

CEP Lesson Plan Form

Teacher: Hannah Dunlap

Date: March 27, 2023

School: Rocky Mountain High School
Content Area: Art- creative photo

Grade Level: Mixed

Title: Collaborative Mind Mapping

Lesson #:_1_ of _1_

Identify which part of the lesson meets 1 or more of the 4 part Mission of the National Network for Educational Renewal (Equal Access and Excellence, Stewardship, Nurturing Pedagogy and Enculturation.): What are you and your students doing today to advance the 4-Part Mission? Does this lesson connect to one or more parts of the Mission? Please briefly explain.

Equal Access- Students will have access to materials needed in order to complete the assignments in the class (camera, dark room, assistance, etc.)

Stewardship- During this activity, the teacher (me) will be walking around and listening to ideas being presented in each group. Advice can be offered if needed, or guiding questions can be asked if a group is stuck. After the small group portion is complete, the class will come together to have a larger discussion about ideas they may not have thought of if it weren't for collaboration.

Nurturing Pedagogy- Using a reflective assessment as a way for students to deepen their understanding of a lesson ranging from small, formative lessons to large summative lessons.

Enculturation- This activity can be done independently or in a group, if done in a group, this allows students to see their peers thought processes and allows the expansion of knowledge. (in this case, group work will be more beneficial for this assignment)

Lesson Idea/Topic and Rational/Relevance: What are you going to teach and why is this lesson important to these students? What has already happened in this classroom surrounding the subject you will be teaching? What do students already know? Why are you going to teach this topic now (how does it fit in the curricular sequence)?
What teaching methods/strategy will you be use and why?

For this lesson, students will engage in a collaborative ideation mind mapping activity to help determine their subject matter for their upcoming midterm in creative photo. This lesson is important to the development of deeper ideas relating to something of interest for each student. The students already know how to take film photos, and process the film, so this lesson is purely to help them decide what to take photos of. Timing will be very important for this lesson, I don't want students to have too much time where they are not productive, but having time constraints will help them stay focussed and on task.

<p><u>What is the key vocabulary necessary for students to know in order to learn the material?</u></p>	<p>Mind mapping- a way to visually organize information and thoughts.</p> <p>Collaboration- working with peers to develop ideas.</p>
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Content Standard(s) addressed by this lesson: (Write Content Standards directly from the standard)

Standard 3. Invent and Discover to Create

7. *Allow imagination, curiosity and wonder to guide inquiry and research.*

c. Interpret how meaning in works of art is related to the materials and process chosen by the artist.

Understandings: (Big Ideas)-(Learning Target)

Students will be able to determine their own prompt for their midterm assignment, The big idea is to find a deeper meaning of the subject they choose, and go beyond the surface.

Literacy Standards:

Students will be able to write out their thoughts via the format of mind mapping, starting with one main idea and adding onto it according to different avenues they can take for how they envision their final product to turn out.

Understandings: (Big Ideas) (Learning Target)

Mind mapping allows for thoughts to be messy and unresolved. The main idea is for this process to help solidify the topic of the project.

Math Standards:

Geometry in nature, even abstract art mimics what we see in nature and what surrounds us.

Understandings: (Big Ideas) (Learning Target)

Democracy and 21st Century Skills

Understandings: (Big Ideas) (Learning Target)

Critical thinking and collaboration with peers.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

How can students use the process of inquiry to ask questions that stimulate imagination and envision ideas?

How can students interpret the world through a range of artistic concepts and approaches?

1. How can students demonstrate the ideation process?

2. **Evidence Outcomes:** *(Learning Targets) AND (Success Criteria) Next to each Learning Target OR Objectives, state how you are addressing literacy AND numeracy within this lesson.*

I can: collaborate with peers to come up with an idea for my midterm project that has a deeper meaning than what is seen on the surface.

This means: I am open to critique of my ideas, and am willing to give feedback to my peers so that everyone has a solid idea for their midterm.

List of Assessments: *(Note whether the assessment is formative or summative?)*

Formative assessment- at the very end, small groups will come together as one group to discuss the outcome of their mind mapping activity. Students will share their sketches and written portion and offer more feedback. Reflection on overall activity by discussing the process of how each group went about the activity.

Planned Lesson Activities

<p>Name and Purpose of Lesson</p> <p><i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.</i></p>	<p>Collaborative Mind Mapping</p> <p>Purpose: Students will be able to collaborate with peers in small group as they sketch and mind map ideas to help come up with an idea of subject matter to capture for their midterm.</p>
<p>Approx. Time and Materials</p> <p><i>How long do you expect the activity to last and what materials will you need?</i></p>	<p>Time: Approximately 20-30 minutes</p> <p>Materials: large paper, pencils (or markers/colored pencils)</p>
<p>Anticipatory Set</p> <p><i>The "hook" to grab students' attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.</i></p> <ul style="list-style-type: none"> • <i>To focus student attention on the lesson.</i> • <i>To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)</i> <p><i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i></p>	<p>I will begin the lesson by going over the midterm (open to any subject) and explain that we have a goal of coming up with a theme or deeper meaning behind the photos they will be taking for this assignment. Then I will introduce the mind mapping activity.</p>
<p>How do you intend to engage your students in thinking during the Anticipatory Set?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is: small group collaboration; class discussion.</p> <p>I am using this strategy here because: This is a great tool to ideate at the beginning of any art project. Planning helps with the overall process of creating.</p>

<p>Procedures <i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</i></p> <p>Indicate whether each is:</p> <ul style="list-style-type: none"> -teacher input -modeling -questioning strategies -guided/unguided: <ul style="list-style-type: none"> -whole-class practice -group practice -individual practice -check for understanding -other 	<p>Start out by splitting the class into small groups (9 students in this class, 3 groups of 3) these students will collaborate and work on one mind map that helps them individually plan their own project.</p> <p>Give students roughly 5 minutes to discuss the ideas they already have in mind.</p> <p>Students will then come up with a common theme (main word(s) to write in the middle of the mind map. Each student will add “branches” to the main word or phrase to expand on the general idea. (roughly 10-15 minutes)</p> <p>Class will come together to discuss each groups main idea and what they were able to expand upon. (5-10 minutes)</p> <p>At the end of this activity, each student should have a well developed idea for their midterm.</p>
<p>How do you intend to engage your students in thinking during the PROCEDURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is: I will be walking around and observing the small groups and help with guiding questions if they are stuck.</p> <p>I am using this strategy here because: discussing ideas during the ideation process helps to further develop the ideas that are already present.</p>
<p>Closure <i>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:</i></p> <ul style="list-style-type: none"> • <i>To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.</i> • <i>To help organize student learning</i> <p><i>To help form a coherent picture and to consolidate.</i></p>	<p>For the closing portion of this lesson, small groups will come back together as one big group to discuss their overarching theme and what they came up with going off of that. This discussion might help other students develop their own ideas even more. Once each group has shared, students can write down their topic/subject for the midterm so they don’t forget it after discussing so many topics.</p>

<p>How do you intend to engage your students in thinking during CLOSURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is: discussion with peers and teacher.</p> <p>I am using this strategy here because: discussing ideas after a lesson helps with retention.</p>
<p>Differentiation: Differentiation should be embedded throughout your whole lesson!! This is to make sure you have met the needs of your students on IEPS or 504 <i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i> <i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p>	<p>Since this is a collaborative ideation lesson, each group can move at their own pace. Ideally each student will come up with at least three ideas of their own to contribute to the mind map, but this is subject to change based on the quality of their ideas.</p>
<p>Assessment Reflection: (data analysis) <i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>Assessment will come naturally as long as each student is actively contributing to the written portion and discussion within the small groups. (participation)</p>

Post Lesson Reflection

1. To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement)

The lesson objectives were achieved at a high level. I think the lesson went well because the majority of the class was involved, and during the reflection piece everyone said this activity helped them solidify their ideas for their midterm portfolio. I do not know if this lesson would have been successful or not if I had not done the closing reflection.

2. What changes, omissions, or additions to the lesson would you make if you were to teach again?

I think if I were to do this lesson again, I would focus more on timing each part. I think this went well this time because it is such a small class, but if the class were larger I would set timers and have conversation starters (questions) so that there weren't any lulls in conversation.

3. What do you envision for the next lesson? (Continued practice, reteach content, etc.)

For the next lesson, I plan on setting up a gallery for the class's midterm portfolio. These students have been working so hard so far this quarter, and I think it would be cool to highlight their hard work. For this lesson I want the students to mostly set it up themselves. As of right now, we are planning on doing it in the San Juan Open Space and the whole school will be able to see it. I would like to have the students come up with an artist's statement to put next to their work (this would be part of the literacy standard).