

Lesson Plan

Title of Lesson: Sketchbook Habits/Day 1/Why do we care?

Big Idea: Passage of Time

Grade Level: Grade 6

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) Why are sketchbook habits important? What are the materials that should be kept in this visual record? Why would someone make this kind of visual record? What can be learned from doing this kind of record-keeping? What forms can this document take? **(Lesson)** Why do we use sketchbooks? What do they contain? What do other artist's sketchbooks look like? What are some goals in our sketchbook use?

Standards:

VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

VA6.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.

- a. Write responses to works of art through various approaches.

Objectives: (Unit) In terms of a visual record, students can identify the kinds of items to save and store. Students can discuss what was chosen to include, and justify these choices.

Students can explain how making this record aided in art making. **(Lesson)** Students can describe what a sketchbook is and how it can be used. Students can identify artists and their process materials.

Sample:

attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

my own sketchbooks

Gregory, D. (2008). *An illustrated life: Drawing inspiration from the private sketchbooks of artists, illustrators and designers*. Cincinnati, Ohio: HOW Books.

Reddy, S. B., & Faigin, G. (2018). *Everyday sketching & drawing: 5 steps to a unique and personal sketchbook habit*. New York, New York: Monacelli Studio.

Kahlo, F., Lowe, S. M., & Fuentes, C. (1995). *The diary of Frida Kahlo: An intimate self-portrait*. New York: H.N. Abrams.

websites:

http://www.bl.uk/manuscripts/Viewer.aspx?ref=arundel_ms_263_f001r (Leonardo da Vinci notebooks digitized by The British Library)

<http://www.bennyandrews.com>

Language Demands:

Describe: (Objective) Students can describe what a sketchbook is and how it can be used.

Vocabulary:

book plate: a label affixed to the inside of a book cover to indicate ownership

ex libris: “from the library of”

sketchbook: a place to collect and explore images, words, thoughts, and ideas; a place to practice with techniques and materials; a place to sketch and draft for larger works

visual journal: for our purposes, same as sketchbook

artistic process: all of the things you do in order to create a work of art

Language Supports:

Students will examine examples of sketchbooks and speculate how they might use such a document in discussion and written short answer. Students will view process sketches and studies of an artwork, and then compare those with the final product.

Introduction/Motivation:

Students will be asked to draw and illustrate their name on a large label sticker. Teacher will explain that this will be used as a book plate in the future.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to grab a large sticker label and some supplies and make a book plate that will be used in the future after they've made their sketchbook in the next lesson.
2. The teacher will hand out a checklist/worksheet for the students to keep as documentation for this lesson segment.
3. The teacher will begin a slide presentation and will ask questions about the students' knowledge of keeping a sketchbook. Through questioning, the teacher will encourage a discussion about this subject.
4. The teacher will present some sketchbook examples from well-known artists.
5. The teacher will facilitate a Before and After critique activity about the Georgia artist Benny Andrews and his work named “Utopia”. Going along with the big idea of Passage of Time, the teacher will ask the students what they think will happen before and after in the image that they see, in specific time intervals (5 mins, 5 days, 5 years, 500 years depending on how chatty the students are).
6. The teacher will present the books to peruse through, including the teacher's own sketchbooks and other books about keeping sketchbooks. There will be index cards available if students want to make a note or would rather draw a bit after looking through the books.
7. The teacher will ask the students to fill out the appropriate day on the checklist/worksheet.
8. The teacher will collect the checklist/worksheets as the students leave the classroom.

Materials and Materials Management:

large label stickers

index cards for note-taking and impromptu sketching

pens, pencils, and markers

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. The students will enter the room and grab a large sticker label and some supplies to make a book plate.

2. The students will receive a checklist/worksheet that they will fill out throughout the lesson segment.
3. The students will watch a slide presentation and participate in a discussion about their experience and use of sketchbooks.
4. The students will see some examples of well-known artist sketchbook samples.
5. The students will participate in a Before and After critique activity based on the work of Georgia artist Benny Andrews. The students will speculate on what happens before and after the image they are looking at, which will be Andrew's "Utopia".
6. The students will then look through the teacher's sketchbooks and other books that were brought along. The students will have an opportunity to take notes on index cards or free draw on the index cards.
7. The students will fill out their worksheet for this lesson of the segment and give it to the teacher on the way out of class.

Closure/Review:

For an exit ticket, students will fill out their checklist/worksheet if they have not already. Teacher will collect this worksheet on their way out the door.

Assessment Questions:

I know what a sketchbook is and what purposes it can serve for me. List some.

I have used a sketchbook before this class. (true or false)

I have seen the sketchbooks/process work of at least two artists and can name them.

I know what we will do next class.

Assessment Instrument:

checklist/worksheet

discussion

before and after critique activity about Benny Andrews' "Utopia"

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. When describing sketchbooks, a real sketchbook can be flipped through to explain concepts.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The checklist/worksheet that is provided will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there would be an opportunity to make a more complicated book plate, or even an extra one.

Lesson Plan

Title of Lesson: Sketchbook Habits/Day 2/Sketchbook Making Party

Big Idea: Passage of Time

Grade Level: Grade 6

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) Why are sketchbook habits important? What are the materials that should be kept in this visual record? Why would someone make this kind of visual record? What can be learned from doing this kind of record-keeping? What forms can this document take? **(Lesson)** Why should we bother making our own sketchbook? What materials can we used to make it? What special skills are needed to make your own sketchbook?

Standards:

VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.

- a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.
- b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.
- c. Utilize and care for materials, tools and equipment in a safe and appropriate manner.

Objectives: (Unit) In terms of a visual record, students can identify the kinds of items to save and store. Students can discuss what was chosen to include, and justify these choices. Students can explain how making this record aided in art making. **(Lesson)** Students will assemble their own sketchbook. Students can explain what materials and skills are required to make their own sketchbook. Students will personalize their sketchbook.

Sample:

attached

Resources:

There is a perusing table available in the classroom for books, pull up a chair!

Books:

sample handmade sketchbooks from the teachers own collection

Smith, E. K. (2007). How to make books. New York: Potter Craft.

Smith, K. A., & Keith Smith Books. (1995). Non-adhesive binding: Books without paste or glue.

Rochester, N.Y: Keith Smith Books.

websites:

<https://www.chroniclebooks.com/blog/2017/07/13/the-anatomy-of-a-book/>

<https://www.flickr.com/photos/93467685@N07/13898852015>

Language Demands:

Explain: (Objective) Students can explain what materials and skills are required to make their own sketchbook.

Vocabulary:

cover: the outside of a book

signature: the inside papers in a book

endpapers: the inside of the cover or the first pages that touch the cover

spine: the backbone of the book, where it is folded

3 hole pamphlet stitch: a simple way of binding books using string

awl: a tool that makes holes, paper piercer

Language Supports:

Students will physically make a sketchbook and then be prompted to explain parts of that process through written short answer in their checklist/worksheet. They will build these along with their classmates and can help each other out when needed to further use the language.

Introduction/Motivation:

Students can either continue working on the book plate that they started the day before or if they are finished, they can make an origami bookmark. When it is time to start the lesson, the teacher will ask some yes or no questions about the previous lesson's discussion. The students will reply with a thumbs up or down, and exaggeration will be encouraged. The intensity of their opinion will be expressed silently.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to continue working on their book plate if they need more time or to grab a piece of origami paper to make a bookmark.
2. The teacher will hand out the checklist/worksheet that the students began in the last lesson.
3. The teacher will begin a slide presentation that will introduce the concept of making a book.
4. The teacher will ask the students to gather the necessary supplies and they will start the project.
5. The teacher will demonstrate the steps of making the sketchbook using the 3 hole pamphlet method.
6. Each step will be demonstrated and then the class will move on to the next step when every student completes a step.
7. The teacher will assist the students as needed and encourage them to decorate and personalize their sketchbooks.
8. The teacher will ask the students to place their completed book in a basket and clean up their space.
9. The teacher will ask the students to fill out their worksheet for the current lesson.
10. The teacher will collect the checklist/worksheets as the students leave the classroom.

Materials and Materials Management:

large label stickers

pens, pencils, and markers

origami paper

paper for book making (at least 10 sheets per student)

cardboard/chipboard boxes (like cereal boxes) (at least one for each student)

assorted specialty papers

string
scissors
awls
embroidery needles
rulers

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. Students will enter the room and continue working on their book plate or make an origami bookmark.
2. Students will receive their checklist/worksheet that they received in the last lesson.
3. Students will watch a slide presentation about making books.
4. Students will gather supplies and take them back to their desk.
5. Students will follow along as the teacher demonstrates the steps for making the sketchbook.
6. Students will decorate and personalize their newly made sketchbooks, including attaching their book plate.
7. Students will place their completed sketchbooks in a basket and clean up their space.
8. The students will fill out their worksheet for this lesson of the segment and give it to the teacher on the way out of class.

Closure/Review:

For an exit ticket, students will fill out their checklist/worksheet if they have not already. Teacher will collect this worksheet on their way out the door.

Assessment Questions:

I know how to assemble my own sketchbook and what materials are required. I used _____?
I know what stitch we used to make the sketchbook and it is called _____?
I am satisfied with the sketchbook that I made. (true or false)
I know what we will do next class.

Assessment Instrument:

checklist/worksheet
discussion
observation

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. When describing how to make a sketchbook, a sample for each step of the process can be provided.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm. If sharp tools are an issue, this student can use the alternate way of making holes with scissors.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The checklist/worksheet that is provided will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, there would be an opportunity to make a more complicated book plate, or origami bookmark. Students can add extra features to their book, like endpapers and pockets, or even use a more complicated stitch.

Lesson Plan

Title of Lesson: Sketchbook Habits/Day 3/Observational Drawing Grab Bag

Big Idea: Passage of Time

Grade Level: Grade 6

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) Why are sketchbook habits important? What are the materials that should be kept in this visual record? Why would someone make this kind of visual record? What can be learned from doing this kind of record-keeping? What forms can this document take? **(Lesson)** What should we put in our sketchbooks? How does documenting my practice of observational drawing in my sketchbook help me with my art making? What are some ways that we can experiment and practice in our sketchbooks?

Standards:

VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

VA6.CR.1 Visualize and generate ideas for creating works of art.

- a. Visualize new ideas by using mental imagery and visual imagery.
- b. Explore essential questions, big ideas, and/or themes in personally relevant ways.
- c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration - moods, feelings, self-perception, memory, imagination, fantasy; external inspiration - direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
- d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).
- e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

Objectives: (Unit) In terms of a visual record, students can identify the kinds of items to save and store. Students can discuss what was chosen to include, and justify these choices. Students can explain how making this record aided in art making. **(Lesson)** Students will practice observational drawing utilizing their sketchbook. Students can evaluate how this type of drawing can help them in future art projects. Students will experiment with different mediums while creating different types of contour line drawings. Students can describe a contour line drawing.

Sample:

attached

Resources:

websites:

<https://www.warhol.org>

<http://www.allisonkunath.com>

<http://www.bennyandrews.com/series>

<http://calder.org/work/by-category/wire-sculpture>

Language Demands:

Evaluate: (Objective) Students can evaluate how this type of drawing can help them in future art projects.

Vocabulary:

contour line drawing: a drawing where the line defines a form or edge

continuous contour: a contour line drawing where the drawing instrument never leaves the paper

blind contour: a contour line drawing where the artist never looks at the paper

modified contour: a contour line drawing that uses varied thicknesses of line and doesn't need to be a continuous line

Language Supports:

Students will make these kinds of drawings in their sketchbook. Students will pair up for blind contour portraits and discuss afterward. Checklist/worksheet offers an opportunity for short answer.

Introduction/Motivation:

Students will get their sketchbook from a basket, grab some scissors, construction paper scraps and a glue stick, and then go to their desk. Students will be directed to calculate how many days old they are. When they've figured that out, they will cut those numbers out of the construction paper and glue it onto the first page of their sketchbook. When it is time to start the lesson, the teacher will ask some yes or no questions about the previous lesson's discussion. The students will reply with a thumbs up or down, and exaggeration will be encouraged. The intensity of their opinion will be expressed silently.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to pick up their sketchbooks from a basket, grab some scissors and construction paper scraps and go to their space.
2. The teacher will ask the students to complete the bell-ringer activity.
3. The teacher will do a quick quiz to see what the students remembered from the previous lesson.
4. The teacher will begin a slide presentation that will introduce contour line drawings.
5. The teacher will discuss a few different types and then embark on a sketchbook activity.
6. This activity involves the students passing around a bag of mystery items and choosing one. After this, the teacher will direct the students to split a page of their sketchbook into quadrants, and make continuous contour and blind contour drawings using, first the dominant hand, and the the non-dominant hand. The teacher will participate.
7. The teacher will play an artist video about blind contour portraits.
8. The teacher will ask the students to pair up with their neighbor in order to do the blind contour portrait activity.
9. The teacher will remind the students about how Benny Andrews used contour drawing in his studies for his work titled "Utopia."
10. The teacher will present the wire sculpture work of Alexander Calder which is very reminiscent of contour line drawing and then ask the students to speculate on what the artistic process was.
11. The teacher will ask the students to fill out their worksheet for the current lesson.
12. The teacher will collect the checklist/worksheets as the students leave the classroom.

Materials and Materials Management:

scissors

construction paper scraps

pens, pencils, colored pencils, charcoal, and markers

bag of little objects - at least one for every student

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. Students will enter the room and pick up their sketchbook from the basket. They will grab a pair of scissors and some construction paper scraps.
2. Students will calculate how many days old they are, cut those numbers out of the construction paper and then glue them onto the front page of their sketchbook.
3. Students will receive their checklist/worksheet that they received in the last lesson.
4. Students will watch a slide presentation about contour line drawings.
5. A contour line sketchbook activity will be described to the students.
6. Students will gather supplies, take them back to their desk, and participate in the sketchbook activity.
7. Students will watch an artist video about blind contour portraits, and then they will pair off to complete the blind contour portrait activity. Students will discuss the results with each other.
8. Students will analyze the wire sculpture work of Alexander Calder and speculate about what the artistic process might have been.
9. Students will place their completed sketchbooks in a basket and clean up their space.
10. The students will fill out their worksheet for this lesson of the segment and give it to the teacher on the way out of class.

Closure/Review:

For an exit ticket, students will fill out their checklist/worksheet if they have not already.

Teacher will collect this worksheet on their way out the door.

Assessment Questions:

I know what a contour line drawing is and I can describe it in my own words.

In my future art making, I can use observational drawing to _____.

I experimented with at least 3 different mediums and my preferred medium was _____.

I know what we will do next class.

Assessment Instrument:

checklist/worksheet

discussion

observation

critique - speculation on the artistic process

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. When describing how to make a contour line drawing, a sample can be provided.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm. Medium choice will help as well.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The checklist/worksheet that is provided will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, the work is done in short bursts and there will not be much opportunity for finishing early.

Lesson Plan

Title of Lesson: Sketchbook Habits/Day 4/Sketchbook Swap Game

Big Idea: Passage of Time

Grade Level: Grade 6

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) Why are sketchbook habits important? What are the materials that should be kept in this visual record? Why would someone make this kind of visual record? What can be learned from doing this kind of record-keeping? What forms can this document take? **(Lesson)** What should we put in our sketchbooks? What insights can we gain by participating in a collaborative art event? What are some ways that we can experiment and practice in our sketchbooks?

Standards:

VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

VA6.CR.1 Visualize and generate ideas for creating works of art.

- a. Visualize new ideas by using mental imagery and visual imagery.
- b. Explore essential questions, big ideas, and/or themes in personally relevant ways.
- c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration - moods, feelings, self-perception, memory, imagination, fantasy; external inspiration - direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).
- d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).
- e. Document process (e.g. journal-keeping, sketches, brainstorming lists).

Objectives: (Unit) In terms of a visual record, students can identify the kinds of items to save and store. Students can discuss what was chosen to include, and justify these choices. Students can explain how making this record aided in art making. **(Lesson)** Students will participate in a collaborative art project. Students will create a set of instructions for each of their classmates to follow. Students interpret their classmates' instructions and draw the result in the booklet as they trade it amongst all of their classmates. Students will compare the results of their classmates' efforts with their own expectation.

Sample:

attached

Resources:

websites:

<https://massmoca.org/sol-lewitt/>

<https://www.youtube.com/watch?v=963qJjcbYLM>

Language Demands:

Compare: (Objective) Students will compare the results of their classmates' efforts with their own expectation.

Vocabulary:

conceptual art: art where the idea or concept is the most important part of the work

Language Supports:

Students will make instructions for classmates to follow. After, they will compare the results with their expectations. There will be a discussion and the checklist/worksheet offers an opportunity for short answer.

Introduction/Motivation:

Students will receive instructions on how to make a quick booklet out of paper. Students will complete making these booklets. When it is time to start the lesson, the teacher will ask some yes or no questions about the previous lesson's discussion. The students will reply with a thumbs up or down, and exaggeration will be encouraged. The intensity of their opinion will be expressed silently.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to pick up the materials in order to make their booklets.
2. The teacher will do a quick quiz to see what the students remembered from the previous lesson.
3. The teacher will pass out the checklist/worksheet.
4. The teacher will begin a slide presentation that will introduce the work of Sol LeWitt.
5. The teacher will discuss a few different works by him and then introduce the activity.
6. This activity involves the students passing around their booklets after creating a set of instructions. Each of the students will have an opportunity to follow all of the instructions created by everybody.
7. The instructions to the Sketchbook Swap Game are these:
 1. Get an index card and a pen.
 2. Also get a selection of supplies; ebony pencil, black pen, two colors of markers, two colors of colored pencils, and two colored pens.
 3. Write a set of drawing instructions that can be completed within one minute.
 4. Tuck this index card into your newly created booklet.
 5. Pass your booklet to your neighbor to the right.
 6. Everyone will look at the instructions and then have a minute to complete it.
 7. Write the time down next to your drawing, as you complete it.
 8. Pass your booklet to your neighbor to the right again
 9. Repeat steps 6,7, and 8 until your booklet comes back to you.
 10. Glue your instructions to the front of your booklet.
8. The teacher will facilitate a discussion on how everybody felt about the activity and encourage the students to compare the results to what their expectations were.
9. The teacher will ask the students to fill out their worksheet for the current lesson.
10. The teacher will collect the checklist/worksheets as the students leave the classroom.

Materials and Materials Management:

paper, both white and colors
index cards
staplers

pens, ebony pencils, colored pencils, colored pens, and markers
glue sticks
timer

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. Students will enter the room and get the materials for making a small booklet that will be used in the activity later.
2. Students will receive their checklist/worksheet that they received in the last lesson.
3. Students will watch a slide presentation about Sol LeWitt.
4. Students will participate in a collaborative sketchbook activity.
5. The game works like this:
 - Get an index card and a pen.
 - 1. Also get a selection of supplies; ebony pencil, black pen, two colors of markers, two colors of colored pencils, and two colored pens.
 - 2. Write a set of drawing instructions that can be completed within one minute.
 - 3. Tuck this index card into your newly created booklet.
 - 4. Pass your booklet to your neighbor to the right.
 - 5. Everyone will look at the instructions and then have a minute to complete it.
 - 6. Write the time down next to your drawing, as you complete it.
 - 7. Pass your booklet to your neighbor to the right again
 - 8. Repeat steps 6,7, and 8 until your booklet comes back to you.
 - 9. Glue your instructions to the front of your booklet.
6. Students will participate in a discussion about the activity.
7. The students will fill out their worksheet for this lesson of the segment and give it to the teacher on the way out of class.

Closure/Review:

For an exit ticket, students will fill out their checklist/worksheet if they have not already. Teacher will collect this worksheet on their way out the door.

Assessment Questions:

This was an enjoyable activity. (true or false)

I was surprised by the results in these ways: _____.

I practiced "writing instructions" and discovered that it can help my art making by _____.

I know what we will do next class.

Assessment Instrument:

checklist/worksheet

discussion

observation

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. Samples will be provided when appropriate.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm. Medium choice will help as well.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The checklist/worksheet that is provided will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student. In this lesson, the work is done in short bursts and there will not be much opportunity for finishing early.

Lesson Plan

Title of Lesson: Sketchbook Habits/Day 5/Ideas Collage

Big Idea: Passage of Time

Grade Level: Grade 6

Designer of Lesson: Jacqueline Chapman

Essential Questions: (Unit) Why are sketchbook habits important? What are the materials that should be kept in this visual record? Why would someone make this kind of visual record? What can be learned from doing this kind of record-keeping? What forms can this document take? **(Lesson)** What should we put in our sketchbooks? How can we use our sketchbooks to plan art work? What are some ways that we can document our information gathering?

Standards:

VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

- a. Collect and explore inspirational images, words, thoughts, and ideas.
- b. Maintain instructional information, consult resources, and create notes.
- c. Practice techniques using a variety of media and tools.
- d. Compose preliminary sketches and drafts.

VA6.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

- a. Recognize the presence and meaning of visual art in the community.
- b. Explore the connections between personal artistic creation and one's relationship to local and global learning communities.
- c. Make interdisciplinary connections, expanding upon and applying art skills and knowledge to enhance other areas of learning.

Objectives: (Unit) In terms of a visual record, students can identify the kinds of items to save and store. Students can discuss what was chosen to include, and justify these choices. Students can explain how making this record aided in art making. **(Lesson)** Students will collect at least 2 articles or article headlines to collage in their sketchbook. Students will pair up to share articles and generate at least 2 ideas. Students will analyze the articles or headlines to decide if they have a point of view.

Sample:

attached

Resources:

selection of science magazines, journals, newspaper sections

Language Demands:

Analyze: (Objective) Students will analyze the articles or headlines to decide if they have a point of view.

Vocabulary:

Teacher will help define words as needs come up

Language Supports:

Through discussion and introspection, students will develop a point of view about a concept. They will express this point of view through additions to their sketchbook and written short answer.

Introduction/Motivation:

Students will choose from a selection of old postcards. Students will write a sentence to themselves as if they are visiting that place. Students can also choose to write to a classmate that they wish to trade with. After this, the student is encourage to alter the postcard. When they are finished, the postcard will be taped into the student's sketchbook with masking tape. When it is time to start the lesson, the teacher will ask some yes or no questions about the previous lesson's discussion. The students will reply with a thumbs up or down, and exaggeration will be encouraged. The intensity of their opinion will be expressed silently.

Content Paper:

slide presentation attached

Instructor's Procedures:

1. The teacher will welcome students and ask them to pick up the materials in order to work on their postcards.
2. The teacher will do a quick quiz to see what the students remembered from the previous lesson.
3. The teacher will pass out the checklist/worksheet.
4. The teacher will introduce the work for the day, which involves searching for ideas for future work.
5. The teacher will remind the students that the subjects they find need to be able to collect data and be related to the students' interpretation of PASSAGE OF TIME.
6. After the students have found their ideas, the teacher will pair them up with another classmate to discuss and generate ideas.
7. The teacher will facilitate a discussion on the students' subject ideas and encourage them to share.
8. The teacher will ask the students to fill out their worksheet for the current lesson.
9. The teacher will collect the checklist/worksheets as the students leave the classroom.

Materials and Materials Management:

postcards (at least one for each student)

masking tape

invisible tape

scissors

glue sticks

magazines, journals, newspaper sections that can be cut up

pens, pencils, and markers

All of these materials will be laid out buffet style in bins for the students to get for themselves.

Student Procedures:

1. Students will enter the room and get the materials for working on their postcards.
2. Students will receive their checklist/worksheet that they received in the last lesson.
3. Students will start the collage activity by searching through magazine and newspaper for articles.
4. Students will glue these articles into their sketchbooks.
5. Students will be paired up by the teacher to discuss their articles and generate ideas for future art work.
6. Students will participate in a discussion about the collage and their ideas.
7. Students will drop their sketchbook into a basket for collection.

8. The students will fill out their worksheet for this lesson of the segment and give it to the teacher on the way out of class.

Closure/Review:

For an exit ticket, students will fill out their checklist/worksheet if they have not already. Teacher will collect this worksheet on their way out the door.

Assessment Questions:

I chose at least 2 articles or article headlines to collage in my sketchbook.

I understand why I'm putting this information in my sketchbook and how it can help me plan future artwork.

I shared my articles with my classmates.

I chose an article to use for my work next week and the headline is _____.

Assessment Instrument:

checklist/worksheet

discussion

observation

Variety of Learners:

a. ELL students

The teacher will use a lot of visual aids, including physical objects. Samples will be provided when appropriate.

b. a student with emotional and behavioral challenges

It is important to have clear lesson plans and activities to lesson anxiety and frustration. Learning this student's triggers will be helpful to maintain calm. Medium choice will help as well.

c. students with an IEP that requires extra time to read

It will be helpful not to plan too much into the lesson. It is much easier to add on than to take away. If these students need extra time, that will be built into the lesson. In this lesson, visual aids and discussion are more prevalent than reading activities.

d. a student who misses class often

The checklist/worksheet that is provided will help a student that is often absent know what they've missed. When there is extra time in the classroom, they can easily see what can be made up.

e. a student who is identified as gifted and often finishes early

Extensions to the activities or encouragement to do deeper work will be helpful for this student.

Name:

Sketchbook Habits Checklist/Worksheet

Day 1 - Why do we care?

_____ I know what a sketchbook is and what purposes it can serve for me. List two.

_____ I have used a sketchbook before this class. (true or false)

_____ I have seen the sketchbooks/process work of at least two artists and can name them. _____

_____ I know what we will do next class.

Day 2 - Sketchbook Making Party!

_____ I know how to assemble my own sketchbook and what materials are required. I used _____

_____ I know what stitch we used to make the sketchbook and it is called _____

_____ I am satisfied with the sketchbook that I made. (true or false)

_____ I know what we will do next class.

Day 3 - Observational Drawing Grab Bag

_____ I know what a contour line drawing is and I can describe it in my own words.

_____ In my future art making, I can use observational drawing to _____

Name:

_____ I experimented with at least 3 different mediums and my preferred medium was

_____ I know what we will do next class.

Day 4 - Sketchbook Swap Game

_____ This was an enjoyable activity. (true or false)

_____ I was surprised by the results in these ways: _____

_____ I practiced "writing instructions" and discovered that it can help my art making
by _____

_____ I know what we will do next class.

Day 5 - Ideas Collage

_____ I chose at least 2 articles or article headlines to collage in my sketchbook.

_____ Documenting this information helps me by _____

_____ I shared my articles with my classmates.

_____ I chose an article to use for my work next week and the headline is _____
