

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

Name:	Mr. Coppersmith	Email:	Coppers8@uwm.edu
Lesson Title:	Traffic Jam	# of Sessions	1
Level/Grade/Age:	K4/K5		

BIG IDEA

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

In this lesson, students will explore the significance of colors and their real-life meanings through hands on mobility activities and artmaking. This lesson taps into students developing fine motor and observation skills, and their willingness to play.

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 create their own stoplights using the colors green, yellow, and red.

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 utilize their abilities to trace, cut, and glue circular stoplights onto a construction paper backing.

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

Students will relate their own experiences with driving to the participatory component of the lesson. Students will connect their knowledge of the meaning of different colors to the work they create.

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 about driving and colors, and share knowledge through a short class discussion.

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used:	Stoplight, colors, drive
Where academic language will be practiced (<i>i.e. through writing and art making</i>):	During class discussion, throughout interactive part, during artmaking

UNIT or LESSON OVERVIEW:

Introduction: The lesson begins with a class discussion about driving. I pose a question to the group: Who can tell me something they know about driving? (I model the act of driving with my hands on an imaginary steering wheel). Short idea sharing session follows.

Activity: Then comes the best part of the lesson- we go for a drive. I'm looking for students that are sitting nicely in their chairs and are ready to participate. When they are buckled in and have their hands on the wheel, they may line up behind the leader (me). Students need to obey the stoplight signals, green meaning go, yellow meaning slow, and red meaning STOP. I prompt and direct them with handheld colored signals. Students may make noise with their cars (beep beep, vroom vroom) Students are expected to stay on the roads and not crash into each other or objects. When we are finished with the drive, students return to their seats.

Artmaking: Now we begin the artmaking. I distribute circular coasters and one piece each of green, yellow, and red paper. Students are instructed to trace the coasters on each color and then cut. Once each color is cut, students will glue the colors onto their stoplights. The colors must be in order! If students are capable of writing letters, they may write GO, SLOW, and STOP on each corresponding color. If they are still learning to write, I assist them.

Closure: Students proudly wave their stoplights in the air, showing the teacher the wonderful work they've done.
Adios, amigos!

ADAPTATIONS:	Pre-cut shapes for students who struggle with using scissors, templates, assistance with writing portion.
RELEVANT THEORIES:	Olivia Gude's theory of meaningful play
ASSESSMENTS:	<p>Initial (formal/informal): What do you know about driving? What do people do when they drive?</p> <p>Progressive/Formative (formal/informal): I need my drivers to stay on the road! Keep your hands on the wheel! Color signals, prompts. Ensuring cutting and pasting is done correctly, in the proper order</p> <p>Final/Summative (formal/informal): Student display of work</p>