

	VA:Cr1.2.6a	
<p>ose Windows and printmaking. aking.</p>		<p><i>List at least 2 visuals that are r appropriate to the lesson obje</i></p>
<p>and Daily Procedures</p>		
<p>ening/Introduction/Review of any concepts/Checking for Understanding</p> <p>I'll introduce the class the plan for Day 1. I'll show PowerPoint about Rose Windows and printmaking. I'll ask question throughout presentation. (Questions below) I'll show "teacher made" examples of the printmaking project. I'll show video for Demonstration. I'll discuss safety and correct ways to use Brayers, foam blocks, Paint, and construction crayons.</p> <p>estions:</p> <p>How many rose window was made? How many of? Is it a radial design? How many printmaking is? How many printmaking? What is the design? What is the room? How many printmaking?</p> <p>on(s):</p> <p>When do we use paint? (Paint shirt, table covers) How many brushes per- table? (3) How many brayers back at a time? (1) And, how do we use paint? (Brushes/brayers, then paint.) Where do table covers go when we are done with them? (Back in the drawer) Where do brushes and paint go when we are done with them? ("Washing machine" / sink) What do we do with brayer, what do you do next? (Have teacher check cleanliness) Where do shirts go? (Back in the basket)</p> <p>Lecture</p> <p>I'll show a completed Rose Window Project sample. I'll show the safety and correct way to use the foam blocks. I'll show the safety and correct way to use the brayers.</p>		<p><i>Consider the Studio Thinking a Based Education Models here strategies for engaging studen</i></p> <p><i>Link your procedures to your o</i></p>

the safety and correct way to use the paint.
strate how to correctly apply foam block.
ow to properly add color with the construction crayons.

lents at Work

PowerPoint presentation.
ct, "Give me a thumbs up if you understand." (if they do not, verbally repeat steps)
ct students to get a "Sketch Sheet."
in how to start the sketch sheet, by explaining you need to start in the corner of the square on the
represents the foam block.
their names on their paper.
ch at least three designs.
v teacher after all three are completed.
pproval for the final design they choose.
i in their sketch sheet in to the purple table.
t everything away properly.
e draw if they have remaining time left.
t everything away properly that they can use for free draw. (Check marker bins)
it at their tables for line up.

w vocab; Rose Window, Radial Design, Printmaking.
ct, "Give me a thumbs up if you understand." (if they do not, verbally repeat steps)
ct students to get their paint supplies; Paint shirt, paint covers, brayer, and paint.
video of demonstration of Day 2.
out two 12x12 inch colored sheets of paper to each student.
their names on the back of their paper.
plete 4 prints on each of the 2 sheets of paper (total of 8 prints)
v project step 2 to Ms. Earl when completed and approve 1 of the 2 prints.
e prints on the drying rack.
t away their paint and brayer in the sink.
t everything away properly.
e draw if they have remaining time left.
t everything away properly that they can use for free draw. (Check marker bins)
it at their tables for line up.

w vocab; Rose Window, Radial Design, Printmaking.
ct, "Give me a thumbs up if you understand." (if they do not, verbally repeat steps)
ct students to get their paint supplies; construction crayons.
video of demonstration of Day 3.
back Students 2 12x12 inch colored sheets of paper.
a set of construction crayons for each table.
plete 1 print using construction crayons to color in detail. Use at least 3 colors.
v completed project to Ms. Earl to be approved.

at the purple table.
 t away their supplies; construction crayons.
 e draw if they have remaining time left.
 t everything away properly that they can use for free draw. (Check marker bins)
 it at their tables for line up.

ssment
 ation the teacher will be asking questions above for understanding.
 lass thumbs up or down to check for understanding.
 ind asking questions; "How can I help?" "What do you think your next step is after___" "Are you
 stuck on?" "Thank you for listening." "Thank you for being on task" "thank you for being at a zero."
 ve an 'A R T' classroom behavior cart, if students are behaving unproductively, I will announce that the
 goes down a letter. If their class keeps all their A.R.T points, they can color in a Scope for their class ice
 ward Day.
 rg "Line Up" questions to get in line at the end of class.

-10 min warning for clean up.
 verything will be put away properly in their supply boxes and drawers.
 be placed on the purple table for turn in / or drying rack.

ure
 ir project: Vocab

t (if applicable)
 : finish work in the hallway.

upplies :
 ate, title)

:le)

ment
 dent table. 2 ink plates per table, 2 sheets of black or white paper per student, 1 set
 rayons per table, 1 foam plate per student, 1 sketch sheet per-student.

er-made resources)
 :her-made example.

ation.

List all resources (book, web, a etc.) used in the planning of ar instruction of the lesson(s). Be

List all Instructional and/or ass technology incorporated into t

	<i>to enhance instruction and student learning,</i>
<p>assessments:</p> <p>Questions:</p> <ul style="list-style-type: none"> How made of? How will they find them? Is it a radial design? How is printing made? How is printing made? <p>/ exhibit:</p> <p>Subject to artsonia, the sixth grade will show their artworks in the hallway.</p> <p>Accommodations/Modifications/Increase in Rigor :</p>	<p><i>List Assessment(s) used before and/or after the lesson.</i></p> <p><i>Attach 1 tool you can use with that you have created for this .</i></p>
<ul style="list-style-type: none"> • with physical disabilities there will be a table ready for a wheelchair accommodations. (maybe closer • with hearing disabilities they will be placed closer to the teachers podium, for easier hearing, along with a document with a step by step basic instructions, and basic tool functions. • with sight disabilities they may be placed closer to the projector / board or farther way, depending on • if a student has a problem with holding any supplies, they will be provided with play-dough, to have it molded to the shape so that it is comfortable for them to hold supplies. • for fine motor skills, students will be given stencils of symbols for tracing on the paper to cut out. 	<p>Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.</p>
<p>Management :</p> <ul style="list-style-type: none"> • remind the classroom reminding students about their time use, and to make sure they are using their time • tell students what step they should be on in their collage. • circulating through out classroom. • warn students if they are given multiple warnings about their social time vs. work time. • use a behavior chart for the class. • use a 5" count down for refocusing. • use a student in the "Safe seat" if they decided to make poor choices. 	<p><i>Identify strategies you will use to manage students on task and actively engage them to redirect inappropriate behavior.</i></p> <p><i>Consider the materials you will use and how they might be organized.</i></p>
<ul style="list-style-type: none"> • do not draw if they are to finish early. • check with teacher to get approval to be finished, if not teacher will ask that the student stop work. 	<p><i>Identify activities for early finishers to extend students' understanding and thinking about the learning objectives and applying their new knowledge.</i></p>

	<p>way. See CHOICE BASED EDUCATION for examples</p>
<p>words) : (complete this after lesson has been taught, before you turn in final copy)</p>	
<p>Six Grade was successful; they were very engaged with the PowerPoint on rose as printmaking. I heard somewhere before that music makes a difference for youth to their attention, so in my video demonstration I added music to help engage them. I think I would add to my video is talking about the sketch sheet that I have made. The tricks that I also learned while teaching this lesson to the sixth grade. Which was to set the corners up with labeled numbers. I also think I would add that it is important to be patient while using the brayer to even out ink before placing it on the foam plate. I was glad to see the students really concentrated on the sketch sheet that I have made. They really got into the designs where I initially thought they were going to speed right through them. This was a happy that they thought long and hard on their rose window designs. It also showed that they were genuinely interested in the project.</p>	<p><i>If you were to teach this lesson to the same age group, how would you change the lesson ?</i></p>
<p>Student</p>	
<p>1 grade students learned about radial design, and how it is found in Rose Windows. Next, Students then learned about Printmaking, creating printing plates, to which they printed on construction paper. Crayon details were added to complete their artworks.</p>	<p><i>"This is a statement of 5-8 standards that describes the learning that has taken place in the lesson. It should somehow describe the objectives. It tells the school what has taken place in the creation of the artwork"</i></p>
<p>Student Work (include minimum 4 examples)</p>	

Worksheet for 6th grade: Printmaking.

Write the sentences that most describes the work.

	GREAT	GOOD	POOR	TOTAL of Category
	3	2	1	
	They followed all of the directions; They have 3 completed sketches that start from 1 corner. 2 prints equally inked and neatly printed .	They followed most of the directions; They have completed at least 2 sketch that start from 1 corner. 2 prints equally inked and neatly printed.	They followed none of the directions; They have 1 completed sketch that start from 1 corner. Have 0 prints equally inked and neatly printed	
y.	They understand; Rose Window, Radial Design, Printmaking.	They mostly understand Rose Window, Radial Design, Printmaking.	They do not understand Rose Window, Radial Design, Printmaking.	
	They use more than 3 different colors of construction crayon add detail to the print.	They use at least 2 different colors of construction crayon add detail to the print.	They use at one color of construction crayon add detail to the print.	
i.	They used all of their tools and materials responsibly and put them away in there proper containers.	They used most of their tools and materials responsibly and put most them away in their proper containers.	They did not use all of their tools and materials responsibly and did not put them away.	
	They stayed on task the whole class period.	They mostly stayed task the whole class period.	They did not stay on task the whole class period.	

TOTAL: _____ out of 15 pts

SKETCH SHEET!

east THREE designs.



teacher sample

