

Grade Level and Segment Title: 1st Grade Art in Space	Central Focus - “Big Idea”: Outer Space Essential Question(s): What can we find in Outer Space? How do we see the stars and planets? What is a resist in art? How do we represent space in a drawing?
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LESSON 1 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
AS1: Generate and conceptualize artistic ideas and work. EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals. Va:Cr1.2.1a: Students will observe artmaking process in order to learn how to make art projects.	Students will talk about the solar system and then watch a demonstration of making a resist with markers and crayons as well as talking about other ways a resist could be made.	Informal: students will be observed to see if they participate in the conversation and are paying attention to the demonstration. Formal: Students work will be observed and assessed based on the rubric and the teacher will see if they made a resist as part of their design.
AS3: Refine and complete artistic work. EU: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime. Va:Cr3.1.1a: Students will discuss their work and the process that they went through to make their project.	Students will share how far they have gotten by the end of class and describe how they chose to design their art project.	Informal: Observation of students work and if they are willing to talk about what they have done so far.

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<p>AS10: Synthesize and relate knowledge and personal experiences to make art. EU: Through artmaking, people make meaning by investigating and developing awareness of perception, knowledge, and experiences. Va:Cn10.1.1a: Students will find times after class, if applicable, to complete art assignments.</p>	<p>If artwork is not complete by the end of the class period students will work on them outside of class and then post images of their work to Google Classroom.</p>	<p>Formal: Based on the rubric and if the students have uploaded and image of their work the teacher will be able to see if the student worked on and improved their projects from where they started with during class.</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 lesson. They will share what they know about the solar system with the class. Students will be shown how to do a resist and learn about how to do the project.

Wassily Kandinsky, Several Circles, 1926

https://www.artspace.com/magazine/art_101/book_report/ten-depictions-of-the-cosmos-by-modern-masters-55022

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What can we find in Outer Space?

How do we see the stars and planets?

What is a resist in art?

How do we represent space in a drawing?



Robert Rauschenberg, Space (Tribute 21), 1994

STUDENT INQUIRY/ EXPLORATION:

Time: 15-20 minutes

Students will work on the lesson and create their own solar systems out of crayon before going over it in watercolors or water-based markers. Students will work to finish up their assignment before class ends so that they do not have too much to do after class.

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REVIEW OBJECTIVES/CLOSURE:
 Time: 5-10 minutes
 Students will be reminded of what to work on if they have not finished after class. They will be reminded on how to upload their assignments to the Google Classroom. Students will also be asked to share their work and any progress that they have made.

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

Excels 4pts	Meeting 3pts	Partially Meeting 2 pts	Not Meeting 1 pt	No Image 0 pts
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.