

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

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Lesson Title:	Pathways for Empowerment	# of Sessions	2
Level/Grade/Age:	Third Grade, ages 8-9		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

Imagination/Creativity (as a means for overcoming fears and/or insecurities)

The learning segment will focus on the students being introduced the concept of empowerment and how they can use their imagination to empower themselves and ultimately overcome insecurities in their lives. The class will experiment with this concept imagination by creating a collage environment of their fear or insecurity within the setting. Followed by then creating a suit of armor inspired by works from Nick Cave, to create a way to empower them, and overcome their insecurities.

OBJECTIVES AND NATIONAL STANDARDS: <http://www.nationalartsstandards.org/>

Art	Other Subjects
<p><i>Creating:</i> 1. Given a prompt, students will skillfully depict their fears (in Lesson #1) through collage making.</p> <p>2. Students will effectively depict what they would hypothetically (physically) wear to be able to face the fears they presented in Lesson #1.</p> <p><i>Responding:</i> Given class discussion, students will effectively discuss the concept of empowerment in Nick Cave’s artworks in relation to their own insecurities.</p> <p><i>Connecting:</i> Students will describe a “tool” (suits) that effectively shows how students would overcome their personal fears.</p>	

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used: http://edglossary.org/academic-language/	Vocabulary: Fear, Imagination/creativity, Empowerment
Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):	Explained through opening discussion to both lessons (fear) before lesson 1 activity (Collage), (Imagination/Empowerment) before lesson 2 activity (Suit Construction drawing). Implemented during projects.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: http://www.eldstrategies.com/languagefunctions.html	Expressing likes and dislikes.
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	Through Project Debrief reflection time at the end of each learning segment students will analyze and reflect on the work produced.
Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):	Utilized through discussion to assess their acquisition of this knowledge.

UNIT or LESSON OVERVIEW:

<p>Lesson #1 Descriptive Lesson Title: Fear Collages Lesson Description: Students will utilize different sources (i.e. magazines, construction paper and other 2D media) to cut out small pieces. They will utilize these pieces of paper to create an image –in collage form- of themselves. However, they will depict themselves among their <i>fear</i>.</p> <p>For example, if a student is afraid of heights, they might depict themselves on top of a mountain.</p> <p>Lesson #2 Descriptive Lesson Title: Power Suits Lesson Description: Students will be given a sheet of paper with an outline of a human figure. They will “fill in” the figure by depicting themselves holding/wearing a suit, accessory or tool that will help them face their specific fears. These tools should help to face the fears that students depicted in their first activity.</p>
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UNIT or LESSON DETAIL (provide for each lesson session): LESSON 1

Motivation/introduction:	Reading of the book “The Patch” by Justina chen
Art Making:	Supplies: 1. sturdy white paper, water resistant (as a base for the collage)

	<ol style="list-style-type: none"> 2. magazines 3. construction paper 4. glue (glue sticks and white glue) 5. scissors <p>Discussion about topics: After reading the book (“The Patch”) will be prompted with scaffolding questions about the book, what is was about and how the concept of fears/insecurities was brought up.</p> <p>Objective: To create a collage using images of a specific fear one may hold.</p> <p>Students at work: Collecting images, placing them onto their surface after careful planning and thoughtful analysis of their fear.</p> <p>Closure: Finish covering the entire surface area of their paper with images of their fear.</p>
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UNIT or LESSON DETAIL (*provide for each lesson session*): **LESSON 2**

<p>Motivation/introduction:</p>	<p>Discussion about Nick Cave’s “Sound Suits” as a way to introduce the big idea of Imagination – and using imagination as a means to overcome fears.</p>
<p>Art Making:</p>	<p>Supplies:</p> <ol style="list-style-type: none"> 1. white paper (with template of a human figure) 2. pencils 3. color pencils 4. markers <p>Discussion about topics: After looking, discussing Cave’s works, students will be prompted to discuss what imagination is and how we can use them to face our specific fears (that we depicted in our collages).</p> <p>Objective: To create an “ Empowerment Suit” by drawing object that you would potentially wear to face a fear (i.e. a very stinky garbage can to face a fear of crowds).</p> <p>Students at work: utilizing their materials to create 2-dimensional drawings of their “suits”</p> <p>Closure: The last step would be to cut out the suit and place the drawn image</p>

of yourself wearing the suit onto the collage of your fear.

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ADAPTATIONS:	
RELEVANT THEORIES:	In the <u>Emphasis Art</u> by Frank Wachowiak & Robert D. Clements, they explain that a constructivist psychologist Vygostsky believed that, “The imagination develops especially well through the process of pretend and play with peers” this supports our choice to have students discuss their fears and creative thoughts in their groups as they work, reinforcing their own ideas and understanding.
ASSESSMENTS:	<p>Initial (formal/informal): Discussion about fear/insecurities, and what they are after reading the book “The Patch”.</p> <p>Progressive/Formative (formal/informal): Exit slip after creating “Fear Collages”. This assessment will address questions to the students about ways in which they believe they could potentially face the fear they depicted in their collages.</p> <p>Final/Summative (formal/informal): Final discussion about the connection between their fear and how their “Empowerment Suit” would be a good way to overcome it –the fear-.</p>

EVIDENCE

- If you have implemented this lesson, please include **reflections** on how it went and/or **samples** of student work (artifacts).

TEACHER REFLECTIONS ON IMPLEMENTATION

Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.

Students were able to create both collages and their “suits”. In both cases, they seemed to really enjoy the media and, although at times a bit rushed, they managed to do quite a bit. However, in terms of the collage, the teacher (myself) has to be very clear on the concept of fear. By this, I am referring to a very concrete and visually representable fear. It cannot be something abstract, such as the fear of failing in life, for instance. Perhaps creating a list with the students would help.

STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file



Lesson 1: "Fear Collages"



Lesson 2: "Empowerment Suits"