

<p>Grade Level and Segment Title: Kindergarten Paul Klee</p>	<p>Central Focus - "Big Idea": Lines and marks</p> <p>Essential Question(s): Who is Paul Klee? What kind of lines can we make? What is a resist?</p>
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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 artistic work EU: Visual imagery influences understanding of and responses to the world. Va:Re7.2.K: Students will describe what they see in a piece of art	Students will be shown work by Paul Klee and be directed to look at the piece Park Bei Lu. Students will be asked to identify color, line and shape that are found in the piece.	Informal: Students will be assessed based on an observation of if they are participating in or paying attention to the conversation happening about Paul Klee’s work.
AS1: Generate and conceptualize artistic ideas and work EU: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals Va:Cr1.2.K: Students will work together to create their designs and art.	Students will practice making different kinds of lines in class as well as trying to make a resist. Students will work together in class suggesting different lines to draw on their papers.	Informal: Observe if the students are participating in class and trying out the new techniques that have been taught. Formal: Do these lines exist in their final projects and does the project abide by the guidelines of the rubric.

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<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.K: Students will experiment on paper different ways to make marks with the materials that they have</p>	<p>Students will experiment with making different types of lines on their paper using whatever materials they have at home. They will also experiment by creating a resist using both water and oil-based mediums to do so.</p>	<p>Informal: Students will create work during class and the teacher will look to see who is participating and working throughout the period. Formal: Students will be assessed on their final version of the project based on how it aligns with the rubric.</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 artist Paul Klee and his artwork. Students will then be shown the piece that the lesson is inspired by and talk about different ways a person can draw a line. The teacher will show the students how to do a resist and talk about what the final product will look like. The lesson will then be explained to the students and the teacher will begin walking the students through the creation process.



Paul Klee, Park Bei Lu, 1938

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STUDENT INQUIRY/ EXPLORATION:
 Time: 15-20 minutes
 Students will begin working on the project aided by the teacher going through the steps of how one could do the project. Students will give the teacher the names of different types of line. The teacher will show the students how to do a resist and talk about what the final product will look like. Students will have the time to ask clarifying questions about the assignment and talk about their favorite kinds of lines.

REVIEW OBJECTIVES/CLOSURE:
 Time: 5-10 minutes
 Students will pause what they are doing and share where they are in their projects with the class. The teacher will go over what may be left to do of the assignment and prompt the students to look at the demo video if they need help after class. The teacher will then ask some questions to ascertain that everyone understands what they need to do for the project.

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.