

LESSON 4 K. Eli Weingarten INSTRUCTIONAL STRATEGIES AND LEARNING TASKS		
LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives Cr, Cn, Pr, Re As a result of this lesson, students will know or be able to:	LESSON EVALUATIVE CRITERIA You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications: [qualities, quantities, variations, concepts, processes...]	LESSON ASSESSMENT INSTRUMENTS Attach rubrics, requirements, guides. You will gather the evidence through: Formative – Summative / Formal - Informal
AS10 Synthesize and relate knowledge and personal experiences to make art. EU.Cn.10.1 Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. Va.Cn.10.1.1a Students will consider why someone would create art outside of the classroom using recycled or repurposed materials.	Students will produce artwork that is about a living environment, consisting of the correct underwater ecosystem following a discussion in class, of an animal of their choosing using repurposed materials.	Summative: through the observation of students participating in the mentor artist discussion and creating process of the activity. Rubric posted at end of document will be a reference tool for the teacher to base an understanding of students' successes and achievements off of.
AS1 Generate and conceptualize artistic ideas and work. EU.Cr.1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Va.Cr.1.2.2a Students will create art projects using a variety of materials and tools that go beyond traditional art materials.	Students will create their habitats using repurposed objects and the final project will display multiple recycled materials. Students will use a variety of materials, plastic bottles, caps, shells, paper and more to create their projects that will show their ability to use unorthodox or non-traditional art materials.	Formative and Summative: observation of the students working on the project as well as a discussion with the students after the project has been completed. Students will be able to explain what objects they used in the creation of their project and how the materials have been reused and repurposed. Has the student used more than one material to create their project? Is the material a traditional art making tool? Why or why not?

Grade Level and Segment Title: 1-2

Central Focus - "Big Idea": Cycles

<p>AS7 Perceive and analyze artistic work.</p> <p>EU.Re7.1 Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Re7.1.2a Students will look at others' artwork and will respond to the different creations and how they relay different understandings of the constructed environments that have been made.</p>	<p>Students will look at everyone's work and see the differences and similarities between the projects. The children will look at the constructed projects that represent natural environments and discuss how they differ from the original habitats they are based on.</p>	<p>Formative: observational: Are students able to discuss with each other about the differences between natural habitats and their recycled material habitats.</p> <p>Summative: dialogue: Are students sharing their ideas on the project and what they learned about repurposing materials to construct environments not naturally found in the world?</p>

Cognitive Engagement

Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives.
 Include questions and brief overview of topic discussion.

Essential Questions:

- What type of cycles do you remember talking about from last class?
- What are ways we experience cycles in our lives?
- What happens to something after we are finished using it?
- If we do not repurpose or recycle it where does it go?
- Have you ever seen garbage piling up on the street?
- What can we do to repurpose the items we use so that it does not stay on the street?
- What does habitat mean? Is it different from a home? A community?
- What kind of habitats can you describe?
- How can we clean up our habitats or communities and decorate them?

INTRODUCTION/ MOTIVATION:

Warmup: 10 minutes

10:00-10:10

Students will continue to paint the stick that will be used for the mobile so that it can be completely painted on all sides and dried for the lesson after snack.

Introduction Time: 15 minutes

10:10-10:25

Essential/Guiding Questions (5 minutes)

Students will gather around in a semi-circle and revisit the big idea of cycles and the topic of repurposing materials. Additionally, students will be introduced to the idea of homes and habitats and communities.

- What type of cycles do you remember talking about from last class?
- What are ways we experience cycles in our lives?
- What happens to something after we are finished using it?
- If we do not repurpose or recycle it where does it go?
- Have you ever seen garbage piling up on the street?
- What can we do to repurpose the items we use so that it does not stay on the street?
- What does habitat mean? Is it different from a home? A community?
- What kind of habitats can you describe?
- How can we clean up our habitats or communities and decorate them?

Afterwards, students will be guided into the mentor artist and mentor art projects that will lead them towards the project for the first half of the day.

Mentor Artist (10 minutes)

Tyree Guyton



Amber Countryman

STUDENT INQUIRY/ EXPLORATION:

Time: 30 minutes

10:25-10:55

Students will use repurposed and recycled materials to create an ocean habitat for their favorite underwater creature thinking about how materials that usually get thrown out can be reused to decorate and enhance their project. The students will have access to glue and shells in order to decorate their mini habitats.

REVIEW OBJECTIVES/CLOSURE:

Time: 5 minutes

10:55-11:00

Students will walk around and look at each other's mini-environments. They will be asked questions from the teacher on how the repurposed materials were used differently in the various projects as well as what is interesting to them in other people's projects. Students will talk about what was fun as well as challenging in the project and talk about how this project has caused them to think about where our garbage goes and how it can be used to create either art or be cleaned up from the environment.

Gallery Walk: Post Assessment Questions:

What did other people choose to do with the materials that are different from your project?

What did you enjoy about this project? What was challenging?

How else could we use the trash we make and turn in into art projects to decorate our towns instead of throwing it out?

Knowing about the garbage in the ocean how could we take steps to make sure our waste does not end up there?

Informal Rubric for Teacher to Reflect on Students' Learning Outcomes

Exemplary	Accomplished	Beginning
Student is openly friendly and engages in discussion with their peers. The student is willing to ask questions and listen to other's suggestions. The student helps clean up extra supplies around the classroom.	Student interacts with peers occasionally but is timid when it comes to sharing ideas and asking questions. Student aids in the cleaning up of their own space.	Student talks down to others and does not help clean up their own space after the activity is completed and makes it difficult for other students to work.
Student uses multiple repurposed materials in the creation of their project and is able to express differences and similarities between the vast array of projects. The student is also able to understand how repurposed materials can be used to bring decoration to a community.	Student uses the minimum of materials necessary to create a project that uses recycled materials but is mostly comprised of new materials. The student is beginning to understand how art can be made from recycled objects and used to decorate a city.	Student does not use any repurposed materials nor do they relay an understanding of why it is important to make art that can both clean up and decorate a town using materials that can already be found there. Student may be oppositional to using recycled materials.