

<p>Grade Level and Segment Title: Grade 4 Mask Design</p>	<p>Central Focus - "Big Idea": Contests and Design</p> <p>Essential Question(s): How do you create an interesting piece of art with only one color? What do you need to include to make the mask specific to a group of people or place? Can sketching out a drawing first aid or hinder certain projects?</p>
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<p align="center">LESSON 2 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>You will know the student accomplished the learning because you will be able to observe the following evidence with accommodations & modifications:</p> <p>[qualities, quantities, variations, concepts, processes...]</p>	<p>LESSON ASSESSMENT INSTRUMENTS</p> <p>Attach rubrics, requirements, guides. You will gather the evidence through:</p> <p>Formative – Summative / Formal - Informal</p>
<p>AS7: Perceive and analyze art EU: Visual imagery influences understanding of and responses to the world. Va:Re.7.2.4a: Students will look at a design and learn how the different choices made by the artist influence how the piece is viewed.</p>	<p>Students will be shown different mask designs and will see how the design fits on the mask and utilizes the space it has to bring attention to certain details.</p>	<p>Informal: students will be observed in class and will be assessed on if they are participating in the conversation about design and choices artists make when sketching out their work.</p>
<p>AS1: Generate and conceptualize artistic ideas and work EU: Creativity and innovative thinking are essential life skills that can be developed. Va:Cr1.1.4a: Students will brainstorm ideas and designs for their project before beginning.</p>	<p>Students will sketch out their projects in pencil before adding color so that they can really take the time to think about what they want to include in their designs.</p>	<p>Informal: Students will be observed during class to make sure that they are outlining their projects before moving on to add color.</p>

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<p>AS3: Refine and complete artistic work</p> <p>EU: Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work overtime.</p> <p>Va:Cr3.1.4a: Students will revise and enhance their work based on conversations and ideas that develop through the art making process.</p>	<p>After students begin sketching out their designs they will look over their work and show it to the class, based on any comments they might receive and personal opinions they may change or alter their designs before they add color.</p>	<p>Informal: Students will be assessed based on observation and if they show their work to the class and if any changes are made after their first rough sketch.</p> <p>Formal: Students final projects will be assessed by a rubric and their project shows a clear thought process and that the student took the time to outline their project first.</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 mask competition and be shown some examples of mask designs. Students will then go over the requirements of the contest and how it may need to be handed in earlier than their next class if they want to participate in the competition.

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[https://www.gap.com/browse/product.do?pid=656987002&pcid=999&vid=1&&searchText=Kids%20Minecraft%20Face%20Mask%20\(3-Pack\)#pdp-page-content](https://www.gap.com/browse/product.do?pid=656987002&pcid=999&vid=1&&searchText=Kids%20Minecraft%20Face%20Mask%20(3-Pack)#pdp-page-content)



<https://www.amazon.com/Crayola-Reusable-Cloth-Kids-Halloween/dp/B08J6QGQBK>

STUDENT INQUIRY/ EXPLORATION:

Time: 15-20 minutes

Students will begin sketching out their designs in pencil before moving on to add color to the design. If there is time remaining students will go to their Google Classroom and check that all their assignments have been handed in and that the Digital Portfolio has two pieces of work in it.

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REVIEW OBJECTIVES/CLOSURE:
 Time: 5-10 minutes
 Students will be reminded to hand in the project by November 13th if they want to participate in the competition and to check that all of their assignments are handed in as the marking period is November 9th.

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.