

Claire Wurzer- Shading Lesson Plan

<p>Grade: 1st</p>	<p>Subject: Art</p>
<p>Materials: parchment paper Leaves (1 per student) crayons</p>	<p>Technology Needed: none</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ð Direct instruction ð Guided practice ð Socratic Seminar ð Learning Center ð Lecture ð Technology ð Other (list) <p>integration</p>	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ð Large group activity ð Independent activity ð Pairing/collaboration ð Simulations/Scenarios ð Other (list) <p>Explain:</p>
<p>Standard(s)</p> <p>4.1.2 Know the different techniques* used to create* visual art.</p> <p>1.1.3. Describe different ways that things can change (e.g., size, mass, color, movement)</p>	<p>Differentiation</p> <p>Below Proficiency: Students can be assisted by teacher or peers and add minimal details.</p> <p>Above Proficiency: Students can add more details to work and help others master the techniques.</p>
<p>Objective(s)</p> <p>Students will be able to make use of the concept of shading by shading the leaf print onto parchment paper.</p> <p>Students will be able to identify how leaves change by showing leaves of different colors/stages in their art.</p> <p>Bloom’s Taxonomy Cognitive Level: III</p>	<p>Approaching/Emerging Proficiency: Students are grasping the general project and strategies.</p> <p>Modalities/Learning Preferences:</p> <p>Visual- creating the image</p> <p>Auditory-instructions, information about leaves</p> <p>Kinesthetic- hands on, doing the art</p>

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> -transition students to sitting at a table or counter -pass out materials after instruction -when finished tell students they have two minutes to put projects in a pile on a table, put crayons back in cups, put the leaves next to the art projects, and get into their next spots. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> -Discuss zones when students are getting out of control (green zone = goal). - If a particular student is having a hard time regulating, after one warning, have them go to the ‘take a break’ area, and cool down for a bit. For a minute of that time, have student write down the problem that they were having on a note that will be sent home. -yellow/red voice level -working on own but can help each other if need be
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Minutes	Procedures
1	<p>Set-up/Prep: have materials ready (leaves and cut parchment paper)</p> <p>Have students transition to spots where there is a hard writing surface.</p>
4	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> -Talk about leaves turn colors in the fall. -Leaves are green because they have special pigment (dye) in them called chlorophyll. -They change color because when it gets colder the goes into a resting time for the winter, and chlorophylls stop being made. When they stop being made the green fades.

<p>6</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> -Read the book <i>Exploring Leaves</i> by Kristin Sterling. Take extra time discussing how the leaves change colors and relate it to everyday life and where the children see changing leaves. -Today we are going to use fall colors (yellows, oranges, reds, browns) to create prints of leaves -You will each get a sheet of parchment paper and a leaf. Please do not use the material until instructed. - Once we are all settled, we will all put the leaf under the construction paper. Discuss what the spine of the leaf is and how it needs to be facing up to get texture. Discuss that texture is what you can feel in the art, like how you can feel the ridges on the leaf, With a crayon, shade over the leaf. Try not to color very much not on the leaf. -Discuss how the colors represent the different stages that the leaves are at. (Green-alive, darker colors-closer to falling off) -Shading is the darkening or coloring something. During this project it is helpful to shade a little lighter and not press too hard so the paper does not rip. -Added after- show students different professional leaf prints and discuss how professionals do this for art and to study different kinds of leaves.
<p>10</p>	<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"> -Added after- pass out 2 sheet of parchment paper and guide students through practicing shading light, dark, and then medium. Discuss how we want to shade medium, so we can see the crayon, but we do not rip the paper. -Have the students get their second sheet of paper ready -Have students move the leaf around the paper and shade using different colors. Talk about how the colors can overlap a little. Ask students what they observe as they do this (creates new colors).
<p>2</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> -Talk about different peoples pictures and if they have seen leaves like that in the area. - Put materials away transition to next activity

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. -Observe how the students are grasping the concept of shading in their project. -Observe how students are choosing different colors and stages of the leaves in their project.</p> <p>Consideration for Back-up Plan: If students are having a tough time with the fine motor skills of shading, have students describe shading.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the end of the art unit, have an overall assessment about the art techniques learned.</p> <p>If applicable- overall unit, chapter, concept, etc.: Art Techniques</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>The content portion of the lesson went very well. The students found the concept of leaves changing color to be very interesting. They discussed the scholastic reader that we had read about leaves changing color, which made me excited that they remembered the information that they had learned earlier without me even having to prompt their remembering it. They had a lot to discuss with each other about different colors of leaves that they had seen and different ways that they have experienced the falling leaves. The collaboration was very exciting to watch. They also were very fascinated with the science behind the leaves changing and were very excited about learning a new word (chlorophyll). This made them very intrigued to do the art project and were very intentional about their color choice after discussing the importance of the color so much. This showed me how important that is was to the art project that we discussed the differences in color and how they naturally occurred in nature, so the students had very realistic depictions of the leaves. The discussion about texture was very interesting to them as well. The spines of the leaves make a big difference. They were very excited about the science behind the process, which made me glad that I had linked the lesson to science instead of language arts (which I usually lean towards).</p> <p>Something that I felt like could have gone better was discussing and practicing the shading techniques with the students. If I would teach this lesson again, I would have a trial sheet of paper that the students could try shading very hard, medium, and very soft, just to feel the difference. This way the students would not have as much trouble finding the pressure that they should shade to get the leaf printed, but not rip the paper. No students ripped the paper during the lesson, but had a hard time</p>	
<p>shading hard enough because they were afraid that it would rip. If they would have felt the experience of the paper ripping, they would have known how hard they were able to press and would have had a much easier time. We discussed the concept of shading, but the practice would have also given them a better</p>	

understanding of the concept itself and how a person can shade differently. Overall, I feel the lesson went well, but that these changes could have made it much more successful.

After discussing shading techniques with the students, they grasped the concept so much better as we worked on a project that required shading. This way students had more of a trial and error period before actually working on their piece of art. This helped the students feel much more confident on their work and they were able to focus on more details of the piece instead of the more basic technical work. The students were also very excited to learn about different pieces of art that incorporated print work. This helped to inspire creativity in their own work, as they saw different work than mine to get ideas and inspiration from.

UMary Student's Name: Claire Wurzer Observer's Name: Gina Bernhagen Grade: 1
 Integrated Art Lesson: Fall leaves

Arts Integration is an approach to teaching in which learners practice, construct and/or demonstrate understanding of a concept (often academic) through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives in both.
 Integration lessons should include:

- art history
- art elements and principles of design
- aesthetic awareness
- personal expression and understanding
- demonstrating meaning through various disciplines/ mediums/ techniques

Criteria	Ratings				Comments
Academic Learning Target(s)	15.66 pts Demonstrates additional (scaffolding) knowledge and/or skills related to the academic Content Standards in the lesson.	15.0 pts Identifies knowledge or skills, with connection(s) to the academic Content Standards in the lesson.	13.0 pts Some knowledge and/or skills with minimal connection to the academic Content Standards in the lesson.	5.0 pts Minimal to no knowledge and/or skills are related to the academic Content Standards in the lesson.	
Link(s) with artist, artwork, or cultural groups	14.67 pts Covers topic in depth with several details and examples/references.	15.0 pts Demonstrates knowledge of subject and includes examples/references.	13.0 pts A few examples/references (2-3) are included with no factual errors.	5.0 1 or fewer examples or references OR factual errors.	
Instructional Plan	16.67 pts Sequence all steps, including transitions	15.0 pts Sequence major steps	13.0 pts Lesson includes some steps, but omits major steps	5.0 pts Makes unsuccessful efforts to sequence the activities.	Great plan and executed well
Class procedures and management	16.67 pts Materials were ready and complete for the lesson. Clean up procedure clearly established and understood.	15.0 pts Materials were ready, but distribution process missing details. Clean up procedure in place and explained.	13.0 pts Most materials ready but some required materials missing. Clean up procedure was not clearly established.	5.0 pts Materials were not ready. Clean up procedure was inefficient or not in place.	Very organized and well prepared!
Elements of Art taught	16.67 pts Demonstrates art elements through description, definition, and practice while teaching.	15.0 pts Shows solid knowledge of the topic, but use a narrow description and definition of the element(s) of Art while teaching.	13.0 pts Defines or describes the element(s) of Art in a very limited way while teaching.	5.0 pts Unable to define or describe element(s) of Art while teaching.	
Reflection of Studio Work	15.66 pts Provides time to reflect on peers' works and provides prompts about content as well as looking for the artist elements or principals taught.	15.0 pts Provides time to reflect on peers' works and provides prompts for how to critique art. Ex: What is this artist telling you about?	13.0 pts Asks students to reflect on peers' works in a rote manner.	5.0 pts Asks students to reflect on their own work but not others' works.	Students shared and looked at each others work.