

## CCSU Lesson Plan Template

**Teacher Candidate:** Jp Peterson

**Host Teacher** Caitlin Daly

**Class and Period:** period two

**Date** 10/26/23

**Lesson Title:** Lesson one of value

<b>I. Central Focus</b>			
Students will understand how to create the illusion of form in a two dimensional plane, through the use of shading techniques, and value.			
<b>II. Standards Addressed</b>			
VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.			
VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.			
<b>III. Learning Objective(s)</b>			
1. Students learn how to identify forms, and verbally describe the forms.			
2. Students will understand how to create 3D objects using value			
3. Students know how to identify and effectively use hatch, crosshatch, and stipple			
<b>IV.Academic Language/Language Function Objective(s)</b>			
Function Objective: students will recognize the elements of art, and demonstrate mastery of form.			
Vocabulary Development: students will apply and connect the concepts of hatching, cross hatching and stippling to create three dimensional forms.			
<b>V. Assessments (note any relevant differentiation)</b>		<b>Evaluative Criteria (note any relevant differentiation)</b>	
1. Class Discussion		Students will verbally discuss how basic forms transform from circle to sphere, triangles to cones/ pyramids, ect.	
2. Worksheet		Students complete the worksheet on stipple, hatch, cross hatch, and scribble.	
3. KWL chart		Students complete the KWL chart.	
<b>VI. Key Vocabulary</b>			
Line: a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.			
Shape: a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.			
Value: How light or dark an object is.			
Form: three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are formed.			
Hatch: parallel lines used to create value.			
Cross Hatch: use of lines that intersect to create a hashtag like marks to create value.			
Stipple: dots used to create value.			
<b>VII. Lesson Procedures/ Learning Tasks and Timeline</b>			
<b>Times</b>	<b>Teacher Actions (include differentiation)</b>	<b>Student Actions</b>	<b>Formative Assessments</b>
	Initiation		

2 min	Using slides the teacher instructs students to ponder the difference between two images.	Students talk to their table mates. Students verbally answer questions when called upon.	What do you see? What words would you use to describe exactly what you see?
	Lesson Development		
5 min	Teacher introduces the KWL chart. Instructs students to fill in the boxes.	Students hand write and or type their responses.	What do you see? Have you seen this before? Where have you seen this before?
12min	Teacher reviews Target slides, Basic form slide and video/KWL chart	Watch the video and complete the KWL chart.	
5 min	Teachers have one person from each table come to the white board and demonstrate hatching, cross catching, scrambling and stippling on the board. Each person becomes an 'expert' for their table.	Students observe and verbally respond. Students who finish their KWL will come to the front board to become "experts."	Have you seen this used before, where? Why? What is value? How are we using value? Why did I put on the sun? What did we use the sun for in the past?
20 mins	Teacher sends the "experts" back to their tables.	The students teach their peers the new skills.	What did your expert say? What is another way to phrase that? Where do you see value? What is value? What is a circle? What is Sphere? What is the difference between a circle and a sphere?
	Closure		
5 min	Teacher instructs the class to discuss their KWL charts.	The class discusses their KWL charts	What did you know about shapes, value, and form before you entered the classroom today? How do you

			<p>know that? Why would I write “in art?” How do definitions change outside of art?</p> <p>What did you learn, Why was it important to you?</p> <p>How can you use this in the future?</p>
5 min	Teacher instructs to clean up!	Students put their materials away in the class draw and on the front table.	Where do the pens go? What draw is our class? Is your whale table clean?
<b>IX. Lesson-Specific Materials</b>			
Teacher Materials		Student Materials	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
<ul style="list-style-type: none"> <li>- Print outs               <ul style="list-style-type: none"> <li>- KWL</li> <li>- Practice worksheet</li> </ul> </li> <li>- Pens</li> <li>- Erasers</li> <li>- Presentation</li> <li>- Smart board</li> </ul>		<ul style="list-style-type: none"> <li>- Print outs               <ul style="list-style-type: none"> <li>- KWL</li> <li>- Practice worksheet</li> </ul> </li> <li>- Pens</li> <li>- Erasers</li> <li>- Presentation</li> </ul>	<ul style="list-style-type: none"> <li>- Large font (pre embedded into the entirety of the lesson)</li> <li>- Time accommodations.</li> </ul>

## ELL LESSON

### Commentary on Planning Decisions

**In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.**

<b>Why is it important that these students learn this content?</b>
Students will learn how shapes create form using value. A fundamental aspect of understanding physical art is how artists create the illusion of 3D objects on a 2D plane.
<b>How does this lesson fit into the current sequence of instruction/unit?</b>
The students have learned how lines create shapes and now we are moving to the next step of form. This is the natural progression for students to understand how the elements of art interact. The elements and principles build on each other and this understanding allows for students to not only create but think from a different perspective.
<b>Why are the learning tasks you have developed for this lesson appropriate for this particular content? (Use your knowledge of content AND of theory and research on teaching and learning.)</b>
The use of groups in the lesson will allow peers to become “experts” and to teach one another how to complete the assignment. The students occasionally struggle due to language differences in the classroom. The incorporation of groups will allow for students to converse and consequently comprehend the assignment.
<b>Why are the learning tasks for this lesson appropriate for these particular students?</b>

These students are highly social and have shown this through their use of group discussions (informal and formal). This observation of student connection allows the teacher to see the student's strengths and incorporate them in the classroom; the students learn most effectively when engaging with their peers.
<b>What contextual factors were especially important in shaping your plan for this lesson?</b>
Many of these students are ELLs; they are more reliant on their peers to assist them throughout this course. The ELL's do not have language support when in the arts classrooms; they do not have a para or assistive technology (other than Google Translate on their phones).
<b>How did these factors shape your planning? (Use your knowledge of theory and research on teaching and learning as well as your knowledge of your students.)</b>
These factors have allowed me to include a higher rate of group work and peer assistance as a means of communication, teaching, and engagement of the students within the classroom. Chapter 6 of Doubet mentions, "Heterogeneous grouping (combining ELLs and Englishdominant students in the same group)." By having the students in heterogeneous groupings, the students are able to assist one another and take on leadership roles. I am engaging all students at different abilities, they are learning life skills of counting on and connecting with peers in addition to language skills.

## Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).
<ul style="list-style-type: none"> <li>- <a href="https://ammadson2.weebly.com/kwl-chart.html">https://ammadson2.weebly.com/kwl-chart.html</a></li> <li>- <a href="https://artistcoveries.wordpress.com/2021/03/06/how-many-values-do-we-really-need/">https://artistcoveries.wordpress.com/2021/03/06/how-many-values-do-we-really-need/</a></li> <li>- <a href="https://helloartsv.com/value-scale/">https://helloartsv.com/value-scale/</a></li> </ul>

## ELL LESSON

### Reflective Commentary on Lesson Implementation

#### After implementing the lesson, answer these questions.

<b>What patterns of learning were evident in the data from this lesson?</b>
<p>The students were able to verbally recognize and distinguish the difference between shape and form. The students were able to point to the posters in the room and explain how a shape is 2D with only length and height, while a form is 3D and has length, width, and height. The students also wrote this information on "shape" and "form" in their KWL chart. I was able to observe the student's ability to practice the techniques on their worksheet. The students were able to attempt at least one form on their worksheets for each category of hatching, cross hatching, scribbling and stippling. The students showed their understanding of the term through their physical work as well as using the terms in conversation and in the "what I learned" section of the KWL chart.</p> <p>Additionally the students were engaged in the introduction. This was due to my "hook." Keven, who described chapters 4-5, discussed the importance of a good hook. It is important because "students perform better when they see some connection between the content and themselves or the world around them....Students are willing to invest effort when they are presented with a PUZZLE or a CHALLENGE." The question asked students to retrieve information from their prior knowledge, or use context clues and visual cues to attempt to answer the question.</p>
<b>What worked and for whom? Why?</b>
<p>The students who are native English speakers (NES) were able to grasp the concepts fairly well. They might have been able to understand because they were able to read the agenda. Chapters 5-6 of Hill discuss how "an agenda ... [gives students] some choices about the order in which they complete the tasks, but not which tasks they will complete." The host teacher has already implemented the tool of agendas; students are familiar with how her class is structured. The use of an agenda works for NES and ELLs; it allows the students to become self-sufficient and engaged with the course work in the beginning of the period. However, the NES were able to understand my verbal instruction and the video presented. These students were able to begin tasks with relative ease as they did not have the same executive function challenges as some of the other students. The use of the KWL chart daily worked well for all students. The students were able to write at least one bullet point in each section. Having the worksheet printed worked due to some of the students not having access to a chromebook yet.</p>
<b>What didn't work and for whom? Why?</b>
<p>The students who were ELLs and had IEPs struggled to begin the tasks. The ELLs needed more specific instruction in their native language. The direct translation from English to Spanish can be difficult, therefore we are attempting to teach the students the art term in English as they do not translate well. The students do attempt to translate still and this can cause confusion. When the host teacher and I explained which terms translate and which don't, they were able to gain a better grasp on the assignment.</p>

This slow start may have been a result of the student's internal world, not a direct result of this class. However, past classes have affected some of these students in a negative manner. This negative mindset disengages the students, as some expressed they feel a lack of motivation for the assessment due to their first class. This was concerning to hear, so I asked the students on the side and they explained some communication issues they felt were ignored. My host teacher offered advice to their students as she knows the climate of the staff on a more personal level.

**What are your instructional next steps based on the data from this plan?**

I would build another assignment to further student's understanding on how lines make shapes and how value can be used to create the illusion of the 3D form. However, I will be moving to another placement and will not be working with this set of students again.

**As a beginning teacher, what did you do well in planning and implementing this lesson?**

I was able to sequence my lesson so that students were content and did not express that they were overwhelmed with new terms. I introduced a decent amount of information to these students. This presentation allowed the students to build on their prior knowledge to engage with new information. I am pleased with my engagement with the students; I was able to redirect their jokes using some of my own and this allowed the students to feel safe while still maintaining a working relationship. The students in this school need to feel as if they have a partnership with their educators. They will not respect for the sake of respect, they need to know you have equal investment in them and their lives to fully engage in your class.

**As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)**

In the future I would like to make the worksheet larger for students to work on. The boxes were smaller than intended and this caused some frustration among the students. I would also like to add more choices to assignments; this aspect of choice is one that Kevin related to in our EDSC discussions. The action of choice can look like what medium the students use. For example, using pen vs pencil, but the students still learn the same skill of cross hatching. I would also like to have a practice worksheet or demonstration on value to really have students understand how it connects to creating the illusion of form.