




Art Lesson Plan Template

TCNJ ART LESSON PLAN

Overview			
Teacher(s) Name	Leah LaFevre Sarah Fiedler Co-op: Ashley Kennedy		
Artwork Example	<p>Teacher Work:</p>  <p>Student Work:</p>  		
Lesson Title	A Commotion in the Ocean		
Central Focus (Visual Art Concepts)	<ul style="list-style-type: none"> In this lesson, 3rd grade students will learn how the items they leave behind (what they discard) can affect the ocean and the animals within it). Students will analyze and interpret the works of Aurora Robson and how she conveys a message of anti-pollution through her 3D works. They will construct a 3D object (plastic jellyfish) and install it using everyday items that they and their families may discard. This lesson will teach students about pollution and how we can prevent pollution by repurposing materials; thus allowing students to take a stand against pollution. 		
Art Form	<input checked="" type="checkbox"/> 2-D: (Installation Background)	<input checked="" type="checkbox"/> 3-D: Plastic Bag Jellyfish	<input type="checkbox"/> 4-D: <input type="checkbox"/> Other:
Grade Level	3rd		
Class Name	Ms. Reilly's 3rd Grade Class		
Class Size	22 children, 3 Aids		
Time	<u>60</u> Minutes <u>1</u> Days/week <u>3</u> # Total Lessons (or Days)		
Class Demographics	Boys:12 Girls:10 Those with IEP's: 4 students Those with 504: 4 students		

Big Idea and Understandings

Big Idea	<ul style="list-style-type: none"> Repurposing <ul style="list-style-type: none"> Things we leave behind - pollution
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Essential Questions	<ul style="list-style-type: none"> How can we repurpose the things we discard? How do the things we discard affect our environment? What can we do to help prevent pollution?
Enduring Understanding	<ul style="list-style-type: none"> The significance of repurposing materials is to reduce waste and to being conscious of its purpose once it is thrown away. The things we leave behind can have a negative impact on the environment. However, in some circumstances they can be used to benefit the environment in many ways. Being aware of pollution and how it ends up in the ocean is important because while it may not affect our lives directly, it will become a larger problem in the future.
Key Questions	<ul style="list-style-type: none"> How do humans impact the environment? The ocean? What are the pros/cons of leaving things behind? How do you create form out of recyclable materials?

Learning Objectives

Objective	Lesson # (when it will be taught)
1. The student will (be able to) (SWBAT)... understand how pollution affects wildlife in the ocean by examining the negative effects of pollution.	#1
2. The student will (be able to)... explore various ways of repurposing materials by creating 3 dimensional works (using recycled materials).	#1-2
3. The student will (be able to)... apply techniques of pattern to 3D works of art.	#2-3
4. The student will (be able to)... construct and evaluate an installation within a space by working collaboratively (using their works: jellyfish, collaborative ocean scene background).	#3

Standards

	Standards	Objective # (aligned)
New Jersey Visual Art Standards	<ul style="list-style-type: none"> 1.1.5.D.1 - Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living. 1.3.5.D.5 - There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem solving skills. 1.3.5.D.4 - The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 	#1, 2, 3 #4 #3
National Visual Art Standards	<ul style="list-style-type: none"> VA:Cr2.1.3a - Create personally satisfying artwork using a variety of artistic processes and materials. <ul style="list-style-type: none"> Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? VA:Cr2.2.3a - Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. <ul style="list-style-type: none"> Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? VA:Pr4.1.3a - Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork. <ul style="list-style-type: none"> Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation? VA:Cn10.1.3a - Develop a work of art based on observations of surroundings. <ul style="list-style-type: none"> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to 	#2 #2 #4 #1, 2, 3

Assessment (Objective Driven) <i>Attach copies of assessment and evaluation criteria/rubric</i>				
	Lesson/ Day #	Objective #	Title Assessment	Evaluation Criteria: Describe how this assessment strategy provides evidence of student understanding of the objectives/concepts being taught. Describe how you will provide feedback to students on this assessment.
Pre-Assess.	#1	#1	Classroom Poll/questions	This strategy will assess students for their prior knowledge using their personal assets as well as



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				knowledge learned from the previous year. This will assess students on their current understanding of ocean pollution, conservation as well as prevention. If there appears to be a lack of understanding or knowledge in a certain area/topic, this topic can be reviewed further during the lesson.
Formative	#1	#1,2	Wrap-Up Discussion	Students will be asked questions that require them to recall the information covered during the opening powerpoint. By recalling information, this will show that students have grasped the concept and topic being discussed. For those students who struggle to answer the questions, a brief review and explanation will be given.
Formative	#2	#1	Opening Discussion and Questions during and after Video	Students will sit on the carpet and be asked to recall the information covered in the previous class. Question include; "what topic did we discuss last class? What is repurposing? What artist did we discuss? What message were they trying to portray? Why is this message important?" These questions will assess for student comprehension and retention. It will also prompt deeper thinking while also allowing students to share their ideas with peers.
Formative	#2	#1, 2, 3	Wrap-Up Discussion	Students will again return to the carpet for an end of class discussion. They will be asked to reflect on their artmaking. Questions include: "What did you like about this portion of the project? What was hard? How does what we are creating relate to our message?" This assessment will require students to recall information learned during the lesson. Thus assessing for student comprehension. This provides an opportunity for students to ask questions and be given clarification.
Formative	#2	#3	Pattern Worksheet/Brainstorming Worksheet	Students will complete a worksheet that explores pattern. The worksheet includes some examples of patterns and includes a space where students are to create and practice making their own patterns. This serves as a space where they can sketch out their pattern ideas before they draw them with marker on their jellyfish. This worksheet will assess student thinking and understanding while also giving them a space to brainstorm.
Formative	#3	#1, 2, 3, 4	Class Discussion	Students will be asked a series of questions which will ask them to recall information from the prior class. This will pose as a way to gauge student learning and understanding. If students have difficulty answering questions, the topic will be discussed again throughout class to ensure that students understand the concept. Scaffolding will be used to help students recall information.
Formative	#3	#1, 4	Whole class Critique/Discussion of Installation	Students will collaboratively assemble and display their works in an installation. During the assembling process, students will discuss the most successful way to display their works so that viewers will understand their message. This will show that students have grasped the concept of presenting works as well as exploring ways to successfully

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				convey a message. Students will be guided with questions and ideas to consider.
Summative	#3	#2, 3, 4	Rubric- Final Artwork (included in appendix)	The rubric evaluates how well students demonstrate an understanding of each objective. Each student's work will be evaluated and graded based on the objectives and the goals discussed in class. Written comments about strengths and suggestions for improvement will be included at the bottom of each rubric. Rubrics will be collected by the Co-op so that the grade can be recorded.

Materials and Artist

Teacher Instructional Materials	<ul style="list-style-type: none"> • Powerpoint, Pattern worksheet, teacher examples, video, rubric, images of sea life, projector • Materials for demonstration: • Jellyfish: plastic shopping bag, newspaper/magazines, rubber band, string, scissors, fabric, yarn, egg carton, lamination paper, bubblewrap, sharpie markers • Installation: Large blue paper, oil-pastels, pencils and erasers • What teacher materials and equipment are needed? List as bulleted points and be specific. Include all instructional materials (e.g., small image of teacher art example and images of posters, bulletin boards and other resources). • Include handouts, worksheets, and PowerPoint slides at the end (with 6-9 slides per page). Please include the list here with the title (or explanation) of each supplemental material.
Teacher Artwork Example	<div style="display: flex; justify-content: space-around;">   </div> <ul style="list-style-type: none"> • White jellyfish was pre-made, the yellow was made during the demos • Plastic Bag Jellyfish example • Materials: Plastic shopping bag, paper (newspaper, magazines, etc), ribbon, fabric, rubber band/string, sharpie marker, bubblewrap, laminate paper, egg carton
Student Materials	<ol style="list-style-type: none"> 1. Introduction powerpoint 2. Pattern worksheet 3. Videos 4. Jellyfish: plastic shopping bag, rubber band, string, scissors, newspaper, sharpie markers, egg cartons, laminate paper, yarn, beads, bubblewrap, fabric, ribbon 5. Installation Background: Blue paper, oil-pastels, pencil, tape, fishing line (to hang)
Key Artist and Artwork	Aurora Robson https://www.aurorarobson.com/

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Phoenix

2010

18" x 18" x 60"

Plastic debris (PET), aluminum rivets,

tinted polycrylic + mica powder



The Tide is High

2017

Welded HDPE, LDPE and fastened and airbrushed PET taken from the waste stream

40' x 8' x 12'



The Other Side

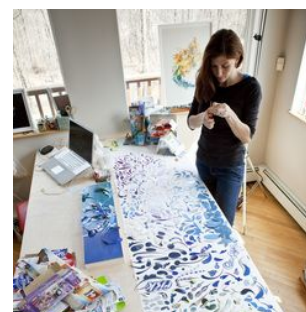
2007

10"x10" Ink and junk mail on paper

Photograph of Aurora Robson in her studio

Links:

<https://www.aurorarobson.com>



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Vocabulary and Language Acquisition	
Vocabulary	<ol style="list-style-type: none"> 1. <i>form</i> - the shape and structure of a 3D object 2. <i>line</i> - an elongated mark that connects one point to another 3. <i>pattern</i> - repeating line, shape, form 4. <i>shape</i> - spacial form or contour 5. <i>installation</i> - a work of art consisting of multiple art pieces in a space 6. <i>repurposing</i> - to give a new purpose to an object <p>Reference: Merriamwebster.com</p>
Language Function (Choose only one)	<input type="checkbox"/> Analyzing <input type="checkbox"/> Comparing/Contrasting <input type="checkbox"/> Critiquing <input type="checkbox"/> Describing <input type="checkbox"/> Interpreting <input type="checkbox"/> Explaining <input checked="" type="checkbox"/> Evaluating
Language Learning Task	Students will evaluate the significance of the materials they will use in the creation of the Plastic Bag Jellyfish. They will observe and interpret how the materials they choose helps to convey the message of anti-pollution, and repurposing recyclable materials. Students will develop a 3D piece using repurposed materials and collaboratively construct/display an installation.
Language Demands	<p>1. Vocabulary (or Key Phrases)-</p> <p>Students will practice <i>line</i> by practicing <i>pattern</i> on the pattern worksheet. They will then apply pattern to their jellyfish.</p> <p>Students will construct a jellyfish, using a plastic bag to create the 3D <i>form</i> of the jellyfish. When stuffing the jellyfish with newspaper, students will explore how <i>shape</i> and space can influence form.</p> <p>Students will analyze the definition of <i>repurposing</i>. Students will then use their knowledge of what a repurposed material is to select materials to create their jellyfish. They will also explore and analyze how Aurora Robson uses repurposed materials to create artworks.</p> <p>Students will draw inspiration from Aurora Robson to develop and <i>installation</i>. Students will discuss what an installation is and how it can be beneficial when trying to spread a message using artwork.</p> <p>2. Discourse or Syntax-</p> <ul style="list-style-type: none"> • Discourse: Students will use discourse when collaborating during the creation of the installation. During this collaborative activity, students will use artist vocabulary to discuss ways in which to design and create their pieces.
Language Supports	<p>Language function- Worksheet on pattern where students can evaluate patterns and determine how to create a successful pattern.</p> <p>Vocabulary- Discussion on vocabulary words. Visual examples of these words. Worksheet on pattern.</p> <p>Discourse demands- Discussion about what an installation is, how it is made, and the characteristics needed to create an installation.</p>

Considerations (for Effective Instruction)	
Students Prior Knowledge and Conceptions	Students have prior knowledge of creating forms of sea life. Their 2018 Art Show was an "Under the Sea" theme, in which they created various sea creatures such as 2-dimensional sea turtles. We are taking this concept further by introducing the Big Idea of Environmental issues and repurposing materials. They also understand concepts such as perspective, line and pattern.
Building on Student Assets	Community Assets: Students can be encouraged to help clean up their local beach in efforts to stop pollution.
Common Errors or Misconceptions	A misconception could be that anything and everything can be thrown in the ocean to help save wildlife- I.E. as mentioned in the powerpoint, old subway cars being used as coral reef structures. We have to specify that these things are specifically and specially chosen by marine biologists to help the environment.

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Student Choice	Students will be able to choose what colored fabric, and pattern they would like to create their fabric fishes with. They will also have creative freedom in choosing what shape, color, texture, etc they use to make their coral. Students will take part in the installation process of the finished artworks.
Higher Order Thinking Questions	How will this affect our planet in the future? What other materials can we repurpose? How can form and collage convey a message? Why is it important to share ideas and information?
Grouping Strategies	Students will sit in assigned seats. Students with disabilities will be placed closer to the front of the room/teacher, or with their classroom aid. .
Learning Tasks	<input type="checkbox"/> Lecture <input type="checkbox"/> Critique <input type="checkbox"/> Discussion <input type="checkbox"/> Demonstration <input type="checkbox"/> Sketch <input type="checkbox"/> Artmaking <input type="checkbox"/> Game <input type="checkbox"/> Experiment <input type="checkbox"/> Worksheet <input type="checkbox"/> Quiz/Test <input type="checkbox"/> Modeling <input type="checkbox"/> Reflection <input type="checkbox"/> Activity <input type="checkbox"/> Collaboration <input type="checkbox"/> Individual Instruction <input type="checkbox"/> Other (describe):
Appropriateness of Learning Tasks	<p><u>Discussion:</u> June King McFee has a strong focus on multiculturalism. She believes that this country is more diverse than we may think it is. Now being observant of the culture around us changing, we have to rethink our ways in a sense. We have to stop and reassess our thoughts. Present- day families are going through changes as well. She is aware of the cultural environment around her and finds that it is important to take advantage of these constant changes that are happening. For June King McFee, art is a comprehensive term that is defined as anything purposefully created by man that interprets and/or enhances the value of their experience. With her philosophy, she mentions how there were two main purposes for the visual arts: personal expression and interpersonal communication. In a contemporary society, the work of artists can convey many different meanings, and these meanings are communicated with other artists. Because of this, McFee also suggests that art is a means of communication, “an expression of the qualitative essence of experience, whether it uses word symbols, sound symbols, or visual symbols.” (McFee, NAEA Symposium, 1965)</p> <p><u>Artmaking:</u> John Dewey - Giving the students more hands on activities will build more experiences with the students. Students will remember concepts that they were taught better if they require hands on activities because they will learn why they are doing such projects. Art teachers should educate themselves on what their students are learning in their other classes and then later apply them to the art class.</p>

Accommodations (to support learners)

Students with IEP or 504s	<ul style="list-style-type: none"> • 2 Students with Autism • 2 Students with ADHD • 2 Students with Learning Disabilities • 2 Students with Visual and Auditory Processing Disabilities <p>Modifications:</p> <ul style="list-style-type: none"> • Variable materials - they may substitute a material for another if they have difficulty using it. For example, instead of using a rubberband, they could use a string to tie the head of the jellyfish closed. • Verbal and visual instructions will be given • Students will be given extended time of projects if needed <p>Modifications as provided by the Co-op:</p> <ul style="list-style-type: none"> • Allow extra time for task completion • modify curriculum based on student's ability • Break down tasks into manageable units • Frequently check for understanding • Simplify tasks for directions • provide modeling • Provide small group instruction • Repeat directions as needed • Provide multi sensory directions as needed • provide preferential seating • use consistent classroom routine • give direct uncomplicated directions • provide praise to increase self worth • allow personal interests to drive motivation
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Adaptations and Accommodations	<ul style="list-style-type: none"> • Verbal and visual directions as well as active participation during demos: Verbal directions will be given as well as visual directions through demonstrations, teacher examples, and when helping students individually. This aids visual and auditory learners. For kinesthetic learners, they can assist in making the artwork during demonstrations. • Verbal directions are slow: Directions are broken down into simple steps and are spoke in a loud, clear, slow tone. • Repeating directions: Directions will be repeated in front of the whole class during discussions and demos as well as individually with students. • Flexible grouping: students can pick who to sit with/work with • Hands on project: Projects will be tactile focused - Our co-op has mentioned that they learn better this way/they are bodily-kinesthetic learners. • Ample student choice (materials, size, dimensions, colors): They can choose what size to make their work, what materials; and for the installation, they can choose what they would like to draw as well as where they want to hang their jellyfish. • Varied materials (fabric, bubblewrap, ribbons, string, different colored bags): Students are not limited to using one or specific materials, if they struggle with one they may use another in its place. They are not forced to use a certain number of materials, but rather encouraged to explore materials. • Individual check-ins: Teachers will check with these students individually and frequently to provide any guidance and answer questions. • Flexible timing: Additional work time is built into the lesson schedule to give flexibility incase students need more time to complete goals for the day. (Such as giving time the following class to work/catch-up) • Scaffolding: During discussions, scaffolding will be used to help students recall information. During work time, if a student is confused or is unsure of what to do, suggestions can be made to hint at what they can do and/or questions will be asked to prompt thinking.
Enrichment and Extensions	Students will begin with the jellyfish activity, which builds meaning on how trash can look like food to sea life. It will also help them to practice 3D forms. Students will use various materials and explore ways they can manipulate them to create their piece.
Activity for Early Finishers	Students can work on their "All About Me" questionnaire worksheet. Students can begin exploring a new material. If they have completed their jellyfish, they may begin working on the background of the installation. If they finish the installation, they may collaborate with other students on another portion of the background.

References and Sources

- Hook Youtube Video <https://www.youtube.com/watch?v=uRnFzZj4dVk> - about a fish's reaction to ocean pollution (for lesson 1)
- Artist: <https://www.aurorarobson.com/> - Artist images (lesson 1 and 2)
- Artist Video: <https://www.youtube.com/watch?v=zEaxno5uOZk&t=1s> (lesson 2 hook)
- <https://www.noaa.gov/> - additional information about ocean wildlife
- Merriamwebster.com - definitions of vocabulary

Lesson #1: First Day (Introduction)

Instructional Strategies and Learning Tasks

Central Focus (Visual Art Concepts)	In lesson 1, students will observe and explore <u>ways in which the things humans discard can have an impact on ocean life</u> . They will analyze and discuss the ways in which we can help prevent pollution and how we can repurpose waste to benefit ocean life. They will then begin practicing how to <u>repurpose</u> waste materials by creating a plastic bag jellyfish. They will explore and apply the use of <u>3D form and shape</u> to create this piece.
Focus of Lesson 1 (choose one)	<input type="checkbox"/> Create Visual Art <input type="checkbox"/> Present Visual Art <input checked="" type="checkbox"/> Respond to Visual Art Students will analyze the works of Aurora Robson and discuss how she addresses the crisis of pollution by repurposing waste to create works of art. They will analyze and interpret ways they can apply Aurora's idea of repurposing into their own pieces and into works they may create in the future.
Component(s) of Lesson 1 (choose 1-2)	<input checked="" type="checkbox"/> Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning) <input checked="" type="checkbox"/> Developing works of art/design (using techniques, methods of experimentation, or investigation) <input checked="" type="checkbox"/> Relating art to context (personal, social, cultural, or historical perspectives) <input type="checkbox"/> Making personal choices (of content, methods, or styles) <u>Interpreting art:</u> Students will analyze the works of Aurora Robson to understand how to create 3D forms using recycled materials. They will learn how using these materials can help create a message of anti-pollution. <u>Developing Art:</u> Students will practice and apply form and shape to develop a 3D sculpture (plastic shopping bag jellyfish). <u>Relating Art to Context:</u> Students will evaluate and interpret ways in which the things they discard, in their own lives and globally, can have an impact on the environment. They can take steps in their own life and in their community to help make a positive impact.

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Lesson 1 Beginning/Introduction (20 minutes)	Instructional Methods
<ul style="list-style-type: none"> ● Hook: Youtube Video https://www.youtube.com/watch?v=uRnFzZj4dVk about a fish's reaction to ocean pollution ● Topic Question or Introductory Activity (Pre-Assessment): <ul style="list-style-type: none"> ○ Classroom Poll: A series of question are asked and students who know, do, or agree with the question raise their hand. ● Explain the day's activities- Students will participate in a brief lecture. They will discuss various aspects of pollution (it's affects, how it happens, what can be done to prevent it). Students will then be introduced to a contemporary artist who repurposes recycled materials. They will then do a short exercise where they will create Plastic Bag Jellyfish. In this exercise, they will begin to practice a way to repurpose waste to create art. If they complete the activity early, they will then be introduced to the activity for day 2; Fabric Fish. ● Students will understand the purpose and importance of today's lesson by observing how the choices they make can impact the world around them. Their interest will be peeked by the animated video shown during the introduction as well as providing relevant solutions that they can implement in their own lives. Students may have already created 3D works and can therefore carry over their knowledge into today's activity. They can also use their personal assets and experiences to help understand and apply their knowledge to create new works (in reference to the art show they participated in last year). ● 	Class Poll Video
Instruction (20 minutes)	
<ul style="list-style-type: none"> ● Introduction Powerpoint: <ol style="list-style-type: none"> Students will watch a brief animated video about a fish responding to pollution near his home. This will act as the hook to the lesson. They will then be introduced to how humans' waste can disrupt and hurt the ocean environment. They will be shown various photos of how sea creature can mistake garbage for food. The next few slides will introduce ways where repurposing certain waste products can be used to help grow ocean environments. This is specifically shown in the slides where an old car is being used to grow an new coral reef. They will then discuss ways in which they can prevent pollution by participating in community clean ups and by learning how to recycle/identifying proper recycling containers (the difference between a garbage can and a recycling can). Throughout this powerpoint, students will be asked a series of questions to assess their prior knowledge. A poll will also be taken using these questions. Question include, but are not limited to, "What is repurposing? Do you recycle at home? How do you recycle at home? How does pollution affect sea creatures? What is the difference between a recycling can and a garbage can/can you identify them? Have you used recycled materials to make art? What else can you do in your community to help prevent pollution? How will pollution affect future generations?" After the powerpoint is completed, teachers will present the students with the next activity and teacher examples. This includes Plastic Bag Jellyfish and the Fabric Fish. ● Demo: <ol style="list-style-type: none"> A brief demo will be given to instruct students on how to create the first activity, Plastic Bag Jellyfish. Students will gather around a table. A completed teacher example will be presented for reference. Students will be shown step by step on how to create the form. They will be shown what materials are needed and how to use them. They will participate in the demo by answering questions and completing some steps. Example questions: "What shapes does a jellyfish have? How can we make these shapes 3 dimensional/ how can we give these shapes form? What sizes can they be? Who would like to cute the bag to create tentacles?" <ul style="list-style-type: none"> ▪ Show students teacher examples ▪ Discuss the aspects and characteristics of the jellyfish example; such as using a plastic bag to create the body and overall general form, recycled paper to create the "head" of the jellyfish, fabric strips and ribbon as well as bubble wrap to create the tentacles, and a rubber band/string to tie the head of the jellyfish shut. Fishing line and tape can be used to hang the piece when installing. As well as the requirements (materials, techniques, characteristics of a jellyfish). ▪ Begin by picking out a plastic shopping bag. Any color bag can be used because jellyfish come in many colors. ▪ Select recycled paper. Allow student to pick paper and crumple it up into balls. Then gather and place the paper balls into the bag ▪ Section off the bag so that all the paper balls are in a confined section of the bag. Tie it off with a rubber band so that the handles of the bag are dangling down. For students who struggle with fine motor skills and those with special needs, they can substitute the rubberband for string. 	Video Group Discussion Questioning Demonstration Participation during Demonstration

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<ul style="list-style-type: none"> Using scissors, cut the handles of the bag into strips. This creates the tentacles of the jellyfish. Allow students to select fabric, ribbon and bubble wrap. Cut them into strips. Tie one end of the strip around the rubber band/string. These will also be used to create more tentacles. Or students could tie 2 pieces of fabric together so create a longer tentacle with different colored fabric. Using fabric, ribbon or string, create a nametag and tie it around the rubber band separating the head from the tentacles. If this is too complicated, students can write their name on one of the tentacles or the head of the jellyfish. A piece of fishing line or string can be taped to the head of the jellyfish so that it can later be hung in the instillation. Tip: To tie the bubble wrap, pop a FEW bubbles so that the plastic is more flat and can bend easier. <ul style="list-style-type: none"> How will you engage students in active meaning making of key concepts and ideas? Through a video, relevant subject matter, asking questions, and participating in the demo. How will you model this strategy/skill for your students (exemplars and/or demonstrations)? Examples and demonstration Statement of Objective for Learner- students should be informed about learning goals (it helps them know what is expected and what they should learn). What will students do today? <ol style="list-style-type: none"> Students will be expected to complete the head of their jellyfish and begin attaching the tentacles. 	
Structured Practice and Application (_30_ minutes)	
<ul style="list-style-type: none"> Work Time: <ul style="list-style-type: none"> After the demo is completed, they will be asked to <u>quietly walk</u> to their tables and wait to be called up to the demo table so that they can pick out their materials. As they are waiting, bubblewrap and newspaper/magazines will be placed on each table so that student can begin cutting and crumpling. After selecting their materials from the demo table, they will return to their seats and begin working. Students are instructed to use their <u>indoor voices</u> during this time. Teachers will circle the room answering questions and assisting students who have difficulty. They will interact with students who have special needs/disabilities repeatedly to insure that they understand the task and that they can answer any questions/make modifications as needed. Formative Assessment- How will you monitor and assess student learning (for this lesson)? How will you determine if students are meeting your intended learning objectives? <ul style="list-style-type: none"> The jellyfish will be collected and observed for 	<p>Guided Questioning</p> <p>Student Exploration</p>
Clean-up and Closure (_10_ minutes)	
<ul style="list-style-type: none"> Clean up: <ul style="list-style-type: none"> Students will be instructed to begin putting the last item they are working on, onto the jellyfish. They then write their name either on a tag or on the tentacle/head of the jellyfish. Each table is assigned a clean up job. Clean up jobs include collecting the sharpie markers, fabric scraps, bubblewrap, string, and placing them (in a pile) on the demo table. Students will leave their jellyfish at their spot so that they can be collected. They will be worked on again in the next class. All tables should be clean of scraps and materials. Jellyfish should be the only thing left on their table. Wrap-Up Discussion (If there is time): <ul style="list-style-type: none"> There will be a class discussion about the topics covered as well as how well students worked/behaved. Questions could include: "What did you like about the activity? What would you like to add to your jellyfish next class? How does recycling the materials used today help the environment?" Line Up: <ul style="list-style-type: none"> Students will <u>quietly</u> line up by the door and wait for their teacher to pick them up. As they are waiting, a "Student of the Day" will be selected; selection is based on how respectful they were, how diligently they worked, if they helped others, how well they cleaned up and if they listened/followed directions. (This is an award that the CO-op practices every class to encourage good behavior). 	<p>Class discussion</p>

Lesson #2: Second Day (Artmaking)

Instructional Strategies and Learning Tasks

Central Focus (Visual Art Concepts)	Students will watch a video about Aurora Robson at the beginning of the class. Discussion questions will be asked, in relation to the video. Students will discuss about the artwork, and how it relates to the jellyfish they are making in
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Art Lesson Plan Template

	class. Afterwards, students will be able to demonstrate the use of pattern by drawing on clear strips of lamination paper to be added as tentacles to the jellyfish.
Focus of Lesson 2 (choose one)	<input checked="" type="checkbox"/> Create Visual Art <input type="checkbox"/> Present Visual Art <input checked="" type="checkbox"/> Respond to Visual Art Students will focus on creating additions to their jellyfish using new repurposed materials that further address the topic of pollution. Students will complete their jellyfish by adding materials such as lamination paper strips, egg cartons, twisty wire, frayed yarn. Students will practice with the aid of a worksheet and apply the technique of pattern to some of these materials. They will also observe how some of these materials can create the sense of movement.
Component(s) of Lesson 2 (choose 1-2)	<input checked="" type="checkbox"/> Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning) <input checked="" type="checkbox"/> Developing works of art/design (using techniques, methods of experimentation, or investigation) <input type="checkbox"/> Relating art to context (personal, social, cultural, or historical perspectives) <input type="checkbox"/> Making personal choices (of content, methods, or styles) Students will be given work time to develop works of art (Jellyfish and Fabric Fish). Students will watch a video that describes Aurora Robson's process and message in depth. They will relate their works to that of Aurora Robson; thus relating how their works can convey a message similar to how Aurora Robson does. <i>Include 1-2 sentences explaining how this lesson addresses the chosen 1-2 component(s).</i>
Lesson 2 Beginning/Introduction (10-15__ minutes)	
<ul style="list-style-type: none"> Brief recap discussion at the carpet: <ul style="list-style-type: none"> Students will be asked to recall various aspects covered in the previous class. Such as: <ul style="list-style-type: none"> What topic did we talk about during last class? Who was the artist we talked about? What materials did she use to make her artwork? How are we following Aurora Robson/how does our work relate to hers (artistically and conceptually)? Why is it important to recycle? Students then move to their seats to begin watching the intro video <ul style="list-style-type: none"> Intro video of Aurora Robson's work, process and concepts: <ul style="list-style-type: none"> This brief video will act as a recap of the concepts covered during the previous class. It will review the artists and her works and allow students to more thoroughly understand the process she uses to create her pieces. Video Link: https://www.youtube.com/watch?v=zEaxn05uOZk&t=1s *section of video that shows graphic image of dead bird will be skipped. While being skipped, students will be asked questions to ensure understanding and that students were focused.* Students will discuss ways in which their work expresses her message of anti-pollution and ocean conservation. 	Instructional Methods Class Discussion Video Questioning
Instruction (8 minutes)	
Jellyfish Tentacle Demo <ul style="list-style-type: none"> Demonstration of: <ul style="list-style-type: none"> Frayed yarn patterning on clear laminate strips using colored sharpie Spiraling with lanyard paper Attachment of egg carton pieces Further material attachment methods Frayed yarn <i>How can we transform or take apart this material?</i> Step 1: Cut a piece of yarn to desired length. Step 2: Fray the yarn, using fingers (or scissors) leaving about 1 inch of unfrayed yarn at the top. Step 3: Attach unfrayed top piece to jellyfish (tucked into rubber band, or tied around)	Demonstration Class discussion
Patterning Designs <i>What is a pattern? What is repeated in a pattern? How many times can you repeat something to make it a pattern?</i> Step 1: Choose a pre-cut lanyard scrap of your choice Step 2: Create your own pattern, or use pattern from worksheet and draw it on the laminate scrap with colored sharpie. Step 3: Make a fold cut (folding the strip in half and cutting a wedge out of it so it creates a hole.) Step 4: Attach using any yarn or string.	
Spiraling <i>How can we make this laminate paper 3D?</i> Step 1: cut thin spiral into paper, using scissors. (Either freehand with no spiral or sketching a spiral beforehand with sharpie to use as a guide) Step 2: Make a fold cut as demonstrated in the pattern demo.	

Art Lesson Plan Template

<p>Step 3. Attach with yarn or string.</p> <p>Egg Carton</p> <p><i>How might I attach this piece to my jellyfish?</i></p> <p>Step 1: Choose cut egg carton piece</p> <p>Step 2: Poke small hole in top using a sharp pencil</p> <p>Step 3: Tie knot at the bottom of a cut piece of yarn.</p> <p>Step 4: String the yarn through the hole, until the knot stops the yarn from coming through the carton.</p> <p>Step 5: Attach piece by tying around the jellyfish.</p> <p>Students will take part in the demo by volunteering to do parts of the demo. For example, a student can volunteer to show the class how they fray the yarn.</p> <p>Any students who were absent for the previous class will stay at the demo table so that they can be caught up.</p> <p>All other students will return to their seats and begin working on the pattern worksheet and creating their jellyfish.</p>	
<p>Structured Practice and Application (20 minutes)</p>	
<p>After the demo, students will be given a pattern worksheet that can be used for reference, as it has examples of patterns provided. On this worksheet, students will be able to practice creating patterns before they begin working on their jellyfish.</p> <p>As they begin working on their pattern worksheet, supplies and materials will be placed on the table.</p> <p>Independent work time:</p> <ul style="list-style-type: none"> As students complete their pattern worksheet, they may begin working on their jellyfish. Teachers and aids will walk around the room to answer questions and give assistance. Classroom management: students will remain in their seats while working, the “Blabber Brush” will be at the “whisper” level - students need to concentrate as some of their patterns may be more complex. Students will be encouraged to add materials/items that are missing or lacking - students are not required to use all the materials, as this is a choice-based assignment; however, there should be a sufficient amount of the materials that were chosen. When students finish early, they may begin working on day 3’s activity - the background for the instillation or they may complete the “All About Me” worksheet. 	<p>Worksheet</p> <p>Individual work time</p> <p>Exploration</p>
<p>Clean-up and Closure (15 minutes)</p>	
<p>Clean up</p> <ul style="list-style-type: none"> All very small scraps of fabric, yarn, or laminate paper should be thrown away if not salvageable.. If these scrap materials are salvageable, they should be put back in their respected spots. Fabric & yarn bin, cabinets, etc. No material scraps should be left on the floor. (Art Teachers in Training/Floor monitor students sweep up) Finished jellyfish pieces should be placed in the cardboard boxes. Clean up can be broken up into “jobs”. Each table will be assigned to clean up/collect a material. <p>Closure</p> <ul style="list-style-type: none"> Students meet up at the rug after cleanup. Quick wrap up questions about Aurora Robson’s Art (Installation) After discussion, students will line up at the door for dismissal. <p>Closure questions:</p> <p><i>How did we use pattern?</i></p> <p><i>How does Aurora Robson’s installations imitate real sea life?</i></p> <p><i>How are we repurposing the materials we used today?</i></p> <p><i>What did you like about this activity?</i></p> <p><i>What was hard?</i></p>	<p>Closing:</p> <p>Discussion/Recap,</p> <p>Student Feedback</p> <p>Guided Questioning</p>

Lesson #3: Third Day (Artmaking/Presenting)

Instructional Strategies and Learning Tasks

<p>Central Focus (Visual Art Concepts)</p>	<p>Students will create an installation where they will be able to publicly voice their message about ocean pollution; like Aurora Robson did. Students will analyze and explore how displaying works of art can help share information and ideas. This final portion of the lesson will be collaborative, as students are hanging their pieces as a class. They will discuss design ideas such as space, composition, lighting, and viewing positions; as well as the way viewers may look at their installation.</p>
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Art Lesson Plan Template

Focus of Lesson 3 (choose one)	<input type="checkbox"/> Create Visual Art <input checked="" type="checkbox"/> Present Visual Art <input type="checkbox"/> Respond to Visual Art Students will install their jellyfish. They will create a “background” for the installation, which will be an underwater scene. They will draw with oil pastels on a large sheet of paper to create the scene and then hang their jellyfish. They will then hang up the installation in a designated location in the school. Students will collaboratively work together to find the most effective way to arrange their installation so that it can better convey their message.
Component(s) of Lesson 3 (choose 1-2)	<input type="checkbox"/> Interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning) <input checked="" type="checkbox"/> Developing works of art/design (using techniques, methods of experimentation, or investigation) <input checked="" type="checkbox"/> Relating art to context (personal, social, cultural, or historical perspectives) <input type="checkbox"/> Making personal choices (of content, methods, or styles) Students will develop a background for their installation. When assembling their installation, students will discuss ways in which their installation can best portray their message of anti-pollution (the main concept). They will further understand how the things they do in their life have a lasting impact on the environment; and share this idea publicly.
Lesson 3 Beginning/Introduction (_ 10_ minutes)	Instructional Methods
Morning Recap on the Rug: <ul style="list-style-type: none"> Students will sit on the rug immediately after entering the room. They will recall information and topics covered in the previous class. This will be done through a class discussion prompted by questions. Questions include: “How are you all doing today? Can someone please share what we talked about last class? How can we convey our message publicly? How does Aurora Robson do it? What is an installation? Why is it important to share our message?” The activity for the day will be explained (creation of an installation) as well as the end goal (assembling the installation and displaying it). After the students answer the questions, they will be asked to walk to the demo table to learn about the day’s activity. 	Class Discussion Guided Questioning
Instruction (_ 10_ minutes)	
Demonstration: <ul style="list-style-type: none"> After the morning meeting, students will gather around the demo table to discuss and learn about how to complete the day’s lesson. Students will be reminded that they are making an installation, which is a large art piece that is located in a space and can be made up of multiple works. In their case, the installation will be made from assembling multiple pieces of paper that will act as the background and their plastic bag jellyfish. Students will be shown the pre-cut rolls of teal paper that they will be drawing on as the background to the installation. They will also be shown a variety of photographs of sea creatures that they can use as a reference when drawing their background. There are 4 pieces of large paper; 2 that will be the ocean floor, and 2 that will be the “photic-zone” (upper level of ocean water where fish swim). Teachers will select one of the pieces of large paper, one that already has a teacher example on it, and demonstrate how to draw the ocean floor and ocean creatures. Most importantly, a demonstration on the art material, oil-pastels, will be given. <ul style="list-style-type: none"> Unroll a large piece of paper. Show students teacher example. Discuss how the subject was picked depending on which piece of paper they got; rocks and seaweed was drawn for the ocean floor piece. Discuss how the drawing was carefully and nicely made. No scribbling, no writing, and looks realistic. A student will volunteer to select an image that is appropriate for the section of background. Ex. fish. Begin by using a pencil to draw an outline/general shape of the fish as well as some details. Student will be asked what color they would like the drawing to be. The teacher will then color in the fish using oil-pastels. Show different effects the oil-pastels can make by pressing down hard to create rich, saturated color, and by pressing lightly to create a tint of color, giving the sense of transparency. Students can determine which effect they feel will work best for their drawing. Show students how to blend 2 colors together and create different patterns and details. Once completed, students will be told that they can draw as many images as they would like. However, they must be appropriate, realistic, and have good craftsmanship. Students will be told that they do not need to make a masterpiece, they only need to try their best and that they shouldn’t worry about how anyone else is drawing. *Some students in the class struggle with confidence, preventing them from completing work* Students will be reminded that this is a <u>collaborative</u> effort. Therefore, students must work together, be respectful, and share materials/space. Two pieces of the background will be laid out for students to begin working on once they complete their jellyfish. 	Demonstration

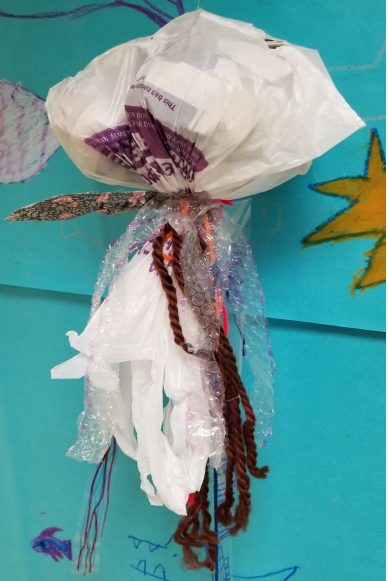


Art Lesson Plan Template

<ul style="list-style-type: none"> Students will be reminded that they must first finish their jellyfish before moving onto the background. Once they feel that their jellyfish have been completed to their liking, they may ask one of the teachers to place them at a background section to begin drawing and to leave their jellyfish at their desk. Once enough students have finished their jellyfish, began working on a background section, and filled it with drawings, those working on the background section will then go out to the hall as group to display their works. Students are reminded that both projects are choice-based. Therefore, they decide what will be included in their pieces and when they believe their piece is completed. After all of this has been explained, they will then be instructed to quietly walk to their seats and wait for their jellyfish to be given to them. <p>Throughout the demo, students will be asked question to get them thinking about how they may approve a technique. Students will be asked to participate to keep the level of engagement up.</p>	
Structured Practice and Application (10-20 minutes)	
<p>Final work on Jellyfish:</p> <ul style="list-style-type: none"> Students return to their seats and wait to be given their jellyfish. As they are waiting, supplies for the jellyfish will be left out on the back table. Supplies include fabric, yarn, string, beads, egg cartons, bubblewrap, laminate paper, sharpie markers, and scissors. As students receive their jellyfish, they may determine if they are finished or if they would like to add more to their jellyfish. If they decide to add more, they may go up to the demo table to gather materials. They may use as much time as needed to complete their jellyfish. However, they should try to finish in time so that they can contribute at least one drawing to the background. Students with IEP's, 504's, and who are struggling learners will receive additional guidance during individual check-ins. As students finish, they will leave their jellyfish at their table and find one of the teachers. The teacher will instruct them to one of the background sections where they may begin drawing. They will collaborate with students at that section to create a cohesive background. After a section has been filled with drawings, that group of students will be asked to stop, get their jellyfish and go out into the hall to hang that section of background and their jellyfish. Once they have finished, they may go back into the class and draw on another section of the background. 	<p>Independent work time and Guided Practice</p> <p>Group Collaboration</p>
Mid-Lesson Critique/Discussion (10 minutes)	
<p>Installation Discussion:</p> <ul style="list-style-type: none"> While in the hallway, students will work together as a group to hang up their background section. They will discuss it's placement and how it looks in the space. They will then discuss where they would like to hang their jellyfish. Students will be asked questions such as, "Where do you think the best spot to hang your jellyfish is? Can viewers see it from all angles? Is there enough light on it? How does it look in relation to the background?" Once they have discussed where they think the best place to put their jellyfish, one of the teachers will hang it up for them (for safety purposes). Students will be encouraged to share their ideas and help others on determining where to place their's. Once all of the students have had their pieces hung, they will return to the classroom to collaborate with other peers on the rest of the background sections. 	<p>Mini-Critique/Class Discussion</p> <p>Group Collaboration</p>
Clean-up and Closure (10 minutes)	
<p>Clean-up:</p> <ul style="list-style-type: none"> Each table will be assigned a clean-up job. These jobs include collecting the oil-pastels and putting them away, collecting any pencils and erasers, and collecting images. Once everything has been cleaned, students will wash their hands and return to their seats. They will then meet at the carpet for the closing meeting. <p>Closing Meeting:</p> <ul style="list-style-type: none"> Students will recap the topics covered during the lesson; such as what repurposing is, how it can help wildlife and people in the future, how they can help prevent pollution in their community, what pattern is and how they can portray a message through artwork. Students' questions will be answered. Final comments and ideas can be shared. Students line up to leave Selection of our final "Amazing Artist" Our goodbye's 	<p>Closing Discussion</p>

Post-Teaching Reflection and Assessment

Reflection	

Art Lesson Plan Template

Assessment	A. Exemplary (strongest) example:	B. Great/Good (average) example:	C. Satisfactory or Unsatisfactory (weakest) example:
			

Appendix

RUBRIC

Ocean Commotion Rubric: Jellyfish and Installation						
Student Name: _____ Class: _____						
		3 Exceptional	2 Meets Expectations	1 Needs Improvement	0 or N/A Did Not Meet Expectations	Selected Score
Plastic Bag Jellyfish	Repurpose at least 3 materials (3 of the same material or 3 different materials) to create a 3D form of a jellyfish (head, neck, tentacles).	Artwork contains 3 or more repurposed materials	Artwork contains 2-3 repurposed materials	Piece has one repurposed material	The piece does not use any repurposed materials N/A: student was absent	

Art Lesson Plan Template

	Used repurposed materials to create a 3 dimensional form of a jellyfish (head, neck, tentacles).	The piece has 3D form and is in the shape of a jellyfish	The piece has 3D form and is in the shape of a jellyfish	The piece is 3D Some shape the of a jellyfish/body parts are missing	The piece is not 3D The form does not look like a jellyfish N/A: student was absent	
	Tentacles of jellyfish have pattern and challenging elements (spiral, egg cartons, beads)	Jellyfish has various patterns and is used on multiple tentacles Tentacles have elements of challenge (spirals, egg cartons, beading)	Jellyfish has pattern on at least one tentacle	Jellyfish has a tentacle(s) that show an incomplete pattern	Tentacles do not have evidence of pattern N/A: Student was absent	
Installation	Student contributed to the background by drawing sea life and participated in discussion of installation	Student drew multiple multiple images on the installation background Student was very engaged in the discussion Student helped classmates by giving suggestions Student was respectful to others by listening to others share, allowing others a chance to speak, and sharing materials	Student drew an image on the background Student was engaged during the discussion Student was respectful of others during the creation of the background and discussion	Student drew part of an image Student was somewhat engaged during the discussion Student was relatively respectful of others	Students did not draw an image on the background Student was no engaged, they were off task and/or distracting others Student was not respectful of others N/A: Students was absent	

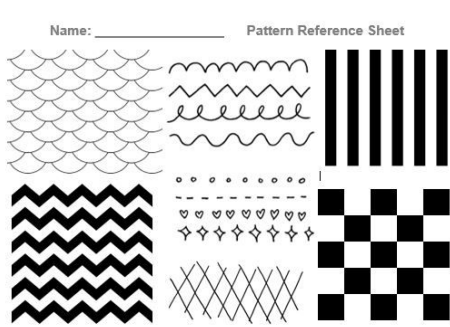
Art Lesson Plan Template

	Teacher Comments:	Total Points Earned----->	
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SUPPLEMENTAL MATERIAL

You may combine the supplemental material (e.g., handouts, PowerPoint Slides (with 6-9 on a page) and handouts) as an attached pdf file.

Name: _____ Pattern Reference Sheet



Create your own pattern below:

NAME: _____ All About ME!

MY FAVORITE FOOD: _____

My Favorite CLASS: _____

FAVORITE HOLIDAY: _____

After School activities I enjoy: _____

Favorite Movie: _____

What do you like the MOST about art? _____

What do you like the LEAST about art? _____

Favorite art material to use: _____

A Commotion in the Ocean: Class Poll

Questions:

Raise your hand if you....

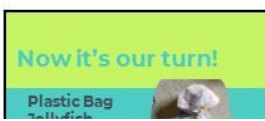
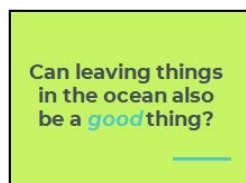
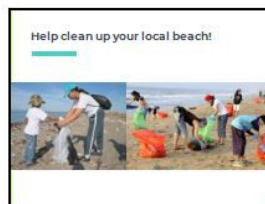
1. Recycle 13
2. Reuse some of your trash/recyclables at home 7
3. Have seen pollution in your community 16 At the beach 14
4. Helped clean up pollution 10

Video Links:

<https://www.youtube.com/watch?v=uRnFzZj4dVk> (Hook video lesson 1)

<https://www.youtube.com/watch?v=zEaxn05uOZk&t=1s> (Hook video lesson 2)

Powerpoint Lesson 1:



Art Lesson Plan Template