

Teacher: Kyndall Thompson
School: Preston Middle School
Title: Homeroom

Grade Level: 6th Graders

Date:
Content area: Art
Lesson #: _ of _

Lesson Idea / Topic:	How (NOT) to Use a Pencil. Exploring ways you can use a material other than it's intentional use.
Rational / Relevance:	There are varying levels of art backgrounds in the sixth graders, and so the relevance is breaking down the misconceptions that there is a "only" or "right" way to use materials in art.
Student Profile: (Students that are there, students this lesson is great for)	Students who think art "isn't for them," students who are sixth graders with varying interests and backgrounds.

Content standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

Invent and Discover to Create: Explore various media, materials, and techniques used to create works of art. Prepared graduates recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research. Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies

Understandings and Essential Questions: *(Big Ideas)*

We are taught the "correct" ways to use materials, and yet, we don't truly invent our style until we challenge and push the boundaries of what humans "know." One cannot base the quality of art on the medium, materials, nor our perceived limitations with them.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from the standard, one from each of the six facets of understanding)*

What are ways in which material use lends to the artmaking process and the value of the art? Are all possible uses of a material correct, or are they only correct when proven to be successful?

- Explanation: What are examples of artists who don't use their materials 'correctly'?
- Interpretation: How does learning how to use materials hinder or aid experimentation?
- Application: How might experimentation be relevant to other subjects?

- Perspective: What are the reactions to artists and designers using materials in new ways?
- Empathy: What would it be like to walk in Meret Oppenheim's shoes, using familiar materials in new ways?
- Self-knowledge: How are my views about the quality of art shaped by others' reactions to it?

Evidence Outcomes: *(Learning Targets)*

I can break down my use of materials and the corresponding artwork using the experimentation of my art making and writing a paragraph explaining their finds.

List of Assessments: *(Formative and summative, whether the summative occurs in this lesson or not)*

Thumbs up / thumbs down for pre-assessment / understanding. Practice, end of project critique with artist statement involving what they learned and what they tested.

CEP Lesson Plan Form

Planned Lesson Activities:

<p>Name and Purpose of Lesson</p>	<p>How (NOT) to Use a Pencil. Exploring ways you can use a material other than it's intentional use to portray how there is discovery and no 'correct' way to do art.</p>
<p>Co-Teaching <i>Will co-teaching models be utilized in this lesson?</i> Yes__ No_x_</p>	<p>If co-teaching- What will be your role? What will the co-teacher's role be?</p>
<p>Approx. Time and Materials</p>	<p>Approx. 45 min Ink, pencils, glue, graphite / charcoal powder. Pipe cleaners, string, paper, cylindrical vs hexagonal pencils. Papers cut to 11"x11".</p>
<p>Anticipatory Set (Mini-lesson and</p>	<p>Build the need-to-know, set the purpose: Ask students to list ways pencils can be used; the teacher will present the idea that a pencil (while being used safely) can be used in more ways than those, if you think outside the box and ask for</p>

<p>intro)</p>	<p>what a pencil can do with different materials. Show examples of unique ways to use a pencil with Jennifer Maestre's artwork on a powerpoint.</p> <p>How will you model thinking, conduct a think-aloud, minilecture, demonstration? The demo will be me using the different materials at a table that everyone is gathered around. I will ask students for ideas of what to try, and do three different marks that they suggest. I will remind them that anything is allowed except for unsafe actions and that they must keep their marks on their papers. I will also remind them that they cannot use the tip of the pencil as a pencil nor the eraser as an eraser.</p>		
<p>Procedures (Workshop Time)</p>	<p>The strategy I intend to use is: Workshop model</p> <p>I am using this strategy here because: Most art lessons are framed in this way, as the student work is essential.</p>		
<p><i>Teacher Actions</i> <i>What will you be doing while the kids do the work?</i></p>	<p><i>Student Actions</i> <i>What will the students be doing? (We do or you do?)</i></p>	<p><i>Data Collected</i> <i>While you are conferring or monitoring, what data will you (or did you) collect for future lessons?</i></p>	
		<p>:</p>	
<ol style="list-style-type: none"> 1. Introduction/Icebreaker (3 min.) <ol style="list-style-type: none"> a. Introduce self b. Ask the students if they have used materials other than pencils to do art and what. (ask for 2 hands) 2. Pre-assessment: (3 min) <ol style="list-style-type: none"> a. How many of you are familiar with the pencil? How are you supposed to use a pencil? How can you incorrectly use a pencil? b. Create a list on the board of ways to use a pencil vs. ways to incorrectly but safely use a pencil. 3. Essential Questions: (4 min) <ol style="list-style-type: none"> a. What are ways in which material use lends to the artmaking process and the value of the art? Are all possible uses of a material correct, or are they only correct when proven to be successful? b. Interpretation: How does learning how to use materials hinder or aid experimentation? c. Self-knowledge: How are my views about the quality of art shaped by others' reactions to it? 4. Ideation (included in Demonstration) <ol style="list-style-type: none"> a. How could we safely use a pencil incorrectly? 			

- b. What are ways we use a pencil? Why?
 - c. What if you used a piece of charcoal for writing? Why do we write with pencils or pens?
 - d. What materials can transform a pencil?
 - e. What do you call a pencil that isn't being used as a pencil?
5. Motivation: (Included in Demonstration)
- a. Keep challenging the students' ideas on what they can do with the pencil; they will be engaged by the experimentation
 - b. Challenge students to come up with at least three combinations of materials and encourage them to make new solutions to the problem.
6. Demonstration: 5 min
- a. Show students a few different ways to safely not use pencils correctly
 - b. "A good rule of thumb to know if you are using your materials responsibly is if it is not interacting with other people and is in communication with but not attacking other materials or yourself."
7. Hand out paper. (2 minutes)
8. Students work until projects are completed or attempted (15 minutes)
- a. When students are working, teacher will confer with two students about the ideas behind their artwork and techniques.
 - b. When students are working, teacher will monitor most students, to ensure that no one is behaving irresponsibly, and that everyone is working on the project. The only "wrong" way to do this is to either not do it or endanger selves or others.
9. Student Reflective Activity (5 minutes)
- a. Students will pair up and discuss with their shoulder buddy what one challenge was and what ways they used materials to creatively make new uses for a pencil. Cold call on two students to share with the class.
 - i. Teacher will monitor to ensure students are staying on task; as well as commenting on different discoveries.
10. Clean up (10 min)
- a. Ask students to put all materials in bins and wash off tables, stack stools.

Closure (Debrief)

How will students share understandings, how will teacher label and hold thinking for future learning, and how will teacher build momentum for the next class period? Documentation of learning will be made in the form of videos that do not identify students and only use their voices and their actions.

Students will pair up and discuss with their shoulder buddy what one challenge was and what ways they used materials to creatively make new uses for a pencil. Cold call on two students to share with the class.

Which closure activity will you use and how will you inform your instruction? Ditto to above.

Differentiation	Modifications:	<p style="text-align: center;"><u>Content</u></p> <p>They could be allowed to use different materials than pencils for easier motor functions and / or more personalized materials.</p>	<p style="text-align: center;"><u>Process</u></p> <p>The supplemental materials given could be different (ie instead of ink they could have markers)</p>	<p style="text-align: center;"><u>Product</u></p> <p>The amount of marks they should do will be lessened if needed.</p>	<p style="text-align: center;"><u>Environment</u></p> <p>The student could be given a larger work space, a more secluded and quiet work space (visually and noise level wise). Student could be moved near students that increase their confidence and safe risk taking as well Students could be offered music over the speakers.</p>
	Extensions:	<p>Students could be asked to make another artwork with a different 'staple art material' such as a paintbrush or marker and rework the capabilities of that utensil</p>	<p>Students could be challenged to propose added uses of different materials with the pencil.</p>	<p>Students could be encouraged to write two paragraphs explaining the implications of the idea of a 'correct' and 'incorrect' way</p>	<p>Students could be placed near other advanced students to encourage higher level conversations around the artmaking.</p>

				to create art.	
Assessment (Describe both the formative assessment(s) and summative assessment(s) used)	<p>Formative: Students will display their artworks and discuss with the class what they used, why, and how. They will discuss what their challenges were, how they came up with their idea, and how they used what they learned in their experimentation to explore with their final piece.</p> <p>Summative assessment: rubric filled out by student and filled out by teacher.</p>				

Post Lesson Reflection

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*
 - a. *The lesson objectives were achieved somewhat, but a majority of students did not demonstrate inquiry into different ways of using materials. This was fault of me not fully explaining the topic before students began.*
2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**
 - a. Further detail, no glitter, release the students to work after explaining inquiry questions, handing out paper faster. More clean up time. More rules on glitter if it is used.
 - b. I would reword some of my phrases to make better sense.
3. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*
 - a. *The next lesson would be an extension, wherein the students could choose their own mundane object and use it in new ways. They could then reimagine this object in conjunction with other objects in a different creative format, such as a video.*
4. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**
 - a. Did not coteach.