



MCEA Lesson Plan Template *Professional Semester 4*

Name: Patrick Wagner

Date: Week of 9/5-9/8

Lesson Title:

Project Typeface

LESSON JUSTIFICATION

Who are my students? (Student information, interests, and needs specific to the content of this lesson)
We have yet to receive the complete student roster. At the school welcoming ceremony, I met 6 students, 4 girls and 2 boys. They are 5th graders. Current estimates of class size is around 30, but we will find out on Tuesday

What **conditions/ limitations** might impact the planning and delivery of the lesson?
This lesson will be done on the first or second day of school. The conditions/limitations is art is heavily integrated into the lesson and students will be unfamiliar with me as an instructor and unfamiliar with my teaching methods

What are you teaching? I am teaching a lesson centered around an art project done in Milwaukee called Project Typeface. Students will be asked to envision the classroom community that they want in our classroom and design circles with geometric lines (done by a ruler) and put words/phrases on the circles and collaborate on putting this sculpture up on our classroom door

Why do students need to know this content? Students and teachers need to build a strong community from day one. A positive safe climate in the classroom is necessary for true learning to take place.

Why did I select the instructional strategy(ies) utilized in this lesson? Provide a research/theory connection to support the instructional strategy. This school is a turnaround arts school, so having art from the first day integrated into community building activities sends the message that art is a part of our curriculum and we will be using art to make sense of content, our world, and using critical thinking strategies through art and content.

How does this lesson connect with and build on previous/subsequent lesson(s)? This is the first lesson of the school year for me

ACADEMIC LANGUAGE

Language function: Analyze- Students will analyze an art work by Reginald Baylor using visual thinking strategies. **Comprehend-** Students will describe what Project Typeface was meant to do, students will also describe the story Tar Beach by Faith Ringgold. **Apply-** Students will apply what they know about Project Typeface to their own artwork about what they want/envision their classroom to be. Students will justify their choices of words/phrases to their classmates and teachers

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| Vocabulary: Positive climate- An environment in the classroom that is safe and conducive learning. VTS- visual thinking strategy Project Typeface- An art project in Milwaukee based on community involvement and art Community- A group of people that share a space and can affect change in that space |
| Syntax OR Discourse (Circle one): Discourse- students will discuss what they want their classroom to be a successful student and person. |
| Student support tool: Tar Beach questions (Think, Pair, Share), Reginold Baylor artwork (untitled), Visual Thinking Strategies, |

| STANDARDS AND LEARNING OBJECTIVES | | |
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| Standard This getting to know you activity is not standard based | Content Objective Students will create a collaborative sculpture based on Project Type face that has words/phrases they want to see in their classroom community on a circle (size of a plate) | Assessment: |
| | | Tool(s): The circle |
| | | <i>Indicators/Criteria: Students justify their choices of words and phrases and these choices reflect a positive community they envision in their classroom</i> |
| | | <i>Feedback: Struggling students will be asked probing questions on how a classroom can be a positive space.</i> |
| Standard | Content Objective | Assessment: |
| | | Tool(s): |
| | | Indicators/Criteria: |
| | | Feedback: |
| MATERIALS | | |
| White paper (40), scissors (10), markers/crayons (box for every table), post its (jot thoughts), Tar Beach questions (on board for think, pair ,share), Tar Beach youtube reading, Project typeface video, Reginold Baylor art work (untitled) | | |

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS

| Time | Instructional Strategies/Learning Task | Differentiation |
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| <p>10-15minutes</p> | <p>VTS- Students are shown a Reginald Baylor painting (untitled) (Link http://archive.jsonline.com/Services/image.ashx?domain=www.jsonline.com&file=28007169_endfreeway(2).jpg&resize= . T- Students, we are going to take a quiet moment to look at this piece of art. Look quietly for a moment. (Displayed on smartboard)</p> <p>T- Now, What's going on in this picture? (T selects student through a popsicle stick)</p> <p>S- Answers</p> <p>T- paraphrases</p> <p>T- What do you see that makes you say that?</p> <p>S-Answers</p> <p>T- paraphrases student answer</p> <p>Repeat process</p> | <p>Increased wait time for slower processing students, the three questions are going to be displayed on the whiteboard for students to see as well as hear.</p> |
| <p>5-7</p> | <p>T- Now class, we are going to look at a book by Faith Ringgold called Tar Beach. As you watch the video, I would like to think about Why does Cassie want to fly? What does her flying help her do?</p> <p>T- Now we will watch and listen on the smartboard. (Play link: https://www.youtube.com/watch?v=94tJtYXvML8)</p> <p>T- Now we are going to do something called a Think, Pair, Share. Let's look at this question again(point to board). First I want you to think (thinker pose) for 30seconds about these questions when I say and not before say Go. Next, I want to turn to your partner. One partner is the listener and one is the teller. One student tells the other student why they think Cassie flies and what her flying helps her do for thirty seconds. After 30 seconds, the other student shares his/her thinking for 30 seconds. How many people in a pair are talking at once? Class responds one! How long? Class responds 30 seconds. What is the other students doing? Class responds, listening! What are we going to do first? Think. Ok, ready, go! (I will model with a student to make sure they know expectations for the think pair share and also have an anchor chart (made when I am explaining the activity)</p> <p>Students think pair share on questions, teacher monitors for questions and on task behaviors. T selects some groups for a whole group share out</p> | <p>Questions on the board as well as said, modeling think, pair, share, and anchor chart made will explaining for later reference</p> |
| | <p>Now, in the story Cassie could do some amazing things as we all discussed. Now, let's think about how amazing our classroom can be! At your tables (groups of 4) I want you to write down one word/phrase on the post it notes at your table that describe what you want your classroom to be like. Remember, think about how you learn best, and what kind of classroom you want so you can learn and be the best person you can be. Can we have a couple of suggestions from class? (T calls on 2-3 students and writes down their words on the board). You will have one minute to try to fill up your table with post its. Ready, set, go! Students do a "jot</p> | |

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| | <p>thoughts" on post its, each table shares one or two thoughts to the whole group</p> <p>T- Now we are going to look at an art project in Milwaukee. This project was called Project TypeFace. Lets watch this short video (https://www.youtube.com/watch?v=cLNueM2TeK4). This project used words from the community to make art.</p> <p>Now, let's look at one project from Typeface called "An Arrangement". In this, the artists used community words and thoughts into this work of art. We are going to make an arragement on our door with your ideas of positive classroom. First we need to make the art! So, at your tables, there is paper, scissors, markers, and rulers. (Model the Activity with students) First take your paper and make a shape, you can look at the "An Arrangement" piece on the smart board. After you have your shape, you can draw lines with a ruler on the shape, again look at the picture for ideas. Once your lines are done, you can put your words in about a positive classroom and color the shape, please make the words visible!</p> | <p>T models art activity in from the class with every step. Steps are written on the board, T</p> |
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CLOSURE

Now, when we are finished, we can hang it up on the door, keep in mind the "An Arrangement" piece when we tape our shapes to the door. For those who finish early, please guide the sculpture to completion!

SELF-ASSESSMENT/REFLECTION

(Complete after teaching event)



On this door is 5th Grade artwork inspired by a community art project in Milwaukee and an installation named An Arrangement. The project is called TypeFace, the brainchild of local artist Reginald Baylor and storyteller Adam Carr. It made use of underused and abandoned properties by converting them to highly visible, artistic expressions.

The installations were in place in Burnham Park, Sherman Park, Lindsey Heights, and Harambee.

Inspiration for the artwork came from real conversations. Carr collected hundreds of hours of audio over the summer, asking people who live in the neighborhoods for their perspectives, stories, and memories.

Those conversations were then transcribed, and the text was used in each piece of artwork. The result is a genuine, unvarnished, and honest representation of urban Milwaukee, and each piece reflects the unique character of the neighborhood.

Written on 5th Grade Arrangement are how each 5th Grader envisions the culture and environment in Room 144 and Lancaster.



