**Lesson Plan**

**Brandon Burke Grade: Kindergarten**

1. Academic Standards- *list the SOL and/or Common Core Standards that align with the lesson*

K.3  The student will follow a sequence of steps used in creating works of art.

K.7  The student will identify and use the following in works of art:

1. Line—straight/curved, thick/thin, long/short, up/down/across
2. Shape—circle, square, triangle, rectangle, oval
3. Texture—visual, tactile
4. Pattern—occurring naturally, made by people

K.9  The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.

K.14  The student will describe the concept that people in all cultures create works of art.

1. Instructional Objectives- *state what you want the students to be able to do as a result of the instruction (include the audience, behavior, criteria, and degree)*

Students will be able to create a background for their kangaroo based on Aboriginal art from Australia.

1. Instructional Design- *explain how you will guide the learning event, including the following components:*

o Introduction/Motivational Device (*how you will engage students and set the behavioral expectations)*

Ask students what country we are in and if anyone remembers that type of art we are making and who made it. I will show them the PowerPoint slides with the Aboriginal art.

o Subject Content/Topics (*explanation of lesson goals and what students will learn*)

Australia themed artwork and artwork relating to aboriginal artwork which is the art that was originally started in Australia.

o Learning Activities/Procedures (*explanation of teaching strategies and outline of implementation; i.e., direct instruction, guided and/or independent practice*)

1. Let students know we are doing the next step of the project and making the dots.
2. Tell students we are using our fingers to make the dots and the back of a paint brush
3. I will give the students red, orange, and yellow to make their dots
4. I will instruct the students to make a pattern with their dots such as abababab, abcabcabcabc, aabaabaabaab
5. Remind students to not mix the paint colors and use separate fingers
6. Once students have completed all steps I will make sure they have their paper painted with dots and covered and if, so they will be given the choice to free draw or build with magnetic blocks.  
   o Key Discussion Questions (*various questions that foster subject content and/or assess student learning)*

What do they notice about the example of aboriginal art work and what is a main relation between the works shown. What is the type of art work we are creating (aboriginal art work)?

o Closure (*how will you wrap-up the lesson*)

Let students know that we will finish the project next week. Let them build or free draw.

*4.* Differentiated Learning Activities- *discuss the context of the learners as a rationale for differentiation:*

o Describe important characteristics and diversity of learners in your classroom: *number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency.*

There are 13 students working on this project on the day it was taught. There is a wide variety of different races including White, African American, and Hispanic. There are two children with IEP’s for different disabilities and or learning needs that are not very severe but are helped through myself and Mrs. Overstreet.

o Explain the strategies utilized to *maximize success for diverse learners, including the different ways you will represent the content, engage students in the learning, and allow students to express what they know.*

Show them the PowerPoint of Australia to get them engaged along with showing them examples of the completed art work and the step they are working on during this lesson.

1. Instructional Resources and Technology- *list the resources you will need (i.e., multimedia, technology, lab equipment, outside expert)*

I will use the PowerPoint and the Promethean Board to show the students information about Australia.

1. Formative Assessment- *how will you give students targeted feedback on their learning and measure what you have taught them during the lesson*

I will be walking around the classroom when they are done painting to see if they make dots that go complete around the paper and fully cover it. I will also ask them if they remember the type of art they are making.

1. Reflection- *reflect on the teaching experience by responding to the following after implementation of the lesson plan:*

*o Analyze assessment data and explain to what degree instructional decisions made an impact on student learning and achievement of lesson objectives.*

The lesson went well, and I tried to get the students to make a pattern with their dots at least for their first row to give them some time to practice those skills. From that point when I was walking around as we got closer to the end of the period I let students know that were behind that they should just try to fill up their paper with dots which allowed students to finish this step of the project today.

o Describe modifications for redesigning your lesson plan that would improve student learning outcomes.

I do not think I would change anything in this lesson. I think the goals and objectives were able to be met by every student. Some students needed motivation to keep going and to know their work was good but that was only a few individual students. For the class as a whole I think with good and bad examples they were all able to meet the learning outcomes.

**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  page12image3746144 |
| **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  page12image3753424 |
| **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  page12image5833312 |
| Plus 1 for overall flow Total\_\_\_\_\_\_/25 | | | | |