2.2.1 Compare individual family histories (e.g., origins, jobs, traditions) Art 4.1.5 Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories. 		Differentiation Below Proficiency: I will model art techniques to students who are below proficiency. Above Proficiency: Students who are above proficiency will be challenged to include a 3D element in their collage. Approaching/Emerging Proficiency: These students will explore the process and be encouraged to try the different techniques. Modalities/Learning Preferences: Kinesthetic: this lesson includes a kinesthetic aspect in which the students will be creating a work of art. Auditory: listening to the explanation of directions Tactile: Textures, ripping, creating the artwork with various tools This lesson includes kinesthetic and visual elements for those kinds of learners.
Objective(s) <ul style="list-style-type: none"> The students will create a collage using different art media and techniques to represent the story of their own culture. The students will model their own individual and family culture through visual representation on a collage. Bloom's Taxonomy Cognitive Level: Creating Applying		
Classroom Management- (grouping(s), movement/transitions, etc.) I will begin with the students in a large group so I can do the introduction to the lesson. I will then pass out the cardboard backgrounds and allow half of the students to get supplies at a time.		
Classroom Management- (grouping(s), movement/transitions, etc.)		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will participate individually by creating a collage.
Minutes	Procedures	
3 min	Set-up/Prep: <ul style="list-style-type: none"> I will have the art supplies and cardboard backgrounds set out. I will also have the PowerPoint with example collages pulled up so I will be ready to show the students the examples. 	
7 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> I will begin by giving a brief explanation of collage art. <ul style="list-style-type: none"> French word, means “to glue” Visual art technique created by assembling multiple pieces to create one Pablo Picasso used collage I will show the Culture Collage PowerPoint and discuss possible techniques for the students to use. I will discuss how artists use collage to help tell their stories. “Today, we are artists and our job is to use collage, like the ones we saw in the PowerPoint, to tell the story of who we are, where we come from, and the pieces that make up our lives. Using collage will allow us to incorporate as many representations as we want, and we will incorporate many elements of art, such as texture, color, shape, space, and value. So when you are creating your collage, think about it as if you were creating it for someone who doesn’t know you, so they can understand you better and know who you are and where you come from.” (If necessary) I will model a couple of the techniques shown in the PowerPoint so the students can practice the technique before implementing it on their collage. 	
10 min	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> Vocabulary: space, texture, shape, collage I will ask the students the following reflective questions: 1) what words come to mind when you think about your own culture or how your family does things? What pictures come to mind? How could you put those pictures or words onto a collage so other people could look at it and know it is made by you? After showing the students the techniques in the PowerPoint, I will pass out the cardboard backgrounds and a sheet of paper. The sheet of paper will be for students to brainstorm and plan out their collages. They can list the ideas they would like to include on their collage (i.e. family members, friends, traditions, favorite things, their way of life at home, etc.) I will then have half of the students grab some of the supplies they would like to use on their collage; when they are done, the other half will get their supplies. 	

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35 min	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • The students will independently create collages which represent pieces of their own culture and their own story. • I will travel around as the students are working to observe and reinforce the artistic elements they are using (i.e. “I see you are using a variety of texture elements. That really makes your art piece come to life”), incorporate cultural language, and answer any questions they may have. 	
5 min	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When there are only 10 minutes left of the lesson, I will let the students know it is time to put all of their materials away and clean up their space. • I will then ask the students to share a part of their collage with the class, and why they decided to include it on their collage. During this time I will provide feedback on the artistic elements they have included, for example, “the way you included toothpicks to create this image gave your collage great texture,” “My favorite part about what you’ve done is…” “I can see that _____ is an important part of your own culture from the way you _____,” etc. • Finally, I will have the students put their collages in a safe spot to dry and they can move on to the next activity. If they are not finished with them in the allotted time, they can finish them when they have extra time. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The brainstorm sheets will serve as a formative assessment. Consideration for Back-up Plan: We can brainstorm verbally in a group discussion if they are unable to use the brainstorm sheets.</p>		<p>Summative Assessment (linked back to objectives) End of lesson: The students’ collages will serve as a form of assessment</p> <p>If applicable- overall unit, chapter, concept, etc.: This lesson is part of an inquiry block called “Cultures share and express themselves through stories.”</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		