

<p>Grade Level and Segment Title: 3rd Grade Poster Design</p>	<p>Central Focus - “Big Idea”: No Place for Hate</p> <p>Essential Question(s): What does No Place for Hate mean to you? How can you represent your own unique experiences in art? Why is a campaign like No Place for Hate important to talk about? How can art be used to spread a message to many people?</p>
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Name: K. Eli Weingarten

<p align="center">LESSON 3 INSTRUCTIONAL STRATEGIES AND LEARNING TASKS</p>		
<p>LESSON LEARNING OUTCOMES Referenced to NCAS segment objectives</p> <p align="center">Cr, Cn, Pr, Re</p> <p>As a result of this lesson, students will know or be able to:</p>	<p>LESSON EVALUATIVE CRITERIA</p> <p align="center">You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications:</p> <p align="center">[qualities, quantities, variations, concepts, processes...]</p>	<p>LESSON ASSESSMENT INSTRUMENTS</p> <p align="center">Attach rubrics, requirements, guides. You will gather the evidence through:</p> <p align="center">Formative – Summative / Formal - Informal</p>
<p>AS7: Perceive and analyze artistic work. EU: Visual imagery influences understanding of and responses to the world. Va:Re.7.2.3a: Students will discuss the message behind images</p>	<p>Students will be shown images of artwork that is relevant to the project and discuss how a message can be conveyed through imagery.</p>	<p>Summative: Based on observation students will be assessed based on their participation during the discussion period in class.</p>
<p>AS1: Generate and conceptualize artistic ideas and work. EU: Creativity and innovative thinking are essential life skills that can be developed. Va:Cr1.1.3a: Students will create designs based on ideas that they come up with.</p>	<p>Students will create posters for the No Place for Hate campaign based on their own ideas of what is important to share with people. They will begin the project in class.</p>	<p>Summative: Observation of students to see if they are working on their projects and coming up with ideas for the posters. Formative: Based on the work they begin in class and finish at home, students will be assessed on their assignments and if they followed the guidelines established by the rubric.</p>

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<p>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:Cr3.1.3a: Students will elaborate on their ideas by continuing to add details to their artwork.</p>	<p>Students will continue to add details to their projects outside of class to further enhance their artwork. They will continue to add to their work until turning it into Google Classroom.</p>	<p>Formative: Students will submit their final poster to Google Classroom and will be graded based on following of the guidelines set up by the lesson and the rubric.</p>
<p style="text-align: center;">Cognitive Engagement</p> <p style="text-align: center;">Include warm-up / motivational set, student inquiry for the intended learning outcomes, closure-revisit objectives. Include questions and brief overview of topic discussion.</p>		

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Central Focus - "Big Idea": No Place for Hate

Essential Question(s):

What does No Place for Hate mean to you?

How can you represent your own unique experiences in art?

Why is a campaign like No Place for Hate important to talk about?

How can art be used to spread a message to many people?

INTRODUCTION/ MOTIVATION:

Time: 5-10 minutes

Students will discuss the No Place for Hate Campaign and what it means to each of them. Students will talk about why it is important and will look at designs for a bunch of schools that are based around the campaign. They will then talk about how a poster can share important information to a large group of people.



<https://www.galenaparkisd.com/Domain/4625>



<https://www.pacer.org/bullying/stories/mystory.asp?id=2197>



<https://www.pinebushschools.org/about-us/no-place-for-hate/>

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STUDENT INQUIRY/ EXPLORATION:
 Time: 15-20 minutes
 Students will begin sketching out their posters for the No Place for Hate campaign and will think about what they would like to see highlighted in the designs. Students will draw out their designs based on their own experiences and values.

REVIEW OBJECTIVES/CLOSURE:
 Time: 5-10 minutes
 Students will share what they have worked on by the end of class and will talk about how they will finish up the assignment at home. Students will be reminded to turn in their assignments to Google Classroom.

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.