**Longwood Lesson Plan**

**Brandon Burke Grade: 4th**

1. Academic Standards- 4.1 The student will use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for and create works of art.

4.2  The student will demonstrate craftsmanship in personal works of art.

* 1. The student will use the following to express meaning in works of art:

1. Color—hue, tint, shade, intensity

1. Instructional Objectives- Students will use watercolor paint to blend like colors to make the sky for their silhouette.
2. Instructional Design-

o Introduction/Motivational Device: Remind students not to shout out and if they need any help to raise their hand. Ask students what project they worked on last week.

o Subject Content/Topics: Silhouette, Paris, and blending watercolors.

o Learning Activities/Procedures:

1. I will instruct students on what they are finishing.
2. I will pass out their project from last week
3. I will remind students to use colors that work together like red, orange, and yellow or blue and purple. Remind students not to use colors such as red and green because it will make brown.
4. Remind students not to use black because we are painting out silhouette, so the final outcome would just be a black piece of paper.

This is an independent lesson because each student will be doing the same thing but have the choice of the colors they use along with finding out how those colors work together and how to properly apply the paint to make it their desired outcome.

o Key Discussion Questions: Ask students what project they are working on (silhouette). Ask students what a silhouette is. Ask students what colors work well together and what colors do not work well together and why.

o Closure: This is the final step of their project so once students think they are finished they will raise their hand and I will come approve their work (make sure there is not white spaces and that everything is done correctly). Once students have been given the okay I will give them the option to build with magnetic blocks or free draw.

*4.* Differentiated Learning Activities-

o Describe important characteristics and diversity of learners in your classroom: There are 15 students working on this project. There is a wide variety of different races including White, African American, and Hispanic. There are a few children with IEP’s for different disabilities and or learning needs but are helped through myself, Mrs. Overstreet, their teacher, and if they have a larger disability then they have a proctor to help them.

o Explain the strategies: I will ask students their project they are working on and if they can name it silhouette then I know they understand the project and art terms. Getting them engaged is done by asking them what they are working on and individually ask them their color choices. There is also two teacher examples on the board showing what colors are good to use and blend well.

1. Instructional Resources and Technology: For this part of the project there is no need for technology, but I will have the Paris PowerPoint pulled up to remind students what Country we are in.
2. Formative Assessment- This will be tracked through me walking around the room making sure that students are using appropriate colors and applying watercolor correctly.
3. *Reflection-*

*o* Most of the students did really well after listening to the instructions but there were still two or three students that painted their sky black or used colors that made brown. For those that did paint it black I instructed them to use just water on their brush and go back over their sky to make it more grey than black.

o I do not think there are any modifications for this part of the lesson because most students did it correctly. The few students that did not do it correctly was because they were not paying full attention during instructions.

*Adapted from Bloomsburg University of Pennsylvania’s Lesson Plan Format and Scoring Guide*

**Longwood Lesson Plan Rubric for Observed Lessons** Candidate Name: \_\_\_\_\_\_\_\_\_\_\_Brandon Burke\_\_\_\_\_\_\_\_\_\_

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| **Elements** | **Exemplary (3)** | **Proficient (2)** | **Unsatisfactory (1)** |  |
| **Academic Standards** | Relevant Standards are listed by number and letter and have a direct correlation to objectives | Relevant Standards are listed by number and letter and most have a direct correlation to objectives | Standards are not included or not relevant | \_\_\_\_\_\_\_x .5 |
| **Instructional Objectives** | Lesson-specific; performance-based; written with four parts (audience, behavior, condition, and degree). | Lesson-specific; performance-based; on some objectives the condition or degree may be inappropriate or missing. | Not specific; not performance-based; many elements are missing. | \_\_\_\_\_\_\_x 1 |
| **Introduction** | Motivation and behavioral expectations are specifically described; appropriate for the purpose of the lesson; links to students’ needs. | Motivational device and behavioral expectations are indicated, but not thoroughly described. | Motivational device is missing. | \_\_\_\_\_\_\_x 1 |
| **Lesson Elements** | Complete with all elements on Lesson Plan Outline; usable by substitute teacher; learning activities support objectives and progress in a logical order. | One or two elements missing on Lesson Plan Outline; usable by substitute teacher; learning activities support objectives and progress in a logical order. | A list of topics only (does not follow the Lesson Plan Outline); unusable by substitute teacher; learning activities do not support objectives and/or lack logical progression. | \_\_\_\_\_\_\_x 2  page12image3764656 |
| **Differentiated Activities** | Based on context of the learners (characteristics and diversity is clear); strategies are specific, appropriate for diverse learners, and based on current research (representation, engagement, and expression). | Generalized statements of the learners (characteristics and diversity are alluded to); strategies identified are appropriate for diverse learners and based on current research. | Minimal to no statements of the learners; strategies may only support one type of diverse learner. | \_\_\_\_\_\_\_x 1 |
| **Integration of Resources and Technology** | Resources and technology are integrated into the lesson; appropriate for the learners and the school resources. | Use of resources and technology is evident, but is not lesson-specific; technology use appropriate for lesson presented. | Minimal use of resources and technology, weak explanation of how they fit the lesson. | \_\_\_\_\_\_\_x .5  page12image3771728 |
| **Formative Assessment** | Method of formative assessment provided; described in detail and aligned with specific objectives. | Summative assessment only is present or formative assessment is not aligned with objectives. | No evidence of assessment. | \_\_\_\_\_\_\_x 1 |
| **Debriefing/ Reflection** | Accurately explains effectiveness of lesson activities to achieve objectives and impact learners; describes relevant modifications. | A general explanation of effectiveness of lesson activities and impact on learners; modifications identified. | No reflection or rationale for why some learning activities were more successful than others; modifications missing. | \_\_\_\_\_\_\_x 1  page12image3778800 |
| Plus 1 for overall flow Total\_\_\_\_\_\_/25 | | | | |

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