



## **UWM Lesson Plan Template for Learning Segment**

**NAME OF TEACHER:** Amber Stone

**LESSON PLAN #1 TITLE:** Greening our community

**NUMBER OF SESSIONS:** 2

**BIG IDEA:** Changing our community. With both book and artist the change I am seeking is to widen students understanding of buildings and how they might help create a better more green society. Population keeps growing and eventually lawn space and gardening space will be a luxury most people won't have so if we start using currently unused space now the transition will be much easier and lead to better ideas of keeping our communities healthy and beautiful.

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

The classroom I am working with is different from most since it is a Montessori classroom with 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders. This set up hopes to foster collaboration among students and leadership. The learners in this class are just starting to hit puberty. They start to form groups based on who they like rather than just talking to anyone. They may have growth spurts and increased hormone production can mean they get hungry often, even if they have recently eaten, and they may be prone to emotional outbursts. Learners in this age range like to talk and are starting to create their own identities and really start thinking about their place in the world. Since they are starting to solidify their sense of self this is a crucial time to get them thinking critically so they can continue to grow and mature into caring adults. At the older portion of this age group the learners start mimicking others and start thinking "why can't I do that?" and "why can't I draw that well?" This is something I work to keep in mind when critiquing artwork, as =I don't want to discourage them. All of this is similar to what Piaget states with concrete operational stage around ages 7-11 when they become less egocentric.

**OBJECTIVES AND NATIONAL STANDARDS:**

**Form and Structure:**

After the lesson the students will be able to demonstrate layering techniques to create depth.

After the lesson the students will be able to identify examples of transformation and be able to discuss it in relation to their art.

National Art Standard: Content Standard: Reflecting upon and \*assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students

- b. describe how people's experiences influence the development of specific artworks
- c. understand there are different responses to specific artworks

Production:

After the lesson students will be able to combine oil pastels and collage to transform a city scape.

National Art Standard: Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

Students

- a. know the differences between materials, techniques, and processes
- b. describe how different materials, techniques, and processes cause different responses

Art Context:

After the lesson students will be able to discuss the artist Fritz Haeg and his thoughts on the modern front lawn.

National Art Standard: Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students

- c. demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

Personal Perspective:

After the lesson students will be able to reflect on their communities to determine if there could be opportunities for making it better.

National Art Standard: Content Standard: Reflecting upon and \*assessing the characteristics and merits of their work and the work of others

Achievement Standard:

Students

- a. understand there are various purposes for creating works of visual art

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Where academic language will be practiced through writing and art making:

Collage - a technique of composing art by pasting on a single surface various materials not normally associated with one another

Transform - to change in form, appearance or structure

Community Garden - a piece of land cultivated by members of a community

Oil pastels - a painting and drawing medium in stick form from a mixture of pigments, non-drying oil, and wax binder

Edible Estates - a model intended to provide a framework for the regeneration of green space around social housing estates, and the setup of community food growing projects.

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

Type of language function: Description, Compare and contrast, Persuasion

Emphasis of language function:

Students will describe buildings around the Milwaukee area this will help them when they are working on the persuasion part because with more descriptions they will be better able to get across what they are trying to do.

Students will compare and contrast to be better able to see the differences and similarities between buildings.

Students will use persuasion to try and convince someone to make a change to the environment because they believe it is necessary for our community.

Where language function will be practiced through writing and art making:

Students will write a persuasive essay about how they would change their communities and describing about how they transformed their images from their Milwaukee community. In this discussion they will compare what they have done to change the building.

**LEARNING SESSION PART ONE:**

**MOTIVATION/INTRODUCTION:** Looking and Talking About Art

Questions based on Images:

Essential: what do plants do? Why would putting plants on a roof top be important? How could plants on a roof top help her community?

Scaffolding: to gauge what students have done before I will ask if any of them have used oil pastels before and if so what they remember about using them. I will then show them five techniques associated with using oil pastels. Another necessary word to check for understanding is community garden, since this is what the focus of the lesson is I need to check for understanding and explain it if it is not understood. Something that will be brought up when reading the book is about transformation. Specifically to get them to notice something changed and have them explain it I will stop on the page where the girl Lydia grace has completed her rooftop garden and ask if it was the same as earlier in the book. I will receive answers and supply the word transform if it is not used.

#### ART MAKING:

Using the techniques I demonstrated the students will practice sgraffito, stippling, cross hatching, blending with the pastels and blending with a tool. They will determine which three of the five they want to incorporate into the next day's project.

#### Supplies:

Oil pastels  
Paper

#### Teacher instruction:

##### Objective:

Students to practice the techniques shown to be able to use them in the final project on the second day. This will also help them be able to identify examples of transformation and be able to discuss it in relation to their art as stated in my objectives.

#### Students at work:

Practicing using oil pastels making sure that they use all of the techniques demonstrated. The first day will be about them learning the materials since most have never used oil pastels before. They should have the techniques shown on their paper with labels so they can refer back to it later. They should also experiment with the materials beyond what was shown in class.

#### Closure:

Asking students to think about the places they live and see every day and what they might change about it to help the community. Students will also be asked about what techniques they are thinking of using during the second part of the lesson and refer to their labeled samples if they are unsure of the technique.

#### LEARNING SESSION PART TWO:

##### MOTIVATION/INTRODUCTION: Looking and Talking About Art

##### Questions based on Images:

Essential: what community gardening is in the Milwaukee area? What do these gardens do for Milwaukee?

#### Scaffold:

Students will be asked to remember about the previous day's lesson with a question about the book we read and about the oil pastel techniques we used. Building on what they know of community gardens I will introduce the phrase edible estates and how artist Fritz Haeg uses it. We will then go over what Fritz Haeg has done with his gardens and how they have helped transform the community he was in. The students will get to see more examples of what is happening in the community gardens of the Milwaukee area. Students will be asked to compare what the artist is doing and what happened in the book.

#### ART MAKING:

##### Supplies:

6 boxes of Oil pastels

Approximately 6 Black and white Xeroxes images of buildings in Milwaukee

##### Teacher instruction (demo):

Using the image of either enderis or Bolton from UW-Milwaukee I will demonstrate using the oil pastels over the image. I will demonstrate for them again different techniques that can be used and how to transform a building into something beneficially for the community.

##### Objective:

Students will be able to use oil pastels and collage to change an image demonstrating how they think their community should look.

##### Students at work:

Students will work on their images with oil pastels using techniques that were demonstrated.

##### Closure:

Asking the students for more places they would like to see changed. Having them describe how their changes benefit the community.

#### ADAPTATIONS:

Tradeja has difficulty reading and as such she takes a while longer to read and process information. This can cause problems in the classroom when she is asked to read and other students read her part for her because she is not reading fast enough for them. In order to address this, I will individually review the content in hand outs and on my bulletin board to make sure she understands.

#### RELEVANT THEORIES:

Blooms Taxonomy is relevant with the three domains because it describes a spiral curriculum where students need to have prior knowledge to be able to accomplish more difficult tasks. It also refers to student's ability to manipulate certain things like tools.

Piaget Cognitive Theory is relevant as stated previously because knowing where a child is developmentally helps lessen problems of giving them things that are too advanced or not advanced enough.

## ASSESSMENTS:

### Initial assessment

During \_\_\_\_\_, I will ask the students:

- About vocabulary words and if they know them and can describe to me a time when they have used or seen the word.
- If they have ever used oil pastels before and what they know about them if they have.
- If they know of any community gardens in the area and what these gardens do for their Milwaukee community.

### Progressive/Formative assessment

Are the students correctly using the tools?

Are students able to remember what techniques were shown on the first day?

Asking the students what they are doing to transform their community picture.

### Final/Summative assessment

Did the students use at least two of the five techniques I demonstrated? Did they use it in an effective way to show a change to the building they were using?

Did the students significantly change the landscape to help the community in some way?

Objective:	The student did not meet the requirements with minimal work.	The students met some of the requirements.	The students met or exceeded what was asked of them.
Form and Structure:  After the lesson the students will be able to demonstrate layering techniques to create depth.	The student has not used layering techniques to create depth in their image.	The student uses minimal layering in their image.	The student fully demonstrates layering in their image to create depth.
After the lesson the students will be able to identify examples of transformation and be able to discuss it in relation to their art.	Student is unable to discuss transformation in relation to their art and is unable to identify examples of it.	Student is unable to discuss transformation in relation to their art or is unable to identify examples of it.	Student is able to discuss transformation in relation to their art and is able to identify examples of it in others.
Production:  After the lesson students will be able to use oil pastels to transform a city scape significantly.	Students do not use oil pastels to transform their city scape.	Students transform their city scape using oil pastels but not significantly.	Students significantly change their city scape using oil pastels.

<p>Art Context: After the lesson students will be able to discuss the artist Fritz Haeg's work and his thoughts on the modern front lawn.</p>	<p>Students are unable to discuss Fritz Haeg's work and his thoughts on the front lawn.</p>	<p>Students are unable to discuss the artist Fritz Haeg's work or his thoughts on the front lawn.</p>	<p>Students can discuss Fritz Haeg's work and his thoughts on the modern front lawn.</p>
<p>Personal Perspective: After the lesson students will be able to reflect on their communities to determine if there could be opportunities for making it better.</p>	<p>Students are unable to reflect on their communities and determine if there are opportunities for making it better.</p>	<p>Students are unable to reflect on their communities or to determine if there are opportunities for making it better.</p>	<p>Students are able to reflect on their communities and able to determine if there are opportunities for making it better.</p>

