Service Learning Lesson Plan

Title: Illustrated Name Tag                                                                  Group/Date: Cooper Home 2/12/18

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | Students will be introduced to watercolor painting, drawing, and other mark-making in order to create a name tag; introducing a variety of ways artists make art.  Students will be asked to consider favorite trips/places they’ve seen, hobbies, interests, etc. and share with the class.  This will be a way for students to introduce themselves to the teachers, as well as explore watercolor, drawing, and other mark-making processes. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| * Art is a way to communicate visually
* Art can be used to explain and describe characteristics about oneself
 | * How do artists make art? What do artists do?
* How can art communicate ideas, emotions, or stories?

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill?  ...Compare and contrast art work; analyze sketches?**Students will be able to** |
| * After introduction and discussion, students will be able to sketch, list, or explain ideas for their illustrated name tag and explain it to others.  I can tell you my ideas and interests for my art.
* With the time given to explore watercolor paint and other drawing mediums, students can create new colors and marks by mixing paint and other materials to create a variety of marks for their illustrated name tags and, tell how they were made.  I can tell you about my materials and how I made new marks...
* By referencing their ideas from discussion and practice, students will be able to create a name tag that expresses personal characteristics. I can make art that tells something about myself.

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| The students will work in three separate groups (this is a large class).  In each group the students will:* Discuss how this name plate represents yourself
* Explain two or three interesting marks they made
* Share something they discovered, or something they really like about their project
* One challenge they encountered

 | Written and visual documentation in blog. Students demonstrating:* Brainstorming
* Watercolor discoveries
* Material mixing discoveries
* Creative problem solving

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| * Have you made name plates before? What did you use to make them?
* What’s it like to use watercolors? What happens when you use more/less water in the paint? How do you mix colors? What are some ways to make marks with the paint?
* What’s it like to use oil pastels? What marks can they make?
* What happens when you mix watercolor paint with oil pastels?

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their artwork? |
| * During the introduction, teachers will talk explain some of the art we make and personal experiences with art. (Why we make art and what type of art we make) Teachers bring in examples of work.
	+ Encourage student interaction, pass examples around for students to look at. Ask for questions?
* Create a list of student and teacher interests on the board for students to reference
	+ Consider sketching some interests on the board alongside to generate some student thinking.
* Show and explain teacher name tags, ask for questions?
* Demonstrate innovative ways to make marks with watercolors and other materials.

  | * What things interest you? What do you do in your free time?
	+ Most interesting place you’ve been?
	+ Any hobbies?
	+ Sports?
	+ Animals or pets?
	+ Science or nature?
	+ Favorite books or movies?
* How would you use the materials to draw or paint these?
* Questions from visual imagery?

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Welcome students. Introduce ourselves as teachers and artists. (3 minutes)
2. Introduce the icebreaker activity. (Ask students to introduce name, favorite color and favorite food.) (10 minutes)
3. Explain and discussion: We will be exploring ways to make art in the next few class sessions. What kind of art have you made? Why do artists make art? (3 minutes)
4. Explain: Our first activity will be making name tags that tell a little bit about yourself and exploring a variety of materials. Show teacher examples, and brief explanation of materials used and what is depicted. Ask: What are your interests/hobbies? Where is your favorite place? What materials have you used before? Can you mix materials? Ideas & questions written on board.  (10 minutes)
5. Brief demonstration on name tag construction; show students how to fold their paper “hot dog” style to create a name plate. Explain: This is your space to tell us something about yourself. (2 minutes)
6. Students begin working on “name” part of nameplate, beginning with the dry materials. (15 minutes)
7. Class is divided into three groups, each teacher will demo watercolor techniques with salt, alcohol, and masking. Teachers also ask for student ideas before going back to work. (5 minutes)
8. Students continue working on their name tag project. (25 min)
9. Students clean up workstations, modeling proper brush cleaning. (5 minutes)
10. Reflective activity. Explain: students can go around discussing their name tags. Ask: why did you use the materials you used? What is your drawing(s) of and why did you choose those subjects/ideas to add to your art? (10 minutes)
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Watercolor paint
* Paint brushes
* Water Containers
* Mixed media paper
* Cardboard
* Crayons or pastels
* Colored pencils
* Markers
* Q-tips
* Salt
* Alcohol
* Masking tape
* Paper towels
* Our nameplate
* Visual imagery

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| * Obtain images for presentation and artwork to show to students
* Create illustrated name tags for example
* Set up materials and workstations
	+ Organize materials for each table
* Safety with the alcohol
	+ Ingesting and/or getting in eyes
* Safety with scratch art tools
* Discuss final plans and responsibilities with group

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?  |
| * Art visuals for instruction
* Involve students during instruction
* Move around the room while instructing
* Include exciting elements with instruction and demonstration
* Talking while “doing”
* List steps and goals on board for students to reference

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