Visual Arts and After School

Art Education Methods and Field Experience and Grades K-12 (ART 3080) provides opportunities for students to learn about methods, procedures and the integration of art into K-12 classrooms. Through the service learning component, students had a hands-on experience to apply what they learn about lesson planning and development to the realities of a classroom situation. Students collaboratively planned an edTPA art unit, consisting of 3 lessons at the afterschool program at the Pembroke Housing Authority. After teaching the unit the students reflected upon and analyzed their experience teaching, thereby learning reflective practices and developing strategies for teaching and learning that they can apply directly to their student internship and, eventually, to their own classrooms. This experience allowed students to make connections between theories and practice by giving them a real-life teaching experience outside the confines of a textbook or the university classroom context.

Lesson

Sea Creature Sculptures

Central Focus: Students will understand that they can combine a variety of materials, processes, and skill to create a three dimensional sculpture.

North Carolina Essential Standards

3.V.4- Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space and value.
3.CX.1.S- Use local, natural, or recycled resources to create art.
3.CR.1.2 Evaluate the compositional and expressive qualities of personal works of art.

Lesson Objectives and Demands

Content Objectives:	**Day 1:** Students will learn about the three dimensional qualities of a sculpture and that they can use papier-mâché to create three dimensional form. **Day 2:** Students will learn that they can create the shapes of their sea creatures appendages and that the appendages can be attached to the body of their three dimensional sculpture with tape. **Day 3:** Student will learn that they can mix a variety of colors and hues and create patterns and textures in the painting of their three dimensional sea creatures.
Language Objectives:	Students will be able to **describe** the methods, processes, forms, and structures of their three dimensional sculptures.
Key Vocabulary in Lesson:	Sculpture, papier-mâché, three-dimensional, sculpture in the round, shapes, appendages, texture, pattern , value, hue
Key Artwork in Lesson:	Damien Hirst and Will Kurtz

Materials

Balloons, papier-mâché, newspaper, cardboard, paper towel rolls, tape, tempera paint, brushes, water containers, glue, collage materials (bottle tops, patterned and textured materials)

Lesson Considerations

Prior Academic Learning and Prerequisite Skills:	These third and fourth graders take art at school, yet we are unsure of their prior experience with creating three-dimensional sculptures out of recycled materials. At this phase of development third and fourth graders are in the midst of Piaget's concrete operations phase of development. As such, they are beginning to be able to make more concrete predictions and think abstractly. They are starting to recognize multiple perspectives but are still more comfortable with concrete thinking and real-life situations. They are therefore ready to create artwork that is representational.

Instructional Strategies & Learning Tasks

Instructional Strategies & Learning Tasks
Lesson 1

1. How are you going to open up the lesson to spark their interests?
-What is your favorite sea animal?
-Does this balloon remind you of anything under the sea?
2. How are you going to build their interest and expand understanding of the topic?
-In a PowerPoint Presentation, show pictures of a variety of sea creatures
-(what do you notice about these fish?)
- (What shapes to you see?)
-Show students samples of papier mâché sculptures
-Show Damien Hirst and Will Kurtz sculptures
-(what do you notice about these sculptures?)
-Introduce students to concept of three dimensional sculpture
3. What will you teaching them about the materials? How will you model or demonstrate skills or strategies to your students.
-Have you ever used papier-mâché?
-Demonstrate steps for papier-mâché on a small balloon

Independent Practice/Application:
Students will independently papier-mâché their balloons and teachers will circulate the room helping and coaching students.

Closure:
Ask students what sea creature they are planning on making and review concept of a three dimensional sculpture.

Strategies & Learning Tasks
Lesson 2

Instructional Strategies:
1.How are you going to open up the lesson to spark their interests?
-Revisit different kinds of sea creatures and asking students what they notice.
1.How are you going to build their interest and expand understanding of the topic?
-Go over anatomy of their sea creatures
1.What will you teaching them about the materials?
-Show students how to cut and attach cardboard fins, tales, appendages, etc....

Independent Practice/Application:
Students will cut and tape fins, tails, appendages, etc. and teachers will circulate the classroom coaching and mentoring students.

Closure:
What were your biggest challenges today?

Instructional Strategies & Learning Tasks
Day 3

Instructional Strategies:
1.How are you going to open up the lesson to spark their interests?
-Revisit power point of sea creatures and focus on color, texture and pattern
-What colors are the sea creatures?
-What patterns do you notice?
-What textures do you notice?
1.How are you going to build their interest and expand understanding of the topic?
-What are some ideas that you have about the colors you want your sea creatures to be?
-What textures and patterns will you use for your sea creature?
1.What will you teaching them about the materials?
-Go over how to mix various colors for their sea creatures.
-Teach students the routines of painting.

Independent Practice/Application:
-Students will paint their sea creatures and teachers will circulate the room and provide help and comment on their artwork.

Closure:
The students will be introduced to the idea of a critique. In a class critique, students will describe the process of making a 3-dimensional sculpture of a sea creature and respond to the following questions:
-What is the most successful part of your sculpture?
-What was the most challenging part in creating your sculpture?
-Describe a success in someone else's work?
-What is a question that you have about someone else's work?

Assessment

Supporting Visual Arts Development through Language

	Identified Language Demands	Planned Language Activities/Supports
Functions	Describe	At the end of this unit the students will participate in a class critique, where they will describe the process of creating their sculpture
Vocabulary	Sculpture, papier-mâché, three-dimensional, sculpture in the round, shapes, appendages, texture, pattern, value	Students will be introduced to these concepts in whole group instruction. When the teacher is circulating the classroom she will reinforce concepts and vocabulary when describing the students work. Also, in the class critique the students will be required to use the vocabulary when describing their work and the process of creating these sculptures. Teacher will also place these vocabulary words on a word wall in the classroom.
Discourse	3-dimensional sculpture of a sea creature Critique	At the end of this unit students will create a sculpture of a 3-dimensional sea creature Students will be introduced to the concept of critique and at the end of the unit a critique will be conducted.
Syntax	the process of creating a 3-dimensional sculpture	The student will engage in the following steps in the creation of their sculptures of a sea creature: 1.Create armature with a balloon papier-mâché 2.Attached appendages 3.Paint sculptures

Evidence and Formative Assessment of Student Learning:

Assessment Strategy #1: **-Circulate the classroom and talk to each student about their sculptures and see if they able to describe the concept of three dimensional forms, shape, pattern and texture in their sculptures.**	Alignment with Objectives: Content Objective 1-3 Language Objective 1 Evidence of Student Understanding: Student will show in their artwork that they have mastered the concepts of three dimensional form, pattern, and texture in their sculpture and be able to describe how and where they applied them. Student Feedback: I will provide specific and motivating feedback as I circulate the room and encourage students to provide each other with feedback in the class critique.
Assessment Strategy #2: **-At the end of the class I will have students fill out attached self-evaluation exit slip.**	Alignment with Objectives: Language Objective 1 Evidence of Student Understanding: Students will describe the problems that arose in relationship to construction and painting their sculptures. Student Feedback: I will read over student's exit slips and in the next class I will address the students stated problems and solutions that they came up with in the motivation.

Accommodations and Modifications

How might I differentiate instruction for the range of learners	I will model how to papier-mâché, attached appendages and paint sculptures. I will circulate the classroom and provide encouragement and extra assistance to anyone who needs extra help.
Extensions and enrichment	Students will continue to explore concepts of creating 3-dimensional sculpture in a different material (i.e. clay).

Summative Assessment Plan

Students will participate in a class critique where they will respond to the following questions: **-Describe how you used shape, form, pattern and texture in your sculpture.** **-What is the most successful part of your sculpture?** **-What was the most challenging part in creating your sculpture?** **-Describe a success in someone else's work?** **-What is a question that you have about someone else's work?**	**Alignment with Standards** 3.V.4- Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space and value.	**Alignment with Objectives** Content Objective 1-3 Language Objective1