

**VISUAL ART LEARNING SEGMENT PLAN
 UWM METHODS TEMPLATE**

Teachers: Jennifer Kim & Shannah Imbruglia

Learning Segment Title: Unicorn Thinks You're Pretty Great

Number of Planned Lessons: 2 (Day 1- book, Day 2-Artist)

Age Group: 1st or 2nd graders

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

Self-confidence, individuality, friendship, and expression are the key terms used to create the core concept. The core concept for this learning segment is to learn and gain self-confidence through individuality. With that self-confidence, it can also lead to enduring friendships. Rewarding friendships are formed through a connection between similarities and differences, which is why individuality is emphasized in this lesson. By gaining self-confidence through individuality, students will be able to understand who they are as a person, which can lead to more personalized works of art. Furthermore, it will also lead them to a more fulfilling future in society and personal life. Artwork can show them a comfortable way to express themselves in a way that cannot be done with words and learn how to connect with others. At the ages of 6 and 7, they are learning identity and begin to express themselves through their composition.

Big Idea:

Self-confidence through individuality leads to enduring friendships

Essential Questions:

* What makes you an individual * What makes a good friend * Why is self-confidence important

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?

This lesson should rely on the student's previous lessons on fine motor skills such as holding a pencil, coloring, writing letters and words, cutting with scissors and using glue. We will review these skills and build upon them, helping when needed. At the first or second grade level, students should be aware of use of color, coloring inside the line and the use of markers. This may be their first time creating pattern, which is what we will be teaching them.

What personal, cultural, and community assets inform this learning segment?

This learning segment deals with the exploration of friends and of self-confidence. Utilizing these skills in the classroom can create an encouraging environment for them to work in and grow. Hopefully, the students would take these skills and use them to grow and encourage a positive relationship with others.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

The social and emotional needs of first graders are contradictory in a way. While seven-year-olds seek more independence, they also want more praise and attention from both peers and authority figures (Morin, n.d). Furthermore, seven-year-olds are able to comprehend what's morally good and bad. In other words, they understand that their words and actions can cheer or hurt others (Morin, n.d). This

lesson will help boost self-esteem, and allow students to independently write down their *positive* opinions about their classmates. Learning in art will address these social and emotional needs of first graders because art making is a healthy way to sustain independence while being guided by an authority figure (arts.gov, 2017). As for physical development, first graders are fine-tuning motor skills (Morin, n.d). Though fine motor skills are not perfected at this age, students are able to write more legibly and piece a puzzle together. Additionally, large muscles—or gross motor skills—are developed more than small muscles (fine motor skills) at this age (Morin, n.d). Lesson #1 will require students to exercise their fine motor skills in a fun way because they are writing/drawing/stamping/gluing words and patterns for aesthetic purposes. With lesson #2, students are allowed more freedom to experiment with color and shapes, and welcome bigger motions. For materials, it’s imperative the students use safety scissors and non-toxic adhesives, such as Elmer’s glue. For cognitive growth, seven-year olds are starting to develop operational thought or to think rationally (McLeod, 2009). More specifically, they’re beginning to think before they speak or do, as well as process scenarios in their head rather than curiously act them out (McLeod, 2009). This lesson will allow students to create more thoughtful works of art because they are beginning to strategize where to place shapes and colors.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

Many of the activities include fine motor skills, which would have different skill levels throughout the classroom. Showing the kids an appropriate demonstration while offering help or working with a partner would help assist the students that may need extra help.

Identify research and theory that support your choices, adaptations, and understanding of your students.

arts.gov. (2017). *THE ARTS IN EARLY CHILDHOOD: SOCIAL AND EMOTIONAL BENEFITS OF ARTS PARTICIPATION*. [online] Available at: <https://www.arts.gov/sites/default/files/arts-in-early-childhood-dec2015-rev.pdf> [Accessed 28 Sep. 2017].

McLeod, S. (2009). *Jean Piaget*. [online] Simply Psychology. Available at: <https://uwm.courses.wisconsin.edu/d21/le/content/681463/viewContent/5155488/View> [Accessed 5 Oct. 2017].

Morin, A. (n.d.). *Developmental Milestones for Typical First Graders*. [online] Understood.org. Available at: <https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-first-graders> [Accessed 5 Oct. 2017].

LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to...

Student will demonstrate an understanding that...

National Core Art Standards (list grade level specific number and text)	Learning Objectives	Learning Tasks & Assessment Alignment
<p>VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one's natural world and constructed environments.</p>	<p>Interpreting Art: Given a class discussion, students will effectively describe and evaluate the work of Loy Bowlin, focusing on the idea of personal expression.</p>	<p>Learning Tasks: Students will view a presentation on Loy Bowlin. They will discuss personal expression and point out how that was done in Bowlin's work. Students will reflect on the artwork seen and chose a word or words that they feel show expression.</p> <p>Assessments/Feedback:</p>
<p>VA:Cr1.2.2a Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p>	<p>Developing Works of Art/Design: Given photographs of artwork by Loy Bowlin, students will effectively decorate their outlined bodies to create a unique design</p>	<p>Learning Tasks: Given photographs of the artist's work, students will use pattern and other materials to decorate their outlined body.</p>

	showing pattern and texture.	Assessments/Feedback:
VA:Cn10.1.1a Identify times, places, and reasons by which students make art outside of school.	Relating Art to Context: Through a class activity, students will identify and highlight text in their art product that will effectively show their self-expression.	Learning Tasks: Through a class discussion, students will share their works and discuss how it represents their self-expression.
		Assessments/Feedback:

ACADEMIC LANGUAGE		
Language Demands (Describe language demands that are essential to this learning segment)	Planned Supports (Instructional strategies, learning tasks, & materials)	Assessments/Evidence of Learning
<p>Language Function: Students will be able to describe who they are as an individual.</p> <p>Students will analyze characteristics that can describe their classmates.</p> <p>Students will summarize and narrate the meaning behind their artwork.</p>	<p>Through teacher demos and independent work time.</p> <p>Through lesson #1 when students are instructed to write one adjective for most—if not all—of their classmates.</p> <p>Final group discussion</p>	<p>Through final group discussion</p> <p>Through final group discussion</p>
<p>Vocabulary: (list & define) Pattern: a repeated decorative design</p> <p>Outline: a set of lines enclosing a shape Loy Bowlin: an artist that largely included pattern and bedazzling</p> <p>Personality trait: a reflections of a person’s pattern of thoughts, feelings and behaviors</p>	<p>When the artist is reviewed we will show examples and also demo in class Teacher demo with pencil and paper Slideshow and discussion</p> <p>Discussion and reading</p>	<p>By completing each given task appropriately, the students will demonstrate their knowledge of each vocabulary word.</p>
<p>Discourse (or Syntax): Students will learn about patterns, and how to create them with different shapes.</p> <p>Students collaborate with a partner to outline their bodies.</p> <p>Students will learn how to compliment each other by describing each others’ personality traits.</p>	<p>When the artist is reviewed we will show examples and also demo in class Teacher demo with pencil and paper Slideshow and discussion</p> <p>Discussion and reading</p>	<p>Assessment will occur through observation.</p> <p>Assessment will occur through observation.</p>

LESSON #1

Descriptive Lesson Title: Your Friends Are Pretty Great!

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

First, I will read the students a book, Unicorn Thinks He's Pretty Great. After the book, we will stay in our group and discuss some descriptive words that they used with each other, and brainstorm other words that could be used. When we are done brainstorming, the students will walk around the room and write down, on a separate sheet of paper, one word or phrase that describes their friend. After this activity, students will find a partner, inspired from the book with making friends, to work with. Then each partner will outline the torso of the other on a large piece of craft paper, picking the color of their choice. After the outlines are made they will very carefully do a watercolor wash over them.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

Book, watercolor paper, pencils, blank paper, scissors, watercolor, brushes, water to rinse brushes, craft paper down on tables, tape, drying rack

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Gather students around with their seats and read book	Get seats and listen to book	Students can sit up close if needed to hear better or sit in a different chair if it's more comfortable
5 min	Begin conversation about describing words	Think of words used in book and other words you can use to describe your friends	
5 min	Give instructions on next activity of going around room and writing down words that describe their friends	Go around the room and write down one word that describes each friend	Talk about being nice and what words are kind and make their friends feel good. If they really don't want to or can't think of a word, they don't have to write anything
10 min	Hand out large sheets of paper, tape and pencils. Instruct students to find a partner	Students will find a partner and then everyone will head out into the hallway to trace their partners head and shoulders, turned to the side	If they can't reach their friend, the friend can crouch down or sit on the ground. They can use a different writing object if a pencil is too difficult
10 min	Hand out watercolors and brushes. Demonstrate a watercolor wash	Use one or two colors to create a watercolor wash over their entire outline	Give large or smaller brushes if needed
3 min	Give cleanup instructions	Clean up brushes and paints, put paper on drying rack	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

LESSON #2

Descriptive Lesson Title: The Rhinestone First Grader

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be given their traced silhouette and their list of words from the previous lesson. In the center of the classroom, there will be a table filled with pre-cut shapes and assorted color paper. The students will then listen and watch an artist presentation about Loy Allen Bowlin. Afterwards, we will have a brief discussion (5 minutes or under) about the different techniques Bowlin uses in his pieces. The students will then group around me—the teacher—while I demonstrate how to cut out their silhouettes. I will follow up this demo with another demonstration on different techniques students could use to create shapes, such as cutting circles and squares in half. In addition, I will showcase how to adhere the shapes onto their cutout silhouettes. Once the demonstrations are complete, I will inform the students the amount of time allowed for this task and encourage them to use the paper and pre-cutout shapes on the aforementioned table. Students will then have time to mimic and experiment what they learned from the demonstrations. Once the set time is up, students will group around me once again. I will then perform a demonstration on how to utilize feathers, glitter, and rhinestones to decorate and add “dazzling details” like Loy Allen Bowlin. I will refer to their list of words, and inform the students that they are only required to choose one word from their list. However, I will emphasize that if they managed to decorate their word before time is up, then they are allowed to choose another word from their list. I will then notify the students the amount of time given for this step before they go back to their stations, and work on this final task. Once time is up, we will come back as a group, put all our silhouettes on the table, and have a final discussion on what we liked about this lesson, as well as what we learned.

Materials:

PowerPoint presentation, paper in assorted colors, stencils, pencil, safety scissors, non-toxic adhesive, feathers, assorted glitter, assorted rhinestones, paper plates, paper towels, and washable and non-toxic markers.

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
7 min	Present the class with a PowerPoint about Loy Allen Bowlin. Follow up this presentation with a brief discussion on Allen’s color choices and techniques.	Listen and participate in the group discussion.	Students can bring a chair and sit closer to the front of the class in order to hear or see the presentation better.
5 min	Gather students around me, and demonstrate how to cut out their silhouettes made in lesson #1, as well as different techniques they can use to customize shapes. Lastly, I will demonstrate how to adhere their shapes onto their silhouettes. I will inform students the amount of time given for this task.	Listen, and think of different colors and shapes they can use to decorate their silhouettes.	Have students stand closer to me if they have a hard time hearing or seeing the demonstration.

8 min	Go around the classroom, and monitor the students' safety, such as watching how they hold their scissors and making sure they are cautious when cutting out their shapes.	Students will go back to their stations. They will imitate or experiment with the techniques shown in the demonstration.	
4 mi	Gather students around me once again, and demonstrate how to use feathers, glitter, and rhinestones to decorate and add "dazzling details" like Loy Allen Bowlin. I will refer to their list of words, and inform the students that they are only required to choose <i>one</i> word from their list. I will then notify the students the amount of time given for this step.	Students will listen, and think of different ways to utilize the newly introduced materials onto their silhouettes.	Have students stand closer to me if they have a hard time hearing or seeing the demonstration.
10 min	Go around the classrooms, and monitor how students use the materials.	Students will go back to their stations, pick a word from their list, and begin to add "dazzling details" to their silhouettes.	If students have managed to decorate their chosen word before time is up, then they are allowed to decorate another word from their list.

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)