

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

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Lesson Title:	Nature Art	# of Sessions	5
Level/Grade/Age:	4 th grade-7 th grade		

BIG IDEA

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

While working at a summer camp, students attended classes 5 days a week for short 40-minute sessions. During the course of a week, students should be able to consider forms of creation while using nontraditional mediums. Walks in nature will instigate the flow of creativity, as well as being able to choose what “medium” they would like to create with. In doing so, this will instigate more active creation for their own artworks. Throughout the week the students will be able to test different ways of creating to find a way that speaks to them the most and will require more activated learning. While this activity was available to campers ranging from 3rd-10th grade, the majority of students were between 4th-8th grade. This age of students enjoyed the creativity and diversity of expression involved with nontraditional mediums. It inspired them to think outside of the box and practice their developing skills in a new way.

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

Art	Other Subjects
<p><i>Creating</i> -Through the use of nontraditional mediums, the student will create work that reflects some aspect of their lives at summer camp (Anchor Standard #1)</p> <p><i>Producing</i> -After the experimentation of different mediums, students will choose one technique they feel works the best to create a finished piece on either canvas or paper (Anchor Standard #5)</p> <p><i>Responding</i> -Through the use of different mediums children will be able to analyze each other's works in able to assess which mediums may work well for them in the future (Anchor Standard #7)</p> <p><i>Connecting</i> -Relate their artworks back to the underlying context of how using nontraditional mediums can express the true concept of their time at camp (Anchor Standard #10)</p>	

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used: http://edglossary.org/academic-language/	Students will use problem-solving skills to plan and implement their creative works. This will require questioning of traditional mediums and inspire curiosity to create new artworks.
Where academic language will be practiced (i.e. through writing, speaking, art making):	Continuous discussion of works as well as practicing their art-making.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: http://www.eldstrategies.com/languagefunctions.html	Introducing, summarizing, relating, discussing
Emphasis of language function (describe the main purpose of using this language function for your lesson):	Students will be able to properly express their thoughts surrounding their artwork, as well as be able to look critically at other’s artwork in a respectful way
Where language function will be practiced (i.e., through writing, speaking, art making):	Presentation of their own artworks and through continued discussion of work throughout the artmaking experience

UNIT or LESSON OVERVIEW:

Students will use inspiration from nature to describe their feelings about camp, whether that is an emotion, a special person or place, or what they feel encompasses camp to them. After a nature walk to inspire the students and so they can collect their materials for the week, the students will work on testing different materials to create their artworks (such as leaves for printing, twigs as paintbrushes, etc). During the week they will begin to create a work that they feel proud of using at least one nature element to produce.

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

Motivation/introduction:	Nature Walk (Day 1/5)
Art Making:	<p>Supplies: Envelopes/containers/cubby space to store nature objects</p> <p>Teacher instruction: Introduce objective of the assignment and begin the class with a supervised nature walk. Encourage students to find a variety of materials, even ones they might not think will “work”. This may include rocks, bark, twigs, leaves, flowers, or other interesting shaped nature objects.</p> <p>Objective: Overall: create a piece of art representing their time at camp. (Anchor Standard #10) Daily: inspire creativity for their art through nature (Anchor Standard #1)</p>

	<p>Students at work: Think about final project, discuss thoughts throughout walk, find a good amount/wide variety of materials to use.</p> <p>Closure: Discuss findings and plans at the classroom, save objects in art center in envelopes. Clean area.</p>
Motivation/introduction:	Practice Materials (Days 2+3/5)
Art Making:	<p>Supplies: Canvas board, paint, paper, charcoal, pastels, various nature objects, brayers</p> <p>Teacher instruction: Give students a quick overview of how to do charcoal/pastel rubbings, printmaking, stencils, and some drawing/painting tips. Depending on skill level of students, some classes might only need a verbal and visual reminder, while others may need a demonstration. Assist the students as they practice materials and encourage them to use the nature objects themselves as artmaking utensils. By the end of Day 3 students should have a final concept for their drawing.</p> <p>Objective: Overall: create a piece of art representing their time at camp. (Anchor Standard #10) Daily: Through refinement of skills and testing of mediums, students will choose a technique that best conveys their objective for the final piece (Anchor Standard #5)</p> <p>Students at work: Practice different techniques to create artwork, both through nontraditional mediums and through new ways of artmaking utensils. Throughout the lesson time they should be able to discuss what is working and what is not through checkups with the class and with the instructor.</p> <p>Closure: At the end of Day 3 they should discuss fully their plans for the final project and be finished with their prep work. Clean area.</p>
Motivation/introduction:	Final Work for Nature Art (Day 4+5/5)
Art Making:	<p>Supplies: Canvas board, paint, paper, charcoal, pastels, various nature objects, brayers</p> <p>Teacher instruction: Assist the students in creation of their projects and encourage them to slow down and take real time to make detailed work. At the end of Day 5 students should be able to present and discuss work.</p>

	<p>Objective: Overall: create a piece of art representing their time at camp. (Anchor Standard #10) Daily: Students should be able to discuss what worked well and what didn't for both their own work and other's. They should be able to reflect on the project and what they might re-do if they had the chance (Anchor Standard #7).</p> <p>Students at work: Create finished pieces of artwork that they feel proud of and that meets overall goals. Casually discuss what worked and what didn't about their creation.</p> <p>Closure: Discuss what students liked or didn't like about the project, what to do for next time. Let them take their projects with them or hang up in the art center. Clean area.</p>
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ADAPTATIONS:	<p>With the addition of new students, it's helpful to have additional nature objects stored on-hand for them to use. They can look at the examples used in the beginning of class for inspiration, and since most of the class time is used for student's independent work time, the instructor should be available for any one-on-one time needed.</p> <p>Special needs children usually have the addition of a Keshet counselor (a personal aide). Extra supplies should be given to the counselor so they can help. Lesson can be simplified by restricting options to simpler creations such as rubbings of nature artifacts.</p>
RELEVANT THEORIES:	
ASSESSMENTS:	<p>Initial (formal/informal): Ask the students during the "down time" of the nature walk which mediums they've done in the past. This will structure the next day of how much reminding versus teaching you should do.</p> <p>Progressive/Formative (formal/informal): Through continual checkups throughout the days, see how the kids are doing on their projects. Make sure to check in with how they're feeling emotionally about the project timing—it's not supposed to be stressful, it's supposed to be fun!</p> <p>Final/Summative (formal/informal): By the final presentation of their works to the class, the students should be able to show how well they achieved the goal of using nature to create a project that encompasses their time at camp.</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.

The students really enjoyed this lesson! They liked how we got to start off the week with a little walk and talk. It helped break the ice between new campers as well. Throughout the week they liked the "silliness" of using some carefree materials such as twigs and flowers to paint, or making rubbings from interesting bits of bark they found. I had trouble getting them to focus on sitting down and working on one thing for long periods of time, which is why I gave them so many options for their creation. Unfortunately, they didn't all take the assignment too seriously, so they goofed off a lot of the time. While their finished pieces weren't quite as developed as I might have liked, they did create some good work, pushed the boundaries of what they had made before, thought outside the box on how to make artwork, and created some artworks to help decorate their cabins!

STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file