

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

Learning Segment Title: What is movement?

Number of Planned Lessons: 1 lesson (with book reading) and a 2 day second lesson

Age Group: Third Grade... 19 students in total

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

Students will be learning about movement as it occurs in nature and with machines. We will explore how movement can be interpreted within their own art, and how artists in history have shown machine and natural motion/movement in their art. We will explore the concept of movement via various questions. Also, basic watercolor and mono print making techniques will be demonstrated and attempted by the class in various segments.

My artist is the 17th century Japanese printmaker Hokusai. His art series that focused on ocean waves is a very dynamic example of depicting movement in art. Most of the science lesson plan I am designing this art lesson after is focused on movement in nature. Since Milwaukee is located off of Lake Michigan, students will likely have a strong understanding of the movement of waves which will help them connect to my selected artist and interpret what they learn into art.

The pedagogical modality I choose is very student centered. I act as the facilitator while the student is the agent. After I do basic modeling and give instruction, I want the students to guide themselves through trial and error, and exploration. Of course, , I will always be available for questions, and problem solving.

Big Idea: What is movement?

Essential Questions:

- What are some things in nature that move?
- Think of some things that move fast... things that move slowly?
- Can you think of something in nature that does not move at all?
- What are some good things that can happen when natural things move... and some bad things?
- Can you think of art you have seen that shows some sort of movement?
- What are some of the ways artists can show movement in their work?

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?

12:30 to 1:45 is science for my students. Currently they are learning the core basics about 'force' and 'movement.' As they transition into things moving in nature and moving machines, my lesson plan will act to enhance their learning, help them learn addition ways force and movement work and then get the chance to us creativity to underscore what they are learning. Ms. Pinto is very much looking forward to art being folded into their science time.

Ms. Pinto and I planned my lesson to really serve as a fun, yet creatively informative additional layer to the science teaching she will already be doing.

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

Fratney is a bilingual school and science (12:30pm to 1:40pm) is taught by Ms. Pinto almost 100% in Spanish. I will make sure to utilize as many key words as I can in the Spanish language to allow the children to pick up the needed knowledge in this preferred language. I realize this is going to prove to be difficult, but I think it is necessary. I will likely call on students to assist me in using Spanish vocab, as I see this as a chance for them to further connect to my lesson plans.

Additionally, the children joyfully partake in something called TPR... Total Physical Response as a mechanism to retain new terms and words via hand and body movements. I will be using TPR in various parts of my lesson to help keep the kids enthused.

Lesson one will focus on the movement of machines as it relates to trains. Students will be asked about whether they have seen trains, or possibly live near train tracks. Both days of my second lesson focus on how ocean waves move in nature. Students will be asked to tie this in with their knowledge of Lake Michigan, which in many ways functions and looks like the ocean. Students will be encouraged to bring up stories or share information they have regarding Lake Michigan.

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

These children are very visual. They seem to learn best when art and photography enhance their class work. Therefore, I see bringing art into their afternoon learning time as something they will greatly enjoy. They also really enjoy being engaged and using their hands. The potential for a tactile, slightly messy art making process excites them. Also, they are very eager to study the art of other people and cultures, with the chance to explore their own version of it.

I think a misconception is that 3rd graders do not like to be read to... that they would strictly like to take ownership and read alone. I experienced them being read to and highly enjoying it.

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

I will not work strictly in Spanish, or English...as this is the preference of Ms. Pinto and at least one student is ESL. Ms. Pinto has a very spirited room, but I do not see any other special needs I will need to address. I will be sure to accommodate the various types of learners that are clearly present in the classroom. The learner styles I see singularly, or in various combinations in the children are: visual learning, kinesthetic learning, and auditory learning.

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

Chapter 5 of the Heather L. R. Fountain book 'Differentiated Instruction In Art' refers to 4 distinct learner styles that I think my pre-assessments have determined to be true in the third graders I am working with. The book refers to kinesthetic, auditory and visual learners (I am not necessarily including written learners because I do not see many of them in this classroom. To accommodate the visual learners, I will be showing various art examples and a picture book to help guide them. Kinesthetic students will be assisted by the very hands on art projects, and the application of TPR (total physical response,) methodology in lesson one. I will have music playing during lesson two and lesson three, as I see it fitting the art I am presenting and it will also be a good source of stimulation for the auditory learned in the classroom.

National Core Art Standards (list grade level specific number and text)		Learning Tasks & Assessment Alignment
<p>1st VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art</p>	<p>Interpreting Art: Students will be able to use knowledge about artists to inform the creation of their own permanent marker drawing of waves in the color black. They will consciously choose to mirror the art style of Hokusai, or work in a style of their own.</p>	<p>Learning Tasks: Students will be able to create their own permanent marker drawing of waves in the color black.</p> <p>Assessments/Feedback: All of the students of room 30 gave their art considerable focus and attention, Drawing ocean waves proved to not be an easy task, as it might be something a lot of the class had never tried before. Some student struggled with the concept quite a bit, and a few of them even had to make a few attempts at their line art before they came up with something they were happy with. The majority of the students did not need to start their art over and in the end every student had completed their art. Upon assessment, I was able to see that a few students attempted to make direct copies of the art of Hokusai that I presented, but even then stylistic flairs were added. Most students went in their own direction and got very creative with their waves. I was impressed by the variations and differences I saw in each students work. No one in the room seemed to copy the work of another classmate.</p>
<p>3rd VA:Cr1.1.3a Elaborate on an imaginative idea</p>	<p>Developing Works of Art/Design: Based upon the prompts both vocalized and presented in the anchor chart, students will be able to assign a color pallet to their black mono printed wave art, thereby creating a mood, or tone for their art. Students who are creatively inclined will be encouraged to add additional elements to their art (IE: surfer, swimmers, lightning bolts) to further the scene they have imagined.</p>	<p>Learning Tasks: During the second phase of this lesson, students will be shown an anchor chart that will help them explore different color pallets to tint their oceans scenes with creating for example, the feel of a blustery storm, or the look of a tranquil summer day.</p> <p>Assessments/Feedback: All of the students really attended to this lesson segment quite well. It was fun to observe their decisions making as I walked around the room, and with only a few exceptions, all of the kids were very intuitive and produced very high quality art with well chosen colors. I have no negative observations to make, everything about lesson #3 was quite positive.</p>

<p>3rd VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process</p>	<p>Relating Art to Context: Students will be able to create a basic line drawing on thick watercolor paper in pencil or permanent marker of an object they want to depict as moving. A single-color layer of very water charged paint will be applied to the drawing and then manipulated (dragged across the image area,) with a cardboard comb until the paint and water can no longer move. This will simulate fast movement also known as ‘motion blur’ similar to the way it is depicted in the book ‘Freight Train’, which will have been read to the students first.</p>	<p>Learning Tasks: After reading the book ‘Freight Train’, students will be prompted to discuss how movement was visually depicted in the book’s art. Questions will be posed to see if the students thought the book was successful in depicting movement.</p> <p>Assessments/Feedback: The class excelled at conveying the movement of vehicles in their art. Each student displayed an understanding of the processes I explained and modeled and in the end they all were able to create a piece of art that conveyed the idea of ‘motion blur’. Every student made an effort to work and they all succeeded at the art task I gave them.</p>
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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: Relate: The main task of my art lesson is that the students take the things they have learned in science about the forces of movement, and find ways it is explored in art. Once they had an understanding of this, it was their chance to convey movement in their own art. If they were able to do this, they succeed in showing me they know the relationship of movement in reality and movement in art.</p>	<p>Smart Board Digital art Images YouTube Video Worksheet Pre-prepped art example(s)</p>	<p>Class will be willing to take part in discussions related to:</p> <ul style="list-style-type: none"> - The presented book - The art of Hokusai - relation to their community (IE: trains/train tracks/Lake Michigan) <p>Students will also be willing to make art and take part in TPR activities.</p>
<p>Vocabulary: (list & define) Permanent: meant to last, unchangeable. Waterproof: application of water will not make this material run, fade, or change in any way. Dynamic: strong, powerful, bold. Watercolor: a type of paint often in dry cake form, activated with water and applied in washes. Motion: the reaction of natural or man made objects to force. Movement: when force creates motion. Wash: the application of a thin layer of color, often over an existing later of color. Anchor Chart: a visual artifact that helps</p>	<p>Looking and Talking activities VTS Anchor Chart Assigning clean up tasks to each student. Japanese Music CD Brief Video on Hokusai Presentation of Hokusai images on Smart board. Example piece created by me for Lesson #2 (parts one and two). Example piece created in front of class for lesson for purpose of demonstration and modeling.</p>	<p>Class will be able to discuss how book illustrations and Hokusai art visually depict art. Students will be able to interpret the concept of movement in their own pieces of art. In final phase of art making, students will be able to assign a tone, or season to their art via color play. Students will be expected to created line work to be enhanced with watercolor for lesson one. In both parts of lesson two, students will be assessed on their ability to create black acrylic line art, followed by the mono printing of that line art, with the eventual addition of watercolor to finish the art.</p>

<p>showcase an art concept, or technique. Burnish: the application of pressure along with movement, to aid in transfer of mono print image from one surface to another. Acrylic paint: a plastic-based paint that dries colorfast and water resistant. Color Pallet: the colors available for, or used in a work of art. Color Temperature: the effect of simulating warmth, or cold based on the color pallet chosen for a work of art. Reverse Image: the flipping of orientation of a visual. For instance, the class will be walked through the idea that the acrylic art they create for their mono print will wind up backwards when it is printed.</p>		
<p>Discourse:</p> <ul style="list-style-type: none"> - Reading and discussion of the book 'Freight Train' by Donald Crews, - Usage of TPR to enhance learning. - Sound effects during reading. - Discussion of Hokusai and his wave art. - Inclusion of Japanese music to further connect to the work of Hokusai. - Use of Spanish key words. - Brief presentation of completed art. 	<p>The book 'Freight Train'. Vocabulary sheet listing key words in Spanish (for my usage). Train Whistle Bell (to be rang by various student)</p>	<p>Students will take part in brief overview of the concept of 'movement' and be willing to answer presented questions. Class will be willing to participate in brief discussion of presented book. Class will take part in overview of the art of Hokusai and be able to relate it to the various movement/motion topics they are currently covering in science. Concepts covered in book and art discussions will carry over into art lessons. In the end, class will be willing to present their finished art and briefly discuss it.</p>

<p>LESSON #1</p>
<p>Descriptive Lesson Title: FAST MOVING MACHINES</p> <p>Lesson Description: (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)</p> <p>This lesson will start with a brief overview of the enduring idea along with questions that relate to the material as it has been covered in science.</p> <p>This will transition into a very interactive reading of the Donald Crews book 'Freight Train', and a brief discussion of the book and how trains might relate to the students. The book will be discussed covering topics such as movement and how movement is depicted in the art of this book. The class will be encouraged to talk about trains in the Milwaukee area, if they've ever been on a train, if they live near train tracks, etc. Other vehicles will be referred to and shown as reference for the art lesson. The focus will be on trains, but the class will be offered the chance to work with other vehicles if they so choose.</p> <p>During art time, students will be able to create a basic line drawing on thick watercolor paper in pencil or permanent marker of an object they want to depict as moving. A single color layer of very water charged paint will be applied to the drawing and then manipulated (dragged across the image area,) with a cardboard comb until the paint and water can no longer move. This will simulate fast movement similar to the way it is depicted in the book 'Freight Train', which will have been read to the students first.</p>

As the students work on this art project, I will be going along with them on the steps so they can have the techniques demonstrated and modeled.

Students will assist in passing out materials at the beginning of the art project, followed by students each being assigned clean up tasks. The room is laid out in 4 circular tables grouped with 3 to 6 students each and this layout will assist in giving children tasks to make all stages of the art making more efficient, while also empowering the students.

Materials:

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

- **‘Freight Train’ by Donald Crews,**
- desk bell,
- train whistle,
- watercolor paper,
- watercolor paint,
- number two pencils,
- permanent marks,
- watercolor brushes,
- plastic cups, water,
- paper towels,
- cardboard paint dragging tools,
- photo reference of trains, cars, etc

Instructional Strategies & Learning Tasks – 43 minutes

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
5min.	Brief overview of enduring idea the topic of movement as covered in science along with additional questions. Segue into discussion of machine movement and instructions for interactive book reading.	Students will be able to sum up what they have learned about movement in science class and apply it to the enduring idea of my lesson. Questions will be posed. Discussion will follow.	Key words will be given in both English and Spanish.
8min.	Reading of the book ‘Freight Train’... I will be giving sound and movement prompts, also blowing a whistle	Class will partake in TPR movements much like the ones Ms. Pinto already uses, as I read the book. They will also get to ring a bell. Possibly questions and prompts will be posed to them while I read.	Spirited kids will be given a chance to calm themselves with the interactive aspects of this reading.
5min.	Briefly discuss book... cover concept of showing movement in art... ask class about trains in Milwaukee.	Students will answer questions about book & possibly pose own questions. Brief talk about Milwaukee trains.	Key vocab will be said in Spanish, especially for the ESL student. Children who are uncomfortable sitting on they floor will be allowed to sit in chairs.
20min.	References of moving vehicles will be displayed on smart board. Art supplies given out. Project steps will be modeled. I will walk the room as the children work to assist with questions & problems.	Children will be assigned jobs to assist in preparing their workstations. Students will work on their art making.	I will make sure to keep myself available for the children who might be struggling with art making for various reasons, all while keeping an eye on the class as a whole.

5min.	Clean up and brief overview discussion with tease of the content of the next lesson.	Children will answer/ask questions. Children will be assigned jobs to assist in cleaning up their workstations.	Key words will be given in both English and Spanish.
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Warm up by covering the basic concepts of movement and motion as covered in science.

Formative: Cover the enduring idea and related questions. Start discussion as it relates to the forces of movement with machines. After book reading, gauge the classrooms understanding of the concept of motion being shown in art. My demonstration and modeling of the project will begin as get the children get started working. I will walk around the room and see what sort of decisions the kids are making. This will give me the opportunity to see if there are any children who are confused by the concepts being worked on.

Summative: This lesson went over very well. The students covered their previous knowledge of the forces of movement quite well. They also clearly enjoyed taking part in question and answer involving other motion, or train-based things I brought up. It was quite rewarding to have some of the most rambunctious students in the room offer up some of the most clear, concise statements I have so far heard them say in my time spent with them. Also, the art part of the lesson was a big hit, so much so that we expanded the art making time so the students (and Ms. Pinto, their teacher,) could continue working on art. I feel like I offered up enough time for each section of this lesson and things transitioned well.

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

I should have written more relevant details covered during this lesson on the board. That would have been a helpful was to solidify what I was covering. Also, I was told by Ms. Pinto that it would have been better if I wrapped up the lesson by asking the students what they learned that day. That is a proper way to end a lesson, and I made sure to do this for lesson #2 and lesson #3.

I know that initial reactions to my usage of the Donald Crews book FRIEGHT TRAIN were that this book seems geared at much younger students. That does make sense, but in my weeks at Fratney, I have gotten a very strong sense of the students of room 30. This 3rd grade class is comprised of a lot of kinesthetic learners. In the book ‘Differentiated Instruction in Art’ by Heather L.R. Fountain, the author mentions that kinesthetic learners are stimulated to learn if they are allowed a chance to mime, role-play, and act. That concept fits well with the TPR (Total Physical Response) tactic Ms. Pinto uses in the classroom. This is why I did my interactive book reading near the very beginning of lesson one. The children really responded well to the movements and sound effect making I had them do, and the class really enjoyed the reading. On top of that, the most important goal of this book: showcasing a way to illustrate movement in art was easy for me to cover as we went through the book. As the train moved faster, and the illustrations became more of a blur, the students increased the speed of their movements and got very spirited. It was quite fun. And not a single student was left out of the bell ringing activity. I timed it out so each student was able to ring the train bell before the book was over. I was quite pleased with how this lesson went, and I made note of my initial critiques so I could avoid similar issues with the other two lessons.

LESSON #2

Descriptive Lesson Title: THE MOMEMENT OF OCEAN WAVES lesson part one

Lesson Description:

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

Sometime between noon and 12:30, I will access the classroom and prepare each workstation for the students. This will consist of nothing more than taping a piece of wax paper to the surface each student works at. All other material prep will be done after the class arrives.

After learning about, and studying the ocean wave art of Japanese artist Hokusai, class will be able to create their own versions of large ocean waves moving in art. Students will be encouraged to combine classic Japanese style flourishes with their own ideas.

During art time, students will be able to create their own acrylic painting of waves in the color black on their sheet of wax paper. Before the paint dries, students will lay a thick sheet of watercolor paper over this, followed by burnishing the image until it transfers from the wax paper to the watercolor paper.

I will present an example I've created of what sort of art the kids can expect they will end up making on this day. A brief discussion of 'REVERSE IMAGERY' will be done so that kids will be clear with the knowledge that the art they create will end up being backwards when mono printed.

Students will assist in passing out materials at the beginning of this part of the final art project, followed by students each being assigned clean up tasks. The room is laid out in 4 circular tables grouped with 3 to 6 students each and this layout will assist in giving children tasks to make all stages of the art making more efficient, while also empowering the students.

Materials:

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

Wax paper, watercolor paper, scotch tape, paint brushes, plastic cups, water, paint pallets, black acrylic paint, water, some tools to burnish with (spoons?), photo references of the work of Hokusai, music CD and CD player.

Instructional Strategies & Learning Tasks – 33 minutes

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
10min.	I will prep the desks for art making before students arrive	Students will not be in the room yet.	I will have extra supplies on hand for students who damage their materials, possibly out of frustration.
5min.	Other materials will be given out.	Children will be assigned jobs to assist in preparing their workstations.	N/A
8min.	Presentation of the wave art of Hokusai. Brief video will be shown. Discussion of how movement can be/is portrayed in art.	Students will answer questions about Hokusai in a Looking and Talking activity & possibly pose their own questions, followed by discussion.	Key words will be given in both English and Spanish.
15min.	Overview of the days art activity will be done. References of the wave art of Hokusai will be displayed on the smart board. Art supplies given out. I will present my example version of the project as a sort of anchor chart. I will walk the room as the children work to assist with questions & problems.	Class will work on their art in a focused manner. They will be encouraged to explore, take chances, and call upon me for questioning and help.	I will make sure to keep myself available for the children who might be struggling with art making for various reasons, all while keeping an eye on the class as a whole.

5min.	Clean up and brief overview discussion with tease of the content of the next lesson.	Children will answer/ask questions. Children will be assigned jobs to assist in cleaning up their workstations.	N/A
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Start lesson with overview discussion of the art worked on in lesson one. Ask students how their art ties in with the idea of movement. Enforce core concepts by briefly going over enduring idea once again, along with the related questions. Ask class to tie things back into nature via discussion, as this two-part lesson is focused on the forces of movement in nature.

Formative: Once again discuss the idea of showing movement in art, but for this lesson the focus will be on the forces of movement in nature. Gauge the classrooms understanding of this with a looking and talking activity centered around the wave art of Hokusai. Ask the class if they think they too can make some art like Hokusai did, and show movement in art. During the art making process I will walk around the room and see what sort of decisions the kids are making and see if there are any children who are confused by this concept.

Summative: This lesson went very well. We had one technical difficulty. I wasn't provided the CD player I was asked for and Japanese music wasn't played, but that is ok. The children rally enjoyed learning about Japanese artist Hokusai, and they did a great job with all questioned asked, and prompts that I gave them. I made sure to use the board to write down questions, key info, thoughts and quick demos of how to draw ocean waves. Very few students struggled with the concept of drawing waves, and those who did struggle were coached through their issues. This was the lesson where students got most critical of their art. I took it as an opportunity to dispel the idea of making 'perfect art'. Hokusai spent upwards of 40 years attempting to render waves with the artistic flair that he strived for. Once the class had a better idea of the exploration process of art, and how you can often make artistic mistakes work out in the end, they loosened up and the lesson continued along quite well. Assessing the art after the school day ended proved to me quite well that the children gained a good understanding of how to render ocean waves, and I was impressed to see the stylistic choices each student made in their art.

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

This lesson went quite well. I made sure to have a more defined opening and the dry erase board was used quite often to stress important vocabulary and art concepts. I also made sure to wrap up the lesson by giving the students a chance to reflect upon what they learned. It was clear they absorbed quite a lot.

When covering the art work of Hokusai, I kept my research to the basics as I didn't want to bog the class down with a lot of unnecessary information. The bulk of this part of the lesson was accomplished using VTS (visual thinking strategies,) a concept introduced by psychologist Abigail Housen and art educator Philip Yenawine. After giving minor details about the art being presented, I allowed the class to let me know what they saw, and what the art conveyed as I asked them very open ended questions. This kept the lesson moving at a very good pace and allowed us ample time for making art. It went well, and I think this was my favorite lesson segment. Many of the moments encountered during lesson two made me really see my strengths as an art facilitator.

LESSON #3

Descriptive Lesson Title: THE MOMEMENT OF OCEAN WAVES lesson part two

Lesson Description:

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

The final part of this lesson will start with the class retrieving their now dry mono prints, along with a brief assessment of how they look so far. This will lead into the presentation of my Color Temperature Anchor Chart. The idea of warm color pallets and cold color pallets will be learned.

Based upon the prompts both vocalized and presented in the anchor chart, students will be able to assigned a color palette to their black mono printed wave art, thereby creating a mood, or tone for their art. Students who are creatively inclined will be encouraged to add additional elements to their art (IE: surfer, swimmers, lightning bolts) to further the story of the scene they have imagined.

Students will assist in passing out materials at the beginning of this part of the final art project, followed by students each being assigned clean up tasks. The room is laid out in 4 circular tables grouped with 3 to 6 students each and this layout will assist in giving children tasks to make all stages of the art making more efficient, while also empowering the students.

Following all clean up I will ask each student to present the two pieces of art they produced during the lessons. There will then be a brief wrap up discussion of the forces of movement in nature and machinery. Afterwards I will thank the students and Ms. Pinto for allowing me to teach some lessons.

Materials:

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

Color temperature anchor chart, watercolor paint, watercolor brushes, number two pencils, plastic cups, water, paper towels, photo reference of stormy weather/Summer beach, music CD and CD player.

Instructional Strategies & Learning Tasks – 33 minutes

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
3min.	I will assist the class in getting out their mono prints. We will briefly discuss the art in its current state.	Children will be assigned jobs to assist in preparing their workstations and partake in questions and discussion.	Key words will be given in both English and Spanish.
20min.	Overview of this days art activity will be done. References of stormy beaches and calm beaches will be displayed on the smart board. Art supplies given out. Presentation of color temperature anchor chart. Project steps will be modeled and I will once again present the example project I prepared. I will walk the room as the children work to assist with questions & problems.	Students will individually decide upon the final color temperature for their artwork and then work on their pieces in a focused manner. They will be encouraged to explore, take chances, and call upon me for questioning and help.	I will make sure to keep myself available for the children who might be struggling with art making for various reasons, all while keeping an eye on the class as a whole.
3min.	Clean up and brief overview discussion.	Children will answer/ask questions. Children will be assigned jobs to assist in cleaning up their workstations.	N/A
5min.	Class will be given an opportunity to present the art created during the three lessons.	Going around the room, kids will get a chance to show the art they created, compliment each other, and mention things they may have learned.	Kids uncomfortable with presenting what they made will not have to.

2min.	I will thank the class and Ms. Pinto for letting me teach them these lessons and I'll wrap things up.	Class and teacher will be given opportunity to comment.	N/A
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Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Initial: Ask class to briefly assess their newest art project in its unfinished state, ask them to sum up what they see and how it relates to showing motion in art. Ask them if they want their finished art to feel happy and warm (maybe like a Summer Day), or cold and scary (maybe like a tropical storm).

Formative: Present the Color Temperature Anchor Chart and ask the students what they think it means. Inform them that now is their chance to let their art tell a bigger story based off of the addition of color and ask them what they think this means. Walk around the room and see what sort of decisions the kids are making. See if there are any children who are confused by this concept. Any student who is excelling at this portion of the lesson will be encouraged to embellish their art by adding in thing such as lightning bolts, surfers, boats... etc.

Summative: Since this was very much a continuation of lesson two, there was less of a need to address additional concepts of the forces of movement in nature. I did make sure to sum up the concepts we covered in previous lessons, and the class was very good at communicating their understanding and comprehension. This transitioned into a discussion of color temperature and a brief viewing of the color wheel. I teased the fact that at the end of this lesson I would be giving the class a quiz on the concept of color temperature and that scared them a bit. It is clear they do not like hearing the word QUIZ. I should have probably referred to it as a worksheet.

This time I brought a CD player with me, and Japanese music played during art time. I think it was a great addition to the process. The music was relaxing and not at all distracting. It was basically audio wallpaper.

The class was clearly happy to have a chance to add color to their art from lesson two. I think the fact that they were tasked to come up with a color palette and mood for their art was extremely motivational for them. I did not dictate what colors they had to use and because of that, a lot of mindful creativity went into the art section of this lesson. The students of room 30 are very good with watercolors. Barely any sort of mess was made anywhere.

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

The children were very spirited during this lesson! But that's not a problem. This was my chance to really be a warm demander. The article 'Elementary Pre-Service Teachers As Warm Demanders' by Elyse Hambacher, Melanie Acosta, Elizabeth Bondy, and Dorene Ross is one of my absolute favorites. I suppose it is because I've always been a warm demander, even well before I had ever heard the term. I was making this room filled with kids draw and paint things they had never tried before, and there were struggles for sure. Some of the class are very timid and doubt a lot of their art making decisions, others just don't find a lot of joy in the art making process. But I made sure to keep the students on course. I made sure to convey how happy I was with the art skills the class were showing me and that I saw absolutely nothing wrong with any of the art I saw them making. I did not want any students to give up on their art. One student in particular: J'Vani is a boy who is quite smart and vocal, but can let his self doubt slow him down until frustration takes over. I coached him through a lot of that during lesson one, two and three without giving up on him. During final reflection time at the end of this lesson J'Vani put his hand up and said 'One thing I learned during this lesson is that I am a good artist!', and he was beaming. It was so special to see him proud of his work after everything wrapped up. I kept at the students to do their best and stay focused, while making sure to address their frustrations and needs in a caring way.

If there is one thing I need to continue to work on, it is passing out, and collecting art supplies and other materials. It always seems to take much longer to get things in place and eventually round them up. I expect I'll develop better routines as time goes on.

Lesson three was a complete joy. Once again Ms. Pinto took part in the art making and there was a lot of smiles and laughter going around. She had the class take a moment to comment on what they thought of my art lessons and the kids had lots of positive feedback. My experience working with them was such a reward and I don't know if I'll ever be lucky enough to work with a group of kids as good and talented as them ever again. But I hope I will!