

# Service-Learning Lesson Plan

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Title: Complete Covers & Tissue Paper Exploration  
 Group/Date: Beattie Elementary 3rd and Kindergarten,  
 October 4th and October 11th

<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>- Start class by allowing students to finish their sketchbook covers, allow absent students to create a cover.</li> <li>~Relevance; Some students were absent or did not finish their sketchbook covers during the first class.</li> <li>- Introduce students to collage and new materials/ skills by allowing them to explore with these materials in their sketchbooks.</li> <li>~Relevance; These students are building their skills in using new mediums and art tools as well as discovering new art-making approaches. This lesson provides both opportunities.</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>
<p>➤ Artists and designers use new materials and new skills in their sketchbooks to express themselves and the world around them.</p>	<ul style="list-style-type: none"> <li>● Why do artists try new materials?</li> <li>● Why is it important for artists to know how to properly use their tools?</li> <li>● How do artists explore with new tools and materials?</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>
<p>After the introduction to new materials, students will be able to explore these materials <u>by creating collages in their sketchbooks.</u>  <i>I can explore new materials by creating a tissue paper collage in my sketchbook</i>        After being introduced to new art making tools, students will be able to show they can follow instructions <u>by properly using the glue in combination with tissue paper in their sketchbooks.</u>  <i>I can use the tools and materials given to me properly so I can gain an understanding of how these materials work together.</i>        After exploration of materials, students will be able to talk about what they discovered <u>by sharing with the class.</u>  <i>I can share my discoveries about creating with the given materials through sharing.</i>        After exploration of new tools, students will be able to recall the proper techniques in using the new tools <u>by sharing with the class.</u>  <i>I can share what I remember about properly using the tools through sharing.</i></p>

<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>
<ul style="list-style-type: none"> <li>- When students are lined up, ask for 3 hands to tell us something they discovered while playing with tissue paper collage in their sketchbooks.</li> <li>- When students are lined up ask 2 or 3 students to share proper technique in using the glue and paint brushes.</li> </ul>	<ul style="list-style-type: none"> <li>● Satisfactory: Students tried at least 4 different ways when approaching the tissue paper collaging. They demonstrate proper use of tools.</li> <li>● Needs improvement: Student tried 2 or 3 approaches when discovering tissue paper collage. Sometimes used tools properly.</li> <li>● Unsatisfactory: Did not attempt to discover tissue paper collage, little to nothing in sketchbook. Did not use tools correctly or attempt to use them at all.</li> </ul>

<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>- What is a collage? <ul style="list-style-type: none"> <li>- Has anyone ever collaged before?</li> <li>- Has anyone ever made something out of tissue paper before?</li> </ul> </li> <li>- Has anyone ever NOT used glue before</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>- Show/ give students their sketchbooks for the first time</li> <li>- Explain that we will be trying out new materials and techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Do a demo for students where they guide the instructors actions while the instructor asks questions, (i.e. “What can I do to the tissue paper?” “What do you think will happen if I do this?” “What happens if I draw on top of the tissue paper?” etc)</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: Kyndall</p>	<p>Demo: Cassie</p>	<p>Documentation/ Reflection: Natalie</p>
<p style="text-align: center;"><b>Instruction:</b></p>		
<p><b>Introduction:</b> (8- 10 mins)</p> <ul style="list-style-type: none"> <li>● 3rd grade: <ul style="list-style-type: none"> <li>○ Have the students sit at their tables when they come in.</li> <li>○ Ask the students to flash their lights if they were absent or didn’t finish their covers the previous class.</li> <li>○ Explain the prompts to the students who weren’t present last class and the mediums they are allowed to use. Remind them of proper paint brush/ painting skills.</li> </ul> </li> </ul>		

- Offer students time to work on covers and or free draw if they are finished. Music in background, near silence.
- Kindergarten:
  - Once students enter the room, have them sit at spots on floor
  - Ask them to flash their lights if they need to finish their covers.
  - Remind them of proper marker skills.
  - Release students by table color.
  - Get their papers for them and have the others free draw.

**Pre-assessment:** (2 mins)

- What is a collage?
  - Has anyone ever collaged before?
  - Has anyone ever made something out of tissue paper before?
- Has anyone ever NOT used glue before

**Ideation:** (Included in Demo)

- Do a demo for students where they guide the instructors actions while the instructor asks questions, (i.e. “What can I do to the tissue paper?” “What do you think will happen if I do this?” “What happens if I draw on top of the tissue paper?” etc)

**Motivation:** (2 mins)

- Show/ give students their sketchbooks for the first time
- Explain that we will be trying out new materials and techniques

**Studio Instruction:** (5 mins)

- Ask students to gather around demo table
- Whilst Cassie is informing the students on how to do the project (demo), the other teachers will be putting away paints, putting papers on drying racks, (3rd graders) or collecting finished covers (Kindergarten)
- While Cassie does the demo, other teachers will put project materials on the tables; bins/ plates of all colors of colored tissue paper, glue cups with brushes on paper plates, sketchbooks.
- **Demo;**

**Third Grade AND Kindergarten:**

- First show students the materials; “I have my sketchbook flipped open to the first page, different colors and sizes of tissue paper as well as some small cups of glue on top of paper plates with brushes for dipping in the glue”
- Introduce how to properly use glue and brushes; “Okay so it’s very important we learn how to use the glue and paint brushes correctly, the glue is very liquidy because that works better with the tissue paper. First I want to remember that the tiny cup of glue ALWAYS stays on the paper plate, why do you think I would need to do this? It’s to keep our tables as clean as we can. I also want to remember to set the glue brushes on the paper plate and not on my table or on top of my sketchbook. Why do you think I would do this? Okay now it’s time to dip my paint brush into the glue. Let’s look at my paint brush, it has 3 parts; the handle, bristles, and the spot in between that holds them together. This place that holds them together is important because it creates a line for us, it’s the line between where we DO want glue and where we DON’T want glue. I call it the Danger Zone! We want NO glue getting on this spot when we dip the brush! Because it won’t only make our art or table messy, but our hands too! \*Demonstrate\* So I just want to dip the bristles of the brush, not the handle or the danger zone! Now once I have glue on my bristles I want to make

sure I don't have too much drippy glue on by touching the bristles on the side of my glue cup to wipe of extras. Now I'm ready to put glue on my paper in the spot I want to put my first piece of tissue. \*Demonstrate painting glue onto paper\*. And now I set my paint brush onto...where? (Paper plate!) Okay now it's time to put some tissue paper on my glue! Which color should I use first? Okay awesome now I'm going to pick up my brush again and add more glue to another spot \*put on glue and remind of proper steps\*. Now I can choose another piece of tissue paper, my first one I left the way it was, a little square, what could I do to the tissue paper to change it? Oh awesome okay let's try that and see what happens. Okay what else can I do with my tissue paper? Can I overlap them? Tear them? Crinkle them? etc etc. Now that I have a few pieces of tissue paper glued into my sketchbook, what else is on my table that I could add? Markers? Let's see what happens when I color over the tissue paper with markers. There are a lot of possibilities! Now I'm going to dismiss you by table color, when you get there you may start creating your tissue paper collages. Remember your glue rules and have fun!

**Work Time:** (15-20 mins)

### **Clean Up:**

3rd: 5min before the end of class, clean up materials

- Clean up projects first, bring to the drying rack
- Having table members clean the tables with wet wipes
- Put all materials back, by the sink or in the bins
- Wait behind the pushed in chair for line up

Kinder: 5-7 min before the end of class, clean up

- Bring finished drawings to the drying rack BEFORE cleaning tables
- Clean up table with wet wipes and/or capping markers and back in the bin
- Toy time: set tick tock for them to know when to start cleaning up
- Waiting quietly behind their spot for line up

**Student Reflective Activity:** (5 mins)

- When students are lined up, ask for 3 hands to tell us something they discovered while playing with tissue paper collage in their sketchbooks.
- When students are lined up ask 2 or 3 students to share proper technique in using the glue and paint brushes.

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

- Labels
- Book Tape
- Small Plastic Cups
- Paper plates
- Cheap paint brushes
- Glue (liquid)
- Sketchbooks
- Paint trays, paint, markers, crayons
- Tissue paper cut into 1"x1" or 2"x2" squares
- Tik Tok (Timer clock)

- Free draw papers
- Material Bins
- Sketchbook Bins

**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.

- Paint trays, paint mixer, markers, crayons on tables - two crayon boxes per bin, Only students who are absent or finishing their covers get the paint supplies.
- Tissue paper cut into 1"x1" or 2"x2" squares, all colors placed on each plate.
- Put labels on sketchbooks
- Scissors shall be made unavailable, unless at special request and with supervision / help.
- Have two completed trees in a sketchbook - one with a drawn trunk, one with the paper trunk.

**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)?

- Students who were absent last class will be allowed ten min to do their covers, during which students will free draw
- Students have the option to use mixing trays if they are painting for their covers
- The demo of the activity will be explained verbally and visually under the doc cam
  - Just visual and audio for kindergarteners
- If students have individual problems, additional instruction from the four teachers will be provided on a case-by-case basis.
- Kindergarteners will have pre cut construction paper tree trunks to use, third graders will have brown markers available. No paint for this activity.
- If students are finished early they can test other methods of paper using, such as crinkling or crumpling or folding or tearing, or add another color.