


Field Assignment Lesson Plan

Student:  Jp Peterson

Grade Level/Course: foundations of Art, 9-12.

School/District: Hartford High School

Cooperating Teacher Caitlin Daly

Date: 10/19/23

Lesson 1: Learning Outcomes/Objective – Observable, assessable behaviors that you wish for students to accomplish at the end of Lesson.			
Students will understand how shapes can create representational artworks.			
Teacher Preparation – Lesson Preparations that need to be completed before students enter the classroom.			
Place scissors, pencils, erasers, on the front table. On the back all place colored paper, serrated via color. Prepare presentation.			
Lesson-Specific Materials			
Instructional Materials – Teacher materials needed during instruction. -smart board -pencils -erasers - scissors -colorful paper -pints out of the assessment		Studio Materials (for Creating Art and/or Presenting Art) -pencils -erasers - scissors -colorful paper -ecist slip	Targeted Materials (any specific materials required for differentiation, accommodation, or modification) - Assessment in Spanish in addition to English
XI. Lesson Procedures/ Learning Tasks and Timeline			
Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
2 min	Good morning! Why is it important to talk about your art work? What's the purpose of talking about art?	Students sit and raise hands to verbally answer the questions.	In what other classes do you talk about your work? What is the purpose of those discussions?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
3 min	Review the day's plan, lesson's learning targets, students work for 20 minutes and Inform students will complete a peer review, and time to work some more, and a small group discussion/ gallery walk.	Students actively listen, and raise their hands to verbally answer the questions.	What is a peer review? What other projects have we done a peer review with? How did you word helpful feedback?
20 min	Teacher instructs students to gather materials. The teacher walks around the classroom assisting students.	Students gather materials and begin working.	Why are you using these shapes, what is your thought process? How do you plan to layer your paper to create your artwork? How did your

			plan change as you work? What step of the project are you on? What is the next step? What materials do you need?
10 min	The teacher models a peer review and instructs students to begin their review. Assist in the review processes.	Students assist with the distribution of the assessment papers. Students receive their peers' work. Students read their peers' feedback. Students discuss any questions with their peers.	Who art are you reviewing? Can you explain what areas need work and why they need work? What about the colors that needs to be changed? Is the artwork taking up the whole paper? What does it mean to have a balanced artwork? Explain why this work is not balanced?
	Closure		
5 min	Teacher instructs students to direct their attention to a exist slip..	Students complete the exit slip. Students place the worksheets on the teacher's desk.	Where do you see shapes in the artwork? Why do you like the shapes (color, Size, position)? Have you written your name? What is step number two? Whose artwork do you want to look at? After the assessment what do you plan to do next/ Why is this your next step? What elements do you plan to change, how did the rubric inform your decisions? What was one area you scored yourself highly in, can you explain why you did so well?
5 min	Clean up	Students clean up their work, putting materials away properly, and placing their artwork in the class drawer.	Where do the scissors belong? Have you cleaned up your table? Do any of your table mates need help cleaning up?

Link to google slides:

https://docs.google.com/presentation/d/1viTdHziSl4VjjAxvicB8qT5xurhJ6VL1eHiPomCy7go/edit#slide=id.g9ce3d34c3b_1_297

Link to closure document:

<https://docs.google.com/document/d/1YwVZfpBg1iQjeGJ4wrHk4wFAjrCemxhrHBp-BMO-tKg/edit>

Lets get Creative

Today's Learning Target

- ☐ I can assess my artwork with the rubric, to monitor my progress.
- ☐ I can use construction to draw complex subjects!
- ☐ I can use colorful paper cutouts to define shapes in an artwork!
- ☐ ¡Puedo evaluar mi obra de arte con la rúbrica, para monitorear mi progreso!

Step 1: Decide on a Design!

You can create your own sketch, or you can base your work on a reference image. [Examples for tracing will be printed as well.](#)

For our class example, I chose this image:



Step 2: Collect Materials

You will need:

- Paper in the colors you require
- Scissors
- Glue Stick
- Pencil
- *paint, sharpie, & oil pastels as needed



Step 3: Plan & Sketch on Your Paper



Today's step Step 4: Cut!

El paso de hoy



Peer review!! ¡Revisión por pares!

Peer Reviewed Rubric Example

	3 (Advanced)	2 (Satisfactory)	1 (Developing)
COMPOSITION	The subject fills up the space. There is no awkward or empty space. The space is balanced.	The subject fills up the space. There is no awkward or empty space.	The subject is floating in space.
SHAPE (ELEMENT OF ART)	The shapes are either organic or geometric consistently to create a sense of style (NOT both unintentionally). The shapes are defined by clear color disparities (differences). The shapes are thoughtfully cut and layered to create a product similar to the intended reference image .	The shapes are defined by clear color disparities (differences). The shapes are cut and layered to create a product similar to the intended reference image . The shapes seem to be cut in inconsistent ways , blending both organic and geometric styles.	The shapes are defined by clear disparities (differences). The shapes are cut and layered in a way that seems rushed and unintentional , that seems loosely based on the reference image. The shapes seem to be cut in inconsistent ways , blending both organic and geometric styles.
SUBJECT	The subject is original and school appropriate.	The subject is school appropriate.	The subject is unclear.

The name of the person who PAINTED THE PAINTING goes on top.

Read each row SEPARATELY, and place a ✓ check grading EACH ROW of criteria.

Leave a note explaining SPECIFICALLY why they received the score and how they can improve. Write your name to be graded.

Name of Artist	Advanced (100)	Proficient (85)	Developing (75)
Acrylic Color Wheel	Carefully constructed and completely labeled 12-part wheel showing each color uniformly mixed through with no streakiness. White was added to make colors opaque and better match the example wheel. ALL COLORS IN CORRECT ORDER.	12-part wheel made to match the colors which are well mixed with a little white to remove streakiness. ALL COLORS ARE IN THE CORRECT ORDER. ✓	Attempted to make a 12-part wheel with 12 distinct colors similar to the example.
Watercolor Wheel	Carefully constructed and completely labeled 12-part wheel showing each color uniformly mixed through with minimal streakiness. Water is used to lighten or darken colors to match example. ALL COLORS IN CORRECT ORDER. ✓	12-part wheel made to match the colors which are well mixed with a little streakiness. ALL COLORS ARE IN THE CORRECT ORDER.	Attempted to make a 12-part wheel with 12 distinct colors similar to the example.
Acrylic Neutral Tones	Using acrylic paint, each mix is equal amounts of the 2 colors named. "Blue and Orange," "Yellow and Purple," and "Red and Green." Then, add a small amount of white to each to see its tinted color. All boxes are labeled and are painted carefully to avoid streaks.	Using acrylic paint, each mix is equal amounts of the 2 colors named. "Blue and Orange," "Yellow and Purple," and "Red and Green." Then, add a small amount of white to each to see its tinted color. All boxes are labeled. ✓	Each pair of colors is mixed, but in an amount that is uneven and heavily leans toward one side, so it is not really a neutral tone. Boxes are labeled.

Notes: You need to completely label your color wheel, even if you just use abbreviations. Great job labeling the watercolor side. The neutral tones are really streaky, so maybe mix them more carefully or apply thicker paint to remove the streaks. - Daly

- Write the ARTIST'S NAME where it says name.
- Evaluate the Painting like in the example on the next slide.
- Leave a note at the bottom offering specific examples of how to receive a 3/3 on all criteria for the painting.
- SIGN YOUR NAME WITH YOUR NOTE AT THE BOTTOM.

- Escribe el NOMBRE DEL ARTISTA donde dice nombre.
- Evalúe la pintura como en el ejemplo de la siguiente diapositiva.
- Deje una nota en la parte inferior ofreciendo ejemplos específicos de cómo recibir un 3/3 en todos los criterios de la pintura.
- FIRME SU NOMBRE CON SU NOTA EN LA PARTE INFERIOR.

Ejemplo de rúbrica revisada por pares

Nombre de la artista	Advanced (100)	Proficient (85)	Developing (75)
Acrylic Color Wheel	Carefully constructed and completely labeled 12-part wheel showing each color uniformly mixed through with no streakiness. White was added to make colors opaque and better match the example wheel. ALL COLORS IN CORRECT ORDER.	12-part wheel made to match the colors which are well mixed with a little white to remove streakiness. ALL COLORS ARE IN THE CORRECT ORDER. ✓	Attempted to make a 12-part wheel with 12 distinct colors similar to the example.
Watercolor Wheel	Carefully constructed and completely labeled 12-part wheel showing each color uniformly mixed through with minimal streakiness. Water is used to lighten or darken colors to match example. ALL COLORS IN CORRECT ORDER. ✓	12-part wheel made to match the colors which are well mixed with a little streakiness. ALL COLORS ARE IN THE CORRECT ORDER.	Attempted to make a 12-part wheel with 12 distinct colors similar to the example.
Acrylic Neutral Tones	Using acrylic paint, each mix is equal amounts of the 2 colors named. "Blue and Orange," "Yellow and Purple," and "Red and Green." Then, add a small amount of white to each to see its tinted color. All boxes are labeled and are painted carefully to avoid streaks.	Using acrylic paint, each mix is equal amounts of the 2 colors named. "Blue and Orange," "Yellow and Purple," and "Red and Green." Then, add a small amount of white to each to see its tinted color. All boxes are labeled. ✓	Each pair of colors is mixed, but in an amount that is uneven and heavily leans toward one side, so it is not really a neutral tone. Boxes are labeled.

Notas: Debes etiquetar completamente tu rueda de colores, incluso si solo usas abreviaturas. Gran trabajo etiquetando el lado de la acuarela. Los tonos neutros tienen muchas rayas, así que tal vez mézclelos con más cuidado o aplique pintura más espesa para eliminar las rayas. -Daly

10/19/23
Exit slip

YOUR NAME/SU NOMBRE _____

How will you apply the suggestions your peet gave you to your future artwork?

¿Cómo aplicarás las sugerencias que te dio tu amigo a tu futura obra de arte?

Exit slip

Post-Instruction Reflection

Learning Objective for this lesson:

- Students will understand how shapes can create representational artworks.

DATA: What was your source of data? (student work, exit slip, oral responses, etc.)

- Student work, the students continued to work on their shape project.
- Peer feedback via rubric.
- Exit slip.

% or # of students who demonstrated mastery/understanding	% or # of students who demonstrated proficiency/but still had Qs	% or # of students who struggled with understanding
- 80% of the students	- 15% of students	- 5% of students

As you plan for the next lesson:

Think about what worked for whom and why?

- The English speaking students were able to grasp the lesson. They were able to begin the lesson quickly and be instructed verbally, responding to my words and direction without translation.
- The students who were closest to the smart board also performed better, due to the board's placement being farther to one side of the room, limiting view for those who sit closer to the windows.
- The students who have peers who do not have documented disabilities, they do not have the same road blockers as some of the students. They were able to stay on task with their work and conversations
- My use of time was appropriate and attuned to the students' needs. I was able to space out the lesson properly when planning. I would give students head up when we were moving to the next step in a few minutes, so they could mentally prepare for a transition. This worked well for the students who typically struggle to begin, as the task was worth their while in order to move to the next step; when telling students we would soon move to the next step they would begin to really focus on the current step in preparation.

Think about what did not work for whom and why?

- The students who are ELLs struggled and or had questions on how to perform tasks. I do not have extensive spanish knowledge and I am not able to fluently instruct these students.
- I can translate words and phrases for ELLs however it takes time and translations are not always equivalent.
 - For example there is no difference in form and shape in spanish, the students struggle to grasp the concept that they are two different things in english.

- The students struggled to understand that this was a peer response, the translation was confusing for some of the students as they had asked another and then me what was expected of them.
- One student who had a documented disability struggled due to issues affecting his health in class, he arrived late and was dismissive of my assistance and my host teachers. He did attempt to focus on the peer review however this was a prolonged process that resulted in him completing only half of the review.
- Initially the students would not listen to me while speaking, they were used to me observing and being quiet while looking at the class, talking one on one or in small groups. I had not addressed the class as a whole prior. Therefore waiting for their attention was not working well. I however found that clapping a small tune did bring attention.

Based on that information, what instructional strategies are you going to put into place for the students listed above?

- For students I will continue to use translators and attempt the wording more prior to the lesson.
- I will continue to use physical prompts such as “hold up your sticky note if you can hear me... sway your spare paper in the air if you are ready for the next step... ect”
- I will attempt to have group leaders. I noticed that if I talk to one or two key people at each table they will assist their peers in their work. I plan to have my leaders come meet me at the front of the room, I will then instruct them, I will send them back to their groups to instruct their groups.