**Middle School**

**Lesson Plan Template**

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| **Teacher**  **Rachelle Tracy** | **Date**  **November 10** |
| **Movement and Modular Units** | |
| **\*CCSS Standards**:  (What are the skills being taught? Which standards are being specifically addressed in this lesson?) | CR.2.8.1  Pursue ideas, forms and meanings that emerge in the process of art-making or design through experimentation, innovation and/or risk taking using grade-level appropriate elements of art and principles of design   * drawing * painting * sculpture * printmaking * mixed media   R.8.8.1  Evaluate art by considering a variety of components   * subject matter * form * mood * traditional and/or new media * relevant context   information   * visual elements * structure * ideas conveyed   CR.3.8.1  Revise personal artwork based on feedback  (e.g., peer feedback, self-assessment, teacher assessment)  CR.2.8.2  Justify the need to be responsible in the use of traditional and/or new media and tools   * conservation * norms * craftsmanship * media literacy * social media |
| **\*Lesson Objective**:  (What will my students KNOW by the end of the lesson?) | Students will know what a modular unit is and how artists use them to create works of art. Students will also know what movement means and what it looks like in artworks. Students will know the terms unity and variety. |
| \***Activities**  What will they DO to learn it? | Students will follow along with teacher in creating practice units and then begin creating their own units out of paper.  Students will construct 30 modular units- 10 large, 10 medium and 10 small using paper. Then students will glue the units onto posterboard in a way that shows movement.  Students will take pictures of their work, post it to google classroom and fill out an artist statement. |
| **\*Vocabulary** | Modular unit, movement, variety, unity |
| **\*Resources/Instructional Materials Needed**:  (What do I need in order to teach the lesson? Include **technology**) | Poster board 11X17, white paper (scrap paper or ream paper), scissors, rulers, stapler, tape, hot glue, hot glue sticks |
| **\*Whole Group Instruction**:  (Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.) | Students will view several examples of student work. The teacher will demonstrate and have students follow along with creating example units. |
| **\*Group Practice/Small Group Instruction**:  (Teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing**, re-teaching** or intervention, writing process) | The teacher will check on each student’s progress to verify they have a consistent unit in 3 sizes. |
| **\*Enrichment/Differentiation/ Accommodations:**  (How will my lesson satisfy the needs of ALL learners? Intervention Plan, 504 Plan, and IEP) | For students struggling to create a repetitive unit, I will give them a simple example that they can copy 30 times.  For students struggling to create movement in their layout, I work with them to create a simple but effective arrangement that expressive movement. |
| **\*Independent Practice**:  (Individual practice, discussion, writing process.) | Students will create 30 modular units and arrange the units onto posterboard in a way that conveys movement. Students will lay down their units and arrange them to have movement.  Students will answer write an artist statement about their artwork. |
| **\*Evaluate Understanding/Assessment/Exit Ticket/ Closing Activities/Summary**:  (How will I know if students have achieved today’s objective?) | Students will have created an artwork with 30 modular units that have 3 different sizes. The units will be arranged in a way that expresses movement. |