

Lesson Plan Title: Creative Dwelling
High school grade level: 9-12
Teacher : Stacy Johnson

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Can my students repurpose found materials?
Do my students have knowledge of the meaning of dwelling?
Are my students able to be resourceful within the parameters of Covid?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students will answer prompts outlined on the assignment slide presentation:

https://docs.google.com/presentation/d/1k_ZEsb0vMWARjBQKljzoAkIj2hke77VGvPeHUgx57aI/edit?usp=sharing

- ☐ Who is living in your dwelling?
- ☐ Where did you get your inspiration?
- ☐ Where is it located?
- ☐ What are some interesting functions?
- ☐ What are some aesthetic details that are important to your design?
- ☐ Are there moving parts?

Final expectation slide presentation: <https://docs.google.com/presentation/d/11QMO7aVdqGPBq-G2rHGmhohL5UMTX6m22UEMAgnwL5c/edit?usp=sharing>

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Ideation on unique dwelling that tells a story

Working in “the round”

Show movement in sculpture with line and shape

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

The size (shoe box or larger) must relate to the over all concept of the dwelling. This is important in the creation of details and ability to demonstrate as many clues about who would live in the dwelling.

Can you use your steps of process and problem solving in future projects? How?

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.
Should be written as: Objective. (-Co Visual Art Standard: - GLE: -SHoM: -Art learning: -Numeracy, Literacy, and/or Technology)

1. Use your architecture research to develop ideas
2. Envision your dwelling through detailed sketches including labels of special and unique aspects of your dwelling
3. Find new and unique ways to display the aesthetics of your dwelling. IE: How can I make a surface look like water?
4. By taking notes and process photos, students will be able to transfer knowledge of how to create connections with materials.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	For students without access to materials in school, the assignment calls for use of found objects. Objects from home can be used here.	Repurposing is a valued form of creating art.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students can create expansions of their dwellings including multiple buildings.	The process for extending into extra dwellings will be offered when the student has finished a complete dwelling and has time to keep creating

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Research of terms used in building and include in research slides

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Found materials

- wood
- glass
- plastic
- moss
- blocks

- glue guns
- spray adhesive
- cardboard
- rocks
- sand

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Students created their own visual aids in the beginning of this project that asked them to research 3 different types of architecture.

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Beginning sketches
- final sketch with detailed labels
- found materials
- school resources for adhesive and technical needs

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Check to make sure adhesives are not toxic...for example: Do not use hot glue on scouring pads.
- All wood working must be supervised
- Tools must be respected
- respect the space of others when using ceiling outlets

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

I started with a video of a moving house that exists here in Colorado. My slide presentation of the assignment offered many examples of unique dwellings.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

Ideation is outlined in my presentation with this list of questions:

- ☐ Who is living in your dwelling?
- ☐ Where did you get your inspiration?
- ☐ Where is it located?
- ☐ What are some interesting functions?
- ☐ What are some aesthetic details that are important to your design?
- ☐ Are there moving parts?

Instruction:

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	Instruction - Create slide presentation of architecture research Research at least 3 different architecture styles that interest you and explain why.	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) Students UNDERSTAND and ELABORATE on the wide range of possibilities involving artist choice	Time
Day 2	Prepare sketches of 3 different styles of unique dwelling you could possible create	Begin to create an ideation in mind	
Day 3	Show final sketch (favorite of three) and label important and unique parts of intended design.	Begin collecting materials and starting construction which means a beginning of process and problem solving.	

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Student have a template slide presentation to fill in:

<https://docs.google.com/presentation/d/11QMO7aVdqGPBq-G2rHGmhohL5UMTX6m22UEMAgnwL5c/edit?usp=sharing>

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Students will share their presentations in person.

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.

The expectations in the final slide presentation are meant to determine their grade

Here are the grading criteria that they have seen since day one of the project

https://docs.google.com/document/d/1lGmEPHRxmC97rVBmWk0RTYs1VOvLnmSSGnI_iIs_9JY/edit.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

I allowed students to have a few extra days to complete their dwelling because every student was working with high standards and they all advocated for extra time. This impressed me because it showed that they took ownership for their project and didn't want to compromise their design just to get it done in time.

I was impressed by how they graded themselves. They were usually harder on themselves than I was.

Here is an example:

<https://docs.google.com/document/d/1QKu0hhUrHSqSRHGEBFgmMEMlUDZtkRgZwca-MocCvI/edit>

