

Name: Carinna Coletti

Lesson Plan Template

Lesson Segment Focus: Culture in Art: Fine Arts

Lesson: Five of Five

Course & topic addressed: Fine Arts: Personal Experience in Culture for Art

Date: October 29th, 2018 Grade: 5th Grade

Student Outcomes

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| Specific learning objectives for this lesson. | Students will learn about a variety of cultures through art and then create their own personalized art that explains their culture. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students have already learned about different cultures and different forms of art. They also have the technology skills to build their own art piece. |
| Knowledge of students background (personal, cultural, or community assets) | Each student comes from a diverse background, so I expect a lot of questions and diversity in their personal art creations. |

State Academic Content Standards

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| List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard. | CN.10.5.1 Create artwork that reflects community and/or cultural traditions |
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Academic Language Support

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| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development? | My students will be able to use technology to assist them with any necessary vocabulary, but many terms are commonly used and do not require academic language support. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Culture, Art, diversity, personalization, art forms |
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Materials

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| Materials needed by teacher for this lesson. | Example of culture artwork |
| Materials needed by students for this lesson. | Technology for artwork creation |

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

| Amount of Time | Teaching & Learning Activities | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. |
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| 5 Minutes | <u>Introduction:</u> Teacher will remind students about the class discussions on culture and show the example artwork. | Teacher will be showing and explaining culture and the example artwork while students listen and ask questions. Teacher will check for understanding and allow the students to begin working on their projects. |
| 30 minutes | <u>Instruction:</u> Students will create a single piece of artwork that demonstrates their individual culture. They may include pictures from the internet or hand-draw their artwork. This may include their interests, family, favorite foods, dreams, or anything else they find significant in their culture. | Teacher will be monitoring internet usage and artwork progress. Teacher is also available for questions as needed or technology assistance. Students will be using technology, most likely computers, to create their culture artwork. |
| 5 Minutes | <u>Closure:</u> Teacher will help students save their artwork and compile it into an eBook for parent viewing at the next open house. | Teacher will be assisting in saving the artwork and uploading it to the appropriate location. Students will be saving their culture artwork and giving it to the teacher. |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | If any of my students need additional assistance, I would be there to help them find website images or use a specific aspect of their technology. However, many of my students would already have special technology if they needed it and would be able to complete this assignment without difficulty. |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | The example I provide at the beginning of class and the different technology the students could use would make this project as easy or as difficult as they would like. I might require certain students to include multiple types (hand-drawn and from the internet) in their projects while requiring others to only use one. |
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Assessments: Formative and/or Summative

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| Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed). | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| What went well? What changes should be made? How will I use assessment data for next steps? | <i>TO BE FILLED IN AFTER TEACHING</i> |
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20lnTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>