

CEP Lesson Plan Form

Teacher: Hannah Dunlap

Date: April 19th, 2022

School: Rocky Mountain High School

Grade Level: 10th

Content Area: Art

Title: Interdisciplinary Assessment Project and Presentation

Lesson #: 1 of 1

Lesson Idea/Topic and Rational/Relevance:

Students will learn about the Qing Dynasty (history), and how gender roles played a part in fashion (FACS), art making, and writing practices (English) in this unit lesson.

For the art lesson, students will complete a series of landscape sketches inspired by those during the Qing Dynasty that they learn about in history. For the final project, students will render one final sketch into a painting on a material of their choice (fabric, wood, paper, etc.) and include their poem that they write in English. This final art piece will be added to a portfolio with their project in FACS.

Content Standard(s) addressed by this lesson: (Write Content Standards directly from the standard)

- Standard 1. Observe and Learn to Comprehend

5. Interpret works of art and design in the contexts of varied traditions, histories and cultures.

- Standard 2. Envision and Critique to Reflect

4. Critique connections between visual art and historic and contemporary philosophies.

Interpret the ways individual makers become agents that express the interdependent relationship between art, culture, and social contexts.

Understandings: (Big Ideas)

- Connect art making with the historical context of gender roles in the Qing Dynasty.

- How would different surroundings affect the outcome of your landscape sketches?

- Will your color choices affect the mood of your landscape painting?

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Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard, one from each of the 6 facets of understanding)*

- How can you include literature (poem) in your art piece in a way that makes sense to the viewer?
- How is fashion similar and different to art during this time period?
- How has time changed the way viewers look at landscape paintings?
- What can you write about in your poem that will translate in your painting?

- **Evidence Outcomes:** *(Learning Targets)*

Content: I can use certain colors, settings, and viewpoints to showcase an important place.

Process: Using art from the Qing Dynasty as my inspiration

Product: To create a landscape painting that corresponds with poetry.

List of Assessments: *(Formative and summative, whether the summative occurs in this lesson or not)*

Formative: (part 1) Students will complete daily sketchbook activities of landscapes around them. Once they have two that they are satisfied with, they will render those two sketches even further to help them come up with the final landscape for the summative assignment.

(part 2) Students will experiment with different mediums and materials while completing their daily sketchbook assignments. During the Qing Dynasty, materials such as dirt, mud, clay, and natural dyes were used as paint, so materials such as these are encouraged (but not mandatory).

Summative: Students will complete a final landscape painting (of their choice) based on the daily sketchbook assignment of different landscapes of their choosing. Materials can vary- from paper, wood, canvas, plastic, metal, glass, etc. ; with paint choices varying from paint, dyes, mud, clay, etc. Once their final painting is done, they will add the writing element (poem) onto their painting in an artistic manner.

Planned Lesson Activities

Name and Purpose of Lesson	Name: Interdisciplinary Assessment Project and Presentation Purpose: To teach the relation between the history of gender roles during the Qing Dynasty in fashion, literature, and art.		
Co-Teaching <i>Will co-teaching models be utilized in this lesson?</i> Yes No -X	If co-teaching- What will be your role? What will the co-teacher's role be? I will be teaching the art lesson on my own, but since this is a unit lesson with History, FACS, and English as well, each of their lessons will help with the background information needed to complete the final art project. The students will first learn the history of the Qing Dynasty so they are familiar with art from that time period.		
Approx. Time and Materials	Time: 4 class periods Materials: paint, canvas. (Extension: multimedia- wood, glass, fabric, clay, dirt, natural dyes)		
Anticipatory Set (Mini-lesson and intro)	Build the need to know, set the purpose: During the introduction of the unit lesson plan, students will learn the basic information of the Qing Dynasty. In the art classroom, they will take what they have learned and apply it to their task at hand, and compare art styles from then to now. What has changed? What has stayed the same? Who were the prominent artists then? Now? We will go into more detail about famous artists' during this time. How will you model thinking, conduct a think-aloud, mini lecture, demonstration? During the introduction, students will be shown different landscape paintings from different time periods and different regions of the world. They will compare styles and discuss what is similar and what is different. This will help them come up with ideas for their landscape painting of what setting they want to do.		
Procedures (Workshop time) 75 Minutes (possibly 30 minutes during next class) Class time: 1:45-2:55	The strategy I intend to use is: I am using this strategy here because:		
	Teacher Actions <i>What will you be doing while the kids do the work?</i>	Student Actions <i>What will the students be doing? (We do or you do?)</i>	Data Collected <i>While you are conferring or monitoring, what data will you (or did you) collect for future lessons?</i>

<p>Day 1: I will start the class by leading a discussion on gender roles in landscape art during the Qing Dynasty and how it impacted the style of art being produced. During this discussion I will ask questions that help set up the final project (see inquiry questions above) that can help students start to think about what settings are important or impactful to them, what “vibe” they want to emulate in their painting (peaceful, sad, happy, somber, etc.) and how this can help display the emotions of their poem they are creating in English. Students will then begin sketches of landscapes.</p> <p>Day 2: While students are working on rendering two of their sketches from the first day, I will be walking around asking if anyone needs assistance, and if they have decided what materials they want to use for the final project.</p> <p>Day 3: Students will begin working on their final landscape painting using materials of their choice. Once again, I will be walking around offering assistance.</p> <p>Day 4: Final work day, same as day 3, but as students are finishing up I will help with the final display of their artworks.</p>	<p>Day 1: Students will have a discussion about gender roles in landscape art (and artists in general) during the Qing Dynasty and how it impacted the style of art being produced. They will discuss the history learned about this time period and how art making has changed in the years to follow. After discussing the Qing Dynasty style landscape paintings, they will think about what kind of landscape they want to create. Students will then begin creating sketches (minimum of 5).</p> <p>Day 2: Students will render two of the sketches from the day prior. During this time they will start thinking about materials they want to use, the feeling they want to create when viewers look at it, and how their poem will interact with their landscape.</p> <p>Day 3: Students will have the entire class period to work on their final landscape painting.</p> <p>Day 4: Final work day, students will have the majority of the class period to finish their landscape painting and adding their poem in an artistic fashion. Students will hang their final projects to display.</p>	<p>(Conferring: figuring out what they know. What is going on in their head. Monitoring: helps with pacing of the lesson.)</p> <p>How involved the students are in their own thinking. We will collect this data by asking questions throughout their creating process. Questions such as:</p> <ul style="list-style-type: none"> - What some ways you can make a viewer feel what you are feeling while they look at your painting? (colors, textures, brush strokes, etc.) - How do you think a viewer who doesn't know the assignment guidelines would perceive this painting? Would they instantly see the relation to the Qing Dynasty?
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<p>Closure (Debrief)</p>	<p>How will students share understandings, how will teacher label and hold thinking for future learning, and how will teacher build momentum for the next class period?</p> <ul style="list-style-type: none"> - Mini gallery walk and write on post it notes with their perception of their peers landscape painting based on the mood portrayed in colors, shapes, and poem. 				
<p>Differentiation</p>	<p>Modifications:</p>	<p><u>Content</u> To modify this lesson, students can use more “traditional” materials such as paper or canvas, with acrylic paint, or even markers or colored pencils.</p>	<p><u>Process</u> Each student will have different processes, but it will remain fairly close to the outline of the lesson: five sketches is the goal, but three sketches can be an accommodation for those who need it. Rendering two sketches on day 2 is the goal, but one is also alright.</p>	<p><u>Product</u> The product overall should remain fairly similar to the original lesson plan, some exceptions to this may be size of the piece, bigger or smaller depending on access to materials and also time management skills.</p>	<p><u>Environment</u> This project may be completed at home if a student misses class and has the appropriate materials at home. If a student doesn’t have materials at home they can complete it in class next time for the first few minutes.</p>

	<p>Extensions:</p> <p>Students can use more challenging materials such as dirt, clay, or natural dyes on non-traditional “canvases” such as wood, glass, fabric, etc.</p> <p>To extend the process students have the option to complete more than five initial sketches, and render more than two. For the final painting, they can mimic the style of painting that was prevalent during the Qing Dynasty and in their landscape paintings.</p> <p>The finished product of the series can be in various shapes and sizes, with more unconventional materials used to push students outside of their comfort zone.</p> <p>Students can also take this home to work on or come in during lunch so they have a quiet classroom to work in. This would be allowed if they have completed all other assignments and have free time in their day.</p>
<p>Assessment</p> <p>(Describe both the formative assessment(s) and summative assessment(s) used)</p>	<p>Formative: (part 1) Students will complete daily sketchbook activities of landscapes around them. Once they have two that they are satisfied with, they will render those two sketches even further to help them come up with the final landscape for the summative assignment.</p> <p>(part 2) Students will experiment with different mediums and materials while completing their daily sketchbook assignments. During the Qing Dynasty, materials such as dirt, mud, clay, and natural dyes were used as paint, so materials such as these are encouraged (but not mandatory).</p> <p>Summative: Students will complete a final landscape painting (of their choice) based on the daily sketchbook assignment of different landscapes of their choosing. Materials can vary- from paper, wood, canvas, plastic, metal, glass, etc. ; with paint choices varying from paint, dyes, mud, clay, etc. Once their final painting is done, they will add the writing element (poem) onto their painting in an artistic manner.</p>

Post Lesson Reflection

1. To what extent were lesson objectives achieved? (*Utilize assessment data to justify your level of achievement*)
2. What changes, omissions, or additions to the lesson would you make if you were to teach again?
3. What do you envision for the next lesson? (*Continued practice, reteach content, etc.*)

4. If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.

Lesson Plan Appendix

Lesson Idea/Topic and Rational/Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

Student Profile: Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?

Name and Purpose of Lesson: 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.

Co-Teaching: Models - One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching.

Approx. Time and Materials: How long do you expect the activity to last and what materials will you need?

Anticipatory Set: 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.

- To focus student attention on the lesson.
- To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)

An anticipatory set is used any time a different activity or new concept is to be introduced.

Procedures: 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.

Indicate whether each is:

- teacher input
- modeling
- questioning strategies
- guided/unguided:
 - whole-class practice
 - group practice
 - individual practice
- check for understanding
- other

Closure: 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:

- To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.

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- To help organize student learning
- To help form a coherent picture and to consolidate.

Differentiation: To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful? To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills? What observational assessment data did you collect to support differentiated instruction?

Assessment (data analysis): How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?