

Grade Level and Segment Title: 5th grade Paul Klee and Portraits	Central Focus - "Big Idea": Paul Klee Essential Question(s): Who is Paul Klee? How can a single line be utilized to create an entire drawing? What is a contour drawing? What is a blind contour drawing?
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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
AS7: Perceive and analyze work. EU1: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. VA:Re.7.1.5a: Students will discuss their own interpretations of an artist's work with others and learn how everyone comprehends an art piece differently.	Students will be shown work from Paul Klee and watch a short video on his use of abstraction and expressionism. Students will then share their own opinions on the artist's art style and what they can learn from it and other peoples opinions of the work.	Summative: Students will be assessed based on observation to see if they are listening to the conversation happening in class as well as if they are participating.
AS1: Generate and conceptualize artistic ideas and work. EU2: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.	During class time the students will make mini portraits of themselves using crayon, pen and pencil or a variety of writing and drawing utensils that they have at home. They will practice making portraits without lifting up their drawing tool, learning how to create a	Summative: Students will be assessed based on observation to see if they are working on their project. Formative: When the assignment is handed in, based on the rubric and the work provided are students experimenting with different mediums?

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VA:Cr1.2.5a: Identifying different ways to make one art piece and being able to select a method to create an artwork from the provided tools.	portrait in a new way. After creating trial portraits, students will select one medium to work on for their larger piece.	
AS2: Organize and develop artistic ideas and work. EU1: Artists and designers experiment with forms, structures, materials, concepts, media, and art making approaches. VA:Cr2.1.5a: Students show development of skills by learning new techniques and by utilizing many different materials or tools and creating a final product after a series of practices.	After having practiced during class period with different drawing materials students will work on their final, larger piece at home that demonstrates how they took their original trials and improved them with practice.	Summative: Students final projects will be handed into Google Classroom and will be assessed based on the rubric and if they followed the guidelines of the lesson.
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.		
<u>INTRODUCTION/ MOTIVATION:</u> Time: 5-10 minutes Students will be introduced to the artist Paul Klee. They will be shown a few of his pieces that focus on abstract and expressionist line work. If there is time a short video will also be shown of some of his work. There will be a focus on some of his drawings of faces and how abstract they are and yet how they still clearly represent a face. Students will then be informed that they will be tasked with creating a self portrait of themselves without ever lifting their drawing material off of the paper.		

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Portrait Sketch of a Costumed Lady, Paul Klee



Singer of the Comic Opera, Paul Klee

STUDENT INQUIRY/ EXPLORATION:

Time: 10-15 minutes

Students will be given the task to find 3 different drawing or writing utensils. After dividing the page into three students will do rough drafts of their final project and create three mini self-portraits out of different mediums. (For example pen, crayon, and pencil). After completing the three sketches students will have an opportunity to show the class their rough drafts and talk about which medium, they will want to focus on for their assignment.

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<u>REVIEW OBJECTIVES/CLOSURE:</u> Time: 5 minutes After everyone has completed the in-class portion of the assignment and those who have shared have gone, students will be told to pick which portrait is their favorite based on which medium was their more preferred tool of choice. After making the selection students will be assigned for homework to make a final self portrait that takes up an entire page made out one medium of choice. After they complete their portrait, they will be able to color it in using non skin tone colors that play off the abstractions and expressionism that was a highlight of Klee’s work.
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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.