

Glynn County Daily Lesson Plan for ES Related Arts Instruction

Teacher : Weaver	
Course/ Subject: Art Grades K-5	
Date of Instruction: January 11-22 Black History Month Kindergarten Plan	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: VAK.CR.1-engages in the creative process VAK.CR2.a- selects and uses subject matter, symbols and or ideas to communicate meaning VAK.CR2a-creates artwork with emphasis on the elements and principles of art VAK.CR3c-combine materials in creative ways to make works of art (ex collage) VAK.3a- plans and participates in exhibition of artwork VAK.RE1b- discusses artwork with emphasis on the elements and principles of art VAK.CN.1a- recognize self as artist</p>
	<p>Learning Target: Week 1- I can create a MLK word collage silhouette. Week 2- I can create a constellation picture based on "Follow the Drinking Guord".</p>
	<p>Success Criteria: Artwork is created using only supplies in personal art packet and only supplies the teacher gives you.</p>
	<p>Introduction/Connection: Week 1- Discuss Black History Month and talk about how we will be celebrating famous African American artists and styles of art. Ask students what they know about MLK in the civil rights movement. Read MLK story book and ask students to help create a list of words to describe MLK. Week 2- Review Black History Month with students. Introduce the story "Follow the Drinking Guord" and share Reading Rainbow episode of the story. Discuss.</p>
	<p>DIRECT INSTRUCTION: Week 1- Demonstrate how to look for words in a magazine and cut out words from the list the class generated. Demonstrate how to glue the words around a MLK silhouette for their collage. Week 2- Show students how to draw the "big dipper" constellation and use star stickers to represent the stars in the constellation.</p>
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE: Week 1- After demonstrating how to create the word collage teacher will guide students to work with her to create a word collage. Week 2- Once teacher demonstrates how to create the constellation she will guide students in drawing and creating their own.</p>
	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION: Week 1- Students will glue silhouette to paper and then cut out and glue words to their collage as shown. They may color the words or write their own if they choose. Week 2- Students will draw the star constellation from the story and attach star stickers to represent the constellation in the story.</p>

Closing (We Check)

Describe the instructional process that will be used to close the lesson and check for student understanding.

TKES : 1,2,3, 4,5,6,7,8

SUMMARIZE/SHARE:

Students will remain seated to share their drawings and tell the class about what they created. To check for understanding teacher will introduce a new method of thumbs up, across or down due to social distancing concerns. Student work will only be collected by the teacher and no classroom helpers will handle supplies or papers. Summarize by reviewing brain based strategies they can do at their seat instead of the calm down bucket or the floor tape.