

VISUAL ART LEARNING SEGMENT PLAN
UWM METHODS TEMPLATE

Learning Segment Title: Monsters Are Our Friends

Number of Planned Lessons: 2 One-Hour Lessons and 1 Forty-Minute Lesson

Age Group: Elementary School, 1st Grade

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

Monsters have always existed in our lives, both literally and metaphorically. However, the definition of a monster is broader than one can imagine. Using the book, "I Need My Monster", as well as looking at works by Takashi Murakami, will introduce students to different perspectives of what a monster can be. This lesson is an opportunity for students to envision and create their own monster, as well as learn that monsters are more than what they're perceived in horror films and scary campfire stories. Monsters can be cute, humorous, and even our friends.

Big Idea:

Essential Questions:

What are monsters? What makes a monster?

What adjectives can we use to describe monsters?

Why are monsters important?

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?

In their visual art class, students are starting to learn how to experiment with different lines and patterns. These newfound skills would be applied in the diffuser paper activity, where students will have to decorate their diffuser paper with lines and patterns. In addition, students are beginning to learn about adjectives, which this lesson will build on because their worksheet and exit slip will ask the students to think of adjectives to describe their monsters.

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

Since this age group tends to view and express their world in "very black and white terms" (Sichel and Cervini, n.d.), it's imperative for children to be introduced to the gray area as early as possible. The world is not colored in black and white. Rather, the world is tinted with different shades of gray. This lesson is a great way to initiate a conversation about the gray area because the class will be transforming monsters from an embodiment of fear to their own personal companion! Furthermore, since the world is full of fear and tragedy, this lesson can introduce ways for students to cope with terror and look at the brighter—or *cuter*—things in life!

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

For physical development, first graders are fine-tuning motor skills (Morin, n.d). Though fine motor skills are not perfected at this age, students are able to write more legibly and piece a puzzle together. This lesson will require students to exercise their fine motor skills in a fun way because they are writing descriptions and drawing patterns to create well-rounded monsters. Students at this age are also beginning to develop a sense of right and wrong, or good and evil. Though monsters are considered "bad" to most people, children should realize that monsters could be more than scary creatures. This lesson will challenge the students' moral sense because the "gray area"—a circumstance in which it's complex to determine what is right and what is wrong—will be introduced. Students at this age can also use language and words to describe things that aren't visible (Sites.google.com, n.d.). This lesson will challenge the students to brainstorm words to describe an imaginary creature before physically creating it.

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

Since La Escuela Fratney is a bilingual school, some students are more advanced in English than others. By providing enough work time, individually helping students when needed, and providing learning supports—such as the “List of Adjectives” sheet—students should be able to perform the activities with little difficulty. Students who were absent during the first or second lesson will be provided with additional support to catch them up with their classmates.

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

Morin, A. (n.d.). *Developmental Milestones for Typical First Graders*. [online] Understood.org. Available at: <https://www.understood.org/en/learning-attention-issues/signs-symptoms/developmental-milestones/developmental-milestones-for-typical-first-graders> [Accessed 5 Oct. 2017].

Sichel, M. and Cervini, A. (n.d.). *Psybersquare: Black & White Thinking*. [online] Psybersquare.com. Available at: http://www.psybersquare.com/me/me_back_white.html [Accessed 15 Nov. 2017].

Sites.google.com. (n.d.). *Characteristics of First Graders - Ms. Hodge's First Grade*. [online] Available at: <https://sites.google.com/a/wilsonk12tn.us/ms-hodge-s-first-grade/characteristics-of-first-graders> [Accessed 1 Dec. 2017].

LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to...

Student will demonstrate an understanding that...

National Core Art Standards (list grade level specific number and text)	Learning Objectives	Learning Tasks & Assessment Alignment
VA:Re.7.2.1a: Compare images that represent the same subject.	<p>Interpreting Art: Students will compare the monsters in the book, “I Need My Monster” to the monsters created by Takashi Murakami.</p>	<p>Learning Tasks: - Reading “I Need My Monster” and First Group Discussion - Artist presentation (Takashi Murakami) and Second Group Discussion - Show and Tell</p> <p>Assessments/Feedback: - Reading “I Need My Monster” and First Group Discussion (initial formative). Assessment will occur from observations. - Artist presentation (Takashi Murakami) and Second Group Discussion (initial formative). Assessment will occur from observations. - Show and Tell (summative). Assessment will occur from observations.</p>

<p>VA:Cr1.1.Ka: Engage in exploration and imaginative play with materials.</p> <p>VA:Cr1.2.1a: Use observation and investigation in preparation for making a work of art.</p>	<p>Developing Works of Art/Design: Students will experiment and use different materials to create their very own monsters.</p>	<p>Learning Tasks: - “MISSING” Worksheet activity - Diffuser Paper activity - Drawing Activity</p>
	<p>Students will observe and learn from “I Need My Monster”, as well as Takashi Murakami, to prepare for creating their own monsters.</p>	<p>Assessments/Feedback: - “MISSING” Worksheet activity (formative) Assessment will occur outside of class with a rubric. - Diffuser Paper activity (formative). Assessment will occur from observations. - Drawing Activity (formative). Assessment will occur outside of class with a rubric.</p>
<p>VA:Cn11.1.1a: Understand that people from different places and times have made art for a variety of reasons.</p>	<p>Relating Art to Context: Students will learn about Takashi Murakami and understand why Murakami makes his art.</p>	<p>Learning Tasks: - Artist presentation (Takashi Murakami) and Second Group Discussion</p>
		<p>Assessments/Feedback: - Artist presentation (Takashi Murakami) and Second Group Discussion (initial formative). Assessment will occur from observations.</p>

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: Students will be able to describe what makes a monster.</p>	<p>Through teacher demonstrations, modeling, completing the “MISSING” worksheets, and using the “List of Adjectives” sheet.</p>	<p>Assessment of teacher demonstrations, modeling, and using the “List of Adjectives” sheet will occur from observations. Assessment of the “MISSING” worksheets will occur outside of class and with a rubric.</p>
<p>Students will interpret Takashi Murakami’s monsters.</p>	<p>Artist presentation and second group discussion.</p>	<p>Assessment of Artist Presentation and Second Group Discussion will occur from observations.</p>
<p>Students will summarize a story.</p>	<p>Reading “I Need My Monster” and first group discussion.</p>	<p>Assessment of “I Need My Monster” and Second Group Discussion will occur from observations.</p>
<p>Students will present their monsters.</p>	<p>Exit slip and final group discussion.</p>	<p>Assessment of Final Group Discussion will occur from observations. Assessment of exit slip will occur outside of class, and with rubric.</p>

<p>Vocabulary: (list & define) Monster: An imaginary creature</p> <p>Takashi Murakami: A Japanese artist who is influenced by cartoons and the concept of “cute things” to create his monsters.</p> <p>Adjective: a word that describes a noun or pronoun.</p>	<p>Reading “I Need My Monster” and First Group Discussion. Artist Presentation and Second Group Discussion. “MISSING” worksheet, and exit slip.</p> <p>Artist Presentation and Second Group Discussion</p> <p>First Group Discussion, Second Group Discussion, exit slip, “MISSING” worksheet, “List of Adjectives” sheet, and Final Group Discussion.</p>	<p>Assessment of “I Need My Monster” and First Group Discussion will occur from observations. Assessment of Artist Presentation and Second Group Discussion will occur from observations. Assessment of “MISSING” worksheet and exit slip will occur outside of class and with rubric.</p> <p>Assessment of Artist Presentation and Final Group Discussion will occur from observations.</p> <p>Assessment of First Group Discussion, Second Group Discussion and Final Group Discussion will occur from observations. Assessment of exit slip “MISSING” worksheet, and “List of Adjectives” sheet will occur outside of class and with rubric.</p> <p>Students will know they are successful when they can understand and recite different words to describe their monsters.</p>
<p>Discourse (or Syntax):</p> <p>Students will know what a monster is, and describe what makes a monster.</p> <p>Students will learn who Takashi Murakami is, and why his work is relevant today.</p> <p>Students will learn what an adjective is, and how to use adjectives to explain what makes a monster, as well as describe their own monsters.</p>	<p>Exit slip and Final Group Discussion.</p> <p>Artist Presentation and Second Group Discussion</p> <p>First Group Discussion, “MISSING” worksheet, “List of Adjectives” sheet, Second Group Discussion, exit slip, and Final Group Discussion</p>	<p>Assessment of exit slip will occur outside of class and with rubric. Assessment of Final Group Discussion will occur from observations.</p> <p>Assessment of Artist Presentation and Second Group Discussion will occur from observations.</p> <p>Students will also know they are successful when they can describe Takashi Murakami’s monsters, and why Murakami creates art.</p> <p>Assessment of First Group Discussion, Second Group Discussion and Final Group Discussion will occur from observations. Assessment of “MISSING” worksheet, “List of Adjectives” sheet, and exit slip will occur outside of class and with rubric.</p> <p>Students will know they are successful when they can understand and recite different words to describe their monsters.</p>

LESSON #1

Descriptive Lesson Title: I NEED MY MONSTER

Lesson Description:
 (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)
 Students will be read the story, “I Need My Monster”, and then participate in a group discussion—also referred as the “first group discussion”—about what makes a monster. The students will then complete the “MISSING” worksheet with the help of the “List of Adjectives” sheet. The students will then observe a teacher demonstration with how to decorate diffuser paper. During this lesson, students can look at the provided anchor chart if they have difficulty picking which line to draw. Students will decorate their diffuser paper, and then let Ms. Kim spray their diffuser paper, so it can transform into a background for their monsters.

Materials:
 (Instructional, art making, and organizational materials required for this lesson)
 “I Need My Monster” book, “MISSING” worksheet, “List of Adjectives” sheet, anchor chart, pencils, trays, diffuser paper, Crayola markers, spray bottles, napkins or paper towels, and post-it notes.

Instructional Strategies & Learning Tasks
 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
2 min	Ms. Kim will gather the students to the center of the classroom, where there’s a large carpet for students to sit on.	Students will follow Ms. Kim’s directions and sit on the large carpet.	Students who have a difficult time seeing or hearing Ms. Kim will be repositioned closer to her.
11 min	Ms. Kim will introduce the book, “I Need My Monster”, and read the book to the students.	Students will listen.	
5 min	Ms. Kim will ask the students what they learned from the book, and what makes a monster (First Group Discussion).	Students will listen and participate when needed.	
1 min	Ms. Kim will walk to a desk that’s closest to the carpet, and sit down. She will then instruct the students to stand around her.	Students will watch quietly as Ms. Kim sits down. Students will follow directions, and gather around Ms. Kim.	Students who have a difficult time seeing or hearing Ms. Kim will be repositioned closer to her.
1 min	Ms. Kim will introduce the “MISSING” worksheet to students, as well as the “List of Adjectives” sheet.	Students will listen.	
5 min	Ms. Kim will model the first activity for the students. She will fill out <i>her</i> “MISSING” worksheet with the students by using the “List of Adjectives” as a support. Questions will be answered at the end of activity.	Students will listen and participate when needed. Student can raise their hands if they have any questions, but have to wait until Ms. Kim is finished speaking.	
1 min	Ms. Kim will direct the students to go back to their assigned desks.	Students will listen and follow directions.	
1 min	Ms. Kim will hand out the “MISSING” worksheet to students, as well as their own “List of Adjectives” sheet.	Students will remain seated at their desks quietly.	

2 min	Ms. Kim will once again give a brief summary of how to fill out the “MISSING” worksheet, as well as how much time is allotted for students to complete the worksheet.	Students will listen and raise their hands if they have any questions.	
7 min	Ms. Kim will walk around the classroom and ask students what they’re thinking about drawing/writing, as well as help students when needed.	Students will follow directions, and attempt to complete worksheet in the given time.	Ms. Kim and Mr. Rafael will walk around the classroom, and help students when needed.
1 min	Ms. Kim will collect their “MISSING” worksheets, as well as their “List of Adjectives” sheet.	Students will finish up their worksheets, and let Ms. Kim collect their work.	
1 min	Ms. Kim will sit down at an empty desk. She will then instruct students to stand around her again.	Students will stand from their seats, push in their chairs, and gather around Ms. Kim.	Students who have a difficult time seeing or hearing Ms. Kim will be repositioned closer to her.
5 min	Ms. Kim will provide a demonstration on how to use Crayola Markers to decorate their diffuser paper. She will list the rules, as well as emphasize the importance of lines and color by referring to the anchor chart. Ms. Kim will also provide how much time the students are allowed to decorate.	Students will pay attention to Ms. Kim.	
1 min	Ms. Kim will direct the students to go back to their assigned desks.	Students will listen to Ms. Kim and go back to their seats.	
1 min	Ms. Kim will hand out the diffuser paper.	Students will wait until every one of their classmates is given a diffuser paper of their own.	
8 min	Ms Kim will let students design their diffuser paper. She will also walk around the room with post-it notes to label the student’s trays.	Students will attempt to decorate as much as they can.	If students are having difficulty following directions, Ms. Kim and Mr. Rafael will walk around and help when needed.
5 min	While students are finishing up with their diffuser paper, Ms. Kim will come around the room with the spray bottle and start spraying whoever completes their diffuser papers first.	Students will finish up, and observe Ms. Kim as she sprays their diffuser paper.	Mr. Rafael will go around the room with a spray bottle if students finish their diffuser papers at same time,
2 min	Ms. Kim will collect their diffuser paper, and congratulate the class on a job well done.	Students will let Ms. Kim collect everyone’s diffuser papers, and celebrate if desired.	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
 Initial Formative- Brief classroom discussion after reading “I Need My Monster” (First Group Discussion), and “MISSING” Worksheet

Formative- Diffuser Paper Activity

Lesson #2

Descriptive Lesson Title: Monster Can Be Cute, Too!

Lesson Description:

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

The lesson will begin with an artist presentation about Takashi Murakami. The class will then have a group discussion—also referred as the “second group discussion—on how Murakami’s monsters are different than the monsters in the book, “I Need My Monster.” Students will be led into a demonstration on how to create their own monsters. The class will be rewarded at the end of the lesson with the film adaptation of “I Need My Monster.”

Materials:

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

PowerPoint, “I Need My Monster” book, diffuser paper, broad black permanent markers, and “I Need My Monster” film.

Instructional Strategies & Learning Tasks

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
5 min	Ms. Kim will lead a brief review of what the students learned from last class.	Students will listen and participate.	
10 min	Ms. Kim will exhibit an artist presentation on Takashi Murakami, along with a group discussion (second group discussion).	Students will listen to the presentation, as well as participate in the group discussion.	
1 min	Ms. Kim will sit in an empty desk, and instruct the students to gather around her.	Students will follow directions, and gather around Ms. Kim	
10 min	Ms. Kim will perform a teacher demonstration on how to create a monster with black marker. She will use the book, “I Need My Monster” to generate ideas. She will end the demonstration by telling the students how much time is allotted for them to complete this activity.	Students will listen, and ask questions when needed.	
1 min	Ms. Kim will direct students to walk back to their desks, and sit down.	Students will follow directions.	
2 min	Ms. Kim will hand back the students’ diffuser paper from Lesson #1.	Students will wait patiently for their diffuser paper.	
18 min	Ms. Kim will let students create and complete their monster drawings.	Students will attempt to complete their drawings within the given amount of	Students who were absent during Lesson #1 will use

2 min	Ms. Kim will let the students know that time is up, and instruct them to clean up their stations.	time. Students will follow directions.	this time to catch up. Ms. Kim will give them directions, as well as help them when needed.
11 min	Ms. Kim will turn on the film adaptation of, "I Need My Monster" and then collect the students' work and materials while students watch the film.	Students will watch the film quietly.	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)
 Initial Formative- Artist Presentation and Second Group Discussion
 Formative- Drawing Activity

Lesson #3

Descriptive Lesson Title: What Word Can We Use to Describe Our Monster?

Lesson Description:

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

The lesson begins with a brief review, where students are expected to start bridging the connection between the book, "I Need My Monster" and Takashi Murakami. The teacher will ask questions that'll help students understand the big idea. After the brief review, students will receive their monsters back—along with their "MISSING" worksheet—to complete their exit slip, which is a fill-in-the-blank speech bubble. In this speech bubble, students are required to write their names, as well as write one adjective that describes their monsters. The teacher will model the speech bubble sheet for the class. The students will also have their "List of Adjectives" sheet from Lesson #1 to help them. The lesson will end with a final group discussion on the big carpet, where the students were read, "I Need My Monster." Each student will take a turn to describe his or her monster. Once every one has a turn, the class will have a final discussion on what the students learned from this lesson, and why monsters are our friends.

Materials:

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

Complete monster drawings, "I Need My Monster" book, "MISSING" worksheets, "List of Adjectives" sheet, and pens.

Instructional Strategies & Learning Tasks

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
5 min	Ms. Kim will lead a classroom discussion, reviewing what the students learned in the last two lessons.	Students will listen, and participate.	

1 min	Ms. Kim will sit in an empty desk, and instruct the class to gather around her.	Students will follow directions and position themselves around Ms. Kim.	Students who have a difficult time seeing or hearing Ms. Kim will be repositioned closer to her.
5 min	Ms. Kim will model the speech bubble worksheet with the students.	Students will listen, and ask questions when Ms. Kim is finished speaking.	
1 min	Ms. Kim will direct students to walk back to their assigned desks, and sit down.	Students will follow directions.	
1 min	Ms. Kim will hand back the students' monster drawings, as well as their "MISSING" worksheets and "List of Adjectives" sheets.	Students will sit quietly.	
7 min	Ms. Kim will let students complete their speech bubble exit slip. Ms. Kim will also walk around the classroom and help whenever students are having difficulties.	Students will complete their speech bubble exit slip.	
2 min	Ms. Kim will instruct students to finish their slip, and then gather at the large carpet located in the middle of the room with their drawing and exit slip.	Students will complete their slip, and gather at the large carpet with their drawing and slip.	
16 min	Ms. Kim will lead a final group discussion. She will instruct students to introduce his or her monster, and read their exit slip.	Students will take turns introducing their monsters, and reading their exit slips.	
5 min	Ms. Kim will ask questions to the class to help students bridge the connection between "I Need My Monster" and Takashi Murakami.	Students will listen, and participate.	
2 min	Ms. Kim will congratulate the class on a job well done, and then instruct students to hand in their drawings and exit slips to her.	Students will follow directions.	

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Summative- Brief Review at Beginning of Lesson #3

Summative- Speech Bubble Exit Slip

Summative- Final group discussion