COLLEGE OF

# Saint Benedict 🛡 Saint John's

UNIVERSITY

### **Modified Education Department Lesson Plan**

Template includes directional text that should be deleted. Remember that lesson plans should be student-focused rather than teacher directions.

A lesson plan should not exceed four pages.

If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.

### DAY 1

Teacher	Liv Henson	
Subject and grade level	Fiber Arts - 6 <sup>th</sup> Grade	
National and/or State Standard	5.6.2.2.1 Elaborate upon an initial concept for art making. 5.6.2.3.2 Demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment. 5.6.4.8.2 Develop and apply personal <i>criteria</i> to evaluate a work of art using artistic foundations.	
Central Focus	This unit is trying to help students accomplish building upon the initial concept of mixed media by creating a Fiber Mess Mash project, demonstrating awareness of the environmental implications of art materials, tools, studio space, and equipment, as well as developing and applying personal criteria to evaluate their work.	
	Students will make meaningful connections to the materials they're using and the environment while creating this piece. They will present their ideas of experimentation with the materials that builds off of their previous knowledge of mixed media art and the artistic foundations. Then they will respond to their work by applying the criteria we create as a class.	
Objective(s) or learning targets	5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one art work). 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it.	

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	5.6.4.8.2 SWBAT create and use criteria developed by the
	student to figure out which of the artistic foundations their art
	work shows.
Academic Language	Function: purpose for which language is used; essentially the verb of the central focus and objective  1. Elaborate 2. Demonstrate 3. Develop and apply
	Language Demand:
	Vocabulary: Define subject-specific terms, words, or phrases
	necessary for learning the lesson (Basically, any type of material we have available will be a vocab
	word – listed below are examples of the materials we may have)
	- Fiber
	Thin threads of natural or fake materials that make up things like the clothes we wear. Fibers can be cotton, linen, yarn, felt, hemp, string, wool, silk, and so many more
	- Yarn
	<ul> <li>Spun thread used for knitting, weaving, or sewing.</li> </ul>
	- Wool
	<ul> <li>the fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal.</li> </ul>
	- Color/dye
	<ul> <li>The process of coloring or dyeing the fibers that will be used to create fabrics</li> </ul>
	- Cotton
	<ul> <li>It is a soft, fluffy staple fiber that grows in a protective case, around the seeds of the cotton plants.</li> </ul>
	- Linen
	<ul> <li>It comes from the flax plant. It's fibers are spun into yarn and then woven into fabric used for bedding, window treatments, bandages, and home accessories.</li> <li>Linen is lightweight, a great conductor of heat, naturally absorbent, and antibacterial.</li> </ul>
	- Felt
	<ul> <li>It is a textile that is produced by pressing fibers together.</li> </ul>
	- String
	<ul> <li>It is a long flexible structure made from fibers twisted together into a single strand, or from multiple such strands which are in turn twisted together. String is used to tie, bind, or hang other objects.</li> </ul>
	- Silk

 It is a fiber produced by the larvae of a moth. It is the only natural filament fiber, one filament from one cocoon can measure 1000 yards!

### - Hemp

• It is a type of fabric that is made using fibers from the stalks of a particular plant.

### - Plastic Canvas

• It is lightweight plastic with regularly spaced holes in imitation of embroidery canvas.

#### - Cardboard sheets

• We can REUSE old cardboard pieces from amazon boxes and cereal boxes.

### - Blunt tapestry needles

o a hand sewing needle with a non-sharp (dull) end and a large eye.

### - Regular thick sewing needles

O It is a long slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread. We will use it to help us poke holes in the cardboard.

#### **Discourse:**

#### Write-

- Follow along fill-in-the-blank for vocab terms and fill out the back of the vocab sheet as an exit slip (choosing which materials they want to experiment with and their impact on the environment)

#### Tell-

- Share out ideas to large group discussion (in relation to the materials and their effect on the environment)
- Call and response (in relation to the materials and what they think they are and what they could use them for)

#### Show-

- Active listening and engagement with my consistent call and responses and fill-in-the-blanks during the presentation.

#### **Syntax:**

### **Language Supports:**

- Images to go along with the materials
- Sentence starters and finishers for the vocab worksheet
- Sentence starters for the exit slip portion on the back of the vocab sheet.

### Instructional Resources/ Materials

### **Tangible:**

- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)
- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)
- Yarn of all colors and sizes (enough for each student to experiment with it)
- Burlap (enough for each student to experiment with it)
- Old plastic bags (enough for each student to experiment with it)
- Old/used raffia (enough for each student to experiment with it)
- Old/used discarded fabrics (enough for each student to experiment with it)
- Blunt tapestry needles (one for each student)
- Regular thick sewing needles
- Vocab sheet (one for each student)

### **Intangible:**

- Presentation to go with vocab sheet, materials that we'll be using, and their impact on the environment (1)

### Management (Anticipate)

Is this a child-directed or teacher-directed lesson?

- Teacher-directed lesson

What special planning is required for this lesson?

- Accumulation of various fibers and textiles materials and preparation of presentation and vocab sheet

### Manage Behavior?

- Impulse control with the materials, following along with the presentation and the vocab sheet

### Manage materials?

- Impusle control with the matierals

### Manage technology?

Going through the slides on the presentation (just myself – students will not have any technology in front of them)

### Manage learning centers?

- No learning centers

### How much time is needed for this lesson?

- One full class period

### Learner Diversity (Anticipate)

(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations such as assistive equipment, technologies, or multi-lingual learning to take into account?)

### 1. Neurodiverse learner: ASD.

- a. Instead of grading the worksheet, and depending on their cognitive ability, I will still have them complete the worksheet but their grade is not dependent on it. I will anticipate this student in the classroom and make sure to engage them in group discussion by connecting their special interests to the vocab and the environment and asking them to share or write about their special interest in relation to what we're talking about.
- b. If the student is unable to do any of those things, during group work experimentation with materials time, I will go to this student individually and go over the materials with them.

### 2. Student with trouble focusing on something that they feel doesn't relate to them.

a. I will make sure to anticipate that student's disinterest before class and during instruction, connect 1/3 of the materials to something that student has an interest in and relate it back to the environment and the idea of fibers for this unit.

### 3. Reading Needs: Dyslexia

- a. I will pair each vocab word with a picture on my presentation next to the definition. I will put that same picture and definition on the vocab sheet as well so the student can see the picture and associate the vocab word with it.
- b. I also will not grade spelling, only completion, and that the vocab words are in the right place.

### Anticipatory Set Engage/ Bridge: 3-5 min. Script out

Have a table with a pile of all of the fiber – related materials all in a pile on a table.

Ask the students what kinds of fibers they recognize. When they point one out that the recognize, ask why the recognize it – what do they use it for? Connect it to their world.

Ask the students how they could manipulate the fiber they recognized in a different way, then demonstrate for them what they describe.

Then transition to how we will use it in a completely different way in the art room.

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# Procedure: Explore (Question)/ Explain/ Elaborate (Script out):

Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.

Teacher input on the big idea.

Answer questions. Involve children in an analysis of their explorations.

Use reflective activities to clarify and modify their understanding. Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.

\*How will objectives and the lesson be summarized? On Day 1, we will talk about the materials available for this project and their impact on the environment.

- Objectives and lessons will be summarized through the vocab sheet and exit ticket on the back.

On Day 2 we will spend the whole day experimenting with the materials. I will start the class with reminders from the previous day, then at the end we'll go around and share our experimentations with each other.

On Day 3 we will review the foundations of art and spend that whole day developing criteria. I will begin the class with reminders of day 1 and day 2.

On Day 4 we will make the project

On Day 5 we will finish up the project and complete the self-reflection.

- OR-

\*How will you get information across one more time?

### Evaluate/ Assess: (Script out)

Objective 2: 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it.

#### **LOOKING FOR:**

\*How will students <u>apply/demonstrate</u> what they have learned?

I am looking for students, to follow along with the presentation detailing the materials and the environmental implications. Students will apply/demonstrate what they have learned by participating in the call-and-response portion of the presentation and by writing down a material they plan on using in their piece and why.

### \*How will you assess during the lesson (formative)?

I will assess during the lesson by doing a call and response to students, asking them what the original function of the material was, what they usually do when they're done with it, present on what actually happens to it, then ask them how they can use the material differently in art, because if they don't it means what for the environment? I will assess based on participation in this part of the lesson. After the lesson they will write down what material they plan on using and its relation to the environment (that's why they want to use the material) as an exit ticket for that day (on the back of their vocab sheets).

### **TOOL:** \*What is the formative tool of assessment (checklist, etc.)?

Give description of assessment; what will students do? How will you provide feedback during the lesson? List specific means. (Note that feedback should be task, behavior, or content learning specific.)

Students will write down the material they plan on using and its relation to the environment (that's why they want to use the material) as an exit ticket for that day.

I will write some feedback on each of their slips (back of vocab sheets). The vocab sheets should help them with the retention of materials when they choose which ones they want to try to experiment with.

Adapted from Tarleton State University Education Department Lesson Plans: www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf

A CONTRACTOR OF THE CONTRACTOR	
Name:	Grade:
Name:	(ardde)

### Let's talk about fibers!

Follow along and fill in the blanks



Thin threads of natural or fake materials that make up things like the clothes we wear. Fibers can be cotton, linen, yarn, felt, nemp, string, wool, silk, and so many more







The fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal.



The process of coloring or dyeing the fibers that will be used to create fabrics



It is a soft, fluffy staple fiber that grows in a protective case, around the seeds of the cotton plants.



It comes from the flax plant. It's fibers are spun into yarn and woven into fabric. It is also lightweight, a great conductor of heat, naturally absorbent, and antibacterial.



It is a textile that is produced by pressing fibers together.



It is a long flexible structure made from fibers twisted together into a single strand, or from multiple such strands which are in turn twisted together. String is used to tie, bind, or hang other objects.

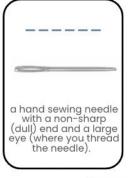


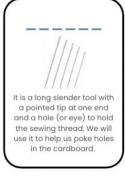
It is a fiber produced by the larvae of a moth. It is the only natural filament fiber, one filament from one cocoon can measure 1000 yards!

Name:	Grade:

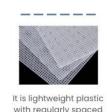
### Let's talk about fibers!

Follow along and fill in the blanks









It is lightweight plastic with regularly spaced holes in imitation of embroidery canvas.



### **Exit Slip:**

want to use (material(s)
ecause using this material will help the environment
)y

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### DAY 2

Teacher	Liv Henson	
Subject and grade level	Fiber Arts - 6 <sup>th</sup> Grade	
National and/or State Standard	5.6.2.2.1 Elaborate upon an intial concept for art making.5.6.2.3.2 Demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment. 5.6.4.8.2 Develop and apply personal <i>criteria</i> to evaluate a work of art using artistic foundations.	
Central Focus	This unit is trying to help students accomplish building upon the initial concept of mixed media by creating a Fiber Mess Mash project, demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment, as well as develop and apply personal criteria to evaluate their work.	
	Students will make meaningful connections to the materials they're using and the environment while creating this piece. They will present their ideas of experimentation with the materials that builds off of their previous knowledge of mixed media art and the artistic foundations. Then they will respond to their work by applying the criteria we create as a class.	
Objective(s) or learning targets	5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one art work). 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it.	

5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows. Academic How are you teaching oral and written language usage and how is language of the discipline used to engage students or present Language information? What do you need to do to be sure students can access the content? Function: purpose for which language is used; essentially the verb of the central focus and objective 4. Elaborate 5. **Demonstrate** 6. **Develop and apply Language Demand:** Vocabulary: Define subject-specific terms, words, or phrases necessary for learning the lesson Vocab for tools that we can use WITH the materials talked about vesterday BIG reminder of these vocab words. **Plastic Canvas** o Lightweight plastic with regularly spaced holes in imitation of embroidery canvas. **Cardboard sheets** Old cardboard pieces from amazon boxes and cereal boxes **Blunt tapestry needles** o a hand sewing needle with a non-sharp (dull) end and a large eye. Regular thick sewing needles o s a long slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread. We will use it to help us poke holes in the cardboard. Discourse: Write-- N/A Tell-Share out ideas to large group discussion (in relation to the materials and their effect on the environment) Call and response (in relation to the materials and what they think they are and what they could use

them for)

	Show Experimentation with materials Syntax: Language Supports: - Images to go along with the materials
Instructional Resources/ Materials	Tangible  - Plastic Canvas (1 small 4in by 4in square for each student to experiment with)  - Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)  - Yarn of all colors and sizes (enough for each student to experiment with it)  - Burlap (enough for each student to experiment with it)  - Old plastic bags (enough for each student to experiment with it)  - Old/used raffia (enough for each student to experiment with it)  - Old/used discarded fabrics (enough for each student to experiment with it)  - Blunt tapestry needles (one for each student)  - Regular thick sewing needles  - Vocab sheet (one for each student)  Intangible  - Presentation of review vocab, materials, and environmental impacts from Day 1 (1)  - Have an online document ready to type on at the end of the day when students go around and share the different things they tried. Print out a copy for each student to have access to tomorrow. Have them keep the vocab sheets with them.

### Management (Anticipate)

Is this a child-directed or teacher-directed lesson?

- Both. It starts with a quick teacher-directed lesson with the presentation and then the rest of the time is child-directed as they experiment with the materials themselves based on their own ideas they cultivate(d).

What special planning is required for this lesson?

- Presentation

### Manage Behavior?

- Impulse control with the materials, cleaning up at the end, and paying attention during the short presentation at the beginning of class that asks them to engage with call and response.

### Manage materials?

- Impulse control with the materials and leaving enough time to clean up at the end.

### Manage technology?

- Presentation at beginning of the class.

### Manage learning centers?

- No learning centers

How much time is needed for this lesson?

- One whole class period

### **Learner Diversity** (Anticipate)

(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations such as assistive equipment, technologies, or multi-lingual learning to take into account?)

### 4. Neurodiverse learner: ASD.

- a. I will anticipate this student in the classroom and make sure to engage them in group discussion during the initial parts of the presentation at the beginning by connecting their special interests to the reminder vocab and the environment and asking them to share or write about their special interest in relation to what we're talking about.
- b. If the student is unable to do any of those things, during group work experimentation with materials time, I will go to this student individually and go over the materials with them.

### 5. Student with trouble focusing on something that they feel doesn't relate to them.

a. I will make sure to anticipate that student's disinterest before class and during instruction, REconnect the matierials to something that student has an interest in and relate it back to the environment and the idea of fibers for this unit.

### 6. Reading Needs: Dyslexia

a. I will continue to use the same images with the same vocab words for written word and verbal instruction.

### Anticipatory Set Engage/ Bridge: 3-5 min. Script out

Have the worksheet/exit slip from yesterday sitting out at each of the students spots when they enter the classroom.

Start with the table full of materials again and invite students to raise their hands to talk about the kinds of materials they are going to experiment with today based on their exit slip. You hold up the material when they talk about it.

		This will transition into a review of yesterday.
Instructional Sequence	Procedure: Explore (Question)/ Explain/ Elaborate (Script out):	Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.  Teacher input on the big idea.  Answer questions. Involve children in an analysis of their explorations.  Use reflective activities to clarify and modify their understanding. Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.  *How will objectives and the lesson be summarized?  On Day 1, we will talk about the materials available for this project and their impact on the environment.  On Day 2 we will spend the whole day experimenting with the materials. I will start the class with reminders from the previous day, then at the end we'll go around and share our experimentations with each other.  - Objectives and lessons will be summarized at the beginning of the presentation as it is reviewed from yesterday.  - At the end, we will go around and share what we learned and create a class document of experimentation that will be written on the board for them to review when they're making tomorrow.  Day 3 we will review the foundations of art and spend that whole day developing criteria. I will begin the class with reminders of day 1 and day 2.  Day 4 we will make the project Day 5 we will finish up the project and complete the self-reflection.  - OR-  *How will you get information across one more time?
	Evaluate/	SWPAT build off the out making idea of mixed modic (using
	Evaluate/ Assess: (Script out)	SWBAT build off the art making idea of mixed media (using multiple materials in one art work).
	<b>T</b> 3333)	*How will students apply/demonstrate what they have learned?  Students have used more than one media before, but now I

am looking for them to build upon that knowledge. I am looking for students to show experimentation with the various materials. This includes trying new ways of using the materials in their non-traditional context. (like tearing the pastic bag into strips and weaving them together).

\*How will you assess during the lesson (formative)? I will assess students by having them, at the end of the experimentation day, share out all of the different materials they used, and the different things they tried with the materials.

### **TOOL:** \*What is the formative tool of assessment (checklist, etc.)?

I will leave 15 minutes at the end of the day to have students go around and each share the materials they used and the different things they tried with them.

After everyone has shared I'll write on the board things we noticed that more than one person was doing with the materials / other cool things we talked about so more students could do that too.

#### Checklist

- Did the student list the materials they used today
- Did the student talk about how they tried different things with the materials
- Did the describe the result of that experimentation

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Objective(s) or learning targets	5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one art work). 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it.

	5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows.
Academic Language	How are you teaching oral and written language usage and how is language of the discipline used to engage students or present information? What do you need to do to be sure students can access the content?
	Function: purpose for which language is used; essentially the verb of the central focus and objective 7. Elaborate 8. Demonstrate 9. Develop and apply
	Language Demand: Vocabulary: Define subject-specific terms, words, or phrases necessary for learning the lesson Principles of art - Balance
	<ul> <li>is the visual weight of the elements of the composition. Balance can be achieved in three ways:</li> <li>Symmetry</li> </ul>
	Both sides of a piece have the same elements in the same position – like a mirror image. If it were folded in half, the two sides would match up and be the same.
	<ul> <li>Asymmetry</li> <li>Both sides of the piece are unbalanced. The piece does not have the same elements in the same position. If it were to be folded in half, the piece would not match up.</li> </ul>
	- Contrast  O Differences in various parts of your piece. Such that each element is made stronger in relation to the other. Examples include negative/positive space and complementary colors placed side by side.
	<ul> <li>Emphasis         <ul> <li>is when an area of the the piece is visually dominant and commands the viewer's attention.</li> </ul> </li> <li>Pattern         <ul> <li>is the repetition of any of the elements of art.</li> <li>Classic patterns are spirals, grids, and weaves</li> </ul> </li> </ul>

### - Rhythm

- o is created by movement implied through the repetition of elements of art in a non-uniform but organized way. Unlike pattern, which demands consistency, rhythm relies on variety.
- Unity/Variety
  - is created when all the elements fit together comfortably.
- Movement
  - o is the result of using the elements of art to move the viewer's eye around and within the image.
  - A sense of movement can be created by diagonal or curvy lines, either real or implied, by edges, by the illusion of space, by repetition, by energetic markmaking, and other techniques.
- CRITERIA
  - o a principle or standard by which something may be judged or decided.

#### Discourse:

### Write-

Vocab sheet for the principles of art

#### Tell-

- Share out how we can use the principles of art as criteria points

### Show-

- Work/experimentation in their work with consideration to the principles of art that we have now created criteria for.

### **Syntax:**

### **Language Supports:**

- Images to go along with the materials
- Sentence starters and finishers for the vocab worksheet

### Instructional Resources/ Materials

### Tangible

- Yesterday's list we created as a class of fun things to try/experiement with for their project if they get stuck.
- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)
- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)
- Yarn of all colors and sizes (enough for each student to experiment with it)
- Burlap (enough for each student to experiment with it)
- Old pastic bags (enough for each student to experiment with it)
- Old/used raffia (enough for each student to experiment

with it)

- Old/used discarded fabrics (enough for each student to experiment with it)
- Blunt tapestry needles (one for each student)
- Regular thick sewing needles
- Vocab sheet for principles/foundations of art (one for each student)

### Intangible

- Yesterday's list we created as a class of fun things to try/experiement with for their project if they get stuck. (on the presentation slide) (1) If we have enough time today they will be able to continue working on their projects so have this slide at the end.
- Presentation reviewing the principles/foundations of art and how they connect to the materials they're using. (1)
- Document ready to go to make the rubric with the class

### Management (Anticipate)

Is this a child-directed or teacher-directed lesson?

- Teacher-directed lesson

What special planning is required for this lesson?

- Preparation of presentation and vocab sheet

### Manage Behavior?

- Following along with the presentation and the vocab sheet Manage materials?
  - Impusle control with the materials (should we have time for them at the end)

### Manage technology?

- Going through the slides on the presentation (just myself – students will not have any technology in front of them)

### Manage learning centers?

- No learning centers

How much time is needed for this lesson?

- One full class period

### Learner Diversity (Anticipate)

(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations such as assistive equipment, technologies, or multi-lingual learning to take into account?)

- 7. Neurodiverse learner: ASD.
  - a. Instead of grading the worksheet, and depending on their cognitive ability, I will still have them complete the worksheet but their grade is not dependent on it. I

will anticipate this student in the classroom and make sure to engage them in group discussion by connecting their special interests to the vocab and the environment and asking them to share or write about their special interest in relation to what we're talking about.

b. If the student is unable to do any of those things, during group work experimentation with materials time, I will go to this student individually and go over the materials with them.

### 8. Student with trouble focusing on something that they feel doesn't relate to them.

a. I will make sure to anticipate that student's disinterest before class and during instruction, connect 1/3 of the matierals to something that student has an interest in and relate it back to the environment and the idea of fibers for this unit.

### 9. Reading Needs: Dyslexia

- a. I will pair each vocab word with a picture on my presentation next to the definition. I will put that same picture and definition on the vocab sheet as well so the student can see the picture and associate the vocab word with it.
- b. I also will not grade spelling, only completion, and that the vocab words are in the right place.

### Anticipatory Set Engage/ Bridge: 3-5 min. Script out

I will have an activity already on the board, with the vocab sheets at each of the students' spots when they come into the classroom. The activity on the board lists all of the principles of design.

Once the bell rings/everyone is settled I will ask the students if they recognize any of the words on the board. If they do I will ask them which ones and what they think they mean.

This will transition us into reminding them of the actual definitions as this a reminder lesson of the principles not a completely new introduction to them.

Instructional Sequence	Procedure: Explore (Question)/ Explain/ Elaborate (Script out):	Gi co pr de Au ex Us Gi un sit *H Or an Or ma the eac da da Da - ( *H
	Evaluate/ Assess: (Script out)	O) the wo

Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.

Teacher input on the big idea.

Answer questions. Involve children in an analysis of their explorations.

Use reflective activities to clarify and modify their understanding. Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.

\*How will objectives and the lesson be summarized?

On Day 1, we will talk about the materials available for this project and their impact on the environment.

On Day 2 we will spend the whole day experimenting with the materials. I will start the class with reminders from the previous day, then at the end we'll go around and share our experimentations with each other.

Day 3 we will review the foundations of art and spend that whole day developing criteria. I will begin the class with reminders of day 1 and day 2.

Day 4 we will make the project

Day 5 we will finish up the project and complete the self-reflection.

- OR-

\*How will you get information across one more time?

Objective 3: 5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows.

### **LOOKING FOR:**

\*How will students <u>apply/demonstrate</u> what they have learned?

I am looking for students to work together at each of their tables to focus on one of the artistic foundations (line, shape, texture, form, space, color, and value) and come up with criteria for the project about that artistic foundation.

What are you looking for... give evidence of learning?

\*How will you assess during the lesson (formative)?

I will start the lesson by going over the foundations of art and picking one of them to do an example of. I will do an example with the class of what it means to come up with criteria about a specific technique, and once they get the hang of it, I will assign each group the rest of the foundations. Then, as a group, each group will come up with a criteria for their given art foundation and share it with the class.

Then, as a class, we'll discuss what that criteria means for our mesh projects, and on the board, I'll create a rubric with the criteria as we go to each group.

# TOOL: \*What is the formative tool of assessment (checklist, etc.)? Give description of assessment; what will students do?

How will you provide feedback during the lesson? List specific means. (Note that feedback should be task, behavior, or content learning specific.)

Once the rubric has been established, at the end of the lesson (DAY 5), students will complete a self-reflection worksheet with each of the criteria points we created together in class. They will then assess their own project to to see if they completed the criteria needed for this project and turn it in to me.

#### EX:

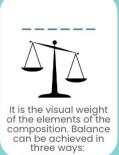
- Did I use three principles of art? Which ones? In what way?
- What materials did I use?
- Did I choose at least one of them with awareness of its negative affects on the environment?
- What are those negative effects?

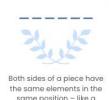
Adapted from Tarleton State University Education Department Lesson Plans: www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf

Name Date	Name:	Date:
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# **Principles of Art**

### Fiber Mesh Art





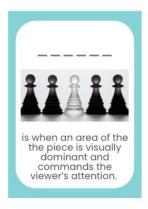
Both sides of a piece have the same elements in the same position – like a mirror image. If it were folded in half, the two sides would match up and be the same.

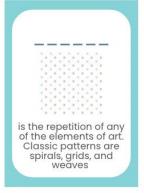


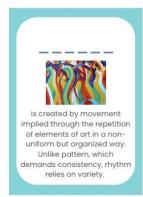
Both sides of the piece are unbalanced. The piece does not have the same elements in the same position. If it were to be folded in half, the piece would not match up.

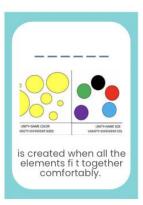


Differences in various parts of your piece. Such that each element is made stronger in relation to the other. Examples include negative/positive space and complementary colors placed side by side.











a principle or standard by which something may be judged or decided.

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### **Modified Education Department Lesson Plan**

Template includes directional text that should be deleted. Remember that lesson plans should be student-focused rather than teacher directions.

A lesson plan should not exceed four pages.

If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.

### DAY 4

Teacher	Liv Henson
Subject and grade level	Fiber Arts - 6 <sup>th</sup> Grade

National and/or State Standard	5.6.2.2.1 Elaborate upon an initial concept for art making.5.6.2.3.2 Demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment. 5.6.4.8.2 Develop and apply personal <i>criteria</i> to evaluate a work of art using artistic foundations.
Central Focus	This unit is trying to help students accomplish building upon the initial concept of mixed media by creating a Fiber Mess Mash project, demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment, as well as develop and apply personal criteria to evaluate their work.
	Students will make meaningful connections to the materials they're using and the environment while creating this piece. They will present their ideas of experimentation with the materials that builds off of their previous knowledge of mixed media art and the artistic foundations. Then they will respond to their work by applying the criteria we create as a class.
Objective(s) or learning targets	5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one art work). 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it. 5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows.
Academic Language	How are you teaching oral and written language usage and how is language of the discipline used to engage students or present information? What do you need to do to be sure students can access the content?
	Function: purpose for which language is used; essentially the verb of the central focus and objective  10. Elaborate 11. Demonstrate 12. Develop and apply
	Language Demand: Vocabulary: Define subject-specific terms, words, or phrases necessary for learning the lesson. No specific vocabulary for this lesson, just a reminder of what we covered yesterday. Posted on the board will be the criteria we

established yesterday and the fun ideas we established on Day 1 and 2 with experimentation.

#### **Discourse:**

Write-

- N/A

Tell-

N/A

#### Show-

- Progress made in their pieces to completion or near completion. I will know if it is completed or near completion if it demonstrates at least three of the principles or art that we talked about.

### **Syntax:**

### **Language Supports:**

- Images accompanying the vocab words in the criteria
- Images accompanying the types of experimenation we talked about.

### Instructional Resources/ Materials

### Tangible

- Their started projects from yesterday
- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)
- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)
- Yarn of all colors and sizes (enough for each student to experiment with it)
- Burlap (enough for each student to experiment with it)
- Old plastic bags (enough for each student to experiment with it)
- Old/used raffia (enough for each student to experiment with it)
- Old/used discarded fabrics (enough for each student to experiment with it)
- Blunt tapestry needles (one for each student)
- Regular thick sewing needles

### Intangible

- Presentation with quick review of principles of design and experiementation techniques
- Presentation makes it clear that they only need to include at least 3 of the principles in their pieces.

### Management (Anticipate)

(Is this a child-directed or teacher-directed lesson? What special planning is required for this lesson? Manage Behavior? Manage materials? Manage technology? Manage learning centers? How much time is needed for this lesson?)

Is this a child-directed or teacher-directed lesson?

- Teacher-directed lesson in the beginning with review, then it is a primarily child-directed lesson.

What special planning is required for this lesson?

- Preparation of presentation

### Manage Behavior?

- Participating in the review activity, then impulse control with the materials

### Manage materials?

- Impusle control with the matierals

### Manage technology?

- Going through the slides on the presentation (just myself – students will not have any technology in front of them)

### Manage learning centers?

- No learning centers

How much time is needed for this lesson?

- One full class period

### **Learner Diversity** (Anticipate)

(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations such as assistive equipment, technologies, or multi-lingual learning to take into account?)

#### 10. Neurodiverse learner: ASD.

a. During worktime I will work with the student one-one matching pictures of the vocab words to their definitions. Then the student will pick one of them to focus on and I'll show them how it is already connecting to their work. Then they can get making! As long as they are using more than 2 materials and keeping in mind the principle of art they chose.

### 11. Student with trouble focusing on something that they feel doesn't relate to them.

**a.** I will make sure to anticipate that student's disinterest before class and during instruction remind them of the principles that connect to their special interest.

### 12. Reading Needs: Dyslexia

a. I will pair each vocab word with a picture on my presentation next to the definition.

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### Anticipatory Set Engage/ Bridge: 3-5 min. Script out

Lesson introduction. Capture the children's attention, stimulate their thinking and help them access prior knowledge.

When the students enter a review activity will be ready to go on the board. It will be the vocab words and their definitions all messed up. Each of the definitions will have an image to go with it.

Students will be asked to help me pick out which definition goes with which vocab word.

This will serve as our review and transition into the criteria we created yesterday and how they must use at least three of them (principles of art and design) in their piece.

# Procedure: Explore (Question)/ Explain/ Elaborate (Script out):

Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.

Teacher input on the big idea.

Answer questions. Involve children in an analysis of their explorations.

Use reflective activities to clarify and modify their understanding. Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.

\*How will objectives and the lesson be summarized?
On Day 1, we will talk about the materials available for this project and their impact on the environment.

On Day 2 we will spend the whole day experimenting with the materials. I will start the class with reminders from the previous day, then at the end we'll go around and share our experimentations with each other

Day 3 we will review the foundations of art and spend that whole day developing criteria. I will begin the class with reminders of day 1 and day 2.

Day 4 Students have the whole hour to complete or nearly complete their project.

Day 5 we will finish up the project and complete the self-reflection.

- OR-

\*How will you get information across one more time?

### Evaluate/ Assess: (Script out)

Objective 1: SWBAT build off the art making idea of mixed media (using multiple materials in one art work).

### **LOOKING FOR:**

\*How will students <u>apply/demonstrate</u> what they have learned?

Students have used more than one media before, but now I am looking for them to build upon that knowledge. I am looking for students to show experimentation with the various materials. This includes trying new ways of using the materials in their non-traditional context. (like tearing the plastic bag into strips and weaving them together).

\*How will you assess during the lesson (formative)? I will assess students by looking at their projects to see if they are near-completed or completed. There must also be evidence of use of more than one material.

### **TOOL: \*What is the formative tool of assessment (checklist, etc.)?**

Give description of assessment; what will students do? How will you provide feedback during the lesson? List specific means. (Note that feedback should be task, behavior, or content learning specific.)

While students are working I will walk around the room, answer questions when needed, and provide feedback to their designs when asked. Students will work on their project for the entire class period.

Adapted from Tarleton State University Education Department Lesson Plans: <a href="https://www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf">www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf</a>

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Template includes directional text that should be deleted. Remember that lesson plans should be student-focused rather than teacher directions.

A lesson plan should not exceed four pages.

If you refer to a text, worksheets, slides or whiteboard images, include a copy. These extra items should not exceed five pages.

### DAY 5

Teacher	Liv Henson
Subject and grade level	Fiber Arts - 6 <sup>th</sup> Grade
National and/or State Standard	5.6.2.2.1 Elaborate upon an intial concept for art making.5.6.2.3.2 Demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment. 5.6.4.8.2 Develop and apply personal <i>criteria</i> to evaluate a work of art using artistic foundations.
Central Focus	This unit is trying to help students accomplish building upon the initial concept of mixed media by creating a Fiber Mess Mash project, demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment, as well as develop and apply personal criteria to evaluate their work.
	Students will make meaningful connections to the materials they're using and the environment while creating this piece. They will present their ideas of experimentation with the materials that builds off of their previous knowledge of mixed media art and the artistic foundations. Then they will respond to their work by applying the criteria we create as a class.
Objective(s) or learning targets	5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one art work). 5.6.2.3.2 SWBAT Show awareness of negative environmental impacts of yarn, plastic canvas, various other fibers, the location in which the students create the work, and where they choose to show it.

	5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows.
Academic Language	How are you teaching oral and written language usage and how is language of the discipline used to engage students or present information? What do you need to do to be sure students can access the content?
	Function: purpose for which language is used; essentially the verb of the central focus and objective 13. Elaborate 14. Demonstrate 15. Develop and apply
	Language Demand: Vocabulary: Define subject-specific terms, words, or phrases necessary for learning the lesson - CRITERIA o a principle or standard by which something may be judged or decided.
	Discourse: Write Self evaluation Tell-
	<ul> <li>N/A</li> <li>Show-         <ul> <li>Exploration of materials in their piece by buliding off of previous skills with fibers by using more than one fiber mateiral, use of at least three principles of design with awareness of at least one of the materials' negative effects on the</li> </ul> </li> </ul>
	environment.  Syntax:  Language Supports:  - Sentence starters on the self evaluation sheet  - Image association with the vocab word.
Instructional Resources/ Materials	Tangible  - Their started projects from yesterday - Yarn of all colors and sizes (enough for each student to experiment with it) - Burlap (enough for each student to experiment with it) - Old plastic bags (enough for each student to experiment with it)

- Old/used raffia (enough for each student to experiment with it)
- Old/used discarded fabrics (enough for each student to experiment with it)
- Blunt tapestry needles (one for each student)
- Regular thick sewing needles
- Printed out sheets of the criteria and self-eval (one for each student)

### Intangible

- Presentation with quick review of criteria we created and introduction to the self-evaluation taht goes with it.
- Presentation makes it clear that they only need to include at least 3 of the principles in their pieces
- And a reminder of what CRITERIA means

### Management (Anticipate)

(Is this a child-directed or teacher-directed lesson? What special planning is required for this lesson? Manage Behavior? Manage materials? Manage technology? Manage learning centers? How much time is needed for this lesson?)

Is this a child-directed or teacher-directed lesson?

- Teacher-directed lesson at the beginning and end, child-directed during the making part.

What special planning is required for this lesson?

- Criteria sheet needs to be printed out for each students

### Manage Behavior?

- Impulse control with the materials and filling out the self-eval according to the crieteria.

### Manage materials?

- Impusle control with the matierals

### Manage technology?

- Going through the slides on the presentation (just myself – students will not have any technology in front of them)

### Manage learning centers?

- No learning centers

### How much time is needed for this lesson?

- One full class period

### Learner Diversity (Anticipate)

(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations such as assistive equipment, technologies, or multi-lingual learning to take into account?)

### 13. Neurodiverse learner: ASD.

a. During worktime I will work with the student one-one matching pictures of the vocab words to their

		T	
		definitions. Then the student will pick one of them to focus on and I'll show them how it is already connecting to their work.  b. I will then help them grade their work according to the one principle they chose rather than three.  14. Student with trouble focusing on something that they feel doesn't relate to them.  a. I will make sure to anticipate that student's disinterest before class and during instruction, connect 2-5 of the principles of art to something that student has an interest in. Then they will know which three to focus on when it comes to grading their own work with the criteria they created.  15. Reading Needs: Dyslexia  a. I will pair each vocab word with a picture on my presentation next to the definition as well as on the criteria sheet.	
ructional Sequence	Anticipatory Set Engage/ Bridge: 3-5 min. Script out	Lesson introduction. Capture the children's attention, stimulate their thinking and help them access prior knowledge.  When the students walk in the criteria we created will be on the board. We will read the defintion/what it means to complete the critieria associated with the principle of design out loud and then match it to the vocab word (that will have a picture with it).  This will transition us into talking about the other parts of the self-evaluation that they will fill out today once they're finished with their project.	
Instructional	Procedure: Explore (Question)/ Explain/ Elaborate (Script out):	Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.  Teacher input on the big idea.  Answer questions. Involve children in an analysis of their explorations.  Use reflective activities to clarify and modify their understanding. Give children the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation. Differentiation happens here.  *How will objectives and the lesson be summarized?  On Day 1, we will talk about the materials available for this project and their impact on the environment.  On Day 2 we will spend the whole day experimenting with the materials. I will start the class with reminders from the previous day,	

then at the end we'll go around and share our experimentations with each other.

Day 3 we will review the foundations of art and spend that whole day developing criteria. I will begin the class with reminders of day 1 and day 2.

Day 4 we will make the project

Day 5 We will review the criteria we made on Day 3, finish up the project and complete the self-reflection according to the criteria we made.

- OR-

\*How will you get information across one more time?

### Evaluate/ Assess: (Script out)

Objective 3: 5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their art work shows.

#### **LOOKING FOR:**

\*How will students <u>apply/demonstrate</u> what they have learned?

I am looking for students to work together at each of their tables to focus on one for the artistic foundations (line, shape, texture, form, space, color, and value) and come up with a criteria for the project about that artistic foundation.

What are you looking for... give evidence of learning? \*How will you assess during the lesson (formative)?

I will start the lesson by going over the foundations of art and picking one of them to do an example of. I will do an example with the class of what it means to come up with criteria about a specific technique, and once they get the hang of it, I will assign each group the rest of the foundations. Then, as a group, each group will come up with a criteria for their given art foundation and share it with the class.

Then, as a class, we'll discuss what that criteria means for our mesh projects, and on the board, I'll create a rubric with the criteria as we go to each group.

TOOL: \*What is the formative tool of assessment (checklist, etc.)? Give description of assessment; what will students

do?

How will you provide feedback during the lesson? List

specific means. (Note that feedback should be task, behavior, or content learning specific.)

Once the rubric has been established, at the end of the lesson, students will complete a self-reflection worksheet with each of the criteria points we created together in class. They will then assess their own project to to see if they completed the criteria needed for this project and turn it in to me.

Adapted from Tarleton State University Education Department Lesson Plans: www.tarleton.edu/~becker/t4/ConstructivistLessonPlanFormrtf.rtf

Name:	Grade:	
	 	_

### Fiber Mesh Art Self-Evaluation

<ol> <li>Did I use three principles of art?</li> </ol>	es N	0
2.Which three principles did I use?		
3. How did I use these three principles in r	45.7	
4.What materials did I use?		
5.Did I choose at least one of the materia		
negative effects on the environment?	Yes	No
negative effects on the environment.		