

# Third Grade Lesson Plan 11/08 and 12/06

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Title: Chalk Exploration

Group/Date: Beattie Elementary 3rd

November 8th and December 6th

<p><b>Lesson Idea and Relevance:</b> What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<ul style="list-style-type: none"> <li>● Chalk pastel exploration. Exploring a new medium allows students to discover the creative potential/ nature of the medium.</li> <li>● Students of this age and background are learning through doing and build understanding through exploring and playing with new tools and mediums.</li> </ul>
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<p><b>Essential Understanding (s):</b> What are the “big ideas”? What specific understandings about them are desired?</p>	<p><b>Essential Question (s):</b> What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> <li>- Artists and designers experiment with mediums to discover the unique qualities and manipulate them in different ways to yield different visual effects.</li> </ul>	<ul style="list-style-type: none"> <li>- How does chalk differ from other mediums?</li> <li>- When would artists and designers use chalk over other materials?</li> <li>- How do artists and designers use different methods to manipulate different mediums?</li> </ul>

<p><b>Outcomes - Students will be able to...</b>What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?</p>
<p><b>Condition...Students will be able to (measure)...criteria (assessment)</b></p>
<ul style="list-style-type: none"> <li>● After a demonstration of using chalk pastels in sketchbooks, students will be able to create three different types of marks and two distinct blended colors by expressing them in their sketchbooks.</li> <li>● After a short introduction of chalk pastels, students will be able to ideate with the instructors how to blend colors, correctly suggesting two different color combinations to create two new colors.</li> <li>● After a demonstration on using/manipulating chalk pastels, students will be able to explore and apply these methods/ techniques to their chalk pastel drawings in their sketchbooks.</li> </ul>

<p><b>Student Reflective Activity:</b> Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p><b>Assessment Instrument (s):</b> By what criteria will “performances of understanding” be judged?</p>
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<ul style="list-style-type: none"> <li>• While students are in line ask 3 students to share something they discovered they could make/ do with chalk pastel.</li> <li>• Ask students WHEN they may choose to use chalk pastels over another medium. What kind of art/ images would you choose to express with chalk pastel?</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactory: The student used chalk pastel showing 3 or more distinct techniques of manipulating the medium. The student blended colors to create other colors or hues 2 times.</li> <li>• Needs improvement: the student used 2 techniques of manipulating the medium and blended colors to create other colors or hues 1 time.</li> <li>• Unsatisfactory: the student barely attempted to manipulate the chalk pastels. They scribbled but did not attempt to blend the pastel or mix new colors/ hues onto their paper.</li> </ul>
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<p><b>Pre-assessment:</b> How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?</p>
<ul style="list-style-type: none"> <li>- Asking students if they have ever used chalk pastels</li> <li>- Have students ever used sidewalk chalk?</li> </ul>

<p><b>Motivation:</b> How will you hook all students and hold their interest?</p>	<p><b>Ideation:</b> How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?</p>
<ul style="list-style-type: none"> <li>• Challenge students to create new colors with the colors provided</li> <li>• Challenge students to make three different types of marks with their chalk.</li> <li>• Show students how you can smear and blend chalk pastel with paper towels.</li> <li>• Show students how you can use erasers to remove pigment they have applied to paper.</li> <li>• Have students ever used sidewalk chalk?</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students what colors we can make with the colors provided</li> <li>• Remind students of the color wheel and what colors mix to make what colors.</li> <li>• Ask students what different marks can be made with the chalk.</li> </ul>

<p><b>Instruction:</b> How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?</p>	
<p>Introduction: <a href="#">Kyndall (Swap with Natalie on 12/06)</a> Documentation: <a href="#">Cassie (Kyndall on 12/06)</a></p>	<p>Demo: <a href="#">Natalie</a></p>
<p>Introduction: <a href="#">(5 mins) (Kyndall)</a></p> <ul style="list-style-type: none"> <li>• Greeting students in the hallway</li> <li>• Bringing the students in quietly and calmly, having them sit at their seats</li> <li>• Chalk pastel exploration. Exploring a new medium allows students to discover the creative potential/ nature of the medium.</li> <li>• Students of this age and background are learning through doing and build understanding through exploring and playing with new tools and mediums.</li> </ul> <p>Pre-assessment: <a href="#">(Included in Studio Instruction)</a></p> <ul style="list-style-type: none"> <li>• Asking students if they have ever used chalk pastels?</li> </ul>	

- Have students ever used sidewalk chalk?

**Ideation: (5 mins) (Kyndall)**

- Ask students what colors we can make with the colors provided
- Remind students of the color wheel and what colors mix to make what colors.
- Ask students what different marks can be made with the chalk.

**Motivation: (Included in ideation) (Kyndall)**

- Challenge students to create new colors with the colors provided
- Challenge students to make three different types of marks with their chalk.
- Show students how you can smear and blend chalk pastel with paper towels.
- Show students how you can use erasers to remove pigment they have applied to paper.

**Studio Instruction: (5 mins) (Natalie)**

Demonstration: How to use the chalk pastels, blending on paper, mixing the colors by blending two colors together, and proper care of the chalk pastels (no throwing, dropping, smashing the chalk pastel chunks, no blowing the dust off the page, being mindful of messy hands as in no rubbing them on others.)

- (20 mins)

Allowing for work time in the students sketchbooks, giving them time to explore the chalk pastels and sidewalk chalk in the sketchbooks.

**Student Reflective Activity:**

- (5 mins) (Kyndall)

During line up

- Students will be asked questions in line as a reflection
- While students are in line ask 3 students to share something they discovered they could make/ do with chalk pastels.
- Ask students WHEN they may choose to use chalk pastels over another medium. What kind of art/ images would you choose to express with chalk pastel?

**Clean up Time: (5 mins) (Cassie)**

- Addressing the Rams leaders to help with clean up of tables
- Letting one table clean up with wet wipes at a time
- Assigning one person at each group to collect the chalk pastels
- Another person to collect the sketchbooks at the table and place them in the colored bins

**Materials and Resources:** What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Chalk pastels
- Sketchbooks
- Wet wipes
- Erasers
- Paper towels
- Sidewalk chalk

**Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

- Setting up the chalk pastels for each group

- Going over the chalk pastel rules
  - Not blowing the dust everywhere as it can be breathed in and be harmful
- Having the wet wipes ready to go around the room for during and after the exploration

**Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

- Provide ear covers for students who are sensitive to loud environments
- Provide aprons to students who prefer them
- Allow the freedom to work on multiple pages of the sketchbooks so the students don't feel limited
- Write some of the instructions for how to use the chalk on the board for visual learners; demonstrate for visual and auditory learners, and allow experimentation and mistakes for kinesthetic learners.