Service Learning Lesson Plan

Title: Creating with Tissue Paper Group/Date: Cooper House, February 22, 2016

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | * Colors create different impacts in a work of art. * Artists can choose, create and combine colors to create effects in their art. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| 1. Artwork is created using a variety of techniques, both taught and discovered. | 1. How do artists choose the techniques they want to use? 2. What can artists do to modify the colors that they are given? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?  **Students will be able to** |
| 1. Students will be able to use techniques such as overlapping and resists to create different color effects. 2. Student will be able to describe and discuss the artworks that inspired their work. 3. Students will be able to create a piece of art using tissue paper that shows use of several different techniques and colors. |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| Students will discuss their works, and explain their process. They will explain what they did first, second...what techniques they used. Ask them what they see in other student’s art. Ask them what they think the artist did to make this. | 1. Discuss the process you went through to create your final piece. 2. Discuss the techniques you used, and how you used them in the piece. |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| 1. Have you ever used tissue paper to make art before? 2. What are some ways you could use tissue paper? 3. What do you know about colors? 4. What colors combine to make new colors? |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| Do a demonstration with the tissue paper to get students excited about the project. Have them gather around and watch. Ask them to describe what they see happening. (Stamp the paper, paint, stencil, overlap colors) | Play with the materials to explore techniques and what they want to create  Discuss the subject that students want to portray. Bring examples of landscapes, abstraction, and portraits to show students individually. Use examples on the board |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Greet students, talk to them, and decorate nametags (15 minutes) 2. Briefly introduce ourselves to the class 3. Introduce and briefly demo tissue paper painting (20 minutes)    1. Show students how to paint the paper onto the page using brush and glue    2. Let them play with the tissue paper and explore    3. Show students more techniques on an individual basis:       1. overlaping, gluing paper       2. resists with crayons, tape       3. painting with the paper       4. stamping       5. cutting out shapes 4. Regroup to talk about the effects of color (10 minutes)    1. Show examples of artwork    2. Ask students which colors and techniques they prefer and why       1. ex:What did you do with the tissue paper? What does is look like? Which did you like using the most? How could you use the techniques to make something new?    3. Discuss mixing colors       1. In response to what they see in their paper, the effects that they created       2. Ask how they made darker and lighter parts/new colors 5. Prompt students to create an object from the shapes they have made(30 minutes)    1. Work with individuals to identify what they want to create or what their image is looking like    2. Let the shapes they were playing with direct what they make    3. Show examples of landscapes, buildings or figures that fit with what they choose to make    4. Share student’s work and discoveries with the group as they arise 6. Regroup to discuss and share everyones’ art (10 minutes) 7. Clean up (5 minutes) |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Tissue paper * Glue * Rubber Cement * Scissors * Brushes * Water * Paper * Photos of artwork * Examples of tissue paper art * Paper for nametags * Markers, Crayons, stickers…. |

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| Set up materials beforehand  Don’t assign seats-ask students to sit together and towards the front of the room  -Leave stools on back tables up  Ask aides if they have any safety concerns |

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)? |
| We will simplify or go into more detail when we see what students’ needs are.  Demonstrate and explain the process slowly to make sure everyone understands  Maintain a relaxed environment- encourage students to play |