

# **Unit Lesson Plan**

**Fiber Mesh Art  
Appropriate for Grade 6**

**Liv Henson**

**Date: 04/07/24**

## **Part I. Introduction (one-two pages)**

### **Brief Unit Overview (1 paragraph)**

During this unit, we will build on the initial concept of mixed media by creating Fiber Mesh Art. During this unit, we will explore what it means to add fibers to the student's knowledge of mixed media. During this unit, we will learn about the environmental implications of overuse of materials and their impact on the environment when not properly taken care of. We are also going to be learning about what it means to develop our own criteria and use those criteria to critique our work. Students will be introduced to the world of fibers, what that means for this project, and what those materials mean for the environment. They will get a whole day to experiment with the fibers. As a class, we will talk about what criteria is and develop our own for this project. Students will then get a full day to create their Fiber Mesh. The final day will be spent completing the artwork and completing a self-reflection on the criteria. Overall, Students will make meaningful connections to the materials they're using and the environment as well as learn what criteria means and develop their own as a class concerning the foundations of art.

### **Explanation of Sequence (What came before? What comes after?)**

#### **Day 1**

- History of the subject
- Materials involved with fibers
- Materials available for the project
- Materials' impact on the environment
- Objective and lessons will be summarized through the vocab sheet and exit ticket on the back.

#### **Day 2**

- Whole day spent experimenting with the materials
- Class will start with the reminders from the previous day
- As the class goes on and I see some innovative experimentation, I will stop class to draw attention to it occasionally.
- At the end of the day, each table will share their favorite experiments they did with the large group.

#### **Day 3**

- Start class with reminders of Day 1 and Day 2
- Review foundations of art with handout to go with it
- The rest of the hour will be spent developing the criteria they will use with their final projects.

#### **Day 4**

- Start class with reminders from Day 1, Day 2, and Day 3
- Rest of the hour will be spent creating the projects

## Day 5

- Will start class with reminders of the criteria and what it means for our projects.
- The first 30 minutes will be spent finishing up the project, and the last 20 minutes will be spent with each student completing their self-reflection based on the criteria we made on Day 3.

### **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.

### **Academic Standards**

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 *criteria* to evaluate a work of art using artistic foundations.

## **Part II. Lesson Plans**

### **Day 1:**

<b>Teacher</b>	<b>Liv Henson</b>
<b>Subject and grade level</b>	<b>Fiber Arts - 6<sup>th</sup> Grade</b>
<b>National and/or State Standard</b>	<p>5.6.2.2.1 Elaborate upon an initial concept for art making.</p> <p>5.6.2.3.2 Demonstrate awareness of the environmental implications of art materials, tools, studio space, and equipment.</p> <p>5.6.4.8.2 Develop and apply personal <i>criteria</i> to evaluate a work of art using artistic foundations.</p>
<b>Central Focus</b>	<p>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.</p> <p>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 build off 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.</p>
<b>Objective(s) or learning targets</b>	<p>5.6.2.2.1 SWBAT build off the art making idea of mixed media (using multiple materials in one artwork).</p> <p>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.</p> <p>5.6.4.8.2 SWBAT create and use criteria developed by the student to figure out which of the artistic foundations their artwork shows.</p>
<b>Academic Language</b>	<p><b><u>Function:</u> purpose for which language is used; essentially the verb of the central focus and objective</b></p> <ol style="list-style-type: none"> <li>1. Elaborate</li> <li>2. Demonstrate</li> <li>3. Develop and apply</li> </ol> <p><b><u>Language Demand:</u></b></p> <p><b>Vocabulary: Define subject-specific terms, words, or phrases necessary for learning the lesson</b></p> <p>(Basically, any type of material we have available will be a vocab word – listed below are examples of the materials we may have)</p> <ul style="list-style-type: none"> <li>- <b>Fiber</b> <ul style="list-style-type: none"> <li>o 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</li> </ul> </li> <li>- <b>Yarn</b> <ul style="list-style-type: none"> <li>o Spun thread is used for knitting, weaving, or sewing.</li> </ul> </li> <li>- <b>Wool</b> <ul style="list-style-type: none"> <li>o the fine, soft curly or wavy hair forming the coat of a sheep, goat, or similar animal.</li> </ul> </li> <li>- <b>Color/dye</b> <ul style="list-style-type: none"> <li>o The process of coloring or dyeing the fibers that will be used to create fabrics</li> </ul> </li> <li>- <b>Cotton</b> <ul style="list-style-type: none"> <li>o It is a soft, fluffy staple fiber that grows in a protective case, around the seeds of the cotton plants.</li> </ul> </li> </ul>

- **Linen**
  - o 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. Linen is lightweight, a great conductor of heat, naturally absorbent, and antibacterial.
- **Felt**
  - o It is a textile produced by pressing fibers together.
- **String**
  - o 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.
- **Silk**
  - o 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**
  - o It is a type of fabric that is made using fibers from the stalks of a particular plant.
- **Plastic Canvas**
  - o It is lightweight plastic with regularly spaced holes in imitation of embroidery canvas.
- **Cardboard sheets**
  - o 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**

	<p>all different sizes) (three (each a different size for every student)</p> <ul style="list-style-type: none"> <li>- Yarn of all colors and sizes (enough for each student to experiment with it)</li> <li>- Burlap (enough for each student to experiment with it)</li> <li>- Old plastic bags (enough for each student to experiment with it)</li> <li>- Old/used raffia (enough for each student to experiment with it)</li> <li>- Old/used discarded fabrics (enough for each student to experiment with it)</li> <li>- Blunt tapestry needles (one for each student)</li> <li>- Regular thick sewing needles</li> <li>- Vocab sheet (one for each student)</li> </ul> <p><b>Intangible:</b></p> <ul style="list-style-type: none"> <li>- Presentation to go with vocab sheet, materials that we'll be using, and their impact on the environment (1)</li> </ul>
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<b>Management (Anticipate)</b>	<p>Is this a child-directed or teacher-directed lesson?</p> <ul style="list-style-type: none"> <li>- Teacher-directed lesson</li> </ul> <p>What special planning is required for this lesson?</p> <ul style="list-style-type: none"> <li>- Accumulation of various fibers and textiles materials and preparation of presentation and vocab sheet</li> </ul> <p>Manage Behavior?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials, following along with the presentation and the vocab sheet</li> </ul> <p>Manage materials?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials</li> </ul> <p>Manage technology?</p> <ul style="list-style-type: none"> <li>- Going through the slides on the presentation (just myself – students will not have any technology in front of them)</li> </ul> <p>Manage learning centers?</p> <ul style="list-style-type: none"> <li>- No learning centers</li> </ul> <p>How much time is needed for this lesson?</p> <ul style="list-style-type: none"> <li>- One full class period</li> </ul>
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<b>Learner Diversity (Anticipate)</b>	<p>(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations like assistive equipment, technologies, or multi-lingual learning?</p> <ol style="list-style-type: none"> <li>1. <b>Neurodiverse learner: ASD.</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li>2. <b>Student with trouble focusing on something that they feel doesn't relate to them.</b> <ol style="list-style-type: none"> <li>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.</li> </ol> </li> <li>3. <b>Reading Needs: Dyslexia</b> <ol style="list-style-type: none"> <li>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</li> </ol> </li> </ol>
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	<p>well so the student can see the picture and associate the vocab word with it.</p> <p>b. I also will not grade spelling, only completion, and that the vocab words are in the right place.</p>
<p><b>Anticipatory Set Engage/Bridge: 3-5 min. Script out</b></p>	<p><b>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 they recognize, ask why they recognize it – what do they use it for? Connect it to their world.</b></p> <p><b>Ask the students how they could manipulate the fiber they recognized in a different way, then demonstrate for them what they describe.</b></p> <p><b>Then transition to how we will use it in a completely different way in the art room.</b></p>
<p><b>Procedure: Explore (Question)/ Explain/ Elaborate (Script out):</b></p>	<p>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.</p> <p>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.</p> <p><b>*How will objectives and the lesson be summarized?</b>  <b>On Day 1, we will talk about the materials available for this project and their impact on the environment.</b>  <b>Objectives and lessons will be summarized through the vocab sheet and exit ticket on the back.</b>          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.</p> <p>- OR -  <b>*How will you get information across one more time?</b></p>
<p><b>Evaluate/ Assess: (Script out)</b></p>	<p><b>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.</b></p> <p><b>LOOKING FOR:</b>  <b>*How will students <u>apply/demonstrate</u> what they have learned?</b>  <b>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 material they plan on using in their piece and why.</b></p> <p><b>*How will you assess during the lesson (formative)?</b></p>

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.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Name: \_\_\_\_\_ Grade: \_\_\_\_\_




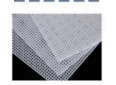

**Let's talk about fibers!**

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, hemp, string, wool, silk, and so many more.	 Spun thread used for knitting, weaving, or sewing.	 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!

**Let's talk about fibers!**

Follow along and fill in the blanks

 a hand sewing needle with a non-sharp (dull) end and a large eye (where you thread the needle).	 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.	 It is a type of fabric that is made using fibers from the stalks of a particular plant.
 It is lightweight plastic with regularly spaced holes in imitation of embroidery canvas.	 We can REUSE old cardboard pieces from amazon boxes and cereal boxes.	

**Exit Slip:**

I want to use (material(s)) \_\_\_\_\_  
because using this material will help the environment  
by \_\_\_\_\_

**Day 2:**

“Teacher - Objective(s) or learning targets” same as Day 1



<p><b>Academic Language</b></p>	<p>How are you teaching oral and written language usage and how is the discipline's language used to engage students or present information? What do you need to do to be sure students can access the content?</p> <p><b>Function:</b> purpose for which language is used; essentially the verb of the central focus and objective</p> <ol style="list-style-type: none"> <li>4. Elaborate</li> <li>5. Demonstrate</li> <li>6. Develop and apply</li> </ol> <p><b>Language Demand:</b></p> <p><b>Vocabulary:</b> Define subject-specific terms, words, or phrases necessary for learning the lesson</p> <p><b>Vocab for tools that we can use WITH the materials talked about yesterday</b></p> <p><b>BIG reminder of these vocab words.</b></p> <ul style="list-style-type: none"> <li>- <b>Plastic Canvas</b> <ul style="list-style-type: none"> <li>o Lightweight plastic with regularly spaced holes in imitation of embroidery canvas.</li> </ul> </li> <li>- <b>Cardboard sheets</b> <ul style="list-style-type: none"> <li>o Old cardboard pieces from amazon boxes and cereal boxes</li> </ul> </li> <li>- <b>Blunt tapestry needles</b> <ul style="list-style-type: none"> <li>o a hand sewing needle with a non-sharp (dull) end and a large eye.</li> </ul> </li> <li>- <b>Regular thick sewing needles</b> <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <p><b>Discourse:</b></p> <p><b>Write-</b></p> <ul style="list-style-type: none"> <li>- N/A</li> </ul> <p><b>Tell-</b></p> <ul style="list-style-type: none"> <li>- Share out ideas to large group discussion (in relation to the materials and their effect on the environment)</li> <li>- Call and response (in relation to the materials and what they think they are and what they could use them for)</li> </ul> <p><b>Show-</b></p> <ul style="list-style-type: none"> <li>- Experimentation with materials</li> </ul> <p><b>Syntax:</b></p> <p><b>Language Supports:</b></p> <ul style="list-style-type: none"> <li>- Images to go along with the materials</li> </ul>
<p><b>Instructional Resources/ Materials</b></p>	<p><b>Tangible</b></p> <ul style="list-style-type: none"> <li>- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)</li> <li>- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student))</li> <li>- Yarn of all colors and sizes (enough for each student to experiment with it)</li> <li>- Burlap (enough for each student to experiment with it)</li> <li>- Old plastic bags (enough for each student to experiment with it)</li> <li>- Old/used raffia (enough for each student to experiment with it)</li> <li>- Old/used discarded fabrics (enough for each student to experiment with it)</li> <li>- Blunt tapestry needles (one for each student)</li> <li>- Regular thick sewing needles</li> <li>- Vocab sheet (one for each student)</li> </ul> <p><b>Intangible</b></p> <ul style="list-style-type: none"> <li>- Presentation of review vocab, materials, and environmental impacts from Day 1 (1)</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>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.</b></li> </ul>
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<b>Management (Anticipate)</b>	<p>Is this a child-directed or teacher-directed lesson?</p> <ul style="list-style-type: none"> <li>- 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).</li> </ul> <p>What special planning is required for this lesson?</p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul> <p>Manage Behavior?</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>Manage materials?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials and leaving enough time to clean up at the end.</li> </ul> <p>Manage technology?</p> <ul style="list-style-type: none"> <li>- Presentation at beginning of the class.</li> </ul> <p>Manage learning centers?</p> <ul style="list-style-type: none"> <li>- No learning centers</li> </ul> <p>How much time is needed for this lesson?</p> <ul style="list-style-type: none"> <li>- One whole class period</li> </ul>
<b>Learner Diversity (Anticipate)</b>	<p>(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations like assistive equipment, technologies, or multi-lingual learning?</p> <ol style="list-style-type: none"> <li><b>4. Neurodiverse learner: ASD.</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li><b>5. Student with trouble focusing on something that they feel doesn't relate to them.</b> <ol style="list-style-type: none"> <li>I will make sure to anticipate the student's disinterest before class and during instruction, Reconnect the materials to something that the student has an interest in, and relate it to the environment and the idea of fibers for this unit.</li> </ol> </li> <li><b>6. Reading Needs: Dyslexia</b> <ol style="list-style-type: none"> <li>I will continue to use the same images with the same vocab words for written word and verbal instruction.</li> </ol> </li> </ol>
<b>Anticipatory Set Engage/Bridge: 3-5 min. Script out</b>	<p>Have the worksheet/exit slip from yesterday sitting out at each of the students spots when they enter the classroom.</p> <p>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.</p> <p>This will transition into a review of yesterday.</p>

<p><b>Procedure: Explore (Question)/ Explain/ Elaborate (Script out):</b></p>	<p>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.</p> <p>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.</p> <p><b>*How will objectives and the lesson be summarized?</b> On Day 1, we will talk about the materials available for this project and their impact on the environment. <b>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.</b> 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.</p> <p>- OR - <b>*How will you get information across one more time?</b></p>
<p><b>Evaluate/ Assess: (Script out)</b></p>	<p><b>SWBAT build off the art making idea of mixed media (using multiple materials in one art work).</b></p> <p><b>LOOKING FOR:</b></p> <p><b>*How will students <u>apply/demonstrate</u> what they have learned?</b> 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).</p> <p><b>*How will you assess during the lesson (formative)?</b> I will assess students by having them, at the end of the experimentation day, share all the different materials they used and the different things they tried with them.</p> <p><b>TOOL: *What is the formative tool of assessment (checklist, etc.)?</b> 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.</p> <p>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.</p> <p>Checklist</p>

		<ul style="list-style-type: none"> <li>- Did the student list the materials they used today</li> <li>- Did the student talk about how they tried different things with the materials</li> <li>- Did the describe the result of that experimentation</li> </ul>
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## **Day 3:**

Teacher - Objective(s) or learning targets” same as Day 1

<b>Academic Language</b>	<p>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?</p> <p><b><u>Function:</u></b> purpose for which language is used; essentially the verb of the central focus and objective</p> <ul style="list-style-type: none"> <li>7. Elaborate</li> <li>8. Demonstrate</li> <li>9. Develop and apply</li> </ul> <p><b><u>Language Demand:</u></b>  <b>Vocabulary:</b> Define subject-specific terms, words, or phrases necessary for learning the lesson</p> <p><b>Principles of art</b></p> <ul style="list-style-type: none"> <li>- Balance <ul style="list-style-type: none"> <li>o is the visual weight of the elements of the composition. Balance can be achieved in three ways: <ul style="list-style-type: none"> <li>▪ Symmetry <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>▪ Asymmetry <ul style="list-style-type: none"> <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> </li> </ul> </li> </ul> </li> <li>- Contrast <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>- Emphasis <ul style="list-style-type: none"> <li>o is when an area of the the piece is visually dominant and commands the viewer’s attention.</li> </ul> </li> <li>- Pattern <ul style="list-style-type: none"> <li>o is the repetition of any of the elements of art. Classic patterns are spirals, grids, and weaves</li> </ul> </li> <li>- Rhythm <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>- Unity/Variety <ul style="list-style-type: none"> <li>o is created when all the elements fit together comfortably.</li> </ul> </li> <li>- Movement</li> </ul>
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	<ul style="list-style-type: none"> <li>○ is the result of using the elements of art to move the viewer’s eye around and within the image.</li> <li>○ 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 mark-making, and other techniques.</li> </ul> <p>- <b>CRITERIA</b></p> <ul style="list-style-type: none"> <li>○ a principle or standard by which something may be judged or decided.</li> </ul> <p><b>Discourse:</b></p> <p><b>Write-</b></p> <ul style="list-style-type: none"> <li>- Vocab sheet for the principles of art</li> </ul> <p><b>Tell-</b></p> <ul style="list-style-type: none"> <li>- Share out how we can use the principles of art as criteria points</li> </ul> <p><b>Show-</b></p> <ul style="list-style-type: none"> <li>- Work/experimentation in their work with consideration to the principles of art that we have now created criteria for.</li> </ul> <p><b>Syntax:</b></p> <p><b>Language Supports:</b></p> <ul style="list-style-type: none"> <li>- Images to go along with the materials</li> <li>- Sentence starters and finishers for the vocab worksheet</li> </ul>
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<p><b>Instructional Resources / Materials</b></p>	<p><b>Tangible</b></p> <ul style="list-style-type: none"> <li>- Yesterday’s list we created as a class of fun things to try/experiment with for their project if they get stuck.</li> <li>- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)</li> <li>- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)</li> <li>- Yarn of all colors and sizes (enough for each student to experiment with it)</li> <li>- Burlap (enough for each student to experiment with it)</li> <li>- Old plastic bags (enough for each student to experiment with it)</li> <li>- Old/used raffia (enough for each student to experiment with it)</li> <li>- Old/used discarded fabrics (enough for each student to experiment with it)</li> <li>- Blunt tapestry needles (one for each student)</li> <li>- Regular thick sewing needles</li> <li>- Vocab sheet for principles/foundations of art (one for each student)</li> </ul> <p><b>Intangible</b></p> <ul style="list-style-type: none"> <li>- Yesterday’s list we created as a class of fun things to try/experiment 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.</li> <li>- Presentation reviewing the principles/foundations of art and how they connect to the materials they’re using. (1)</li> <li>- Document ready to go to make the rubric with the class</li> </ul>
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<p><b>Management (Anticipate)</b></p>	<p>Is this a child-directed or teacher-directed lesson?</p> <ul style="list-style-type: none"> <li>- Teacher-directed lesson</li> </ul> <p>What special planning is required for this lesson?</p> <ul style="list-style-type: none"> <li>- Preparation of presentation and vocab sheet</li> </ul> <p>Manage Behavior?</p> <ul style="list-style-type: none"> <li>- Following along with the presentation and the vocab sheet</li> </ul> <p>Manage materials?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials (should we have time for them at the end)</li> </ul>
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	<p>Manage technology?</p> <ul style="list-style-type: none"> <li>- Going through the slides on the presentation (just myself – students will not have any technology in front of them)</li> </ul> <p>Manage learning centers?</p> <ul style="list-style-type: none"> <li>- No learning centers</li> </ul> <p>How much time is needed for this lesson?</p> <ul style="list-style-type: none"> <li>- One full class period</li> </ul>
<p><b>Learner Diversity (Anticipate)</b></p>	<p>(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations like assistive equipment, technologies, or multi-lingual learning?)</p> <ol style="list-style-type: none"> <li>7. <b>Neurodiverse learner: ASD.</b> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> </li> <li>8. <b>Student with trouble focusing on something that they feel doesn't relate to them.</b> <ol style="list-style-type: none"> <li>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.</li> </ol> </li> <li>9. <b>Reading Needs: Dyslexia</b> <ol style="list-style-type: none"> <li>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.</li> <li>b. I also will not grade spelling, only completion, and that the vocab words are in the right place.</li> </ol> </li> </ol>
<p><b>Anticipatory Set Engage/Bridge: 3-5 min. Script out</b></p>	<p>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 design principles.</p> <p>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.</p> <p>This will transition us into reminding them of the actual definitions as this is a reminder lesson of the principles not a completely new introduction to them.</p>

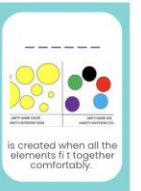
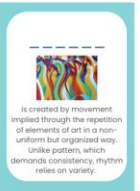
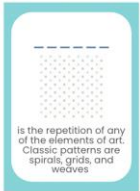
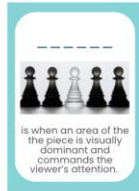
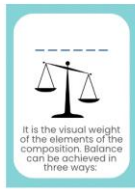
<p><b>Procedure: Explore (Question)/ Explain/ Elaborate (Script out):</b></p>	<p>Give children time to think, plan, investigate and organize collected information. Provide opportunities for students to practice or work with new knowledge before discussing all the details of the content.</p> <p>Teacher 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.</p> <p><b>*How will objectives and the lesson be summarized?</b> 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. <b>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.</b> Day 4 we will make the project Day 5 we will finish up the project and complete the self-reflection.</p> <p><b>- OR -</b> <b>*How will you get information across one more time?</b></p>
<p><b>Evaluate/ Assess: (Script out)</b></p>	<p><b>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 artwork shows.</b></p> <p><b>LOOKING FOR:</b></p> <p><b>*How will students <u>apply/demonstrate</u> what they have learned?</b> 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?</p> <p><b>*How will you assess during the lesson (formative)?</b> 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 criterion for their given art foundation and share it with the class. Then, as a class, we'll discuss what that criterion means for our mesh projects, and on the board, I'll create a rubric with the criteria as we go to each group.</p> <p><b>TOOL: *What is the formative tool of assessment (checklist, etc.)?</b> <b>Give description of assessment; what will students do?</b> 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 see if they completed the criteria needed for this project and turn it in to me.</p> <p>EX:</p>

	<ul style="list-style-type: none"> <li>- Did I use three principles of art? Which ones? In what way?</li> <li>- What materials did I use?</li> <li>- Did I choose at least one of them with awareness of its negative effects on the environment?</li> <li>- What are those negative effects?</li> </ul>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Principles of Art

### Fiber Mesh Art



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

## Day 4:

Teacher - Objective(s) or learning targets” same as Day 1

<p><b>Academic Language</b></p>	<p>How are you teaching oral and written language usage and how is the 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?</p> <p><b>Function:</b> purpose for which language is used; essentially the verb of the central focus and objective</p> <ol style="list-style-type: none"> <li>10. Elaborate</li> <li>11. Demonstrate</li> <li>12. Develop and apply</li> </ol> <p><b>Language Demand:</b></p> <p><b>Vocabulary:</b> Define subject-specific terms, words, or phrases necessary for learning the lesson.</p> <p>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.</p> <p><b>Discourse:</b></p> <p><b>Write-</b></p> <ul style="list-style-type: none"> <li>- N/A</li> </ul> <p><b>Tell-</b></p> <ul style="list-style-type: none"> <li>- N/A</li> </ul> <p><b>Show-</b></p> <ul style="list-style-type: none"> <li>- 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 of art that we talked about.</li> </ul> <p><b>Syntax:</b></p> <p><b>Language Supports:</b></p> <ul style="list-style-type: none"> <li>- Images accompanying the vocab words in the criteria</li> </ul>
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	<ul style="list-style-type: none"> <li>- Images accompany the types of experimentation we talked about.</li> </ul>
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<b>Instructional Resources/Materials</b>	<p><b>Tangible</b></p> <ul style="list-style-type: none"> <li>- Their started projects from yesterday</li> <li>- Plastic Canvas (1 small 4in by 4in square for each student to experiment with)</li> <li>- Cardboard sheets (from old packages from Amazon/other delivery services of all different sizes) (three (each a different size for every student)</li> <li>- Yarn of all colors and sizes (enough for each student to experiment with it)</li> <li>- Burlap (enough for each student to experiment with it)</li> <li>- Old plastic bags (enough for each student to experiment with it)</li> <li>- Old/used raffia (enough for each student to experiment with it)</li> <li>- Old/used discarded fabrics (enough for each student to experiment with it)</li> <li>- Blunt tapestry needles (one for each student)</li> <li>- Regular thick sewing needles</li> </ul> <p><b>Intangible</b></p> <ul style="list-style-type: none"> <li>- Presentation with quick review of principles of design and experimentation techniques</li> <li>- The presentation makes it clear that they only need to include at least 3 of the principles in their pieces.</li> </ul>
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<b>Management (Anticipate)</b>	<p>(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?)</p> <p>Is this a child-directed or teacher-directed lesson?</p> <ul style="list-style-type: none"> <li>- Teacher-directed lesson in the beginning with review, then it is a primarily child-directed lesson.</li> </ul> <p>What special planning is required for this lesson?</p> <ul style="list-style-type: none"> <li>- Preparation of presentation</li> </ul> <p>Manage Behavior?</p> <ul style="list-style-type: none"> <li>- Participating in the review activity, then impulse control with the materials</li> </ul> <p>Manage materials?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials</li> </ul> <p>Manage technology?</p> <ul style="list-style-type: none"> <li>- Going through the slides on the presentation (just myself – students will not have any technology in front of them)</li> </ul> <p>Manage learning centers?</p> <ul style="list-style-type: none"> <li>- No learning centers</li> </ul> <p>How much time is needed for this lesson?</p> <ul style="list-style-type: none"> <li>- One full class period</li> </ul>
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<p><b>Learner Diversity (Anticipate)</b></p>	<p>(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations like assistive equipment, technologies, or multi-lingual learning?)</p> <p>10. <b>Neurodiverse learner: ASD.</b></p> <p>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.</p> <p>11. <b>Student with trouble focusing on something that they feel doesn't relate to them.</b></p> <p>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.</p> <p>12. <b>Reading Needs: Dyslexia</b></p> <p>a. I will pair each vocab word with a picture on my presentation next to the definition.</p>
<p><b>Anticipatory Set Engage/ Bridge: 3-5 min. Script out</b></p>	<p><b>Lesson introduction. Capture the children's attention, stimulate their thinking and help them access prior knowledge.</b></p> <p>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.</p> <p>Students will be asked to help me pick out which definition goes with which vocab word.</p> <p>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.</p>
<p><b>Procedure: Explore (Question)/ Explain/ Elaborate (Script out):</b></p>	<p><b>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.</b></p> <p><b>Teacher input on the big idea.</b></p> <p><b>Answer questions. Involve children in an analysis of their explorations.</b></p> <p><b>Use reflective activities to clarify and modify their understanding.</b></p> <p><b>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.</b></p> <p><b>*How will objectives and the lesson be summarized?</b></p> <p>On Day 1, we will talk about the materials available for this project and their impact on the environment.</p> <p>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.</p> <p>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.</p> <p><b>Day 4 Students have the whole hour to complete or nearly complete their project.</b></p> <p>Day 5 we will finish up the project and complete the self-reflection.</p> <p><b>- OR-</b></p> <p><b>*How will you get information across one more time?</b></p>

<p>Evaluate/ Assess: (Script out)</p>	<p><b>Objective 1: SWBAT build off the art making idea of mixed media (using multiple materials in one art work).</b></p> <p><b>LOOKING FOR:</b></p> <p><b>*How will students <u>apply/demonstrate</u> what they have learned?</b>  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).</p> <p><b>*How will you assess during the lesson (formative)?</b>  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.</p> <p><b>TOOL: *What is the formative tool of assessment (checklist, etc.)?</b>  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.)  <b>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.</b></p>
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## Day 5:

Teacher - Objective(s) or learning targets” same as Day 1

<p><b>Academic Language</b></p>	<p>How are you teaching oral and written language usage and how is the discipline's language used to engage students or present information? What do you need to do to be sure students can access the content?</p> <p><b><u>Function:</u></b> purpose for which language is used; essentially the verb of the central focus and objective</p> <ul style="list-style-type: none"> <li>13. Elaborate</li> <li>14. Demonstrate</li> <li>15. Develop and apply</li> </ul> <p><b><u>Language Demand:</u></b>  <b>Vocabulary:</b> Define subject-specific terms, words, or phrases necessary for learning the lesson</p> <ul style="list-style-type: none"> <li>- <b>CRITERIA</b> <ul style="list-style-type: none"> <li>o a principle or standard by which something may be judged or decided.</li> </ul> </li> </ul> <p><b>Discourse:</b></p> <ul style="list-style-type: none"> <li>Write- <ul style="list-style-type: none"> <li>- Self-evaluation</li> </ul> </li> <li>Tell- <ul style="list-style-type: none"> <li>- N/A</li> </ul> </li> <li>Show-</li> </ul>
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	<ul style="list-style-type: none"> <li>- Exploration of materials in their piece by building off of previous skills with fibers by using more than one fiber material, use of at least three principles of design with an awareness of at least one of the materials' negative effects on the environment.</li> </ul> <p><b>Syntax:</b></p> <p><b>Language Supports:</b></p> <ul style="list-style-type: none"> <li>- Sentence starters on the self evaluation sheet</li> <li>- Image association with the vocab word.</li> </ul>
<p><b>Instructional Resources/ Materials</b></p>	<p><b>Tangible</b></p> <ul style="list-style-type: none"> <li>- Their started projects from yesterday</li> <li>- Yarn of all colors and sizes (enough for each student to experiment with it)</li> <li>- Burlap (enough for each student to experiment with it)</li> <li>- Old plastic bags (enough for each student to experiment with it)</li> <li>- Old/used raffia (enough for each student to experiment with it)</li> <li>- Old/used discarded fabrics (enough for each student to experiment with it)</li> <li>- Blunt tapestry needles (one for each student)</li> <li>- Regular thick sewing needles</li> <li>- Printed out sheets of the criteria and self-eval (one for each student)</li> </ul> <p><b>Intangible</b></p> <ul style="list-style-type: none"> <li>- Presentation with quick review of criteria we created and introduction to the self-evaluation taht goes with it.</li> <li>- Presentation makes it clear that they only need to include at least 3 of the principles in their pieces</li> <li>- And a reminder of what <b>CRITERIA</b> means</li> </ul>

<p><b>Management (Anticipate)</b></p>	<p>(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?)</p> <p>Is this a child-directed or teacher-directed lesson?</p> <ul style="list-style-type: none"> <li>- Teacher-directed lesson at the beginning and end, child-directed during the making part.</li> </ul> <p>What special planning is required for this lesson?</p> <ul style="list-style-type: none"> <li>- Criteria sheet needs to be printed out for each student</li> </ul> <p>Manage Behavior?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials and filling out the self-eval according to the criteria.</li> </ul> <p>Manage materials?</p> <ul style="list-style-type: none"> <li>- Impulse control with the materials</li> </ul> <p>Manage technology?</p> <ul style="list-style-type: none"> <li>- Going through the slides on the presentation (just myself – students will not have any technology in front of them)</li> </ul> <p>Manage learning centers?</p> <ul style="list-style-type: none"> <li>- No learning centers</li> </ul> <p>How much time is needed for this lesson?</p> <ul style="list-style-type: none"> <li>- One full class period</li> </ul>
<p><b>Learner Diversity (Anticipate)</b></p>	<p>(What diverse learner needs do you need to consider when selecting resources, grouping children, or planning the culminating project? Are there any special considerations like assistive equipment, technologies, or multi-lingual learning?)</p> <p><b>13. Neurodiverse learner: ASD.</b></p> <ul style="list-style-type: none"> <li>a. During worktime I will work with the student one-one matching pictures of the</li> </ul>

	<p>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.</p> <p>b. I will then help them grade their work according to the one principle they chose rather than three.</p> <p>14. <b>Student with trouble focusing on something that they feel doesn't relate to them.</b></p> <p>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.</p> <p>15. <b>Reading Needs: Dyslexia</b></p> <p>a. I will pair each vocab word with a picture on my presentation next to the definition and on the criteria sheet.</p>
<p><b>Anticipatory Set Engage/Bridge: 3-5 min. Script out</b></p>	<p><b>Lesson introduction. Capture the children's attention, stimulate their thinking and help them access prior knowledge.</b></p> <p>When the students walk in the criteria we created will be on the board. We will read the definition/what it means to complete the criteria associated with the principle of design out loud and then match it to the vocab word (that will have a picture with it).</p> <p>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.</p>
<p><b>Procedure: Explore (Question)/ Explain/ Elaborate (Script out):</b></p>	<p><b>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.</b></p> <p><b>Teacher input on the big idea.</b></p> <p><b>Answer questions. Involve children in an analysis of their explorations.</b></p> <p><b>Use reflective activities to clarify and modify their understanding.</b></p> <p><b>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.</b></p> <p><b>*How will objectives and the lesson be summarized?</b></p> <p>On Day 1, we will talk about the materials available for this project and their impact on the environment.</p> <p>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.</p> <p>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.</p> <p>Day 4 we will make the project</p> <p><b>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.</b></p> <p>- OR -</p> <p><b>*How will you get information across one more time?</b></p>
<p><b>Evaluate/ Assess: (Script out)</b></p>	<p><b>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.</b></p> <p><b>LOOKING FOR:</b></p> <p><b>*How will students <u>apply/demonstrate</u> what they have learned?</b></p>

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 see if they completed the criteria needed for this project and turn it in to me.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## Fiber Mesh Art Self-Evaluation

1. Did I use three principles of art? Yes No

2. Which three principles did I use? \_\_\_\_\_

3. How did I use these three principles in my artwork? \_\_\_\_\_

\_\_\_\_\_

4. What materials did I use? \_\_\_\_\_

5. Did I choose at least one of the materials with an awareness of its negative effects on the environment? Yes No

6. What are those negative effects? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Part III. Diversity (one page)

Indicate what you/your students did to address each of the diversity issues listed below. Use bold titles to identify at least 4.

*These include Gender, Learning Styles, Stages of Development, Strengths, Needs, Culture, Family, Community, Neurodiverse needs, Other (as applicable to your classroom: ADHD, ESL, physical and emotional needs).*

1. ESL
  - a. Visual literacy was implemented wherever it was necessary (accompanying ALL slides and handouts).
2. ASD
  - a. Student completes work at a desk next to the teacher's as that is where the student feels most comfortable completing her work.
3. Stages of Development: Pseudo-Naturalistic
  - a. Emphasis is placed on the journey to the final product, not the final product itself. Students will be graded on implementing techniques, not creating the same cookie-cutter result.
  - b. Students will also be encouraged to explore rather than follow a specific set of rules regarding the foundations and materials being used to complete the necessary standards. This will encourage development in their ability to make meaningful marks in their work as a sign of their advancing skills which is instrumental to the stage of development they are currently in.
4. Culture
  - a. When introducing any related artists to this lesson, special attention is paid to the culture of the artists and artists are picked that students can see identify with.

What do you know about your students' everyday experiences, culture and language, backgrounds and practices, and interests?

- I know that many of the students are Muslim and currently participating in Ramadan. This means that they may be irritable as they do not eat until late at night as their only meal of the day. It also means that they do not want to be touched as part of the traditions of Ramadan.
- I also know that there is a wide range of interests among the classrooms and the students. However, their attention is piqued and most engaged when I am silly with instruction, yet informative and concise, giving them more time to make, and less time to be lectured.

Physical development or conditions, if applicable for your learning segment. What do you know about students' physical development (e.g., students' fine-motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction?

- Students in this age range (12-14 years of age), are in their pseudo-naturalistic stage. They aim to "get things right" and their ability to make meaningful marks becomes a

critical component of their advancing skills. This will affect instruction as students will put emphasis on the final project, not the exploration of getting there.

## CONTEXT FOR LEARNING INFORMATION

Respond to the prompts below (no more than 4 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

### About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary school: \_\_\_\_\_

Middle school:   X  \_\_\_\_\_

High school: \_\_\_\_\_

Other (please describe): \_\_\_\_\_

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)<sup>1</sup>

City: \_\_\_\_\_

Suburb: \_\_\_\_\_

Town:   X  \_\_\_\_\_

Rural: \_\_\_\_\_

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

[ ] [There are many English Language Learners as well as students with cognitive disabilities and general health risks.](#)

4. Describe the physical facilities (e.g., regular classroom, specially equipped art room, portable, storage space), materials, and equipment (e.g., easels, potter's wheel, kiln) available to you for the learning segment.

[ ] [Regular classroom, kiln, two storage closets with supplies, small ventilation table/system.](#)

5. Describe any district, school, or cooperating teacher requirements, expectations, or scheduling that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

[ ] [Nicole \(host teacher\) teaches Advisory and online classes until 10:40 am every day, then in-person classes from 10:40 am - 2:00pm.](#)

### About the Class Featured in this Learning Segment

1. How much time is devoted each day to visual art instruction in your classroom?

[ ] [Nearly all of the class period. \(50 minutes\).](#)

2. Identify any textbook or instructional program you primarily use for visual art instruction. If a textbook, please provide the title, publisher, and date of publication.

[ ] [Art of Education University, Blick, Artsonia.](#)



3. List other resources (e.g., electronic whiteboard, hands-on materials, online resources, art posters, slides of artwork, and/or materials for art production) you use for visual art instruction in this class.

[ ] [Hands-on materials, Canva, art posters, slides of artwork/presentation with steps, electronic whiteboard, and hand outs to go with the lessons](#)

## About the Students in the Class Featured in this Learning Segment

1. Grade level(s):

[ ] [6, 7, 8](#)

2. Number of 6<sup>th</sup> graders

- [students in the class: \\_\\_18\\_\\_](#)
- [males: \\_\\_15\\_\\_ females: \\_\\_3\\_\\_](#)

- Number of 7<sup>th</sup> graders

- [students in the class: \\_\\_25\\_\\_](#)
- [males: \\_\\_15\\_\\_ females: \\_\\_10\\_\\_](#)

- Number of 8<sup>th</sup> graders

- [students in the class: \\_\\_13\\_\\_](#)
- [males: \\_\\_6\\_\\_ females: \\_\\_8\\_\\_](#)

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment (e.g., students with Individualized Education Programs [IEPs] or 504 plans, students with specific language needs, students needing greater challenge or support, students who struggle with reading, students who are underperforming or those with gaps in academic knowledge).

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.<sup>2</sup>

Students with IEPs/504 Plans		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
General Health Issues	28	Some need placed near the front of the classroom; others need placed by the door for better air

		circulation. Allowance for students to move spots if the students are around other students who are sick.
Cognitive Disability / Student on an IEP	13	Special “challenges” depending on the student that still hits the standards but is focuses on their special interest to keep them engaged.
<b>Students with Specific Language Needs</b>		
<b>Language Needs</b>	<b>Number of Students</b>	<b>Supports, Accommodations, Modifications</b>
English language learners	4	Matching key words with visuals both in presentation and tangibly in front of them.
<b>Students with Other Learning Needs</b>		
<b>Other Learning Needs</b>	<b>Number of Students</b>	<b>Supports, Accommodations, Modifications</b>
<i>Example: Struggling readers</i>	4	<i>Provide oral explanations for directions and checking for understanding</i>

## Part IV. Technology (one page)

\*Include a description of the technology you used to enhance student learning in your unit.

Examples: using images in technology, students using their Chromebook to do research on artists, using videos as demonstrations

In what ways, and with what success, did you Identify and apply technology resources to enable and empower learners with diverse backgrounds, unique characteristics, and abilities.

I used images in all my handouts I created using Canva. I also used images in every slide of my presentation to reinforce understanding with my verbal explanations.

What media and educational technology did you use to enrich students' learning opportunities?

I used google slides to instruct, images from google to reinforce, and handouts with images to enrich their learning.

How did you plan for the management of technology resources you used to teach your lessons during your unit?

I was the only one with direct, hands-on use of technology which was through my computer connected to the smartboard. Therefore, the only management was self-management. Meaning, should the presentation not connect, I also had the slides printed out so I could draw on the board in case the technology did not work.

What strategies did you develop or use to manage student learning in technology-integrated environments? (i.e. discouraging texting in the back row).

I used images to accompany all the text I used in the google slides for instruction.

## **Part V. Assessments (one page)**

Create and describe an authentic assessment that is highly motivating and provides an opportunity for students to share what they have learned. Evaluation tool must be included. Use bold print to title each:

### **Assessment of Prior Learning (pre-assessment):**

How did you gather information?

- I gathered information on prior learning through the anticipatory set of Day 1. I put all the fiber-related materials in one pile on a table. Then I asked which of the materials the students recognized and what they recognized them for.

What did you learn about your students?

- I learned that there is almost always one student who will recognize what you're talking about.

How did you use that information to inform the design of the lessons taught to those students?

- I used that information as a base for how to expand their knowledge. For example, when the students identified the materials they recognized and told me why they recognized them (the use of the materials) I then asked them to manipulate the material in a different way than its original use that they were familiar with.

### **Rubrics and Evaluation Tools for Each Method of Assessment**

- Rubrics as Method of Assessment
- Label and describe each method
- Include both formal and informal (observations, tests)

## **Day 1:**

LOOKING FOR:

\*How will students apply/demonstrate 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?

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.

## **Day 2:**

### **LOOKING FOR:**

**\*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 plastic 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 all the different materials they used and the different things they tried with them.

**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

## **Day 3:**

**\*How will students apply/demonstrate 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.

**\*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?**

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 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?

## **Day 4:**

### **LOOKING FOR:**

**\*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 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?

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.

## **Day 5:**

### **LOOKING FOR:**

**\*How will students apply/demonstrate 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.

**\*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 see if they completed the criteria needed for this project and turn it in to me.

## **Recording and Reporting Progress**

How did you record student work and performance?

### **Day 1:**

**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.

### **Day 2:**

**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

### **Day 3:**

**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.

### **Day 4:**

**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.**

### **Day 5:**

**Write-**

- **Self evaluation**

**Show-**

- **Exploration of materials in their piece by building off previous skills with fibers by using more than one fiber material, use of at least three principles of design with an awareness of one of the materials' negative effects on the environment.**

### **Your Method of Remediation**

What are you doing to remediate those who were not successful?

How much time did you allow for remediation?

Day 1:

- 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.
  - o 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. It will also help those who were not successful with this part of the lesson.
  - o This gives the student a full day to think about new things to explore.

Day 2:

- For our experimentation day, 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. Thus, helping those who were not successful that day have more things to think about to expand their exploration.
  - o This gives the student a full day to think about new things to explore.

Day 3 and 4:

- While students are working, I will walk around the room, answer questions when needed, and provide feedback on their designs when asked. Students will work on their projects for the entire class period.
  - o Especially if I see a student getting frustrated or looking lost with what they should be doing. I will be keeping a specific eye out for that.

Day 5:

- I will check in with every student as they examine the criteria and ask if they have any questions. If the question is relevant to the whole class, I will bring the class to attention, repeat the question and give the answer to the whole class to help those who may be falling short.





## Part VI: Theory and Research (one page)

Describe 2 specific ways the instructional planning outlined in this lesson reflect the appropriate application of educational theory/research

- Identify 2 pedagogical decisions you make and briefly explain how they reflect research/theory
  - Universal Design Learning (UDL)
    - What is good for one, is good for many.
    - I used visual literacy in every slide and handout I created/presented. Visual literacy is helpful for those who have a hard time making verbal connections. It is also helpful for multi-lingual learners.
    - [https://www.youtube.com/watch?v=NC\\_wtUh7Meg](https://www.youtube.com/watch?v=NC_wtUh7Meg)
    - <https://psarts.org/universal-design-learning-udl-arts-embracing-variability-learners/>
  - I incorporated as many call-and-responses/group discussions as I could
    - I did this so the students would remain engaged and involved in their education rather than being lectured at which is unhelpful for their learning development.