



UWM Lesson Plan Template for Learning Segment

NAME OF TEACHER: Olivia Griepentrog

LESSON PLAN # AND TITLE: **Lesson 1:** *Creating Community in the Classroom.*

NUMBER OF SESSIONS: Two sessions

BIG IDEA: Community

Because my school is a Montessori located in Milwaukee, Wisconsin, I decided to choose a local artist who also focuses on the idea of community. Andrea Skyberg, a Milwaukee artist and author, collaborates with children in the Milwaukee area to create the art for her books. At Lloyd Barbee, students often work together and have a good sense of collaboration. Therefore, I believe the idea of community and collaboration are highly valued at Montessori Schools, and I thought it would be important to elaborate on how each student contributes to this community. At a young age like Kindergarten, students value the personal attention they receive at a Montessori School. They love to feel close to others. In my lesson, I focus on using this personal input within their pieces. Each student has the opportunity to express themselves and their values, but can also learn to collaborate with other classmates and hear about their values and interests. While planning this lesson, I also kept in mind how my school focuses their attention towards one on one learning, to help each individual with their learning differences. This idea closely relates to Jean Piaget's theory of constructivism. Piaget believes that in order to practice constructivism in a classroom, you need "a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge" (Ozer, 2015) By attending the same school, they already become their own community. They have many similar interests, attitudes and goals that can be recognized once they collaborate together and become a close community.

DEVELOPMENTAL CHARACTERISTICS OF THE LEARNERS (graphic, social, and cultural):

In the K-4 and K-5 grade level, students are still in the process of learning fine motor skills. Because of this, some aspects of the lesson such as using scissors to cut, may be difficult for students. To help make this easier for students, I will create adaptations to the lesson such as, ripping the tissue paper, instead of cutting, to create shapes. Children at the K-4 and K-5 level are also very close to their families. This is why I chose the big idea of community, so that students are able to make prior connections with their social life to the lesson. Because they are close to their families, they also value the same interests of love, care, community, and friendship. I believe all of these values can greatly contribute to the written and visual components that are incorporated within the lesson.

OBJECTIVES AND NATIONAL STANDARDS:

Form and Structure (allow students to analyze and demonstrate art making approaches using art elements and principles of design to convey meaning): Students will learn about color, shape, repetition and layering in order to create community within the classroom. They will use these principles of design to incorporate their personal interests and goals into their artwork to create a visual of their community.

VA:Cr3.1.Ka,

Production (allow students to analyze and use techniques and materials through methods of experimentation and investigation to develop art and/or design): Students will write out words and draw images discussed in our looking and talking segment that reflect on their own personal interests, attitudes, or goals. They will then practice layering by cutting and pasting their choice of color tissue paper over the written words and images.

VA:Cr1.1.Ka, VA:Cr2.2.Ka, VA:Cr2.3.Ka, VA:Cr3.1.Ka

Art Context (allow students to relate art to personal, social, cultural and/or historical perspectives): Students will make personal connections to the book, *CommuniTree* by Andrea Skyberg, an artist who works collaboratively with Milwaukee Schools to teach the idea of Community in the Classroom. They will reflect on how their own interests, attitudes and goals can be contributed to their community, and how to show this using repetition.

VA:Re.7.2.Ka,

Personal Perspective (provide opportunities to students for personal choices with content, methods, or styles): Students will write and draw upon ideas that reflect on themselves and their community. While sharing with the class, students will present interests that are shared with others in their classroom and how this affects their community.

VA:Re.7.1.Ka, VA:Re.7.2.Ka

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

What academic language will be used: Community, Collaboration, Collage, Shape, Color, Layering and Repetition is the academic language that will be used throughout the lesson.

Where academic language will be practiced through writing and art making: Academic language will be practiced through discussion when students brainstorm what words and images relate to their own community. Students will also practice using the academic language when presenting their personal reflection to the class, discussing how they created repetition through colors and shapes.

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: Description

Emphasis of language function: As a class, we will take a look at several images from the book, *CommuniTree*, and discuss how the images used color, shape, and repetition to create an ideal community. On each image, we will find and discuss where repetition is used and how it was created. We will then use these shapes to compare and contrast the differences between geometric shapes and organic shapes.

Where language function will be practiced through writing and art making: Through students' personal informal reflection, students will discuss the similarities and differences of their work by discussing the shapes and colors chosen to create repetition. Students will describe their choice of shapes and colors, how they used repetition to emphasize their personal input.

UNIT or LESSON OVERVIEW:

Describe how the learning segment or lesson reflects a broad view toward **creating, presenting, or responding to visual art** that incorporates **all** of the following components:

- 1) interpreting art** (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)

While reading the book *CommuniTree* by Andrea Skyberg, we will look and discuss the shapes and colors of the objects on each page. We will reflect on the use of repetition in both the artwork and the written components of the book and how it creates an idea of community.

2) developing works of art/design (using techniques, methods of experimentation, or investigation)

By using the principle of layering, students can create a colorful collage reflecting themselves within their community, and also have an understanding that a community is created by having many different elements put together. Using the technique of layering, students can experiment how much layering is used, and how transparency can play a role in emphasizing specific areas in the piece. Using drawings along with a written component, each piece has room to explore and experiment with the composition.

3) relating art to context (personal, social, cultural, or historical perspectives)

Students will have a clear understanding of how they contribute to their community, as well as how to visually represent the ideas of a community by incorporating their own personal drawings and words of choice. Students have the opportunity to incorporate symbols or vocabulary used in their families, schools, churches, etc. These collages can represent differences and similarities between classmates and also show how a community can be different, but still come together through similar interests, attitudes, and goals.

While providing opportunities for student choice (of content, methods, or styles).

Students will have the choice to choose their own colors, shapes, words, and textures in any style to create their pieces. There will be options of different colors in tissue papers, and the geometric shapes can be arranged in any composition to create a new image. Students have choice in what their personal drawings and written words will be. These drawings and written words will reflect how they contribute themselves to their community. When finished, students will also have the choice to share with the class their pieces and explain their choices of color, shape, drawings and personal interests.

LESSON SESSION PART ONE: *Reflecting on our Interests*

MOTIVATION/INTRODUCTION: Looking and Talking About Art

Questions based on Images:

Essential: What shapes/colors do we see on this page?

Scaffolding: Why would the artist repeat these shapes and colors?

Essential: What words/phrases have been repeated so far?

Scaffolding: Why do you think the artist wanted to repeat these words? How does this relate to your community?

ART MAKING:

Supplies:

Pre-Cut Colored Construction Paper (Squares, Circles, Triangles-large and small)

Markers, Tissue Paper, Scissors, Glue.

Teacher instruction:

Objective: Today we will focus on brainstorming our personal interests, goals, and attitudes that are contributed within the community. We will be writing and drawing about what these interests are, and why we believe it contributes to our community.

Students at work: Students will be choosing their choice of a square, circle, or triangle shape. They will have the choice in what interests, attitudes, or goals to write and draw upon. Students will then glue on pieces of colored tissue paper over the writing and drawings.

Closure: First, the class will start by sharing what words or drawings that they chose to incorporate, and why those words were important to them. Then we will discuss what we accomplished during this session, and what we will be doing in our next session. In the next session, we will collage the geometric shapes together to form houses and buildings, etc. We will combine all of the buildings together on a larger sheet of paper to create our "ideal community". I will have the students start thinking about other elements to incorporate that differ from buildings such as cars, people, or animals. A discussion on what we learned that day will involve each student sharing how they created their own contribution to the community using one of the vocabulary words. We will then end with a smooth transition into clean-up.

LESSON SESSION PART TWO:

MOTIVATION/INTRODUCTION: Looking and Talking About Art

Questions based on Images:

Essential: What is collaboration?

Scaffold: How can we collaborate as a community?

ART MAKING:

Supplies:

Shapes created from previous session, glue, big roll-paper, markers, and scissors.

Teacher instruction (demo): Using my ready-made shapes from the previous lesson, I will combine or “collage” the shapes into a building or house in the style of my choice. Then, I will teach the class how to use the proper amount of glue “Just a dot, not a lot”. Once the glue is on the paper, I will carefully lay one paper on the other, rubbing it nice and even so that it is flat. Once it is dry, I will take a marker, and outline details around the windows and doors.

Objective: Today, we will introduce the idea of collaboration. This is important for today because the students will take their personal pieces, and collaborate with their classmates to put all of the pieces together, creating one community.

Students at work: Students will be working on combining their geometric shapes that they created earlier, to create buildings or other things found in their community. They will be gluing these shapes together, and then gluing them on a big sheet of paper, next to their classmates’ work. Students will be talking with one another, discussing what interests they share.

Closure: We will finish up the lesson by gluing down our pieces onto one big sheet of paper to create a representation of our community. Once the pieces are all finished and glued down, we will look and talk about each of our pieces and why we chose our colors, shapes, and written components to create community. Students will talk to each other about what they share in common, and how they can work together to help the community. I will require that each student explains how their piece contributes to their community by completing the sentence,

“My personal interests contribute to my community because _____”.

ADAPTATIONS: Examples of the vocabulary words, as well as the brainstormed words, will be written and set at each table for those who need help with spelling. I will also leave a teacher example of each step in the demonstration at the front of the room. For those who need help with developing fine motor skills, I will have pre-cut tissue paper, and pre-cut circle, square, and triangle shapes.

RELEVANT THEORIES: The theory of constructivism plays a big role in this lesson on community. Jean Piaget's idea of constructivism has students learn for themselves, by reflecting on their own personal experiences. This lesson requires students to incorporate previous knowledge and personal experiences into their piece, creating new knowledge on the idea of community. By using their own personal backgrounds, experiences, and prior knowledge on community, they will create a new understanding that may differ from another classmates'.

ASSESSMENTS:

Initial assessment: Informal assessment of what words best describe your community. Students will share with their classmates what kind of communities they belong to, and what it feels or looks like to be a part of that community.

Progressive/Formative assessment: For a formative assessment students will point out how color, shape and repetition is being used in their piece. Each student will have to create repetition by using at least two examples of repetition in either written words or drawings. The piece must incorporate colored tissue paper that is layered on top of the written words and/or drawings. This formative assessment will be assessed after the second day of working, but before the final critique/collaboration.

	Advanced (5pts)	Proficient (3pts)	Basic (1pt)
Form/Structure	Artwork created uses multiple colors using tissue paper and exceeds the amount of repetition of images and/or words.	Artwork created incorporates uses some color using tissue paper and uses at least two examples of repetition in images and/or words.	Artwork created has no repeated images and/or words, and incorporates little use of color or tissue paper.
Producing	Student has arranged more than one shape into a building or shape of choice, and added smaller shapes onto the piece.	Student has arranged more than one shape into a building or shape of choice.	Student did not arrange their work into a building or shape of choice.
Art Context	Student has incorporated many drawings and/or writing about interests, attitudes, and goals.	Student provides one example of a drawing and/or writing in their piece.	Student has no drawings or writings reflecting their interests, attitudes and goals provided in their piece.
Personal Reflection	Student expressed on more than five ideas of their interests, attitudes, and goals.	Student expressed a few ideas of their interests, attitudes, and goals.	Student did not express any interests, attitudes and/or goals.

Final/Summative assessment: For my final and summative assessment on this lesson, I will create a handout for the class with several objects like buildings, birds, hearts, etc. and will have students draw where shapes like circles, squares, and triangles can be located within these objects. By drawing the circles, triangles and squares, I will know if my students have learned their basic shapes and how to create larger images using these shapes. I will also know that they know how to collage shapes together.

