

Weekly Lesson Plan

Grade Level: 3 rd	Week of: 9/16/13	Subject(s): Art
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Focus (The Big Picture)

Students will learn how to fill out a project proposal form and begin to plan their first project based on the book "Not a Stick"

Topic:

Planning a Project

Standards & Objectives:

VA.6.6.10	SWBAT fill out a project proposal form correctly
	SWBAT use a project proposal form to begin an independent project

Materials Needed:

Project Proposal Forms	
"Not a Stick" by Antoinette Portis	
Popsicle Sticks	
Studio Supplies	

Procedures:

Vocabulary:

Where to find Project Proposal Forms	Project Proposal
What to do with them when they're done	Studio
Behavior/Expectations in Studios	Independent

Lesson:

Do Now: (5 min)

3D Shape to Form Review

INM: (25 min)

Today will be our first opportunity to work independently or have a choice in where we work and with what art materials. We will take a tour of the studio spaces that are available at this time, learn how to do a new planning process that will be required this year and then get started on our first project!

TW take students on a tour of the available studio spaces (maybe round robin groups led by students???) – note that painting and fibers are not open right now. Those will be earned with good behavior as well as some special mini-studios!. Explain expectations and material use at each area.

When you are ready to start a project, there is a new step this year that you will have to complete.

TW frame why we are doing project proposal forms

- Better artwork when we plan
- Material conservation
- Helps us be critical thinkers (reference vision)
- Allows people who have great ideas but need help with the making part to present their plan to others for help.

TW explain first independent project.

I am going to read you a short story, You will then be making a project based on what we read. You will need to choose your subject and materials. In order to show me your choices, we will fill out a project proposal form together.

TW read Not a Stick

Now it is up to you to figure out what your stick will become. Each of you will be getting a popsicle stick which you need to make into something else. You may use materials from the drawing, collage and sculpture studios. But, you have to make that plan first so let's do that now.

TW read through the form question by question while students complete it for their idea. TW will model on the board as needed.

Work Time: (10 min)

SW begin their projects as time allows. If we do not get to studio time today, we will begin working in studios next week.

Clean-Up: (5 min)

Assessment:

Completed project proposal form

Differentiation/ Enrichment/ Remediation/Intervention:

For students who need extra help TW:

1. Assign a buddy to with student 1 on 1 to read the project proposal form
2. Personally help students 1 on 1 to work through the planning process

For students who are above average TW:

1. Have them be buddies to struggling students
2. Have them create more detailed/rigorous plans

Essential Questions (Highest Level of Blooms):

1. Why is planning important?
2. Are there other classes or things in your life where planning is important? What are they? How is it the same? Different?
3. Why do we use studios in art now? What does it allow you to do? Why is it important to follow expectations at our studios?

Wrap Up/ Reflection: What went well? What did not go so well?

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Weekly Lesson Plan

Grade Level: 3 rd	Week of: 9/30/13	Subject(s): Art
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Focus (The Big Picture)

We will talk about how to follow or modify a project proposal and how to make sure your project is finished with the maximum amount of effort before turning it in. This will be done through reflection and peer review

Topic:

Peer Reviewing a Project

Standards & Objectives:

	SWBAT check their work against their plan
	SWBAT fill out a rubric for an independent project

Materials Needed:

Do Now	
Finished Project Proposals	
Rubrics	
Studio Supplies	

Procedures:

Vocabulary:

Reviewing Work	Review
Turning in artwork that is too big for the box	Edit
Behavior/Expectations in Studios	Modify

Lesson:

Do Now: (5 min)
Right Brain Warm-Up

INM: (15 min)

TW prompt students to look over their Project Proposals from 2 weeks ago. TW make connections between editing in English class and editing in art class.

TW introduce the TAG method of peer review.

T – Tell something you like

A – Ask a Question

G – Give a positive suggestion

When you are working on a project, it is sometimes helpful to hear about how other people see your work. That way, you have another set of eyes that can help you and you can make changes and make it better before you turn it in.

TW model peer review by TAG with a student.

TW then model how to take those suggestions and edit your project proposal as well as modifying your project.

SW partner with the person sitting next to them and TAG each other. (TW circulate, making sure conversations are staying positive and helping students who need a bit of a prompt to get started) Students can then take those suggestions as they complete their projects.

Work Time: (20 min)

SW work on finishing their projects with suggestions taken into consideration.

Clean-Up: (5 min)

Assessment:

Finished Projects

Differentiation/ Enrichment/ Remediation/Intervention:

For students who need extra help TW:

3. TW provide sentence starters for students who need prompts

For students who are above average TW:

3. Provide extra questions and higher level vocabulary expectations

Essential Questions (Highest Level of Blooms):

1. Why would we want to use peer reviews?
2. What is a way to help someone on their project? How can we keep it positive?
3. How is editing in Art like editing in English?