

<p><b>Grade Level and Segment Title: 2<sup>nd</sup> Grade Snow Globes, Distance, and Perspective</b></p>	<p><b>Central Focus - "Big Idea": Winter</b></p> <p>Essential Question(s):          How can we show distance in artwork?          What are the different sections of a painting or drawing?          How can we use art to show our favorite activities?</p>
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<p align="center"><b>LESSON 3</b>  <b>INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</b></p>		
<p><b>LESSON LEARNING OUTCOMES</b>            Referenced to NCAS segment objectives</p> <p align="center"><b>Cr, Cn, Pr, Re</b></p> <p>As a result of this lesson, students will know or be able to:</p>	<p><b>LESSON EVALUATIVE CRITERIA</b></p> <p align="center">You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations &amp; modifications:</p> <p align="center">[qualities, quantities, variations, concepts, processes...]</p>	<p><b>LESSON ASSESSMENT INSTRUMENTS</b></p> <p align="center">Attach rubrics, requirements, guides.            You will gather the evidence through:</p> <p align="center">Formative – Summative / Formal - Informal</p>
<p>AS1: Generate and conceptualize artistic ideas and work.            EU: Creativity and innovative thinking are essential skills that can be developed.            Va:Cr1.1.2a: Students will brainstorm together about different ideas and how to make art.</p>	<p>Students will learn about perspective and distance in art and talk about their favorite parts of winter. They will come up with ideas on how to make art about winter together.</p>	<p>Summative: Are students paying attention to the discussion and adding their own insights?</p>
<p>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:Cr3.1.2a: Students will share their work and ideas with each other and talk about the choices they made in their projects.</p>	<p>Students will share work and ideas with the class and talk about the materials that they chose to use for their projects.</p>	<p>Summative: Are students participating in the sharing segment of the class period?            Formative: Does the work the students share connect to the lesson and the rubric?</p>

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<p>AS4: Select, analyze, and interpret artistic work for presentation.          EU: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for presentation.          Va:Pr4.1.2a: Students will present artwork that has a similar theme.</p>	<p>Students will share what they have created in their snow globes both during class and later on Google Classroom. They will share their different art pieces that all share the same theme of winter.</p>	<p>Formative: Students will be assessed based on if they followed the directions of the assignment and the guidelines of the rubric. Have they created a snow globe with three trees and a winter theme?</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  
 Students will talk about what they love the most about winter and be introduced to drawing things that are near and far to them. Students will be given the definition of perspective and asked to describe what something looks like far away as opposed to near by. Students will then be introduced to the activity of drawing out a snow globe and drawing three trees, far, near and in between. They will also be shown how to make birch trees using paint if they would like.



Winter Landscapes, Here Near and Far  
<https://www.deepspacesparkle.com/here-near-far-winter-landscape/>

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Snow Globes,

<https://casiestephens.blogspot.com/2019/01/in-art-room-snow-globe-cities.html>

**STUDENT INQUIRY/ EXPLORATION:**  
 Time: 15-20 minutes  
 Students will begin sketching out their projects and working on their snow globe designs. They will then add color in any medium of their choice. Students will make sure to add three different trees in the foreground, middle ground and background of their art work.

**REVIEW OBJECTIVES/CLOSURE:**  
 Time: 5-10 minutes  
 Students will share what they created so far and talk about what mediums they will be using for their designs. They will be reminded to clean up when they are done and to take a photo of their work and upload it to 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	Student is Meeting the	Student is Partially Meeting	Student is Not Meeting	No Image was provided as evidence to

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for this grade level.	standards for this grade level.	the standards for this grade level	standards for this grade level.	support the assignment.
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