

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

Name:	Aullen Anderson	Email:	aullen@uwm.edu
Lesson Title:	Painting Drums	# of Sessions	12
Level/Grade/Age:	3rd - 5th Grade		

BIG IDEA

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

The big idea for this age group is to reveal that the concept of art overarches many fields of study.

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

Art	Other Subjects
<p><i>Creating</i> VA:Cr1.1.3a - Elaborate on an imaginative idea. VA:Cr2.2.3a - Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.</p> <p><i>Producing</i> VA:Pr5.1.1a - Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.</p> <p><i>Responding</i> VA:Re.7.1.3a - Speculate about processes an artist uses to create a work of art. VA:Re.7.2.4a - Analyze components in visual imagery that convey messages.</p> <p><i>Connecting</i> VA:Cn10.1.Pka - Explore the world using descriptive and expressive words and art-making. VA:Cn10.1.8a - Make art collaboratively to reflect on and reinforce positive aspects of group identity.</p>	<p>Poetry</p>

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used: http://edglossary.org/academic-language/	Academic language includes design, symbolism, self-reflection, call and response.
Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):	Academic language will be used while writing poetry, painting wood and while playing drums.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: http://www.eldstrategies.com/languagefunctions.html	Language functions include asking questions, and expressing likes and dislikes.
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	The main purpose of using these language functions is to facilitate creativity in students.
Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):	The language functions will be utilized during the creation of the drums.

UNIT or LESSON OVERVIEW:

The lesson overview is to show students that art and self-expression can be shown in a variety of ways.

UNIT or LESSON DETAIL (*provide for each lesson session*):

Motivation/introduction:	Introduce students to create a drum to play for other classmates.
Art Making:	<p>Supplies:</p> <ul style="list-style-type: none"> ● Various colors of Acrylic Paint ● Set of 4 Wood Planks for each student ● 1 Dowel for each student ● Hammer ● Nails ● Paint Brushes ● Loose Leaf Paper ● Colored Markers ● Clear Packing Tape ● Paper Plates ● Smocks for each student ● Cardboard flap for each student <p>Teacher instruction: The teacher will instruct the students to paint each plank of wood and dowel to their desire. After the planks of wood are painted, the teacher will hammer the planks into a rectangular form. While it is hammered together, the last step is to tape the wood on both sides to create a drumming surface. After the Drum is completed, students will illustrate written words to use for the</p>

	<p>creation of a poem during the drumming performance.</p> <p>Objective: The objective of the lesson is to show students that art and self-expression can be shown in a variety of ways. The objective of the performance is to create a poem in response to the music.</p>
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ADAPTATIONS:	Certain things I needed to adapt to were the difficulty of the students, and the newcomers to the program. First with the difficulty of the students, I needed to adapt with my co-workers to identify troubled students and how to approach them in later classes. The second adaptation I offered to the program was helping new students get caught up with making the drums.
RELEVANT THEORIES:	
ASSESSMENTS:	<p>Initial (formal/informal) Beginning with a low-stakes poem, our staff was able to determine the reading/writing level of the students. While most of them could read and write, it was shocking how many students were not able to.</p> <p>Progressive/Formative (formal/informal): After their poems were written and designs were made beforehand on looseleaf paper. Our staff assessed with their own plan of design for the drum, the students were ready to paint. In addition to this, practice sessions of drumming were also indicators of the readiness to perform from the students.</p> <p>Final/Summative (formal/informal): My final assessment of the program is the students responded well to questions of art, and what it means to create something meaningful. Their final performance also indicated to me, that from all the difficulties of these students, they were capable of performing with excellent cooperation with each other, and our staff.</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.

Student reactions include overwhelming joy and happiness. While there was some students that were uninterested in the project most students were excited to paint and play their own drum to keep. A few things I would do differently is assign each student a sheet of cardboard with their names on it. It got very confusing which plank of wood belonged to each student and by placing their planks of wood on their own named piece of cardboard would make accountability easier. Another thing I would change is during the performance, is to spell the poem facing the drummers so when the student reads the poem they are facing the audience. Overall I really enjoyed this program, working with a low-income urban school was new for me, it was an eye-opening experience to view the harsh realities faced by the faculty and the students of Hopkins Lloyd Elementary.

STUDENT WORK SAMPLES (ARTIFACTS)





