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**Lesson Plan Template (Revised 2018)**

**Elementary Years**

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| **Name:** | **Gagan**  |

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| **Grade** | Kindergarten  | **Topic** | Fine Arts  |  |
| **Date** | February 2020 | **Allotted Time** | 30 minutes  |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
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**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| This lesson is important because it is a great introduction to mixing different colors and creating different ones when combining colors. Students will experiment with different colors combined with patterns in this lesson.  |

**Curriculum Connections:** *What Big Ideas (Understand,) Core and Curricular Competencies (Do), Content Standards (Know) does this lesson develop?*

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| ***Understand***Big Ideas: Engagement in the arts creates opportunities for inquiry through purposeful play.Essential or Guiding Questions: How do I create patterns with different colors?  |
| ***Do***Core Competency (Communication, Creative and Critical Thinking, and Personal and Social Responsibility): Creative- students will use their creativity skills to create a pattern portrait Critical Thinking- this activity will have students thinking about how to create patterns with different colors Curricular Competencies: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts |
| ***Know***Content Standards: personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment  |

Fir*st Peoples Principles of Learning:*

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| Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). This activity has embedded First Nations Principles because the learning takes place through an experimental lens of the student’s life. The students use different colors to experiment to create different colors.  |

**STAGE 2: Assessment Plan**

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| **Learning Intention:** What will students learn? | I will learn how to combine two different colors to create a different color. I will learn how to create patterns with different colors.  |
| **Evidence of Learning:** How will students show their learning? | Students will show their learning by following directions from the teacher. This will be a teacher guided activity.  |
| **Criteria:**What criteria will help students know how to be successful? | The criteria which will make them successful is the completion of their art project and following directions.  |

**STAGE 3: Learning Plan**

**Resources, Material, and Preparation:** *What resources, materials, and preparation are required?*

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| White thick paper, circle tracer object, paint, brushes, water  |

**Organizational/Management Strategies:** *(anything special to consider?)*

The art activity will be a teacher guided activity and will be done as a class.

**Lesson Development**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| * **Teacher will state learning intention**
* **Teacher will review last lesson and present lesson**
* **Teacher will ask students questions on the whiteboard with dots -and have students create different colors on the whiteboard with different markers**
* **Teacher will pick objects in the class that are circular and have them spread out on the carpet**
* **Teacher will have students pick one object for students to use**
 | * **Students will listen to learning intention**
* **Students will go to the whiteboard and create different color dots with the markers**
* **Students will discuss with teacher what they have learned so far into the lessons**
* **Students will pick an object and use it for their art project**
* **Students will go to their desk with the object**
 | 10 minutes  |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built-in guided practice?*  | **Pacing** |
| **Teacher will** * **Teacher will explain activity and give an example of what it will look like in the end**
* **Teacher will do the activity a give direction when students are sitting at their desk**
* **Teacher will do the activity as a class as students follow along**
* **Teacher will display each art project on the carpet**
 | **Students will** * **Students will listen to the example of what it will look like in the end**
* **Students will sit at their desk with their chosen object**
* **Students will follow directions from the Teacher and complete their art project with their one object**
* **Students will display their art project on the carpet in a circle**
* **Students will walk around and look at the different art projects their peers have made**
 | 30 minutes  |
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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* |
| **Students will apply their learning by experimenting with different colors with their object and creating a pattern of different colors.**  |

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| **Planning for diversity** *(adaptations, extensions, other)****:*** *In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?* | Pacing |
| *Students need to**be able to follow directions*Access | *Students can do**participate in discussion* Most | *Students could do**Create another art project with a different object* Few |  |
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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to the next learning.*Students will be able to solidify their learning by mixing colors together when they do not have certain colors in future projects.  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| I think what was successful about the lesson was that I had everything organized before and the paint was all set up. I think paint is a bit hard to tackle if you are not organized with 5-year-old students. If I taught it again, I would do the entire mixing color sheet so that students could see the finished product. I would also like to just be clearer with instructions, I felt like I was not all there because I am sick and I just very under the weather. I don’t think I gave my 100% to this lesson but I definitely tried my best. I think it went alright in terms of classroom management – I think more ways for sure to get their attention. I clapped and used my voice but I feel like maybe using an instrument to get their attention would be better.  |

