|  |
| --- |
| Subject/Grade: Art 1/2 Lesson Title: Self Portraits! Teacher: Miss Johnson |
| Stage 1: Identify Desired Results |
| **Outcome(s)/Indicator(s):** *(List all of the Outcomes and Indicators that will be addressed during the lesson; when you do this for real, just using the codes will work BUT for the purpose of this assignment, I need you to cut and paste the full words for the indicators – this will help me during the assessment process!)***CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).** b. Identify and explore many different textures, shapes, and forms in own surroundings and in art works. **CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours),forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).** j. Identify examples of contrast in own surroundings and in art works. k. Describe and represent the position of objects relative to other objects (e.g., space and size).  |
| **Key Understandings: (‘I Can’ statements)***(Put the key learnings into student-friendly language that begin with ‘I can…’. The students should know what these are at the beginning of the lesson. An example is: I can express conclusions about the success of two different health promotion strategies. Doing this helps student engage in the learning since they know what it is that they will/need to learn).*I can use different materials and textures to create artwork. I can identify examples of contrast in my own surroundings and in art work. I can explain what the primary colours are and use them. I can explain what the secondary colours  | **Essential or Key Questions:***(What are three to four deeper learning questions that you want to make sure you ask during the lesson – write them out here – this will support you in asking purposeful questions during the lesson)*What different material and textures are used? What are different examples of contrast in my own surroundings and in art work?  |
| Prerequisite Learning:(What are some concepts, facts, and/or skills that students must already know/understand/be able to do in order to ‘learn’ what you expect of them today? An example is: what health promotions strategies are.)**No prerequisite learning for this lesson.**  |
| Instructional Strategies: (What strategy(ies) will you use throughout the lesson to engage students in the learning process?) |
| Stage 2: Determine Evidence for Assessing Learning |
| (Identify your plans as either Formative and/or Summative and provide a brief description of what you will do to gain some form of evidence towards the O’s and I’s above, towards the ‘I can’ statements, towards the Key Questions. ALL of these should all connect together and reflect each other!)Formative assessment: asking questions about students self portraitsASK: * Why did you choose the balloon?
* Why did you choose the paper?
* What kind of self-portrait are you doing?
* Are you drawing yourself as you are now or in the future?
* Is the balloon easier or harder to colour than paper?
* Why do you think the balloon may be harder?
* What is the texture of the balloon?
 |
| Stage 3: Build Learning Plan |
| **Set (Engagement): Length of Time:** 5 -10 minutes*(Get their attention! And then tell them what you are going to learn through this lesson)*After students have been to the restroom and finished their snack, I will begin to explain the art lesson. I will explain to students today we will be doing self-portraits. I will give students the option to draw it on a piece of paper or on a balloon. If they choose the balloon, I will explain they will need to blow up the balloon first then draw on it with markers. If they choose the paper, I will explain to them they can use any kind of writing utensil to draw and anything to colour with. I will give them the option to draw themselves as they are, or to create the best version of themselves. If they could be as creative as they want, what would they want to look like. ASK: In the best version of yourself, would you have bright red hair? Would you want to make your teeth sharp like a shark? Would you make your one eyebrow purple and the other pink? **Ill encourage grade 1s to focus on their primary colours (red, blue, yellow) and encourage grade 2s to focus on their secondary colours (green, purple, orange) and see if anyone knows what they are.** **Development: Length of Time:** 25-30 minutes *(Remember, everything you do here needs to align with the identified O’s and I’s and support the students in answering the key questions as well as reaching the ‘I can…’ statements).*I will begin handing out the balloons to any students that want one and helping them blow it up if they need. I will inform students not to intentionally pop the balloon or hit each other with the balloons. I will go around monitoring students and asking them questions like before. I will remind students to be gentle with the balloons so they do not pop, and if they do pop encouraging them to clean up the balloon scraps. **ASK:** **Grade 1:** What made you choose those colours? Did you focus on your primary colours? Do you remember the primary colours? **Grade 2:** What made you pick those colours? Did you choose any secondary colours? Do you remember those secondary colours? **Learning Closure: Length of Time:** 5-10 mins (Do some form of ‘check for understanding’ and tell them or have them tell you what they learned today. This can be done using a variety of strategies). After students finish, they will put away their writing utensils and any garbage that needs to go away. If students are in the mood, we will end the day with Willoughby Wallaby. Students will want to present their drawings and that will help me check for if they chose a self-portrait.  | **Materials/Resources:*** Paper
* Writing utensil (pencil or pen)
* Markers, pencil crayons, and/or crayons
* Balloons

**Possible Adaptations/****Differentiation:*** If students are unable to blow up the balloon, I or one of their classmates can blow it up for them.
* If available, students could also use paint to make the balloon more vibrant
* If students are interested, they can instead incorporate the balloon into their drawing, such as drawing themselves in a hot air balloon with the balloon being part of the drawing.

**Management Strategies:*** Telling students not to pop the balloons
* Keeping instructions short and quick so students can start
* Telling students if they do not finish, they are allowed to take it home or finish it up at a later time.

**Safety Considerations:*** Making sure the students don’t snap the balloons on each other.
* Making sure they don’t pop the balloon on another classmate.
 |
| **Stage 4: Reflection** |
| *(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)*Have students do the self-portraits on paper, and bring the balloon out towards the very end in order to avoid distractions. Having the students use the balloon in relation to the picture, instead of using the balloons as a canvas will allow for less mess, less stress and more focus on drawing.  |