

Lesson 2- 5th Grade- *Mirror Bugs*

S.Pijanowski // ART Grade/Class: 5th Grade

Date: 12/9- 12/13

Opening Routine:

- I will greet students lined up at the door. I will remind them about earning pom-pom points and coming into the room calmly. We will also discuss that this is an important and exciting week because we are creating our art show projects.

Intro Each Day: (5 Mins or Less)

Monday	Tuesday	Wednesday	Thursday	Friday
Abstraction	Negative/Positive Space and Symmetry	Line/Pattern/Shape	Reflecting on Your Art	Fitness Friday
<i>Students will look at the artwork by Jackson Pollock on the board and answer two guiding questions with a post-it and pencil. (How do you think this artist made this artwork? Do you like it?)</i>	<i>Students will look at the M.C. Escher Artwork at the board and as a group discuss their observations. I may ask guided questions if needed. (Is this abstraction like yesterday's Pollock? Why do you think he made this artwork?)</i>	<i>Students will look at a variety of zentangles by Eni Owen. As a group we will list as many lines and patterns that we can see and list any more we can think of that are not present. This will transition into the lesson involving variety and use of organic shapes provided.</i>	<i>We will discuss the importance of reflecting on your art in the last stages. Students will work with a partner and exchange art. They will take turns discussing each other's artwork with guiding questions. (What is one strength/compliment? One thing they could add to their art? Does anything in your partner's artwork inspire you or give you an idea?)</i>	<i>Students will play a fitness Friday game involving both movement and drawing. Any students who need extra time on their project will have space and supplies set aside to finish before they play.</i>

Lesson: The lesson slides are attached [here](#) through Canva. If you would like more detailed notes as to my instruction I can provide more.

Success Criteria (Aligning with [Ga Standards of Excellence: Elementary Visual Arts Unit 2: Creating 2D Art](#). Exploring a variety of 2D processes and applying skills into finished works of art.)

Monday: *Students can explain and differentiate abstraction as an art form. Students will show experimentation in the use of watercolor through movement,*

- VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.
 - VA5.CR.3.c Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).
 - VA5.CR.3.d Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).
- VA5.RE.1
- Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.
 - VA5.RE.1.b Explain how selected elements and principles of design are used in works of art to convey meaning.
 - VA5.RE.1.c Use a variety of approaches to engage in verbal and/or written art criticism.
 - VA5.RE.1.d Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

We will also discuss the importance of this art for the art show. Students will understand taking pride in their art is important. They will problem solve and ask for help to make their project the best it can be.

- VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.
 - VA5.PR.1.a Prepare works of art for exhibition with signature, title, and artist statement.
 - VA5.PR.1.b Choose works of art to be displayed based on reflection and designated criteria.

Tuesday: Students can effectively plan out the next step of their project through practice sketches. Students can use space in their artwork to create an image, specifically negative and positive space.

- VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
 - VA5.CR.1.c Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).
- VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.
 - VA5.CR.3.c Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).
 - VA5.CR.3.e Apply multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

Wednesday: Students can identify and outline the organic shapes in their artwork. Students can use a variety of lines and shapes to create unique patterns and designs.

- VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.
 - VA5.RE.1.a Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.
 - VA5.RE.1.b Explain how selected elements and principles of design are used in works of art to convey meaning.
 - VA5.RE.1.c Use a variety of approaches to engage in verbal and/or written art criticism.
- VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two-dimensional art.
 - VA5.CR.3.a Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).

Thursday: Students can hold a meaningful conversation with a peer about their art, its positive attributes, and things that can be improved.

- VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.
 - VA5.RE.1.a Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who create works of art.
 - VA5.RE.1.b Explain how selected elements and principles of design are used in works of art to convey meaning.
 - VA5.RE.1.c Use a variety of approaches to engage in verbal and/or written art criticism.
 - VA5.RE.1.d Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.
- VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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Friday: **Fitness Friday** involves getting students active and moving in a positive way. Art is incorporated through drawing challenges.

Assessment: A variety of formative assessments/learning checks will be given throughout the week. After the project is done, the formative checks and any notes are considered alongside the final artwork for a final summative grade.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>At the end of class, while students clean and put their art on the drying rack I will ask them leading questions about their colors, use of space, and other observations. I will assess if students understand the concept in their response. If they are unclear I will quickly reteach. Anyone I did not catch at the drying racks, I will ask to tell me one thing they learned on their way out the door.</p>	<p>I will have small cards that show positive and negative space illusions. On the way out the door, I will ask students what shape they see in the positive/negative space checking their understanding of the concept. Any students who struggle, I will make note to review with them tomorrow.</p>	<p>I will walk around the room at the end of class and ask students to show me their three favorite designs. In looking at their three designs with them we can discuss if they have included variety and understand the design concepts.</p>	<p>This will be a simple walking and observing formative assessment. I will listen in on different pairs' conversations and check for productive discussions. At the end of class, we will do a thumbs up, thumbs down response to "Did this affect how you saw your artwork?" Students' responses to "tell me more" if called upon will give me a quick look if anyone struggled with the reflection portion.</p>	<p>Fitness Friday is assessed by student participation.</p>

Materials Needed

<ul style="list-style-type: none"> - Presentation on smart board - 9 x 12 paper - Watercolor - Water cups - Brushes - Straws - Pencils 	<ul style="list-style-type: none"> - Presentation on smart board - Half-sheet sketch paper - Half-sheet black construction paper - Scissors & Glue - Pencils 	<ul style="list-style-type: none"> - Presentation on smart board - Sharpie Pens - Pencils 	<ul style="list-style-type: none"> - Presentation on smart board - Sharpie pens - Pencils 	<ul style="list-style-type: none"> - Game slides on smart board - Large butcher paper roll - Markers
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TKES Standards

1. Professional Knowledge- The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
 - a. This lesson demonstrates understanding of each of these factors through its alignment with the state and county curriculum standards. The lesson includes various instructional strategies from short lectures, discussion, to physical demonstrations. The lesson is relevant by incorporating visual analysis skills, discussion practice, and several art-making materials and skills. All of these are key to success in the art room and beyond.
2. Instructional Planning- The teacher plans using state and local school district curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.
 - a. The state and local curriculum provide structure for standards of learning, but flexibility for student process and projects. Instruction incorporates not just lectures, but demonstration, discussion. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time.
3. Instructional Strategies - The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning & to facilitate the students' acquisition of key knowledge & skills.
 - a. This particular lesson uses several engagement strategies in the initial portion of the lesson; short written response, turn and talk, group discussion, thumbs up/thumbs down, a listing game, and several more at the end of class as learning checks.
4. Differentiated Instruction - The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
 - a. Differentiation in this lesson includes multiple strategies; individual time for coaching and instruction, shifting project requirements to student interest and engagement, changing materials, and having options for extra time. Each aspect of the project can be adapted to skill levels and ability. For example, if a student is uncomfortable blowing the watercolor paint with a straw they can shift the paper or splatter paint. If they struggle with detail and pattern, they can focus on just outlining and breaking it down into simpler designs and shapes.
5. The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
 - a. Most of the lesson focuses on formative assessment throughout the week. The assessment/learning checks portion of the lesson listed above includes more information. The summative grade comes later when the project is completed and I can set the finished project alongside formative assessment notes from the week. The S or N is based on student participation, demonstration of effort, and reflection of the concepts taught each day.

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6. Assessment Uses - The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students & parents.
 - a. Formative assessments/ learning checks allow for reflection and adjusting the lesson if need be. For example, if I check students' understanding of positive/negative space on their way out the door and half of them struggle with the concept. The next day I will start off class explaining it in a new way. Then, I may check in with those students and see if the second explanation was helpful.
7. Positive Learning Environment - The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
 - a. Pom-pom points are the art classroom positive reinforcement system. Classes work together to earn points each day; coming in quietly, listening to instructions, using the right voice levels, working hard, cleaning up. Working hard is understood to also include being respectful to one another in the classroom.
8. Academically Challenging Environment - The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
 - a. Students are covering advanced concepts in art analysis, reflection, and discussion. These skills are key to build upon as they will be used in middle and high school. In their own art-making, students are expected to be problem solvers and communicate with one another to work through problems in their artwork. This builds their creative thinking skills to turn mistakes into something new.
9. Professionalism - The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
 - a. Several of the ideas in this lesson were inspired by research shared among other teachers in the district. Some of the engagement strategies were shared in a resource from Beth Perryman. I try to continually research new instructional strategies, artists, and lessons to keep my content relevant to students.
10. Communication - The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.