



MCEA Lesson Plan Template *Professional Semester 2*

Name: Patrick Wagner

Date: 2-3 class periods (at least)

Lesson Title: I am a Super Hero (Arts Integration Lesson 3)

LESSON JUSTIFICATION

Who are my students? (Student information, interests, and needs specific to the content of this lesson)

30 Fifth Grade Students. 13 Females and 17 Males

What **conditions/ limitations** might impact the planning and delivery of the lesson?

What are you teaching?

I am teaching salvage art sculptures for community advocacy

Why do students need to know this content?

Students need to be informed about the issues within their community(ies) to make the most informed decision about how to advocate for support/change of such issues. Expressing this advocacy through art deepens meaning and understanding of issues students face in their daily lives and empowers them to seek support/change of issues that affect them in their communities

Why did I select the instructional strategy(ies) utilized in this lesson? Provide a research/theory connection to support the instructional strategy.

We are making art in the classroom. Students will work alone at their tables. Students are encouraged to discuss what they are making and why they are making it.

How does this lesson connect with and build on previous/subsequent lesson(s)?

This is part of a community advocacy theme that cuts across the curriculum as follows:

Language Arts: [CCSS.ELA-LITERACY.RI.5.9](#), [CCSS.ELA-LITERACY.RI.5.6](#), Issue Research Paper, Personal Essay on how the student can be a superhero in their community in relation to the chosen issue.

Science: [CCSS.ELA-LITERACY.RST.6-8.7](#), Using Data Students are to graph the results they found during research and make it a prompt for their presentation.

Math: [CCSS.MATH.CONTENT.5.G.A.2](#) Same as Science

Art: Using Salvage Art, students are to make a Super Hero to advocate for the issue of the student's I am a SuperHero project. This must be used in their presentations.

Lesson 1: Intro Salvage Art/ Artist Michelle Reader (<https://www.youtube.com/watch?v=eOYZ6MzKB48>, <http://www.michelle-reader.co.uk/gallery/index.html>) Brainstorm ideas about how they want to represent their community advocacy issue and how they want to integrate it in their I am a Super Hero Project (what special power does she/he/it/ have, how does the superhero affect positive change in the community). Brainstorm materials they want to collect, make rough outlines/choices on design and layout in terms of practically and representation. Each student is given a big trash bag and instructed to collect discarded materials from their lives to make the sculpture that best represents their issue. Students are given one week to collect the materials.

Lesson 2- Students are instructed to make a paper mache head to mount on their salvage art sculpture. The form of the "head" represents their Superhero. The students may also paper mache hands and feet if desired. The issue and how they want to represent the issue dictates the form of these pieces.

Lesson 4- student will present their I am A Superhero Project to the class integrating their sculpture into the presentation. An Art Portion of the Presentation Rubric will be incorporated into the Overall I am Super Hero Presentation Rubric given to students. The Art Presentation Rubric will include the following; Justifying choice of materials in terms of practicality and in relation to the issue (super powers explained to affect positive change), explaining different techniques and tools you used to put it together, title of the sculpture and how it relates to their project issue, and a one sentence summation of what you want to say through the sculpture.

Note: The idea of this I am A Superhero Project is based on the Oakland Superhero Mural Project (<http://oaklandmuralproject.com/>) where students wrote essays about how they could be superhero's in their community and local artists interpreted the essays in a mural within their communities. I really think implementing this across content areas and especially through art has such empowering possibilities. I firmly believe art has the possibility to empower and affect change in people and their lives. The physical and mental acts of making art deepens meaning and understanding for all of us. As an aside, I really want to stress that the issues the students choose may be positive aspects of their community they see or things they would like to change.

ACADEMIC LANGUAGE

Language function: Create, explore, explain, analyze

Vocabulary: Salvage Art, Paper Mache, Michelle Reader

Syntax OR Discourse (Circle one): Discourse

STANDARDS AND LEARNING OBJECTIVES		
<p>Standard VA:Cr1.1.5a - Combine ideas to generate an innovative idea for art-making.</p> <p>VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.</p>	<p>Content Objective Students are able to make choices on materials used and sculpture representation to make a piece of Salvage Art.</p> <p>Students will experiment using multiple ways of putting their sculpture together through practicing with the tools available.</p>	<p>Assessment:</p> <p><i>Tool(s):</i> Their Work</p>
		<p><i>Indicators/Criteria: Their work</i></p>
		<p><i>Feedback:</i></p>
<p>Standard VA:Re.7.2.5a Identify and analyze cultural associations suggested by visual imagery.</p>	<p>Content Objective Identify choices of material in other students' work based on associations of the issue</p>	<p>Assessment:</p> <p><i>Tool(s):</i> Feedback post-its and discussion</p>
		<p><i>Feedback:</i></p>

MATERIALS

Each students trash bag of discarded materials, Scissors, tin snips, saws, hammers, nails, glue guns, acrylic paints, super glue, different paint brushes, rubber cement, screw drivers, sawzall (for teacher use only and Milwaukee of course), paper mache (set out, but not mixed, recipe besides the bowl),

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

Time	Instructional Strategies/Learning Task	Differentiation (Individual Student/s)
2-3 classes for this whole lesson (including below) at least.	Review Safety procedures for tool usage and handling of materials	Visual Modeling, Posters (in class), demonstrations
	<p>Step One Students finalize layout and design and conference individually with teacher. Students clarify material choices/ design choices, and walk through the assembly procedures.</p> <p>Step Two Students assemble sculpture and mount the head on the body using available tools.</p> <p>Step Three Students decide on a title and one sentence summary of what they want to say through the piece of art. Students can also explain their super hero's superpower as it relates to their project.</p> <p>Step Four Student place their work around the classroom with a feedback sheet placed next to each piece</p>	<p>Students may draw the assembly procedures to represent understanding</p> <p>How students do this is up to them and their dexterity level</p>

CLOSURE

Carousel Feedback: Student walk around the classroom and write one thing they liked about the piece and one question they have about the piece/ issue the piece represents.

Group Share; Students share questions and answers about their pieces with the class

SELF-ASSESSMENT/REFLECTION

(Complete after teaching event)

I have not implemented this project in my field experience. I plan on doing so in some shape or form during next semester's field experience.