

Grade Level and Segment Title: 2nd Grade Paul Klee	Central Focus - “Big Idea”: Environment and subject matter Essential Question(s): Who is Paul Klee? What is a portrait? How does background impact an art piece?
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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
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 artwork for preservation and presentation. Va:Pr4.2.2a: Students will create work that will be grouped together by theme and ideas.	Students will create their projects inspired by Paul Klee and prepare to photograph their final version in an environment of their choosing in order to upload to the assignment tab where they will all be visible for the instructor to see.	Informal: Students will be observed to see if they are contributing to the conversation about environment and backgrounds.
AS2: Organize and develop artistic work. EU: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks. Va:Cr2.2.2a: Students will be shown how to safely	Students will be shown how to cut out their creations for when they have completed their work. Students will watch the instructor demonstrate how to safely use scissors.	Informal: Students will be observed to see if they are able to follow directions that help them stay safe when using sharp objects like a scissor.

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operate tools that can cut paper like scissors.		
<p>AS1: Generate and conceptualize artistic ideas and work. EU: Creativity and innovative thinking are essential life skills that can be developed. Va.Cr1.1.1a: Student will discuss how to create an art piece that includes a background or environment of their choosing.</p>	<p>Students will work on their art pieces and then talk about how once cut out; the piece can be placed in an environment to be photographed. Students will learn how this can create a background for the work without drawing or coloring in the rest of a paper.</p>	<p>Formal: students work will be graded based on if it submitted to the assignment and if it has followed the guidelines of the rubric for their grade.</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.

INTRODUCTION/ MOTIVATION:
 Time: 5-10 minutes
 Students will be introduced to the artwork of Paul Klee and in particular his Senecio piece. Students will be shown some of the demo drawings and will listen to the class assignment description. Students will learn how to safely operate scissors.



Senecio, 1922, Paul Klee

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<p><u>STUDENT INQUIRY/ EXPLORATION:</u> Time: 15-20 minutes After looking at the demos students will work in class to create their Senecio inspired portraits marking out the different geometric shapes that will be on the face and body of their person. Students will work as the teacher walks them through making mismatched facial features that are similar to Paul Klee’s portrait. Students will then begin to add color to their projects.</p>
<p><u>REVIEW OBJECTIVES/CLOSURE:</u> Time: 5-10 minutes Students will be reminded to submit their work online both what is due by the end of the day and this project when they have completed it. Students will then be reminded to cut out their portraits and place them in an environment and then take a photograph after class.</p>

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.