Teacher Work Sample

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Art Education
Art History
8/13/2018-12/7/2018
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Learning Context

School District: McKinney Independent School District (Texas)

Name of School: McKinney High School

Title 1 School: No

Demographics of School

There are approximately 2,863 students who attend McKinney High School, made up of approximately 52% male and 48% female. Based on The State of Texas Assessment of Academic Readiness (STAAR) Data of 2017, the racial/ethnic groupings are as follows:

- African American: 14.84%
- Hispanic: 30.81%
- White: 46.77%
- Asian: 4.37%
- Native American: 0.42%
- Two or More Races: 2.34%

Economically Disadvantaged: 30.35%
Limited English Proficiency: 5.38%

- Bilingual: 5.34%
- Gifted and Talented: 8.52%
- Special Education: 8.42%

There are 175 teachers employed at McKinney High School, 43.04% male, and 56.96% female. The average experience for teachers is 10.50 years. There are 8 administrative employed, 17 school support employed, 15 educational aids, and 15 special education aids. The student to teacher ratio is listed at approximately 17:1 S:T. However, many classes are fuller than this. The art classes typically average about 28 students to 1 teacher.
Description of School Climate

Located in McKinney, Texas (population of approximately 181,330 as of 2018), McKinney High School is one of three High Schools in the area. McKinney, Texas is part of the Dallas-Fort Worth metroplex and sits about 32 miles north of Dallas. In 2014, McKinney was ranked as #1 by Money Magazine as the “Best Place to Live” in America.

As mentioned earlier in the demographics section, students that attend McKinney High School come from a variety of home and background experiences. There is parent involvement that occurs directly through school events like “Open House” and “Meet the Teacher” opportunities. Parents are always welcome to schedule Parent/Teacher conferences. The administration often sends an email to parents with information, and there is great community and parent connection through social media platforms such as Facebook and Twitter. Tons of people in the community participate in sporting and fine arts events (football games, track/cross country meets, concerts, plays, etc.). McKinney High School is the oldest of the three high schools in McKinney, and takes pride in being “The Original” high school. It’s first class graduated in 1889 which suits the fact that the school motto is “Tradition of Excellence.” This motto appears to resonate with students and faculty as their pride for being the “original” school is celebrated during pep-rallies, sporting events, and during daily announcements. They are the “Home of the Proud Lions.” Importance is placed on maintaining the school’s history and tradition for the area. Near the main-office where visitors enter the building are six display cases filled with old pictures, vintage band and cheer uniforms, letterman jackets, and artifacts from the school’s past. There is also a display case dedicated to the African Americans who were forced to attend a separate school during the time of segregation. These cases reveal the atmosphere of the school in general, one that remembers it’s past and strives to achieve excellence in all disciplines.

McKinney High School’s “mission is to provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.” Engaging learning experiences are encouraged through many of the recently acquired facilities for learning. In the summer of 2013, the school had a full renovation so that the “school itself better reflects the quality of learning that occurs within.” The school has courses for engineering, computer science, forensics, law enforcement, cosmetology, graphic design, foreign language, all sports, all fine arts, special education, English language learning, and advanced placement courses, with classrooms and facilities designed for these courses.

The faculty of McKinney High School focuses on providing engaging learning experiences. There are approximately 56 clubs and organizations, many which directly involve with the outside community (service activities, performances etc), and all of which are sponsored (led) by a faculty member. Overall, there is an atmosphere of community between teachers and students. Teachers work together and have Professional Learning Community (PLC) meetings within departments to collaborate on goals and improvement. Students have many opportunities for leadership as they can serve positions within the numerous organizations and clubs.
Art 1

Art 1 is a yearlong course designed to introduce the basics of art history, aesthetics and studio production. Students will express ideas through original artworks, using a variety of media. Students are expected to create original visual solutions by elaborating on direct observation, experiences and imagination. Students will demonstrate effective use of art media and tools in design, drawing, painting, printmaking and sculpture. (Course description taken from the Syllabus for Art 1).

Grade Level of Students in Focus Class: 9th-12th
Subject Matter of Lessons: Elements of Art — Shape
Total Number of Students in Focus Class: 28

Learning Environment of Focus Class

The attendance of the focus class has been consistently good. So far, it is rare that all 28 students are not present. Most of the students are engaged with their work throughout the entirety of the class. There are several tables that have become a group of friends since the first week of school. There is only one table that consistently must be reminded to remain on task, and this table has three students that have previously been acquainted with each other before attending the class. The seating arrangement was assigned randomly on the first day of school, with specific needs addressed immediately if necessary. The seating arrangement changes about one month into the year so that students can get to know more of their classmates. This also gives the teacher an opportunity to adjust seating for students who get off-task as since have gotten to know each other. This is one of the introductory leveled art courses that is offered at the school. The other course is Pre-AP Art 1 and is much more rigorous and generated for students who have a passion for visual art. Most of the students in the class who take Art 1 are enrolled to satisfy the fine arts credit needed for graduation and because they may have a mild interest in art. However, some students in the Art 1 class have greater skill and passion for art, but they are not in Pre-AP due to schedule conflicts, or lacking in the desire to take the more difficult course. These students are generally not challenged enough by the assignments of Art 1 and need to be challenged further for engagement and skill building. There are about three of these “higher-skilled” art students in the focus class.

When students become, distracted or disengaged they tend to talk with peers without working on their projects. While talking at a normal volume with peers is allowed and even
encouraged in the art classroom, students need to continue working on their artwork. I have found proximity to be the biggest strategy that works with these students. As students work, I consistently walk the room to give individualized further instruction and constructive criticism on student’s progress with their work. In the art classroom, it is important that I consistently walk the room to monitor progress and answer questions. Some students are too shy to get up and walk across the room to ask me in front of others, but when I come by their table, they signal that they have a question. If a table is off-topic I ask questions about their progress, or I may point out something successful in one of the student’s work to motivate all to continue working.

“So Student B, you did a great job with your blending here, Student C and D, let’s get back to work.” Most often, the students have not had major issues with completing their work. The bathroom policy also helps students stay on task. Only one student may leave at a time and they leave their phone with the teacher. This helps students not waste time by meeting up with peers outside in the halls. Likewise, the cell-phone and headphone policy through the school is that they should always be put away unless instructed by the teacher for classroom use. Students usually keep their phones away because they are creating artwork (which can get messy), and either a quick reminder or proximity fixes any issues.

Safety in the art classroom is an important factor for the learning environment. In an art class, students will need to use materials that can be considered dangerous such as hot-glue guns, exacto-knives, scissors, cutting boards, etc. Whenever a new tool is introduced, the class is shown through modeling the proper use of such tools. The class is run on a policy of respect. Students respect their fellow peers, the teacher, the materials, and themselves. There are two large trash cans where students may dispose of trash, and students have time to clean up all materials at the end of each day. Before new materials are introduced, students will learn the proper way to clean up. Tools that are not being used for a specific unit are stored in the storage closet that is off-limits without permission. Hazardous items like exacto-knives are stored in locked drawers. In fact, all cabinets can be locked if necessary, but many items like markers, colored pencils and paper are always readily available.
Students with special needs and short explanation of the needs:

At Risk: 8
504: 6
Special Education: 1
English Language Learner: 3
Other Medical: 5

Modifications include extended time on assignments, breaking up projects, and proximity. Accommodations for English Language Learners include allowing extra time, providing supportive text, pre-teaching vocab, gestures, teacher modeling, organizing assignments in chunks, and allowing students to respond using pictorial representation. Specific students under their 504 plans require accommodations including providing class notes, explicit instructions, using examples, preferential seating, extended time, and avoiding penalization of grammar and spelling. Medical alerts include students with ADHD, ODD, migraines, asthma, allergies, and anxiety.
Students Prior Knowledge for These Lessons

Through verbal assessment, I have learned that most students in this course took the class to satisfy their fine arts requirement. Students must complete a minimum of one fine arts course during high school to graduate. Many students have taken art in both elementary and middle school. A couple of students mentioned that they did not enjoy their middle school art experience and only took art for one year because of this. These students attended two different middle schools. Some students, as previously mentioned, have talent in art that would make them qualify for the Pre-AP 1 art class, but they did not want to switch courses. These students have responded that they like the layout of their schedule, and know that the switch would change this layout, so they have chosen to remain in regular the Art 1 course. At this point in their education, I have observed that students have a basic knowledge of some art materials. These materials include the basic uses of crayons, colored pencils, markers, scissors, glue, pencils etc. However, the students in this course do not possess further techniques with these materials. In this class, they learn difference between higher leveled materials. For example, Crayola colored pencils and Prisma colored pencils. The latter is a professional leveled material that allows greater freedom and skill development with the medium of colored pencils. This is the same for many materials. Most students have used watercolor before, but they have yet to learn the specific techniques of watercolor. During a beginning-of-year-survey, when asked the question “What is your favorite medium to work with?” students did not know what “medium” meant. This is a basic term for introductory art, and served as a large cue that the students art vocabulary has yet to be expanded. Thus, through the introduction of the Elements and Principles of Art, student’s knowledge of vocabulary and materials will expand.
Students Background and Interest for These Lessons:

Understanding that many students take this course to satisfy a fine arts credit, it is important to create lessons that are engaging for those who might not “like” creating art. Helping students become aware of the presence the visual arts and visual culture has in the world around them gets them more interested in art. As an example, when previously learning about implied line, we looked at the “FedEx” Logo. The students said that they see this logo all the time, but 90% of them had never noticed the implied arrow hidden in the logo. These are the types of things that are important to show students because they start to develop an awareness of the visual messages in their world. The class has also completed some left-brain/right-brain activities to learn about themselves. Many students have discovered they prefer to learn with visual information, while others are analytical thinkers. The more students have begun to learn about the elements and principles of art, the more they have begun to see how art and visual organization affects them in their own life. Finally, getting to work with new materials has been an exciting thing for the students. Using Prisma colored pencils rather than Crayola on their last project helped students take their time, try to understand new tools, and value their work. These lessons will be the first-time students get to use paint on a project. Many students, on their beginning-of-year-survey wrote that painting was their favorite way to create art, so the lessons tailor to student interests.

How did your knowledge of students and their prior knowledge inform lesson planning?

Since many students took this course to satisfy a credit, I knew that it might be challenging to help them see the importance of the material. It is important to relate lessons to either the student themselves or the world around them. Adolescents, especially high school teenagers, are focused on discovering who they are and how they are going to fit in the world around them. One think
that most student can relate to is an awareness to the visual design of the world around them. As these students have grown up in the digital age, much of their day is preoccupied with looking at screens. The elements and principles of art provide students with the foundations of having visual literacy. Visual literacy is the ability to understand and create visual images. It allows people to interact, communicate, and exchange ideas in our increasingly visual world.
Focus Student 1

N.V is a sophomore at McKinney High School. This student participates in the school’s aviation program as well as the school’s Junior Reserves Officers’ Training Corps (ROTC) program. The Junior ROTC program has practice every morning before school starts for one hour. Students that are a part of this program wear their uniforms on Thursdays. N.V has stated that they are enrolled in Art 1 to satisfy the graduation requirement of one fine-arts credit. N.V is a student diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Obsessive Compulsive Disorder (OCD). N.V has a 504 plan. Accommodations for N.V include extra time, clear and simple oral and written directions, 50% more time on tests, close monitoring for understanding, hard copy of notes, and to encourage tutoring if needed. N.V has done well in Art 1 so far. The quality of N.V’s work is usually lacking somewhat due to the time management N.V uses during class. This student can become off task based on chatting with peers too frequently. N.V often needs to be reminded to continue working on his project, but often proximity does the trick. N.V has shown that they care about their work in previous projects, often asking for assistance and critiques on the artwork in process. N.V is a moderate achieving leveled student.

Focus Student 2

Q.T is a sophomore at McKinney High School. This student has been consistently high achieving in Art 1 so far. This student has a real talent for the visual arts, and they would really be better challenged in the Pre-Ap Art 1 course. However, after being recommended to switch to Pre-Ap 1 the first week, this student said that they did not want to change their schedule. The student has many classes and lunch with friends. This student also has friends in the regular Art 1 course, and does not want to switch for this reason. This student is also enrolled as a sophomore in several AP Courses such as AP World History. These courses are known for their difficult workload, and the student would prefer that their art class was not also a heavy course load (as Pre-AP would be). This student is very respectful, and accepts critiques of artwork. So far, each of this students’ projects this semester has been the best executed project in the class. The student achieves highly, but this can lead to boredom. It will be important to talk to this student as they work through their ideas, and challenge them for greater craftsmanship and creativity. The unit in the work sample will be the most challenging project that class has had so far since the student will be completing a 3-Dimensional sculptural work, and using paint.
DAILY LESSON PLAN

INSTRUCTOR: Ms. Jones

COURSE: Art 1

TITLE & TIME TO COMPLETE
Lesson 1- Introduction to Space, 1 Day—50 Minutes

SUBJECT & GRADE
Art 1, 9th-12th

RATIONALE
This lesson uses the gradual release of responsibility teaching method. The lesson contains a demonstration of student assignments. Using shapes to create art, students are to follow along with their handouts as they learn the new element. After the demonstration is given, students will have time to demonstrate their understanding as the teacher walks the room. Eventually, the teacher will cease to demonstrate how to use shape in artwork effectively, and the responsibility of experimenting further is placed on the students. Through the creative process, students will then reflect on their processes and determine for themselves what they have learning from experimentation and why they made the artistic choices that they did.

LESSON OBJECTIVES

- Students will understand how the art element of space is used in visual imagery.
- Students will be able to define the element of art, space.
- Students will understand the difference between positive and negative space.

I CAN...

- I can discuss how space is used in visual arts with the class.
- I can define the art element of space.
- I can create visual interest in my artwork using positive and negative space.

UTAH CORE ART STANDARDS

Standard L1.V.R.2:
Analyze how one's understanding of the world is affected by experiencing visual imagery.

 VOCABULARY & LANGUAGE OBJECTIVES | VISUALS & RESOURCES | MATERIALS & EQUIPMENT
--- | --- | ---
Language- Students will need to identify the meaning of space, both positive and negative in the visual arts. They must understand these principles to implement them in their own designs. This will allow them to create work based on what they have learned. Vocabulary- Space: the area around, between, above or below objects. Calligram: pictures made from words. Positive Space: refers to the shape of the object itself. Negative Space: refers to the area around the object. | Elements of Art: Space, KQED Arts Video https://youtu.be/U11B_0FCn6o | o Class Binders with Worksheets  
o Pencils  
o Markers  
o Sharpies  
o Projector & Screen
Why do you think space is important in design?
Are you more left-brain or right-brain? (Positive space vs Negative space).
Superhero Symbols & Space.

Students have supply caddies at their table. Students will follow class clean-up procedures for materials needed each day. Clean-up 5 minutes before class ends. (7 minutes when using paint).

INSTRUCTIONAL Plan

- Begin class by introducing the element of art, space. We will watch the video, "Elements of Art: Space" by KQED on YouTube. After finishing the video, the class will be asked informal follow-up questions about what they watched. "Tell me something you identified about space from the video." (5 minutes)
- We will transition to our Art Binders. The teacher will use the document camera to project what is being completed on the projector. This allows students to follow along. The teacher models everything that needs to be completed.
- The class will then open their art binders and write the definition for shape.
- The teacher will introduce “Shape Up” (pg. 10). The definition of a “calligram” will be explained to students as examples of calligrams are shown. The teacher will then model how to create a calligram. First, drawing the outline of the shape in pencil, second, adding the letters, third, touch-ups. (“Heart” or “Umbrella” is a nice example to show.)
- Students will create their own version of a calligram. (10 minutes) The teacher will walk around and assess student understanding and progress, helping those who need more assistance.
- Students can share their version of a calligram with their peers.
- The teacher and class will next turn to “Positive/Negative Space” (pg. 11 and 12). The teacher will model how the page should be completed using the document camera.
- Positive & Negative Space will be defined.
- The class will talk about which side of the brain prefers which. (Students have learned about the left/right side of the brain in previous unit).
- While students complete the ram page, the teacher will walk around and assess student understanding and progress, helping those who need more assistance. (15 minutes)
- The teacher will introduce page 13 and 14. This exercise is a to help with further understanding positive and negative space. The teacher explains that students will create their own contour drawing of a superhero symbol, and then students will implement positive and negative space to their created designs. Examples of superhero symbols will be projected on the screen.

FORMATIVE ASSESSMENT
Students are assessed through their completion of their binder pages: Shape Up (pg. 10), Positive and Negative Space (pg. 11-14). Students are also informally assessed through their participation after the introduction video.

SUMMATIVE ASSESSMENT
There is no summative assessment for this lesson. (See Lesson 3—Shape Painting).
DIFFERENTIATION

This lesson includes teacher modeling of each task. Each new task is introduced and explained with a visual walk-through on the projector screen. The lesson has several moments of “follow along with me” to benefit students who may need extra assistance. There are also several moments where the teacher may walk around and provide additional help to those who need it while the rest of the class is working.

The visual demonstrations assist those who are English Language Learners, and translation can be provided if needed.

Students will time modifications can complete their binder pages with extended time if needed.

STUDENT LEARNING & REFLECTION

Student 1:
N.V did quite well during this lesson. They successfully completed all required worksheets on time. The quality of their work was quite good for their current level of drawing abilities. Many students hesitated to attempt the “Ram” positive/negative space assignment, but N.V completed each step and wrote the definitions. This was a positive step for this student who has previously appeared self-conscious about their drawing abilities. I believe it was the break-down manner of the assignment that allowed N.V to realize that drawing an entire picture is less intimidating when understanding the element of art shape. Breaking the lesson into chunks allowed the student to focus on one task at a time.

Student 2:
Q.T did well in this lesson. There was one section of the “Ram” positive/negative space assignment that the student did not complete. This surprised me because this student usually completes all work exceptionally. Concerned that the student was not motivated enough to finish the “Ram” portion, I chose to incorporate superhero symbols with the next positive/negative space activity (Rather than geometric shapes). Knowing the students’ interest in superhero movies resulted in engaged drawing throughout the remainder of class. I believe this did help the student work on their overall craftsmanship and gain motivation to complete the rest of the assignment because their resulting image was crisp, and clean.

Analyze Teaching Effectiveness:

I felt that this lesson went well with the students. Several students were resistant to the “Ram” positive negative space page because drawing can be quite intimidating. However, I believe that the modeling and break down of the image into shapes helped the class realize that to draw successfully, they need to learn to simplify—to examine the shapes of an object. I circled the room while students worked and provided feedback. When a student would start to drift away from the assignment at hand, I used proximity to get their focus back on the assignment. I also made sure to compliment students who were working hard on their assignments rather than call out students who were not working. This small praise was successful in helping the other students re-engage with their drawings. The use of the superhero symbols for the positive/negative space activity was very successful. It was visibly evident that the students enjoyed working with symbols that they personally care about.
Focus Student 1: N.V

Working on Your Observation Skills: Using the Right Side of your brain

Left Side wants to draw the object (positive space) verbal, analytical thinking

Right Side wants to draw the area around the object (negative space) visual and perceptual thinking

Negative-Space Drawing: When Spaces take Shape......This Is NOT a tracing assignment.

*Drawing 1: Draw the ram* completely. This will satisfy the Left side of the brains need to draw the Image precisely. Fig. 7-7

Positive space-refers to the object or shape itself
Negative space-refers to area around the object
Focus Student 1: N.V

1. Draw room completely

2. Draw the negative space

3. Negative space gazes
Focus Student 1: N.V
Focus Student 2: Q.T
Working on Your Observation Skills: Using the Right Side of your brain

Left Side wants to draw the object (positive space) verbal, analytical thinking

Right Side wants to draw the area around the object (negative space) visual and perceptual thinking

Negative-Space Drawing: When Spaces take Shape.....This is NOT a tracing assignment.

*Drawing 1: Draw the ram completely. This will satisfy the left side of the brains need to draw the image precisely. Fig. 7-7

Positive space refers to the object or shape itself.
Negative spaces refers to area around object

Positive

Negative

Negative space zones

11
Focus Student 2: Q.T

3. Negative space gazes

2. Draw the negative space

[Hand-drawn images]

1. Draw town completely

Name: [Blank]
Focus Student 2: Q.T
# Daily Lesson Plan

**Instructor:** Ms. Jones  
**Course:** Art 1

<table>
<thead>
<tr>
<th>Title &amp; Time to Complete</th>
<th>Subject &amp; Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2—Introduction to Shape, 1.5 Days—50 Minutes + 20 Minutes</td>
<td>Art 1, 9th-12th</td>
</tr>
</tbody>
</table>

## Rationale

This lesson continues the gradual release of responsibility method that was also used in Lesson 1 of the unit. It also uses direct instructional methods. Students will be taking the knowledge they gained about the element of art, shape, and expanding the element through new characteristics learned. Students are first directly instructed and the assignment has been explained fully. After the full explanation, the instruction will again follow a gradual release of responsibility method as the steps are further broken down and modeled before students work individually.

## Lesson Objectives

**I CAN…**

- I can define the art element of, shape.
- I can distinguish between geometric and organic shapes.
- I can practice combining the art elements, space and shape.

*Students will be able to define the element of art, shape.*

*Students will understand the difference between geometric and organic shapes.*

*Students will create an example of how space and shape can combine. (No rough drafts).*

## Utah Core Art Standards

**Standard L1.V.CR.3:**  
Engage in making a work of art or design without having a preconceived plan. (pg. 16)

## Vocabulary & Language Objectives

**Language-** Students will need to **identify** the meaning of shape, both geometric and organic in the visual arts. They must **understand** these principles to **implement** them in their own design. This will allow them to **create** work based on what they have learned. Students must **evaluate** their progress and **adapt** their designs.  

**Vocabulary-**  
Shape: the area around, between, above or below objects.  
Geometric Shape: refer to anything having angles or planes (square, circle, triangle).  
Organic Shape: refer to objects from nature (leaves, rocks, flowers).  
Rule of Thirds: a compositional tool in the visual arts.

## Visuals & Resources

- Elements of Art: Shape, KQED Arts Video https://youtu.be/bJzGkZw kHt4

## Materials & Equipment

- Class Binders with Worksheet s
- Pencils
- Markers
- Projector & Screen
**MOTIVATION ACTIVITIES**

What things in everyday life are made of shapes? (traffic signs, logos, apps, buildings).
Why are shapes important in our visual culture?
Can shapes be used as symbols?

**DISTRIBUTION & CLEAN UP**

Students have supply caddies at their table.
Students will follow class clean-up procedures for materials needed each day. Clean-up 5 minutes before class ends. (7 minutes when using paint).

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**INSTRUCTIONAL Plan**

- Begin class by introducing the element of art, shape. We will watch the video, “Elements of Art: Shape” by KQED on YouTube. After finishing the video, the class will be asked informal follow-up questions about what they identified. “What did the video say about how visual artists create shape in their work?” (5 minutes)
- We will transition to our Art Binders. The teacher will use the document camera to project what is being completed on the projector. This allows students to follow along. The teacher models everything that needs to be completed.
- The teacher will introduce page 16. This page serves as a practice for how they will design their final project.
- The teacher will discuss the definitions of geometric and organic shapes. The teacher checks for understanding by asking students to share examples. All students write down the definitions for geometric and organic shapes. (10 minutes)
- The teacher will model how to complete page 16. The basic instructions are as follows: draw three sets of two or more geometric shapes. Draw at least one organic shape. The shapes need to overlap. Using only three markers, fill in the shapes. Colors must alternate, that is, NO shapes of the same color should be touching. Outline the shapes in sharpie. (5 minutes)
- All the instructions will be broken down step-by-step with informal checks for understanding throughout. “Nod your heads if you understand” “Raise your hand if you have a question about the last step.”
- Students will implement what they have learned about geometric and organic shapes on and create their own design for page 16. As students work, they must evaluate their progress and adapt their design if any error is made (ex. If two colors were going to end up touching, how can I fix this?)
- The teacher will walk around and assess student understanding and progress, helping those who need more assistance. (30 minutes +15 Minutes of the next day).

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**FORMATIVE ASSESSMENT**

Students are assessed through their completion of their binder page: (pg. 16) Did they follow instructions? Are there three sets of geometric shapes and one organic shape. Did they use three colors only? Did they outline? How did they use their knowledge of composition?

**SUMMATIVE ASSESSMENT**

There is no summative assessment for this lesson. (See Lesson 3—Shape Painting).
DIFFERENTIATION

This lesson includes teacher modeling of each task. Each new task is introduced and explained with a visual walk-through on the projector screen. The lesson has several moments of “follow along with me” to benefit students who may need extra assistance. There are also several moments where the teacher may walk around and provide additional help to those who need it while the rest of the class is working.

The visual demonstrations assist those who are English Language Learners, and translation can be provided if needed.

Students will time modifications can complete their binder pages with extended time if needed.

REFLECTION

Student 1:
N.V did well with this lesson. I was concerned that the shape templates and coloring instructions would start to confuse the student from completing the worksheet correctly. To prevent this, I made sure to implement both direct instruction and a gradual release of responsibility. I instructed students on how to complete the page through direct instruction mixed with students following along. I made sure to break down the instructions step-by-step, and assess the room for understanding between each step by walking the room. Proximity and the breakdown of the assignment into smaller chunks greatly helped N.V follow the instructions and stay on task.

Student 2:
One tendency of students who are higher achieving specifically in the visual arts is that they will jump ahead and move on before you are done. To help Q.T follow along with the class and not make mistakes by jumping ahead, I made sure that the break-down of the assignment was time managed. I gave students a specific time limit to complete each step. This way, quicker students like Q.T knew that we would be moving on soon, and moving on together. Q.T’s completed assignment for this lesson was exceptional.

Analyze Teaching Effectiveness
While this lesson was mostly successful. There was a mistake that many students ended up making during the shape layout and coloring part of their assignment. Because of the nature of this assignment, once the students had made a mistake in marker, there really was no way to fix it. I believe this occurred due to a lack of clarity during my demonstration on that aspect of the assignment. While I did pause class to reteach and clarify, for many it was already too late. However, I have learned from this experience that I could do even more checks for understanding. Additionally, if I see one student making a mistake, I need to be sure and address the whole class (without pointing out that student of course) to clarify rather than addressing the individual students I come across over time that were making mistakes.
Focus Student 1: N.V

Geometric shapes refer to anything having angles or planes. □ □ □

Organic shapes refer to objects from nature, they are free flowing.

On the bottom half of this page completes the following:

* Draw three sets of two or more geometric or organic shapes with an opposite accent space.

* Outline shapes in thick sharpie.

* Color each shape with marker using primary colors ONLY alternating colors so no shape of the same color are touching.
Focus Student 2: Q.T

On the bottom half of this page completes the following:

- Draw three sets of two or more geometric or organic shapes with an opposite accent space.
- Outline shapes in thick sharpie.
- Color each shape with marker using primary colors ONLY alternating colors so no shape of the same color are touching.
**DAILY LESSON PLAN**

**INSTRUCTOR:** Ms. Jones  
**COURSE:** Art 1

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<tr>
<th>TITLE &amp; TIME TO COMPLETE</th>
<th>SUBJECT &amp; GRADE</th>
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| Lesson 3—Shape Painting, (Final Project)  
7 Days—50 Minutes Class sessions | Art 1, 9th-12th |

**RATIONALE**

This lesson is project-based learning which is defined in as “occurring when students conceive of, work on, and complete a project” in the educational research article “The Best Laid Plans: Educational Innovation in Elementary Teacher Generated Integrated STEM Lesson Plans.” Project-based learning is typically evident in the final lesson of an art unit. The PowerPoint portion of this lesson will briefly follow direct instruction as the instructor stands in front of the class to teach. However, this portion will still incorporate some class discussion. This lesson challenges students to synthesize what they have learned about the element of art, shape, as they complete a three-dimensional sculpture.

**LESSON OBJECTIVES**

Students will demonstrate their understanding of the elements of art, space and shape, through their final project.

Their final project will consist of a sculpture of three painted and folded cubes. Each cube should contain designs that combine space and shape.

Students will also demonstrate their understanding of the element shape through their review page in their binders.

**I CAN...**

- I can create a sculpture using the elements of art, space and shape.
- I can demonstrate my craftsmanship as an artist through my use of materials.
- I can reflect on what I have learned about shape.

**UTAH CORE ART STANDARDS**

**Standard L2.V.CR.3:**
Demonstrate acquisition of skills and knowledge in a chosen art form through experimentation, practice, and persistence.

**VOCABULARY OBJECTIVES**

**VISUALS & RESOURCES**

**MATERIALS & EQUIPMENT**
Language-Students will visually synthesize the knowledge they have acquired about space and shape through the construction of a sculpture. Students will organize the different kinds of shape and critique an example of an artwork that uses shape.

Vocabulary:
Form: enclosed spaces that have three dimensions—height, width, and depth.
Sculpture In-the-round: a sculpture that can be viewed from all sides.

<table>
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<tr>
<th>PowerPoint introduction</th>
<th>Drawing Paper</th>
<th>Rulers</th>
<th>Pencils</th>
<th>Tempera Paints</th>
<th>Brushes</th>
<th>Water Cups</th>
<th>Paper Towels</th>
<th>Glue Sticks</th>
<th>Tape</th>
<th>Sharpies</th>
<th>Projector &amp; Screen</th>
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**Motivation Activities**

How can you find a way to combine space and shape?
Students get to use new materials (tempera paint).
Students get to work three-dimensionally (sculpting).

**Distribution & Clean Up**

Students have supply caddies at their table.
Students will follow class clean-up procedure for materials needed each day. Clean-up 5 minutes before class ends. (7 minutes when using paint).

**Instructional Plan**

- The teacher will introduce the final project for the shape unit using a PowerPoint that has each step broken down and represented.
- An example of the final product will be shown to the class. The teacher will talk about the definition of the Element of Art “form” as it relates to shape. The definition of a “sculpture in-the-round” will be explained.
- Again, each step will be modeled using a document camera and projector. The teacher should consistently ask the class if more clarification is needed. After each step is explained, the teacher should walk the room and monitor student understanding. The teacher should provide additional assistance for those who need it.
- Steps for constructing the “Shape Painting” project:
  - Each student receives three 12” by 16” pieces of drawing paper.
  - Students will add 4” by 4” squares using a ruler and the template provided.
  - Students will follow-along to add the necessary lines for their cube template.
  - Students will cut out their templates.
  - On the back of the template, students will follow the steps from pg. 16 in their binder to add overlapping shapes to their template. These can be traced if needed.
  - Using tempera paint, students fill in the shapes using three colors of choice. NO
shapes filled with the same color should be touching.
- Students will outline the shapes with a black marker (sharpie or marksalot).
- Once all three templates have been painted, students will glue (using glue sticks)
  to form cubes. These cubes will then be hot-glued into a sculpture of the desired
  form by each individual student.
  o Students will complete page 17 to reflect and organize the information learned
    about shape. This will include a written critique of Pablo Picasso’s work, Musical
    Instruments.

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<tr>
<th><strong>FORMATIVE ASSESSMENT</strong></th>
<th><strong>SUMMATIVE ASSESSMENT</strong></th>
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<tr>
<td>Students will be informally assessed on their progress throughout. As templates are created and cut, the teacher will check to ensure students are understanding directions. The teacher will provide feedback when roaming the room.</td>
<td>Each “Shape Painting” sculpture will be assessed using the Shape Painting rubric. (see attached rubric). Page 17, “Show what you’ve learned about Shape” serves as a summative assessment for the unit.</td>
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**DIFFERENTIATION**

This lesson includes teacher modeling of each task. Each new task is introduced and explained with a visual walk-through on the projector screen. The lesson has several moments of “follow along with me” to benefit students who may need extra assistance. There are also several moments where the teacher may walk around and provide additional help to those who need it while the rest of the class is working.

The visual demonstrations assist those who are English Language Learners, and translation can be provided if needed.

Students will time modifications can complete their binder pages with extended time if needed.

For students who may need mobile assistance, the template will be already created for them. They can then add shapes and paint with assistive grip tools if needed.
REFLECTION

Student 1:
N.V did well with this lesson. Knowing that this student has ADHD, I was concerned that the increase of materials, shape templates and coloring instructions would start to distract the student from the actual completion of the assignment. Often, when materials are increased, this student may deviate from their actual artwork and joke around with the new tools. To prevent this, I made sure to implement both direct instruction and a gradual release of responsibility during the project-based learning of this assignment. I instructed all students on how to use the new tools (paints, brushes, cups etc.) through a slow break-down of the tool. Because it is incredibly important that students wash their brushes properly, I repeated reminders to the class each day “Please don’t give your brushes a bad hair day. Be sure to get all the paint out.” On the first day of using paint, I monitored N.V’s engagement with the new materials. They mostly remained on task, and proximity was most effective followed by encouragement. I checked this students’ brush at the end of class and did have to have them re-wash their tool. However, this did not happen again, so N.V understood that they would need to take care of their tools. N.V’s final project turned out successful on several aspects (the painting, construction, and color choices), but his craftsmanship skills can continue to improve. I think N.V may have rushed some of his painting.

Student 2:
The introduction of paint, and a three-dimensional project did successfully challenge Q.T. This was assessed through interactions with the student throughout their project completion, and the fact that the student required an extra day to finish their gluing. The student tends to work slow and precise, and may have turned work in theirs after the due date due to a perfectionistic quality of their work. However, the project had a deadline, and I challenged this student to work faster so that they would complete their work on time, but did not want the quality of their project to suffer either. The student’s project had an exceptional quality of craftsmanship for an Art 1 student, so it was good that the project was challenging enough for this student to go above and beyond, even in their construction of the forms rather than get bored and sloppier in craft. This student was actually the only one to glue their three cubes into the form that they did.

Analyze Teaching Effectiveness:
According to the objectives of the lesson, I think that my teaching methods were effective. I think that the modeling and follow-along methods were most beneficial for student learning. Students all created sculptures using the elements of art, space and shape. This was their first time to use paint in the classroom and to construct three-dimensionally. While some students’ final projects did still lack in a higher level of craftsmanship, many were impressive considering all the new elements introduced in this project. Through their final project and their reflection on shape, I could assess their completion of objectives. In my own teaching, there are some areas where it would benefit to simplify further. For example, I had all students create their own templates for cubes, but it would have been much more time efficient to have students trace a pre-cut template. While it was good to introduce students to the process of constructing a template with a ruler and measurements, I think having them trace a template would allow them more time to paint, thus improving their craftsmanship. This would also have helped because if students were not precise enough with their template, their cube did not fold as successfully. While it may be a good challenge for some students, it may be better to provide to option of tracing a template because the students in Art 1 are on so many different levels regarding their experiences with art tools.
Shape Painting

Element of Art Shape: Enclosed spaces determined by line, value, texture, and or space. Shapes have two dimensions: height and width. Geometric Shapes: Refer to anything having angles or planes (square, triangle, circle). Organic Shapes: Refer to objects from nature and are free-flowing (leaves, rocks, flowers).

Shape Painting Project
Directions:
• Create three templates that when folded form a cube.
• Apply three colors using tempera paint.
• Apply paint so that no touching shapes are the same color.
• Outline all shapes with sharpie.
• Glue the three cubes to create a sculpture.

Materials:
Drawing paper
Pencil
Eraser
Sharpie
Tempera Paint
Ruler
Brush
Water Cup
Reference materials:
Example project, binder lessons leading up to project/handouts.

Rubric
Shape Painting Project
Three Cubes 25pts
Use of Color (3) 20pts
Outline of Shapes 20pts
Craftsmanship 20pts
Design 10pts
On Time 5pts

Name ___________________________
Period _____________
SHAPE
An element of art that is two-dimensional, flat, or limited to height and width. There are geometric and organic shapes.

FORM
An element of art that is three-dimensional. It includes height, width and depth.

YOUR PROJECT

Use the template to add lines in PENCIL.

10” x 12” drawing paper

6” x 6” squares

10” x 12” drawing paper

10” x 12” drawing paper
Draw shapes, and paint on the side without the ‘tab’ markings.

 outline shapes using a black marker.

Fold & Glue

Glue together.
Focus Student 1: N.V
Focus Student 2: Q.T.
Focus Student 2: Q.T

Show what you've learned about SHAPE

Magazine Examples

Types

ORGANIC

ORGANIC

GEOMETRIC

ORGANIC

CRITIQUE THE ARTWORK ON THE PROJECTOR USING your Art vocabulary.

Shape can be organic or geometric. Positive or negative. Shapes are things of lines. Organic shapes are objects from nature and are free. Geometric shapes have angles and planes.

This is a description of everything I see that involves the shapes I have learned about. I like the music sheet that is in the shape of a trapezoid - it reminds me of folded paper. I see some sort of wind instrument with little circles above it. I love how the background is very organic and blends with organic shapes. In order to make the instrument...