

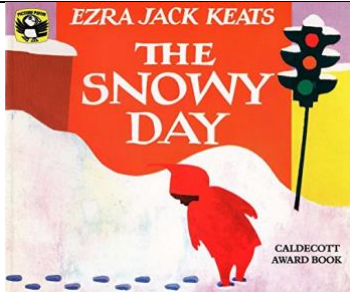
Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting**. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.

Lesson Title: Exploring Color and Collage with The Snowy Day  
 Targeted grade Level: 3 Anticipated Time Frame: 5 periods

	Lesson Plan	Rationale
1.	<p><b>Conceptual Structure/Big Idea:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea: Discovery, Exploration, and Imagination</li> <li>2. Hook: Students will walk into their room with lights turned off, a snowflake projection animated on the walls, and watch and listen to "The Snowy Day" audio and visual animation by the Ezra Jack Keats foundation. Prompt question: "What did you see when you looked out of your window this morning?" If some didn't look out their window, I can ask, "What do you see when we look outside of our window?" If we have no window in class, I'll ask, "If you could imagine looking outside of a window in the middle of winter, what would you see?"  <a href="https://www.youtube.com/watch?v=FmZCQfeWjeQ">https://www.youtube.com/watch?v=FmZCQfeWjeQ</a></li> </ol>	<p><b>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</b></p> <ol style="list-style-type: none"> <li>1. Imagination sparks creativity</li> <li>2. Discovery of new ideas and processes can spark joy in the art-making process</li> <li>3. Rather than being told how they feel, students can discover their own emotions and thoughts about the world around them</li> <li>4. Discovery learning helps us to solve problems</li> <li>5. Promotes independent thinking</li> <li>6. Improve social and emotional skills</li> <li>7. Exploration promotes curiosity</li> </ol>
2.	<p><b>Key Concepts</b> (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> <li>1. Rediscovering/being introduced to the element of color, the color wheel, and its purpose</li> <li>2. We can use art to tell stories</li> </ol>	<p><b>Why is it important for students to know these concepts?</b> (some ideas are paraphrased from <a href="https://www.create-learn.us/blog/color-theory-for-kids/">https://www.create-learn.us/blog/color-theory-for-kids/</a>)</p> <ol style="list-style-type: none"> <li>1. Reinforce K-2 art ed standards related to color</li> <li>2. Learning about the element of color teaches kids to tell visual stories without words</li> <li>3. Kids can learn that colors can be used to express emotion</li> <li>4. It's important to introduce students to art techniques to broaden their tool bank</li> </ol>

	<p>3. Learn about the history of collage</p> <p>4. Learn how they can create their own collection of hand-made art materials</p>	<p>5. Expands their knowledge about artists, especially artists of color like Romare Bearden</p> <p>6. Empowers students with life-long skills</p>
<p>3.</p>	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> <li>1. Students will listen to the audio and animated version of the book</li> <li>2. Students will use their senses to respond to the hook</li> <li>3. Students will learn about Romare Bearden and his collage called “The Block” as well as other collage artists</li> <li>4. Students will create a painted color wheel</li> <li>5. Students will paint on paper using a variety of tools such as brushes, sponges, and palette knives</li> <li>6. Students will create a mixed media collage about themselves using hand-made painted and found papers</li> </ol>	<p>How do the objectives fully support learning and how do they connect to the students’ lives? (What evidence can you provide that makes you say this?)</p> <ol style="list-style-type: none"> <li>1. It’s important to incorporate learning modalities into lessons to keep students motivated (Sickler-Voigt, Teaching and Learning in Art Education, p37)</li> <li>2. Gives students a personal choice about what they will illustrate (integrate choice-based curriculum methods)</li> <li>3. It’s important to expose students to other artists and art history to give them a global perspective (Rury, Education and Social Change, Introduction, p5) and employ contextualism (Sickler-Voigt, pg11)</li> <li>4. Being able to identify colors develops cognitive skills (<a href="https://hubbleconnected.com/blogs/news/how-color-recognition-develops-cognitive-skills">https://hubbleconnected.com/blogs/news/how-color-recognition-develops-cognitive-skills</a>)</li> <li>5. Exploration of art materials and tools encourages inquiry, curiosity, and creativity (Sickler-Voigt, p24, 37-38)</li> <li>6. Making art develops motor skills, fosters cultural awareness, inventiveness, visual learning, improves spatial awareness, and can increase academic performance (<a href="http://www.paintingtogogh.com/blogs/news/benefits-of-art-for-children">www.paintingtogogh.com/blogs/news/benefits-of-art-for-children</a>, <a href="https://www.pbs.org/parents/thrive/the-importance-of-art-in-child-development">https://www.pbs.org/parents/thrive/the-importance-of-art-in-child-development</a>)</li> </ol>
<p>4.</p>	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> <li>1. How do artists choose their materials? Why are art materials important to an artist?</li> <li>2. How can art be used to tell a story?</li> <li>3. Where do artists get their ideas?</li> </ol>	<p>How are these questions meaningful to the student? How do you know?</p> <ol style="list-style-type: none"> <li>1. Knowing about the importance of materials encourages them to discover the effects of those materials and ask about artistic processes. Students may want to learn more about a specific process so that they feel empowered to make something similar. Children are naturally curious and want to discover why things are the way they are or look the way they look. The act of seeing is often the first layer of visual response followed by the typical who, what, where, why, how questions regarding what they are looking at.</li> </ol> <p>NVAS:  <b>VA:Re.7.1.3a</b>  Speculate about processes an artist uses to create a work of art.</p>

		<p>2. Our lesson is based on a picture book telling a story of a young boy discovering, exploring, and using his imagination! Students will consider how the artist EJK used collage to tell a fun story using basic art materials such as paper and paint. Students will learn that storytelling is an ancient practice that people all over the world have used to communicate and that storytelling happens through many art forms. Kids tell stories regularly – now they can connect that their own stories can be put into pictures.</p> <p>3. <b>VA:Re.7.1.3a</b> (Speculate about processes an artist uses to create a work of art.)  <a href="https://naea.typepad.com/naea/2011/04/key-concepts-and-essential-questions-on-creativity.html">https://naea.typepad.com/naea/2011/04/key-concepts-and-essential-questions-on-creativity.html</a></p>
5.	<p><b>Standards:</b></p> <p>NVAS:  1. VA:Cr1.2.2a    2. VA:Re8.1.3a</p> <p>Michigan:  1. ART.VA.I.3.1  2. ART.VA.II.3.3</p>	<p><b>NVAS</b></p> <p>1. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.</p> <p>2. Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.</p> <p><b>Michigan</b></p> <p>1. Compare the use of various materials to communicate ideas and sensory experiences in an artwork.</p> <p>2. Examine how artists turn ideas into visual solutions.</p>
6.	<p><b>Connecting and Responding:</b>  <b>Teaching Resources: (artwork, videos, books, etc)</b>  Art: (Artists and insert thumbnail photo of examples shared)  1. <a href="https://www.youtube.com/watch?v=FmZCQfeWjeQ">https://www.youtube.com/watch?v=FmZCQfeWjeQ</a>  2. Ezra Jack Keats “The Snowy Day”</p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist’s work in your presentation.</i></p> <p>1. This animated video of The Snowy Day created by the EJK foundation brings the character to life; animating the artwork with the addition of sound helps kids use several senses. This can lead to using their imagination to consider the landscape EJK visually created. The music creates a mood related to exploration and mystery as the various beats go up and down. We can briefly touch on the influence of jazz music during that period.</p>



3. Romare Bearden "The Block" (& other Bearden collages)



4. Njideka Crosby (Various collages) - <https://www.njidekaakunyilicrosby.com/>



5. Henri Matisse  
(<https://www.vulture.com/2014/10/moma-henri-matisse-review-dont-miss.html>)



2. Students will read and explore each page of the book. This will allow us to discover together how EJK thought about each illustration in relation to the text.
3. In a documentary piece about Bearden, he shared that he was just looking outside of his window and realized he could create a piece about the block. Something as simple as the act of looking was a new point of discovery for the artist! I can relate this simple act and encourage the kids to make observations in their own home, school, and neighborhood. We can then connect that to exploring those spaces and using art to talk about those places.
4. Students will look at Crosby's use of portraiture to convey ideas about identity, family, and culture to connect and inspire them as they create their own collage portraits.
5. Students will respond to Matisse's saying, "It is the imagination that gives depth and space to a picture." We will look at Matisse cutting his paper and kids responding in a gallery setting to Matisse's work. This will help kids connect that art viewing happens around the world. It also gives them a sense of the large-scale Matisse was working in. We can briefly touch on some of the elements and principles of art when looking at his work.
6. Students will look at a collage by Kurt Schwitters to connect the use of found papers like magazines and newspapers with handmade painted papers to learn about how artists discover and use different materials to tell their stories and meanings.

Video footage of Matisse cutting paper:  
<https://www.youtube.com/watch?v=GN0okOq8Hyc>

Tate Kids:

<https://www.youtube.com/watch?v=IA17BZuCt30>

6. Kurt Schwitters (<https://www.architectural-review.com/essays/reputations/kurt-schwitters-1887-1948>)



7. EJK Bio



7.

## CREATING

**Lesson Plan Sequence** (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*

Day 1:

Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

Big idea is the broad topic we are studying during this unit. Students will discover artists who use these big ideas to create art and discover how to make art like those artists. They will connect the big idea to the character in the book – what Peter discovers when he looks out his window, how Peter goes exploring, and how he uses his imagination. In the same way, artists can use these big ideas to create works of art! As we go through the book, we will also

- Use hook (animated snow projection & play audio and animated version of the book)
  - Assess understanding by asking students to narrate what they saw and heard emphasizing that we're using our senses
  - Intro Big Idea: Discovery, Exploration, and Imagination
  - Ask students what connections they see with story and Big Idea
  - Introduce Ezra Jack Keats using EJK biography and explain techniques EJK used and intro vocabulary – color, shape, texture, color wheel, pattern, cool colors, warm colors, positive space, negative space, overlapping, composition, background, middle ground, foreground, primary colors, secondary colors, intermediate colors, neutral colors, collage, mixed media, painting, illustration/illustrator.

Day 2:

- Intro art project & create painted papers
  - “You’re going to create a mixed media collage about yourself!”
  - Student will answer the question on a piece of paper “When I look out my window, I see \_\_\_\_\_.” Answers can vary in length. Encourage them to also use their imagination! They can create a collage about what they see in real life or what their imagination sees. They can include themselves in the image as well.
  - “Before you start, we’re going to learn about other artists who created collages about themselves and even their neighborhoods.”

learn vocabulary words. For example, we will see how EJK uses colors, texture, and patterns all in one page. Students will learn about art careers like being an illustrator. (Reference artofed “What Will I Learn in Second & Third Grade Art)

asking students to write their answers to the prompt, we are connecting writing and literacy with art. Students will also have a chance to respond to art made by artists of the past as well as responding to one another’s art. (Disciplined-Based Art Education)

This lesson is designed with two measurable art objectives. It has closed-ended objectives (making a color wheel) and open-ended objectives (creating a mixed media collage based on how they answered the prompt question).

The lesson is scaffolded in such a way that it builds on prior knowledge (grades K-1 expected learning objectives in art class such as knowing what a color wheel is). We will revisit prior learnings by creating a color wheel to confirm understanding of color mixing and go deeper by applying the color mixing principles to create handmade painted papers that students can use to create their own original works.

As part of the peer-to-peer assessment time, students will “Discuss and reflect with peers about choices made in creating artwork.” **VA:Cr3.1.2a**

They will also “ Create personally satisfying artwork using a variety of artistic processes and materials.” **VA:Cr2.1.3a**

They will “Experiment with various materials and tools to explore personal interests in a work of art or design.” **VA:Cr2.1.2a**

- Brief history of collage using samples of art, ending in Romare Bearden's "The Block"
- Assess understanding of terms collage, painting, mixed media, illustration
- Use one sample page from The Snowy Day to connect to vocabulary
- Show sample color wheel and re-introduce colors
- Create color wheel using tempera paint (one color at a time – this will be a close-ended project)

Day 3:

- Complete color wheel & begin creating painted papers using a variety of tools such as brushes, sponges, and palette knives. Students can select up to three colors to paint on paper. Explain artists tools.
- Students will each select 3-5 found papers and put in "collage envelope" (newspaper, magazine, photos, etc.)

Day 4

- Students will create a mixed media collage about themselves using hand-made painted and found papers
  - Remind students about EJK process
  - Keep samples on board/projector
  - Place all papers and begin cutting, tearing, and composing
  - When you like how you've arranged papers, begin gluing them down

Day 5

- Continue Day 4; Complete mixed media collage
- Responding
  - Students will put their collage on tables and classmates will walk around and look at art.

	<ul style="list-style-type: none"> <li>➤ Students sit at their tables and have a peer-to-peer response time by sharing how their piece shows what they saw when they looked out their real or imaginary window.</li> </ul>	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <ol style="list-style-type: none"> <li>1. Students who cannot use scissors (whether due to physical inability or general frustration) can tear paper or use precut shapes teacher provides</li> <li>2. Student who cannot comprehend color-mixing will be paired up with a peer who understands the concept</li> <li>3. Student who finishes early can create a collage of their choice</li> <li>4. Students who cannot write answer to prompt question can narrate and teacher can assist in writing word/phrase down.</li> </ol>	<p>Share rationale for each</p> <ol style="list-style-type: none"> <li>1. Some students have not developed the necessary motor skills to use scissors. This can happen for a variety of reasons, including actual physical disability or the inability to separate their fingers properly. Some kids cannot focus and don't know when to stop cutting. By providing some precut shapes, it might encourage them to try and cut their own. Having precut shapes also allows them to still understand that we're making a collage which requires various cut papers.</li> <li>2. Peer teaching builds confidence in the student who is doing the teaching. Student who is teaching will not fall behind as they will be making their painted papers while teaching. Student who's learning will have 1:1 attention and might understand concept faster.</li> <li>3. This will deepen big ideas we're exploring and gives student a change to challenge themselves by creating more than one piece for the project. Bonus points/extra credit can be given as reward. Allows teacher to assess students understanding of entire project if student can create second piece with little to no assistance.</li> <li>4. Not all students have confidence in writing skills. Teacher can assist to help student engage in art project. The answer to the prompt question is important for final assessment.</li> </ol>



<p>9.</p>	<p><b>Assessment Strategies:</b> (Connecting and Responding) <b>What evidence from performances and products demonstrate deep understanding and generalizable new knowledge?</b> What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Daily assessment targets. Students will be given three colored-numbered cards to share the level of understanding or fun they had on any specific objective/project of the day.</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="background-color: yellow; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">1</div> <div style="background-color: lightblue; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">2</div> <div style="background-color: red; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; font-size: 24px; font-weight: bold;">3</div> <div style="border: 1px solid black; padding: 5px; font-size: 12px;"> <p>1= I get it!/it was a lot of fun!  2=I kind of get it/it was ok  3= I don't get it/it wasn't fun</p> </div> </div> <p>Create a simplified numeric scoring with full targets</p>	<p><b>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</b></p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> <li>• the <b>big idea</b> that they investigated</li> <li>• the artistic concepts and depth of knowledgebase</li> <li>• art <b>creating</b> and production/process</li> <li>• reflecting on their own work and <b>connecting</b> and <b>responding</b> to other art work</li> <li>•How will the students' voices be represented in the assessment and presentation of their work?</li> </ul> <p><b>We will have a class discussion looking at artists examples and ask students to share how these artists used the big ideas</b></p> <p><b>We will compare their original answer to the prompt question with their final piece.</b></p> <p><b>They will answer the following questions in written format:</b></p> <ol style="list-style-type: none"> <li>1. I used these materials to make art: _____  Students can list as many materials as they can; the more they list the</li> </ol> <p><b>Numeric scoring will have targets such as:</b></p> <ol style="list-style-type: none"> <li>1. I can create artwork using the big idea of exploration, discovery, and imagination _____(TBD points)</li> <li>2. I can mix primary colors to make secondary colors _____(TBD points)</li> <li>3. I can use a variety of tools to make different textures _____(TBD points)</li> </ol> <p><b>See Day 5 Responding time for formative group assessment</b></p>
<p>10</p>	<p>Insert photo of teacher created exemplar here:</p> <ol style="list-style-type: none"> <li>1. Created painted papers using brush, palette knife, plastic disposable fork, and comb-type scraper.</li> </ol>	<p><b>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</b></p> <p>Creating the teacher exemplar showed me that it was helpful to know how to overlap and consider space – background, middle ground, foreground. This tells me that it will be helpful to teach students these concepts as they compose and layer their collage. Prior knowledge included color theory. It will be helpful to talk about how complementary colors can be used to help make this stand out. For example, the sun stands out because it was placed on top of the dark blue field of color vs if I placed it on another yellowish or orange field. Students will need to be comfortable cutting out shapes without using a pencil. An accommodation can be made for students who really become anxious and don't</p>



progress if they can't just cut out desired shapes freehandedly. It will be helpful to have students think of details when they write out the answer to the prompt question so they can consider colors and content when creating painted papers and gather found papers. When making collage, encourage scissor cutting and tearing paper to create textured edges.

2. Gathered various found papers.



3. Began composing collage and creating what I saw out my window – a garden against a blue sky and sunny day.



11. Materials/Tools/Art supplies needed

- Book The Snowy Day (teacher provides)
- Mixed media/watercolor papers 9x12
- Tempera paint
- Brushes
- Palettes (with closeable lids)
- Sponges, scrapers, palette knives/plastic utensils
- Papers (newspaper, magazines, photos, decorated papers)
- Glue sticks
- Standard and decorative edge craft scissors
- Paper towel/wipes

**What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)**

See above plus:

- How to cut and use scissors
- Color mixing/use of brushes and paints
- Basic gluing skills
- Extra helpful to know some color theory, but we will review in lesson

12. Materials Distribution/Clean Up

**Describe possible systems and management strategies**

- Use CYLO plastic paint containers for easy paint distribution

	<ul style="list-style-type: none"> <li>• Papers, paint, brushes, water containers will be prearranged on tables – primary colors only</li> <li>• Students place wet painted papers on racks</li> <li>• One student per table responsible for returning paint palettes to me where I can refill for next class</li> <li>• Each student uses wipes to clean table</li> <li>• All brushes put in shared water container that one student will bring up front or to sink and dump water. All brushes put in one large water-filled bucket for easy clean up later</li> <li>• Students can come up to my desk/worktable and select papers</li> </ul>	<ul style="list-style-type: none"> <li>• Prearrange primary colors on closeable palettes and place on tables before students arrive</li> <li>• Presorted bins with various papers labeled clearly so kids can collect and return papers in organized way. Bins are labeled NEWSPAPER, MAGAZINES, DECORATED PAPERS, PHOTOGRAPHS</li> <li>• Scissors, glue, pencil all in caddy in center of tables for easy grab and return</li> <li>• Sink area as large bucket prefilled with water where students will dump used brushes</li> <li>• Wipes in site for clean up at the end</li> <li>• The key for me is that students know who the designated person is at their table and what that person is in charge of collecting and/or distributing</li> </ul>
13.	<p><b>PRESENTING</b> How will your students’ work be PRESENTED and curated?</p> <ul style="list-style-type: none"> <li>• Students will place their finished pieces on their tables/desks and walk around to see one another’s work.</li> </ul>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <ul style="list-style-type: none"> <li>• Once students have walked around and seen each other’s work, they will return to their seats. There will be a peer-to-peer response time where each student will share about their work, answering the prompt, “I saw _____ when I looked outside of my window.” They will be encouraged to share as much detail as possible, including subjects shown, colors, shapes, and textures used. Other students will be invited to respond to each of their peers by sharing what they see when they look at the work and how it makes them feel.</li> </ul>