



YESENIA CORONA

BUILDING A COMMUNITY

4th-5th Grade | 3D Sculpture

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

Name:	Yesenia Corona	Email:	yescorona624@gmail.com
Lesson Title:	Building a Community	# of Sessions	1 session to introduce the project, 10 sessions of work time
Level/Grade/Age:	4th-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 main idea for this project was community. It's important for students at this age to learn how to work together and learn how to form positive relationships both in and outside the classroom.

OBJECTIVES AND NATIONAL STANDARDS:

Form & Structure (i.e., how does the lesson allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning?)

Students will design their own houses with the materials provided.

Production (i.e., how does the lesson allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design?)

Students will use their abilities to cut, and glue elements on their cardboard.

Context (i.e., how does the lesson allow students to relate art to personal, social, cultural and/or historical perspectives?)

Students will use their own experiences in the class discussion about community. Students will also combine their own ideas of color, shape and texture and use it to create their piece.

Personal Perspective (i.e., how does the lesson provide opportunities to students for personal choices with content, methods, or styles?)

Students are given the opportunity to voice their ideas and share knowledge in a class discussion.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<p>Academic language to be used:</p>	<p>Shape- An outline showing the form of something</p> <p>Texture- The feel, appearance of a surface.</p> <p>Color- A color other than black, white or grey.</p> <p>Acrylic paint- A fast drying paint that comes in a variety of colors.</p> <p>Community- A group of people living or working together in the same area.</p>
<p>Where academic language will be practiced (<i>i.e. through writing and art making</i>):</p>	<p>In the introduction with students, students will discuss the topic of community. Students will also learn about the elements of art concerning color, texture and shape.</p>

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<p>Type of language function:</p>	<p>Description</p>
<p>Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):</p>	<p>expressing and emphasizing</p>
<p>Where language function will be practiced (<i>i.e., through writing and art making</i>):</p>	<p>Students will be able to discuss the topic of community, as well as sharing ideas as a class showing their understanding. Students will begin to create their houses and apply the elements of art to their projects.</p>

UNIT or LESSON OVERVIEW:

Students will begin the lesson by reading the book “Hey, Wall: A Story of Art and Community” by Susan Verde. During the story, we will discuss aspects of community and how they are shown in the book. They will use examples of the book to think about how community is present within their own lives, and in the classroom as well.

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

<p>Motivation/introduction:</p>	<p>Students will begin the lesson by reading the book “Hey, Wall: A Story of Art and Community” by Susan Verde. During the story, we will discuss aspects of community and how they are shown in the book.</p>
<p>Art Making:</p>	<p>Supplies: For the Houses: Cardboard, acrylic paper, construction paper, pom poms and buttons.</p> <p>To make the houses: Scissors, pencils, glue (no glue sticks), paint brushes and tag paper to lay the houses on while students make them (it gets very messy!) and rulers. Pictures of houses for student reference.</p>

	<p>Teacher instruction: Review the book and what we have learned from it.</p> <p>Objective: Students will learn from the examples in the book and be able to discuss them before starting the project.</p> <p>Students at work: Students will work on a house individually for three class periods. After three class periods students will pair up in groups of 3 and create a house together. The next 7 class periods, students will continue working in groups of three (with different students each time) to make houses. During the last ten minutes of class, students will be instructed to clean up. I will ask students to clean and put away supplies, clean up their areas and then wash their hands at the end of class.</p> <p>Closure: Students will be in charge of arranging their community and talk about what the word community meant to them in the beginning and after the project. I will hang all of the houses together in the hall with the students so the school can see what they have accomplished.</p>
--	---

<p>ADAPTATIONS:</p>	<p>Examples and instructions were presented to the students both visually and on a handout for reference.</p> <p>Students were allowed to use found objects in their projects. There wasn't a specific look for this project.</p>
<p>RELEVANT THEORIES:</p>	<p>Bruner- Learning Theory in Education</p>
<p>ASSESSMENTS:</p>	<p>Initial (formal/informal): What does community mean to you? Who is in your community? What is shape, color and texture?</p> <p>Progressive/Formative (formal/informal): What shapes, colors and textures have you included in your house? What do these elements tell about your house? What qualities have you included in your house? How does your community look as a whole?</p> <p>Final/Summative (formal/informal): Informal discussion of student's houses; students will explain their houses, what they mean to them, and how all of their houses form a community. For a formal, there will be an evaluation of each student's work and whether or not they met the project goals. Students will also be evaluated on how well they worked with their classmates.</p>

STUDENT WORK SAMPLES

