

Lesson Plan Template

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 teaching.

Lesson Title: "Beauty & Transformation Through Art"

Targeted grade Level: 4th Anticipated Time Frame: 12 days

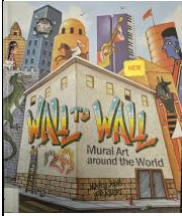
	Lesson Plan	Rationale
1.	Conceptual Structure/Big Idea: Beauty and Transformation	Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? Social emotional activities that connect real world experiences with classroom activities encourages children to be mindful and develop personal interpretations and connections to the world around them. They can view simple things like a butterfly landing on a flower or a fun-shaped cloud with greater meaning as they consider the word beauty. Using art as a tool to communicate beauty also opens possibilities of empowerment. Students will learn that transformation isn't passive, but active! Furthermore, they will learn how artists from all over the world use the art of murals to bring about transformation in specific spaces and even entire cities.
2.	Key Concepts (<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>)	Why is it important for students to know these concepts? According to Harvard's Project Zero, digging deeper into topics like beauty and transformation helps students to analyze, evaluate, find complexity, and make connections.

	<ol style="list-style-type: none"> 1. Artist can be a part of transforming a community for the better through the work they do and the beauty that results from that work. 2. Murals are a part of helping us understand world history. 3. Elements and principles of art are foundational in helping us visually communicate big ideas. 4. There are relationships between images and symbols or concepts that help tell a story. 	<p>“Murals are powerful tools; their size alone commands attention. They can preserve our shared history, honor our heroes, spark an uprising, demand change. They can replace neglect with color to transform a neighborhood.” (Fraser, 2024.)</p>
3.	<p>Objectives (what students will DO):</p> <p>Learning targets:</p> <ol style="list-style-type: none"> 1. I will be able to summarize a reading 2. I will be able to define the words artist, mural, collaboration, and community. 3. I will be able to compare and contrast. 4. I can share my thoughts about mural art and mural artists. 5. I will be able to identify, define, and draw the elements of art and principles of design. 6. I will be able to define and identify a mural 2. I will learn how to brainstorm ideas for a mural design. 7. I will be able to simplify what I see using shapes. 8. I will learn how artists tell stories through murals. 9. I will be able to incorporate the elements and principles of art to create a mural design. 10. I can identify graffiti and street art. 11. I will learn about a graffiti and street artist from Afghanistan. 12. I can take an idea from a sketch to a final design. 13. I can present and share my work. 14. I can give my peers feedback about their work. 15. Artwork can be about a real-life story. 16. My work can be presented in a professional way. 17. I can be a part of a larger project. 	<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> <p>Through this lesson, students will have the language needed to identify and define key terms and concepts related to mural art. Learning targets are centered around the idea of beauty and transformation – two important ideas for young learners who are navigating the world around them and wanting to make sense of who they are in the context of their environment. According to scholastic.com, 4th graders want to learn about geography and how geography connects to community. We will explore Murals from around the world and how those murals impact and transform communities. These lessons also connect to the role art plays in reflecting our society.</p> <p>Objectives take students from brainstorming and conceptualizing to rendering and implementing ideas. These important critical thinking skills impact every area of learning.</p>

4.	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. How does an artist use a sketch as part of a final drawing or project? 2. How do I use the elements of art and principles of design to create a work of art? 	<p>How are these questions meaningful to the student? How do you know?</p> <p>Sketches allows an artist to go through the creative process, which includes exploring and refining ideas. Students can learn to come up with different compositions and images for a concept without too much at stake. It eases the pressure to draw something “perfectly.” Students can be discouraged when they can’t render something exactly how they imagine it. Once they have narrowed down what they want to draw for their final version, they can be more confident having gone through the creative process of brainstorming and sketching.</p> <p>The elements of art and principles of design are the ingredients to making a work of art. They are foundational to executing various ideas. Students equipped with the knowledge of the elements and principles have a creative freedom because they understand how artworks come together to tell stories and communicate meaning. Knowing the elements and principles also helps students talk about other works of art! The process of using their visual thinking skills increases greatly. According to the Art of Education University, “they are the building blocks of art and the foundation of most art classes! Because of their importance, art educators teach their students about them, plan lessons around them, and review them over and over again.”</p>
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5.	<p>Standards:</p> <p><u>Michigan:</u></p> <ol style="list-style-type: none"> 1. ART.VA.III.4.5 2. ART.VA.II.4.2 <p><u>Common Core:</u></p> <ol style="list-style-type: none"> 1. L.4.3a. Choose words and phrases to convey ideas precisely. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ol style="list-style-type: none"> 1. Analyze how art can be a reflection of society and a response to real world experiences. 2. Synthesize knowledge of elements of art and principles of design to creatively communicate ideas.
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<p>6. Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>Primary source:</p> <div data-bbox="270 415 699 630" data-label="Image"> </div> <p>Campoy, F. I., Howell, T., & Lopez, R. (2016). <i>Maybe something beautiful: How art transformed a neighborhood</i>. Clarion Books, an Imprint of HarperCollins. 580L</p> <p>Mural in progress: https://www.allthewonders.com/books/rafael-guest-post/ Mural by Rafael and Candice Lopéz</p> <div data-bbox="258 761 667 1068" data-label="Image"> </div> <p>https://www.maybesomethingbeautiful.com/portfolio/urban-art-trail/</p> <div data-bbox="258 1179 438 1409" data-label="Image"> </div> <p>Braun-Reinitz, J., Shicoff, R. (2001). <i>The mural book: A practical guide for educators</i>. Crystal Productions Co.</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>We will read about artists and look at artworks that exemplify the big idea of beauty and transformation. The main artists we will look at include muralists.</p> <p>Our primary reading sources include fictional and informational text centered around murals. This helps students connect the big idea to real-life artists, artworks, and processes.</p> <p>We will watch several videos about murals and elements of art and principles of design. Videos support student learning targets and reinforce the big idea. Students will learn how artists use their skills to transform spaces.</p> <p>Students will be guided through VTS. They will compare and contrast works of art and be able to identify murals vs paintings. They will respond to art during group discussions and in writing.</p>
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Fraser, M.A. (2024). *Wall to wall: Mural art around the world*. Getty Publications.
Grade level 5-9

We will look at artworks inside *Wall to Wall*.

[Why Murals? | The Art Assignment | PBS Digital Studios](https://www.youtube.com/watch?v=TS1oPqP2qyY)

<https://www.youtube.com/watch?v=TS1oPqP2qyY>

Banksy, “Girl with Balloon,” early 2000s



Katie Craig and Sydney James Murals in Detroit. Compare/Contrast



Eduardo Kobra's Rio Olympics mural, "Etnias"



Steps to Simplifying Images:



Diego Rivera's History of Mexico

<https://smarthistory.org/mexico-diego-rivera-murals-national-palace/>



<p>7. CREATING</p> <p>Lesson Plan Sequence (This will be lengthy and will be broken down into days if needed) <i>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</i></p> <p>Lesson Plan Sequence</p> <p>4th grade. 1 hour class. Class is set up in table groups of 6. Total 30 students.</p> <p>Day 1</p> <p>Learning targets: 1. I will be able to define the words beautiful and transformation. 2. I will be able to identify colors, shapes, and lines in an image. 3. I can make an educated guess based on what I see.</p> <p>Introduce big idea: Beauty and Transformation</p> <p>Project Journal: each student will be given a blank journal made from stapled copy papers. This journal will serve as their diary, sketchbook, writing journal, and ideation journal. I will guide the use of the journal entries. On Day 1, students will be given the journal and write their complete names on the cover (no images yet!)</p> <p>Tech: VTS image: Cover spread of the book</p> <p>Learning target 2. I will be able to identify colors, shapes, and lines in an image.</p> <p>On the bottom of your journal page, write a number 1 to indicate your first page. Now, write the word COLORS on the top of the page, the word SHAPES in the middle of the page, and the word</p>	<p>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?</p> <p>This lesson is sequenced to include many aspects of literacy in the visual arts classroom. Lessons are scaffolded for maximum learning. The slides created for the lesson introduce and guide students through vocabulary, artists, artworks, readings, art-making, writing, group work, peer work, reading guides, interactive learning games, and visual thinking strategies.</p> <p>Daily Learning Targets give students clarity and purpose. Students will know what we're doing every day of the lesson, including expectations, content, and meaning.</p> <p>Routines in the lesson will help students pace themselves and empower them to work towards independent learning.</p> <p>Aspects of the Daily 5 are interwoven throughout the lessons. Daily 5 includes giving students a chance to read to self, listen to readings, read to someone, word work, and respond in writing. "Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with time and structure to meet diverse student needs."</p> <p>(https://www.thedailycafe.com/content/what-daily-5)</p>
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<p>LINES towards the upper third section of the page. *Show teacher sample</p> <p>Explain what Visual Thinking Strategies (VTS) means.</p> <p>VTS exercise: In your journal, answer the following questions:</p> <p>What colors do you see?</p> <p>What shapes do you see?</p> <p>What lines do you see?</p> <p>I'm going to give you one answer for each question as an example. It's OK if you copy my answers, but do your best to come up with at least three answers for each question. Do not share your answers with anyone yet. Just write as much as you can! Don't worry about spelling right now. I will set a three minute timer for each question. Table talk: share your journal entries with your peers. Be sure to give everyone enough sharing time.</p> <p>Class discussion and group responses: have one person from each group come up and point out on the board, where they see the colors, shapes and lines and say what they are (5 minutes of large group interaction)</p> <p>Write page 2 in journal. Have students write the word beautiful on the top and the word transformation in the middle.</p> <p>Learning target 1. Define beautiful? Define transformation?</p> <p>Beautiful means full of beauty</p> <p>Transformation means to change in form or appearance</p> <p>Learning target 3. I can make an educated guess based on what I see.</p> <p>The title of the book is <i>Maybe Something Beautiful</i>. Let's look at the cover again, We talked about lines, colors, and shapes. Now, based on all that information and what you see,</p>	
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<p>What do you think this book will be about? What makes you say that?</p> <p>The processes of guessing and coming up with an answer based on what you see or read or hear is called an educated guess. It means your best guess based on the information you've received.</p> <p>Day 2 – Review & recall. Review Day 1 Show cover image on smart board. Recall by asking them to define the vocab words BEAUTIFUL and TRANSFORMATION.</p> <p>Learning targets: 1. I will be able to summarize a reading 2. I will be able to define the words artist, mural, collaboration, and community. 3. I will be able to compare and contrast.</p> <p>Learning target 1. I will be able to summarize a reading. Read Aloud, <i>Maybe Something Beautiful</i>.</p> <p>Remind students what it means to summarize. In your journals, write page 3 on the bottom. At the top of the page, write the word SUMMARY. In three to five sentences, please write a summary of what we just read. Be sure to include specific names like the main character, location, any main ideas. Pretend you're sharing this with someone who has never read the book! What would you tell them?</p> <p>Learning target 3. I will be able to compare and contrast. Based on what the book is actually about and what you thought the book was about yesterday when we looked at the cover, what did you get right and what did you get wrong? Open group discussion. This is called comparing and contrasting two things and sharing what makes them alike and what makes them different. In</p>	
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<p>this case, you are comparing your educated guess from yesterday to the actual story you read about today.</p> <p>Learning target 2. I will be able to define the words artist, mural, collaboration, and community.</p> <p>Journal work: Please write these four words on page 4</p> <p>ARTIST - a person who practices the creative arts, including a painter, photographer, sculptor, performer, etc.</p> <p>MURAL - artwork painted on a wall, ceiling, or other surface like a sidewalk (also see page 23 of The Mural Book)</p> <p>COLLABORATION - to work together to produce something</p> <p>COMMUNITY - a group of people living in the same place or sharing a common interest</p> <p>Recap and reflect the use of these words in the book.</p> <p>Day 3 - Review & recall. Formative assessment (see Day 3 assessment attachment).</p> <p>Learning target: 1. I can share my thoughts about mural art and mural artists.</p> <p>Intro project. Design a Mural</p> <p>Before designing your own mural, we're going to look at murals around the world.</p> <p>Read aloud: <i>Wall to Wall: Mural Art Around the World</i> (pg1 - skip part about "cow urine").</p> <p>Frontloading with Images: Visualizing Meaning. Project images of murals and facilitate a See-Think-Wonder VTS.</p>	
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Tech: Select images from famous murals (will not share website with students): <https://bookanartist.co/blog/10-of-the-most-famous-murals-in-the-world/>

Day 4 – Review & recall day 3. Discussion about video and/or murals we looked at.

Learning target: 1. I will be able to identify, define, and draw the elements of art and principles of design.

Essential questions: 1. How does an artist use a sketch as part of a final drawing or project? 2. How do I use the elements of art and principles of design to create a work of art?

Our focus today is to learn (or refresh our memories) about the elements of art and principles of design.

Formative assessment: ask who has heard of the elements and principles and ask for volunteers to share.

Journal entry:

Page 5 and 6 ELEMENTS OF ART: COLOR, SHAPE, LINE, VALUE, TEXTURE, FORM, SPACE

Page 7 and 8 PRINCIPLES OF DESIGN: UNITY, EMPHASIS, MOVEMENT, RHYTHM, BALANCE, CONTRAST, PATTERN

*Show teacher's sample

Tech: [7 Elements of Art](#)

<https://youtu.be/kF59trqsYsY?si=dMDe4VSg9wD0pnOH>

Use pencils, markers, and colored pencils to draw examples of elements of art

Tech: [Principles of Design](#)

<https://www.youtube.com/watch?v=gGpw19hMC-c>

Use pencils, markers, and colored pencils to draw examples of the principles of design in journals. You must show at least 3 of the elements and 2 of the principles.

*Show teacher's sample

Day 5 – Review & recall. Elements of art and principles of design.

Learning targets: 1. I will be able to define and identify a mural 2. I will learn how to brainstorm ideas for a mural design.

Defining a mural (see page 23 of *The Mural Book*)

1. What is a mural? Turn and talk.
2. Explore students' experiences with murals

Tech: Play "Identify a mural game" - see attachment for Day 4.

Show two images and ask students to come up and identify which one is a mural.

What if our school gave you permission to paint a mural on a wall or floor or ceiling? What would that mural look like? Where would you start? To help us narrow our options and possibilities, I'm going to give you some guidelines and restrictions. Part of the goal of this project is for you to learn how to use the elements and principles of art and design to create a mural design. But first, let's review the steps to designing a mural from *The Mural Book*.

Open journals and write pages 9 and 10 on the bottom of your page. On the top write STEPS TO DESIGNING A MURAL. You're going to use your journals to write down these steps:

1. Location
2. Theme
3. Brainstorm
4. Picture file
5. Collaborate
6. Simplify

The restriction I will give is the theme. Define THEME. The theme for our mural design is NATURE. What is nature? Can you share examples of things we find in nature?

Write students' ideas on board

Journal work: label pages 11 and 12. On the top of page 10 write THEME: NATURE

For the next 10 minutes, you will brainstorm as much as you can about nature. Fill page 11 and 12 with as many words or phrases that come to mind regarding nature.

Table talk: share your ideas with each other. Ask people to give you feedback about your ideas, sharing what they liked. Put a checkmark next to the ones people really liked.

Now, using a highlighter, highlight three ideas you love the best (but also consider what your table-mates shared).

Day 6 – Review & recall “Elements and Principles” and “Steps to Making a Mural”.

Learning target: 1. I will be able to simplify what I see using shapes.

Tech: [Elements of Art: Introduction!](#)

<https://www.youtube.com/watch?v=VW2udGc7hxs>

Tech: [How to Draw ANYTHING Using Simple Shapes](#) 11:03 min
(show first 2 min)

https://youtu.be/-6F5q_5HC3o?si=8l1Mn4-RmjpQl1H9

In your journal write pages 13 - 16 on bottom. On top of pages 13 and 15 write LEARNING TO SIMPLIFY.

Tech: I will project four images and follow “The Shape Lesson”, pg 26 from The Mural Book to guide students through the simplification process. Students will use journals to draw shapes. Spend about 5 min per image. I will do a live demonstration of the lesson.

Day 7 – Review & recall day 6. Ask for volunteers.

Learning targets: 1. I will learn how artists tell stories through murals. 2. I will be able to incorporate the elements and principles of art to create a mural design.

Wall to Wall pages 36-39. Reading guide and letter to famous artist
<https://smarthistory.org/mexico-diego-rivera-murals-national-palace/>

Give students hand out of select text. *Show students map or globe of where Mexico is. Read the guide as a table. As a group, fill in the table with your answers. Last, everyone will write an individual letter to a famous artist - in this case, Diego Rivera. This guide will serve as a formative assessment.

Yesterday, we learned how to simplify what we see using simple shapes. Today, we are going to begin developing our mural design using the elements of art and principles of design.

Take out your journal and go to your nature theme pages (pages 11 and 12).

Now, go to page 17 and write the word MURAL DESIGN on the top of the page.

Write the three nature ideas you selected. For example, if it's trees, sunflowers, and the sun, write: TREES, SUNFLOWERS, SUN on top.

Turn to your elements and principles pages (pages 5-8)

Pick at least three elements and at least two principles that you will use for this first design.

For example, maybe you pick line, shape, texture, pattern, and emphasis. At this point, I would have put up large posters showing the elements of art and principles of design with examples of what they are. I will remind students they can look at the posters for reference.

Go back to page 17 and under your three nature idea words, write the elements and principles you selected. Don't forget to simplify your objects into simple shapes. See teacher's sample.

Thumbs up or down to assess understanding.

Now, begin to sketch a mural design across pages 17 and 18, making sure to keep your selected elements and principles in mind!

*See teacher's sample.

Day 8 – Review & recall day 6 and 7.

Who is the artist we learned about and wrote a letter to?
Where was he born?

Learning targets: 1. I can identify graffiti and street art. 2. I will learn about a graffiti and street artist from Afghanistan.

Today we are going to talk about two kinds of art: GRAFFITI and STREET ART.

Tech: [Street Art vs Graffiti: Understanding the Differences and Similarities](#) 2:19 min

https://youtu.be/W6a1Bk4fRN0?si=d4BRGq_8QqSPAsNN

Class discussion: What do you think about graffiti art, street art, and vandalism?

Today we will learn about a new artist. Her name is Shamsia Hassani. Shamsia was the first female graffiti and street artist in Afghanistan. In the midst of bombings in her homeland, she created art on walls! *Show map or globe of where Afghanistan is located.

Hand out select text. Tables read paragraphs aloud and take time to Read and Respond.

See attached reading guide. Go over answers.

Journal task: turn to and label pages 20 - 22. On the top of the page, write GRAFFITI.

Think of words that describe your mural design idea. Maybe it's LIFE, or BUTTERFLY, and WATER. Have some fun designing those words the way a graffiti artist might. Use the graffiti letters handout for some inspiration. You can use your markers and colored pencils as well.

Day 9 - Review and recall day 8. Artist Hassani and graffiti art.
Learning target: 1. I can take an idea from a sketch to a final design.

Today you will receive a 8 ½" x 11" drawing paper. You're going to translate your sketch from pages 17-18 to create your final mural design. Our goal is to create a simple design that demonstrates how you can integrate the elements of art and principles of design to create a work of art. Feel free to include text - including the graffiti words you were sketching! I will take your final drawing, digitize them, and create a classroom coloring book! *See teacher's sample.

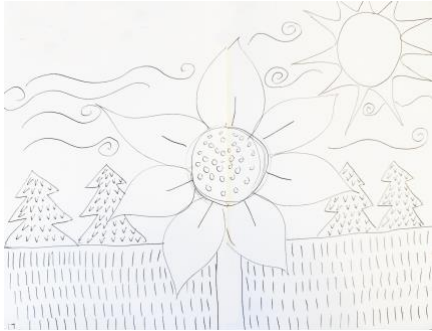
1. Turn to pages 17-18 and use it as your reference for creating final drawing.
2. Once your composition is set and you're happy with the drawing, go over the lines and darken them with your pencil.
3. Erase all extra unwanted lines and sketchmarks.
4. Use permanent black marker and carefully and slowly go over final lines.

Day 10 - Finishing day!
Students will finalize work.

Day 11: Summative Assessment
Learning targets: 1. I can present and share my work. 2. I can give my peers feedback about their work.

Students' completed work will be in plastic sleeves. Table groups will take time for each person to share their work and wait for feedback. *See guided sharing and feedback sheet.

	<p>Day 12 - Coloring book day!</p> <p>Learning targets: 1. Artwork can be about a real-life story. 2. My work can be presented in a professional way. 3. I can be a part of a larger project.</p> <p>Read Aloud, <i>Maybe Something Beautiful</i>, "A Note from the Author." (Campoy).</p> <p>Tech: Maybe Something Beautiful by F. Isabel Campoy and Theresa Howell illustrated by Rafael López 1:41 min https://www.youtube.com/watch?v=rUZ5ccdXZSA&list=LL&index=2</p> <p>Present the mural from the book in progress! https://www.allthewonders.com/books/rafael-guest-post/</p> <p>Spend the rest of class coloring our coloring books using markers and colored pencils! Play music while kids are coloring.</p>	
8.	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>N/A</p>	Share rationale for each
9.	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Students will engage in a lot of journal work throughout the lesson. Journal work will be reviewed at the end of the lesson.</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other art work

	<p>Formative assessments have been created in the form of reading guides, compare/contrast slides, times for students to “Turn and Talk”, “Table Talk”, and other group and class discussions. A summative assessment was created so students can share their final piece and give feedback to peers. Feedback includes students identifying important lesson targets.</p>	<ul style="list-style-type: none"> •How will the students’ voices be represented in the assessment and presentation of their work? <p>Journal work is crucial in this lesson. Journal work shows me what students were able to do and understand through the course of the lesson. How they create their final piece also reflects their comprehension of several lesson targets. Formative assessments in the form of reading guides and other methods lets me know if they are understanding the process and instruction. There are opportunities to share what they know on a daily basis through peer and class discussions. The final presentation of their work will be assessed through the completion of the summative assessment handout and 1:1 evaluation of the final work submitted.</p>
10	<p>Insert photo of teacher created exemplar here:</p> <p>First Sketch</p>  <p>Outlining with Permanent Marker</p>	<p>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.</p> <p>Knowing elements of art and principles of design (though we will review and have lessons around them)</p> <p>General drawing skills and knowing how to fill a page to create a well-composed drawing.</p> <p>Knowing how to create an image or draw symbols representing a theme/broader concept.</p>



11.	<p>Materials/Tools/Art supplies needed</p> <p>Drawing paper, pencils, erasers, markers, colored pencils, pre-made journals, rulers, black fine tip permanent marker, index cards, projector, smart board, fiction and informational books.</p>	<p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>How to use basic drawing materials such as pencils, colored pencils, and markers. Reading and writing skills.</p>
12.	<p>Materials Distribution/Clean Up</p> <p>Materials are distributed at the beginning of class. Some materials will be accessible to students, some will be stored and can only be distributed by teacher.</p> <p>Table Captains of the week make sure their table is cleaned and that their classmates do the following:</p> <ul style="list-style-type: none"> • Return all supplies to proper location • Closed any lids that have been opened • Return any artwork teacher is asking for • Properly wipe and disinfect table surfaces 	<p>Describe possible systems and management strategies</p> <p>All materials and supplies are labeled.</p> <p>Each table group will be set up with basic art supplies in a cubby. Supplies include pencils, rulers, erasers, colored pencils, and markers.</p> <p>Each table is assigned a table captain (this role rotates weekly) who makes sure everyone helps with cleanup and that all materials are put back where they belong.</p> <p>Project journals are distributed at the beginning of class and collected at the end of class. Journals have their own class bin.</p>

13.	<p><u>PRESENTING</u> How will your students' work be PRESENTED and curated?</p> <p>Students will present their work to each other, sharing and receiving feedback.</p> <p>Each student receives a copy of a class coloring book made up of everyone's individual mural design drawings.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>The final project is for each student in the class. Optionally, other teachers can request the PDF from me to make copies for their own students.</p> <p>As part of the summative assessment, each student will give and receive feedback and make notations of this exchange.</p>
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