

<p><b>Grade Level and Segment Title:</b> 5<sup>th</sup> grade Color and Line</p>	<p><b>Central Focus - "Big Idea":</b> Yearbook</p> <p>Essential Question(s):          What is needed to make a cover a yearbook cover?          Which information is repeated on every yearbook cover?          What is a resist?          What information should be on our yearbook covers?</p>
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<p align="center"><b>LESSON 2</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>AS8: Interpret intent and meaning in artistic work.            EU: People gain insight into meanings of artwork by engaging in the process of art criticism.            Va:Re8.1.5a: Students will look at a series of art all focused on a similar theme and identify what makes the pieces different and what is the most important features in each one.</p>	<p>Students will be shown examples of yearbook covers and see how each one focused on a specific detail or included important information. Then students will consider what they want to show or highlight in their own yearbook covers.</p>	<p>Informal assessment that will be carried out based on observation and if students are paying attention and looking at the different ways every yearbook cover is made.</p>
<p>AS2: Organize and develop artistic ideas and work.            EU: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making practices.            VA:Cr2.1.5a: Students experiment with different</p>	<p>Students will be introduced to resists with water-based materials and wax based materials and practice doing this new technique on their papers.</p>	<p>Informal assessment based on observation where the teacher will see which students are trying to create their own resists and which students are actively participating in class.</p>

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<p>techniques and materials to improve their skills.</p>		
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<p>AS1: Generate and conceptualize artistic ideas and work.          EU: Creativity and innovative thinking are life skills that can be developed.          Va.Cr1.1.5a: Combining multiple skills and techniques students are able to generate their own individual pieces of art.</p>	<p>Students will combine everything they have learned about making a resist on their paper and create their own yearbook cover for the competition.</p>	<p>Students will be formally graded based on the rubric and if they have created a yearbook cover to submit for the contest at the end of the two week period.</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 shown a variety of different yearbook covers and there will be a discussion on how each one either has similar important information of the name of the school and the year that the yearbook is from. Students will then be shown the teacher examples for this project and discuss how the important information to include is the school name or abbreviation and the year 2020-2021.

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Central Focus - "Big Idea": Yearbook

Essential Question(s):

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Which information is repeated on every yearbook cover?

What is a resist?

What information should be on our yearbook covers?



<http://mrbrands.weebly.com/blog/yearbook-cover-vote>



<http://weaverart.weebly.com/what-wex27re-doing-now/yearbook-covers>

**STUDENT INQUIRY/ EXPLORATION:**

Time: 15-20 minutes

Students will be introduced to creating a resist with water-based materials and crayons. Students will then practice creating a resist with patterns and then start sketching out what they want to do with their yearbook cover. If students do not have the materials to make a resist, they will watch the demonstration and think about what materials they can combine so that they at least have two different mediums on their paper.

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REVIEW OBJECTIVES/CLOSURE:  
 Time: 5-10 minutes  
 Students will show what they have worked on during the working period and discuss what else they might want to add to their yearbook cover. They will be reminded to turn in their work from two weeks ago that is due by the end of the day they have class.

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 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.