

<b>Grade Level and Segment Title: 1<sup>st</sup> Grade Paul Klee and Lines</b>	<b>Central Focus - “Big Idea”:</b> Paul Klee  <b>Essential Question(s):</b> What are the different kinds of lines that we can make in art? Who is Paul Klee? How can we use line and color to make an art piece?
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<p style="text-align: center;"><b>LESSON 2</b> INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</p>		
<b>LESSON LEARNING OUTCOMES</b> Referenced to NCAS segment objectives  <b>Cr, Cn, Pr, Re</b>  <b>As a result of this lesson, students will know or be able to:</b>	<b>LESSON EVALUATIVE CRITERIA</b>  <b>You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations &amp; modifications:</b>  <b>[qualities, quantities, variations, concepts, processes...]</b>	<b>LESSON ASSESSMENT INSTRUMENTS</b>  <b>Attach rubrics, requirements, guides.</b> <b>You will gather the evidence through:</b>  <b>Formative – Summative / Formal - Informal</b>
AS8: Interpret intent and meaning in artistic work. EU: People gain insights into the meanings of artworks by engaging in the process of art criticism. Va:Re8.1.1a: Students will interpret an artist’ work and describe the different characteristics of form.	Students will be shown work by Paul Klee and be directed to look at the piece Park Bei Lu. Students will be asked to identify color, line and shape that are found in the piece.	Summative: Students will be assessed based on an observation of if they are participating in or paying attention to the conversation happening about Paul Klee’s work.
AS3: Refine and complete artistic work. EU: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. Va:Cr3.1.1a: Students will work together to reflect on the assigned art project and details that they want to add to it.	Students will work together in class suggesting different lines to draw on their papers.	Summative: Observe if the students are participating in class. Formative: Do these lines exist in their final projects and does the project abide by the guidelines of the rubric.

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<p>AS2: Organize and develop artistic ideas and work.</p> <p>EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches.</p> <p>Va:Cr2.1.1a: Students will experiment with different materials while making their artwork.</p>	<p>Students will experiment with making different types of lines on their paper using whatever materials they have at home.</p>	<p>Summative: Students will create work during class and the teacher will look to see who is participating and working throughout the period.</p> <p>Formative: Students will be assessed on their final version of the project based on how it aligns with the rubric</p>
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**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.

**INTRODUCTION/ MOTIVATION:**

Time: 5-10 minutes

Students will be introduced to the artist Paul Klee and his artwork. Students will then be shown the piece that the lesson is inspired by and talk about different ways a person can draw a line. The lesson will then be explained to the students and the teacher will begin walking the students through the creation process.

Paul Klee, Park Bei Lu, 1938

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**STUDENT INQUIRY/ EXPLORATION:**  
 Time: 15-20 minutes  
 Students will practice making different line marks taking turns suggesting what to draw. After the students have gone through at least four different types of lines, they will begin working on their final project. Students will work with one medium for the lines and a second medium to outline the marks they make.

**REVIEW OBJECTIVES/CLOSURE:**  
 Time: 5-10 minutes  
 Students will share what they have worked on so far and give each other comments on the work shown. Students will be reminded to take a photo of their work and upload it to the Google Classroom.

This rubric is taken from my Cooperating Teacher’s existing rubric for her classes.

<b>Excels 4pts</b>	<b>Meeting 3pts</b>	<b>Partially Meeting 2 pts</b>	<b>Not Meeting 1 pt</b>	<b>No Image 0 pts</b>
Student Excels in the standards for this grade level.	Student is Meeting the standards for this grade level.	Student is Partially Meeting the standards for this grade level	Student is Not Meeting standards for this grade level.	No Image was provided as evidence to support the assignment.