

Service-Learning Lesson Plan

Title: Space Adventures

Group/Date: Cassie, Kyndall and Natalie 11/22/19

<p>Lesson Idea and Relevance: 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>	<p>-Ask students to pretend that they are astronauts that just got back from a mission in space. They forgot their camera but want to show their friends and family what they saw or experienced in space. Using chalk pastels on dark paper, they will draw what they saw on their mission. <u>Relevance:</u> This lesson builds off of students previous chalk pastel explorations where they discovered the materials ability to blend, draw and create new colors. It asks them to push their thinking and use their imaginations to tell a story with chalk pastels.</p>
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<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> - Artists and designers use their imagination to create their own visions of the universe and express it through their art 	<ul style="list-style-type: none"> - How can artists tell stories with their art? - How can artists use their imaginations to create visions of new or made up places?

<p>Outcomes - Students will be able to...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>Condition...Students will be able to (measure)...criteria (assessment)</p>
<ul style="list-style-type: none"> ● After a reflection demonstration on how to properly use and blend colors from chalk pastels, students will be able to create one art pieces imagining what the universe would look like. ● After a reflection demonstration of using chalk pastels in sketchbooks, students will be able to create three different types of marks and two distinct blended colors. ● After ideating about what they could possibly see in space as a class, students will be able to tell a story through their chalk pastel drawings. ● After successfully completing a drawing, students will be able to articulate two different blended colors to each other by discussing with each other.

<p>Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?</p>	<p>Assessment Instrument (s): By what criteria will “performances of understanding” be judged?</p>
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<ul style="list-style-type: none"> • Students will share with shoulder buddies what they found in space and two areas they blended to make a new color. • “What did you see in space?” “What areas did you blend a new color?” “Why did you choose that color paper?” 	<ul style="list-style-type: none"> • 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. The students are able to visually and verbally tell a story through the use of chalk pastels. • Needs improvement: the student used 2 techniques of manipulating the medium and blended colors to create other colors or hues 1 time. Students only addressed one element of creating a story either visually or verbally. • 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. Students did not create or verbally tell a story through chalk pastels.
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<p>Pre-assessment: 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"> • What do you know about space? • Does anyone know anything about astronauts? • Has anyone used different colors of paper before? 	

<p>Motivation: How will you hook all students and hold their interest?</p>	<p>Ideation: 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"> - Ask students to pretend they are astronauts who just got back to Earth from a mission. They forgot their camera but want to share their experiences in space with the world so they want to draw where they went, what they saw or what they did while in space. 	<ul style="list-style-type: none"> - Provide images of planets, galaxies etc at each table group - Ask the class to brainstorm together as a class what one could possibly see in space and write/ draw our ideas on the board

<p>Instruction: 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: Natalie</p>	<p>Demo: Cassie</p>	<p>Documentation: Kyndall</p>
<p>Set up: (Before class)</p> <ul style="list-style-type: none"> - Pastels, paper on the table, two per table. Paper = purple, blue, black, two of each color on the table. 		

Introduction/Pre-assessment: (5 mins) (Natalie)

- What do you know about space?
- Does anyone know anything about astronauts?

Ideation: (Natalie)

- Provide images of planets, galaxies etc at each table group
- Ask the class to brainstorm together as a class what one could possibly see in space and write/draw our ideas on the board

Demo:(5 mins) (Cassie)

- Refresh possible chalk pastel techniques with students
- Introduce how using chalk pastel on dark colored paper allows the color to pop

Studio Time: (25 mins)

- Students have time to draw space creations on different colored paper to paste in their sketchbooks.
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Student Reflective Activity: (5 mins)

- Students will share with shoulder buddies what they found in space and two areas they blended to make a new color.
- “What did you see in space?” “What areas did you blend a new color?” “Why did you choose that color paper?”

Clean up: (5 mins)

- Organize materials on each table in their respective boxes
- Clean tables
- Clean floor

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

- Purple, black, and dark blue paper, 8x12
- Aprons
- Chalk
- Chalk Pastels
- Pastels
- Erasers
- Paper towels

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.

Preparation:

- Cut purple, black and dark blue paper, sketchbook size. 8x12
- Have aprons ready

Safety

Chalk pastel rules that will be gone over during the review demonstration: Asking students what we do and don't do with chalk pastels.

- Not to blow chalk pastel dust everywhere to prevent breathing it in
- Having baby wipes available to prevent students from staining and ingesting chalk pastels.

- Address that we don't throw or step on chalk pastels.

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)?

- Different colored paper options, different medium options (Chalk, pastel, chalk pastel)
- Aprons available.