

## Unit/Lesson: lesson Plan Template: All About Me

Teacher Name: Mrs Dunkle

Written for grade level: k-8

Unit Big Idea: Self Identity/Expression

Unit Summary: Students will visually introduce themselves

Essential questions: What is Identity?

Objective(s):	Content (what students must know/understand):	Process (how students will learn this information):	Assessment (how will I know if students get it?)
VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem.	Students will be expected to brainstorm collaboratively multiple approaches to an art or design problem.	Students will be introduced to this idea through sketching and class discussion.	Students will demonstrate their knowledge by brainstorming multiple approaches to an art or design problem.
VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.	Students will be expected to document early stages of the creative process visually and/or verbally in traditional or new media.	Students will be introduced to this idea through sketches, class discussion, and experimentation with materials.	Students will demonstrate their knowledge by documenting early stages of the creative process visually and/or verbally in traditional or new media.
VA:Cr1.2.3a Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Students will be expected to apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	Students will be introduced to this idea through experimentation with materials, collaborative feedback and discussion while sketching, and building confidence with materials.	Students will demonstrate their knowledge by applying knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.

VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.	Students will be expected to develop criteria to guide making a work of art or design to meet an identified goal.	Students will be introduced to this idea through a classroom discussion of expectations and examples.	Students will demonstrate their knowledge by developing criteria to guide making a work of art or design to meet an identified goal.
VA:Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design	Students will be expected to demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design	Students will be introduced to this idea through experimentation with materials and openness to trying new things.	Students will demonstrate their knowledge by demonstrating openness in trying new ideas, materials, methods, and approaches in making works of art and design
VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Students will be expected to when making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	Students will be introduced to this idea through step by step instructions of proper care and use of art materials in the classroom.	Students will demonstrate their knowledge by making works of art, utilizing and caring for materials, tools, and equipment in a manner that prevents danger to oneself and others.
VA:Cr3.1.Ka Explain the process of making art while creating.	Students will be expected to explain the process of making art while creating.	Students will be introduced to this idea through in class discussion with peers.	Students will demonstrate their knowledge by explaining the process of making art while creating.

### **Lesson Plan: Intro to Identity/Sketching**

Estimated amount of time required for this lesson: 1 class period

Learning Objective(s): Students will learn about self identity and visual representation

Materials and Resources: Printouts for each grade level, pencils, markers, crayons, colored pencils, construction paper, scissors, glue.

Vocabulary: Self Identity, Expression, Experiment, Design.

Procedures/Content: Students will participate in a class discussion about self Identity and Expression. They will then discuss with peers things that make up that identity, and create a design or designs to visually represent it.

### **Lesson Plan: Work Time**

Estimated amount of time required for this lesson: 1 class period

Learning Objective(s): Students will design their art pieces and revise them based on peer feedback during the art making process.

Materials and Resources: Printouts for each grade level, pencils, markers, crayons, colored pencils, construction paper, scissors, glue.

Vocabulary: Expression, Experiment, Design, revise, constructive criticism/feedback.

Procedures/Content: Students will talk with peers while making their designs to represent their identities and revise their work accordingly.

### **Lesson Plan: Critique/Revision/Assessment**

Estimated amount of time required for this lesson: 1 class period

Learning Objective(s): Students will discuss and critique/revise work based on a critique activity.

Materials and Resources: Printouts for each grade level, pencils, markers, crayons, colored pencils, construction paper, scissors, glue.

Vocabulary: Expression, Experiment, Design, revise, constructive criticism/feedback.

Procedures/Content: Students will discuss their work during a critique and revision activity while using positive words and constructive criticism/feedback. Students will then revise work accordingly.