

Week 3 Lesson Plan: Stratton Elementary

Primary Subject Area and Grade Level:

Art Survey grades 1, 2, and 3

Interdisciplinary connections :

Week 3: Identity, Community, Collaboration, Writing

Lesson Duration:

Students will work complete one project over the course of two days (1 week).

- **Week 3, Day 1 / 2:30- 4:15pm**
 - Game for last 10 mins of recess: **Frogger** - Led by Natalie and Ashley
 - How to Play: First sit everyone down then have them all close their eyes tight. Tell them that you are going to tap one person on the head and they are the frogger. The frogger's role is to stick their tongue out at people. When they do this it will "freeze" that person. There will also be a detective chosen before the frogger they will leave the circle as the frogger is chosen then come back and try to guess who the frogger is. The detective should be given 3 guesses. If one of the campers sees that the frogger has stuck there tongue out at them they should wait ten seconds before they freeze. Once frozen, the camper should make a funny face and lay back an "die". The game continues until the frogger is discovered or the detective runs out of guesses.
 - Abby and Rhavin will set up the classroom

- 10-15 mins: **Snack and Ice Breaker Activity**- Led by Abby
 - Pictionary
 - 2 pieces of butcher paper taped on the board
 - 2 markers (one for each team)

- 5 mins: **Bathroom Break**

- 5 mins: **Classroom Expectations**
 - Presentation that goes over:
 - Plan for the day
 - What do you do if you have a question?
 - What is the bathroom policy?
 - Two assigned bathroom breaks: After snack (2:45-2:50), and after clean up (3:55-4:00)
 - Needs to ask the teacher before you go
 - When we want your attention, what do we do?
 - How do we get ready to work?
 - After snack- throw away trash, clear your desk

- 10 mins: **VTS Activity** (Presentation)
 - Nick Cave
 - <https://www.youtube.com/watch?v=BpNcmh3rxko>



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- VTS QUESTIONS

- What are the figures doing?
 - Are they people?
 - What are they?
 - What are they dressed as?
 - Do you think many people work on this?
 - What do you think their dancing represents?
 - Why do you think the artist made these costumes?
 - Do you think they have an audience?
 - Where might you see one of these figures?
 - How he relates: Nick Cave is an educator and interdisciplinary sculpture/performance artist who hopes to use his work to change community. His performances are usually in public spaces where everyone can enjoy them. While he created the idea/concept, his work requires community people and their space in order to execute the performance. Similar to our puzzle project that focuses on how we individually make up this community, his work is multimedia and uses individual identities/people to come together to create a larger piece that is relevant to the community. He knows that everyone has something to offer in order for these performances to be successful.
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- 20 mins: **Puzzle Piece First Sketches**
 - Presentation with specific directions
 - Presentation explains the importance of working together, that we all bring our unique qualities and experience together to thrive, (fit together like puzzle pieces),
 - Guiding Questions:
 - Why did we choose to do a puzzle?
 - What does your single puzzle piece represent?

- What does the overall puzzle represent?
 - How are puzzles symbolic of a community?
 - How can you represent your favorite place or person?
- 5 mins: **Teacher Exemplars (2)**: Led by Natalie and ?
 - One teacher (Natalie) shows a sketch of a puzzle piece, another teacher (?) shows a finished puzzle piece. Explain the importance of starting with a sketch and working with it. Explain why we put what we did. Explain symbology.
 - Why should we make a sketch first?
 - Do you have to stick with your sketch?
 - 10 mins: **Brainstorm Activity** Led by Ashley
 - Help the kids develop their puzzle piece sketches and ideas. How can we visually or otherwise represent our identities and person on the puzzle pieces?
 - What's your favorite food? Do you play sports? What traditions do you celebrate? What are some of your favorite memories in the community? Can you represent those visually? Flags?
 - 20 mins: **Work Time**
 - Sketch the puzzle piece concept on the cutouts handed to the kids.
 - Teachers will walk around and help the students through the process.
 - Teachers will work with students to incorporate symbology
 - 10 mins: **Clean Up** Led by Ashley

- 1. Students will put all supplies back where they belong.
- 2. Students will clear their desk- Make sure there is nothing on it and the surface is clean.
- 3. When finished, students will sit at their desk quietly with their puzzle sketch in front of them.

- 5 mins: **2nd bathroom break**
 - Line them up- If your birthday is from July to December, line up first.

- **Extra time:** Students rotate through “centers”: stations of free draw, free paint, board games, reading
 - Students can also finish up their All About Me books.

- 4:00 pm: **Dismissal**
 - Becca and Natalie hold the “car” sign for car riders by the door in the library. Ashley dismisses car riders to line up in front of them. Teachers use the bus list to check that they are in the right line and then take the car riders into gym. Parents pick up kids from the side door. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.
 - Rhavin holds the “bus” sign for busers by the door in the library. Ashley dismisses kids to line up in front of them. Lead them out the front of the school once the buses arrive. Rhavin and Ashley use the bus list to check that they are in the right line and then take them to wait for the buses. Teachers must check with the bus drivers to make sure they are getting on the right bus.
 - Abby / Catalina can take the remaining walkers.

Total Time: Around 2 hours

- **Week 3, Day 2 / 2:30- 4:15pm**

- 10mins: Have a student lead a game of their choice? (end of recess time)

- 15 mins: **Snack and Icebreaker**

- Ice Breaker: Bingo Game led by ?

- Students walk around trying to fill in each bingo square by talking with other students and teachers
- We print a bingo template for every student with likes/dislikes, habits, facts about them
- Students must get up and ask other students in the room to write their initials on a bingo square if it applies to them to have 5 squares in a row
- You can only have a person write their initials on one square so that more students talk to each other
- Should there be a prize for whoever wins bingo like a piece of candy?

Has their own cell phone	Likes Superman or Batman	Can whistle a song	Likes to climb on things	Likes looking at the sky at night
Likes cats better than dogs	Is the youngest or only child	Has never had a cavity	Does not like bananas	Knows all of the multiplication facts
Enjoys reading books	Enjoys cooking	FREE	Wears earrings	Can do a bike or skateboard trick
Likes to play soccer	Has been to another state	Has good handwriting	Likes to draw or color	Plays a musical instrument
Likes Math the best	Enjoys camping	Has freckles	Is left handed	Goes by a nickname

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- Template idea ^

- 5 mins: **Bathroom Break**

- 5 mins: **Classroom Expectations**

- Go over plan for the day
- Review Previous classroom expectations
- Attention Grabbers

- 10 mins: **VTS Activity** (Presentation) Led by Abby

Explain the connection of the identity, how the artists' unique identities inspired their work

- Azucena Romá



- What material was used?
- What does it say?
- What's happened from the first to second image?
- Where is this image taken?
- How does it make you feel?

- Do you like the colors?
- What do you see in the decoration around the word?
- Why do you think the artist made this?
- Have you seen anything like this before?



Her work is relevant to the puzzle project because as our final product will change and grow over time, her pieces are time sensitive and change from start to finish. Her work uses colors and locations to create emotions and responses from the viewer. Our Puzzle project, connects the community that exists within our classroom, and is site specific in this way. We will use colors and can incorporate text in our pieces to show feeling or ideas. It is an example of a different kind of work, that is time sensitive and site specific. Her work is inspired by her cultures of both a New Orleans native and first generation Guatemalan American. The Alfombras de Aserrín (sawdust carpets) is a tradition popular in Mexico and

Central America. A traditional use would be in a religious ceremony, and is sometimes used during Dia de los Muertos.

- Do you know where Guatemala is located?
- How can we display where we are from? Are there places that are familiar to you that you'd like to display? Could be near here, or could be abroad, especially for those of us who were born somewhere else. Maybe we have parents that were born somewhere else, that we've been told about. What stories have you been told about where you were born or where your parents grew up?
- Do you know where this image is located?
- Try to encourage the students to teach us what they know about this cultural practice and location, and facilitate a conversation about the different places and cultures the class is from

■ Basic VTS Questions

- What is happening in this image? What makes you say that? What do you think it means? Do you see the influence of the artist's culture and identity in her work? What do you like about it?
- Why did we choose to show this artist? How does it relate to our project?
 - "time and memory" as elements/materials.
 - Storytelling: Have them think about things they remember doing in the community or for their school.
 - Can be a discussion during the making of the puzzle piece
 - connects with your intention of learning about community in the making of the puzzle?

- 5 mins: **Teacher exemplars** Led by ?
 - Teachers present their finished puzzle piece.
 - Explain the reasoning behind what is shown.
 - How are puzzles symbolic of a community?

- 5 mins: **Introduce and demonstrate new materials** led by ?
 - Materials will all be at one table and students will go up in groups to collect material. We will introduce the materials of oil pastels and fabric and demonstrate how they can use these on their puzzle pieces.
 - Teacher will lead students in a demonstration on how to use new material -fabric, oil pastels, ask students if they've done this kind of collage or used the materials before

- 30 mins: **Working on puzzle piece project**
 - Puzzles will be passed out to students and they can begin working. Teachers will walk around, help students with their pieces and work alongside them. Maybe continuously brainstorming with the students.

- 10 mins: **Clean-up** led by
 - 1) Students must make sure their name is on the back of their sketch and puzzle piece.
 - 2) Students must put all supplies back where they belong.
 - 3) Clear their desk- Students must wipe it down and make sure the surface is clean.
 - 4) When finished, students will move their puzzle piece to the table to dry and then sit on the carpet quietly.

- 4:00 pm: **Dismissal**
 - Discussion, story, or game on the carpet with one teacher while the other teachers get ready for dismissal.
 - Becca and Natalie hold the “car” sign for car riders by the door in the library. Ashley dismisses car riders to line up in front of them. Teachers use the bus list to check that they are in the right line and then take the car riders into gym. Parents pick up kids from the side door. When the kids are picked up, their parent or guardian must sign next to their name on the attendance sheet.
 - Rhavin holds the “bus” sign for busers by the door in the library. Ashley dismisses kids to line up in front of them. Lead them out the front of the school once the buses arrive. Rhavin and Ashley use the bus list to check that they are in the right line and then take them to wait for the buses. Teachers must check with the bus drivers to make sure they are getting on the right bus.
 - Abby / Catalina can take the remaining walkers.

Total: Around 2 hours

Relevance/Rational:

- Through this puzzle project, students are able to gain a better understanding of identity while also seeing how differences make up their community
- Using different activities and various artists to teach the students about community will allow them to gain a well-rounded perspective while pushing them to feel invested in their projects.
- Being able to understand symbolism will help students find artwork to be meaningful.

- This is relevant because it also will help the students recognize symbolism throughout other subject areas including social studies, history, and identity.

Outcomes/Objectives :

- Students will use various materials, tools, and mediums in a safe and responsible manner when constructing and building.
- Students will come away knowing that they have a place of belonging in their community.
- Students will have a sense of pride being who they are.
- Students will understand what a functioning community is.
- Students will learn the value of working together.

Content Standards and or common core Learning Standards:

- When showing contemporary images and teacher exemplars, we ask students, “What do you think this means?” followed by, “what makes you say that”?
 - Discussions promote higher order thinking and reasoning skills, since there is no right answer.
 - By listening and responding to their peers, students are opened up to new perspectives and interpretations.

Use of Formative Assessment to Inform Planning:

- Group discussion following the puzzle project to connect personal answers to the larger concept of identities.
 - What are questions will lead the discussion?
 - Do you like your puzzle piece?
 - How does your puzzle piece look when it fits into a bigger puzzle?
- Questions for the class after the presentation on puzzle, symbolism, and artists to check comprehension.

- How are puzzles symbolic of a community?
- How did the identity of one of the artists show in their work?

Materials:

- Day 1: Sketch Puzzle Piece
 - Pictionary game - Abby
 - 2 pieces of butcher paper for pictionary
 - 2 markers for pictionary
 - Tape
 - Premade puzzle template for sketch
 - Printed templates - Natalie
 - One per student + teacher exemplar = 28 total
 - Teacher exemplar of sketch puzzle piece - Natalie
 - Teacher exemplar of finished puzzle piece - ?
 - Pens/pencils -
 - Markers, Crayons, Colored pencils - Becca
- Day 2: Final puzzle piece
 - Premade puzzle template cut outs from Bristol paper - Rhavin
 - One per student = 27 total
 - One teacher exemplar of finished puzzle piece from Tues.
 - Oil pastels - Ashley
 - Fabric - Natalie and Catalina
 - Glue - wet and stick - Ashley
 - Scissors - Ashley
 - Scotch tape to connect puzzle pieces
 - Icebreaker Bingo Game - Abby
 - Printed bingo template (26 total)
 - Markers for students to sign initials
 - Clipboards if available

Behavioral Management Plan

- After Recess - Clear Expectations
 - Go through the plan for the day
 - Always letting them know what is going to happen next
- Make an After Care “Pact”
 - Classroom rules
 - Ask them what they want the rules to be
- Two Bathroom Breaks
 - Assign one teacher to bathroom breaks each week
- Attention Grabber
 - One two three eyes on me! One two eyes on you.
 - Back up: Clapping Method
Backup, back up: Heads Down, Lights Off