

II. Instructional Design and Implementation (Lesson Plan)

Task: Candidates design and implement **one lesson** and assess student learning. For ELED/SPED, it is suggested that the lesson be designed for reading or math if possible. (see rubric for scoring on each component)

1. Describe the lesson pre-assessment.
2. Describe the results of the pre-assessment using a graphic representation, table, or narrative discussion.
3. Explain how the pre-assessment results will be used to design the lesson instruction.
4. Using the Common Lesson Plan format, design the lesson.
 - Include resources such as assessments, handouts, worksheets, etc.

My lesson plan was delivered to the 6th grade class of 15 male students. The lesson plan I designed and delivered was to introduce realism, abstract, and semi abstract styles in art. In doing so I gave a PowerPoint presentation showing the 3 different styles, demonstrated how they will be completing the project, and then explained their assignment. The students were to complete a preliminary sketch of their design and then transfer their design to a larger format of paper. The students were unaware that I would be grading them on their preliminary sketch and then their final project as well. The preliminary sketch will be used as the pre assessment to show how students will improve their art skills based on practice before they start their final project. Based on the preliminary sketch I graded them on creativity, effort, and their craftsmanship. The results of the 15 male students were that 27% of them received a C on their preliminary sketch, 40% of them received a B, and 33% of them received an A.

Realism, Abstract, and Semi Abstract

For this lesson I will be introducing the 6th grade students to realism, abstract and semi abstract styles in art. I will be introducing information using a PowerPoint presentation and then showing examples on the presentation as well. The artist introduced will be Pablo Picasso and his interaction with Cubism as an aspect of abstract art. Once I've introduced the information I will show the students the example I have created separating realism, abstract, and the semi abstract styles which will then be their assignment.

Common Core/State Standard(s):

VA:Cr2.1.6

Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Learning Objective(s): Students will be able to...(SWBAT)

Students will be able to demonstrate knowledge of realism, abstract and semi abstract art styles while completing their mixed media project.

Students will be able to identify the differences between realism, abstract and semi abstract art styles.

Students will be able to recognize cubism artists, such as Pablo Picasso based on the different styles of the artist's work.

Planning**Rationale: Describe how this lesson is developmentally appropriate:**

- ☐ Basic understanding of realism, abstract and semi-abstract art styles are needed to master the lesson objectives.
- ☐ Learning about realism and abstract style of art is useful to the students to teach them the difference between what is viewed as reality and what is not.
- ☐ The use of realism and abstract art based on an object of reality will be taught during this lesson with demonstration from the teacher.
- ☐ This lesson will reflect on the beliefs of John Dewey and the idea that every person is capable of being an artist and are skillful in expanding perceptions.

Pre-Assessment

- ☐ The teacher will ask the students if they can define realism and abstract art.
- ☐ The teacher will show a brief presentation introducing realism, abstract and semi abstract art.
- ☐ The teacher will introduce cubism and Pablo Picasso as an example of abstract art.
- ☐ The teacher will show examples of realism, abstract and semi abstract art.

Assessment

- ☐ The students will create their own realistic, abstract and semi abstract work based on knowledge learned about realism, abstraction and semi abstraction.
- ☐ The teacher will have the students separate and label on the bottom of their paper, realism, abstract and semi abstract styles while completing their assignment.
- ☐ The students will choose an object or an image from a magazine to base their realistic, abstract, and semi abstract assignment off of.
- ☐ The students will be asked to choose from 3 different mediums to complete their assignment. They will be able to choose from tempera paint, chalk, oil pastel and colored pencils.

Post-Assessment

- ☐ The students will be evaluated based on a rubric.
- ☐ The students will be graded on use of realism, use of semi abstraction, use abstraction, creativity, use of color, use of medium, correct identification, and craftsmanship.

Lesson Plan Implementation	<p>Key Vocabulary: Realism- is the attempt to represent subject matter truthfully. Abstract- takes things from reality but presents them in a way that is different from the way they are viewed in our reality. Semi abstract- when the subject remains recognizable but the forms are stylized in an abstract way. Cubism- is the use of geometric planes and shapes. Pablo Picasso- known as one of the greatest and most influential artists of the 20th centuries. He is known for co-founding the Cubist movement.</p>		<p>Technology needed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Computer <input type="checkbox"/> The teacher will show a PowerPoint presentation on realism, abstract and semi abstract art, as an introduction to the lesson. <p>Other required materials: Representational objects, magazines, oil pastel, chalk, pencil, tempa paint, colored pencils, and a large piece of white paper.</p>
	<p>Accommodations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accommodations I would make to this lesson would be having the students choose from easier objects to draw. I would also make the size scale of their paper a little smaller so they are able to add more defined detail to their final project and fill up more space. 		
	<p>Lesson Opening:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will ask students, if they know what realism and abstract styles of art are and if they can define them. <input type="checkbox"/> The teacher will show a presentation introducing realism, abstract and semi abstract styles of art. <input type="checkbox"/> The teacher will show examples and define cubism as an aspect of abstract art. <input type="checkbox"/> The teacher will introduce Pablo Picasso as a co-founder of cubism. <input type="checkbox"/> The teacher will tell the students that they will be expected to show the use of realism, use of semi abstraction, use abstraction, creativity, use of color, use of medium, correct identification, and craftsmanship 		
	I Do	<p>Instructional Input</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will show examples of realistic, abstract and semi abstract art styles. <input type="checkbox"/> The teacher will show examples of abstract art from Pablo Picasso and his use of the cubism style of abstract art. <input type="checkbox"/> The teacher will check for understanding before moving on by asking questions. 	
	We Do	<p>Guided Practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will show an example of their realistic, abstract and semi abstract work and ask if the students can define each section for the teacher to label. <input type="checkbox"/> The teacher will show how they have chosen an object from a magazine to create their design. <input type="checkbox"/> The teacher will explain why each section is considered, realistic, abstract, and semi abstract. <input type="checkbox"/> The teacher will add to their example using one of the chosen mediums. 	

	You Do	Independent Practice <ul style="list-style-type: none"> <input type="checkbox"/> The students will choose a representational object or image from a magazine. <input type="checkbox"/> The students will need to draw out their realistic, abstract or semi abstract design with a pencil before adding the media of their choice. <input type="checkbox"/> The student will need to label each of their sections and check with the teacher for approval of realistic, abstract, and semi abstract design before applying the media of their choice.
		Lesson Closing <ul style="list-style-type: none"> <input type="checkbox"/> The teacher will ask the students to define what realism and abstract art styles are. <input type="checkbox"/> The teacher will ask what the one aspect of abstract art was that was introduced to them today. <input type="checkbox"/> The teacher will ask who the abstract artist was that was introduced to them today.
Analyze		<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> ✓ The students seemed confused about different aspects of the assignment. ✓ The student's preliminary sketches were quickly made up and did not look as well thought out as I would have hoped. ✓ The student's final project looked much better than their preliminary sketches. ✓ The students looked like they put more time and effort into the final project. I feel this was because they did not realize they were being graded on the preliminary sketches as well. ✓ The students final projects turned out very well and very unique.
Reflect		<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> ✓ Covering the PowerPoint and discussing realism, abstract and semi abstract I feel I did well. The students were engaged and really participated in the discussion. ✓ The students took the directions given to them by me and really added creativity to their final projects. They added details that I wouldn't have even thought about. ✓ If I were to do this lesson again I would use a different example made by me, the teacher, because the students seemed confused on whether I wanted them to create 3 different pictures of their objects or one object broken into 3 sections of realism, abstract, and semi-abstract. ✓ I would use more simple objects for the students to choose from and draw as well. Some of the objects the students chose were very detailed and hard for them to draw at this age level.

III. Analysis of Student Learning

Task: Candidates analyze the assessment data, including pre/post assessments, to determine students' progress related to the learning objectives. (see *Documenting Student Learning* handout)

1. Analyze the progress of the whole class by creating a table or chart that shows pre- and post- assessment data overall. (i.e., mean, median, mode, etc.)

2. Discuss the extent to which your students made progress (from pre- to post-) toward the learning objective(s).
3. Explain the factors that may have influenced the results.

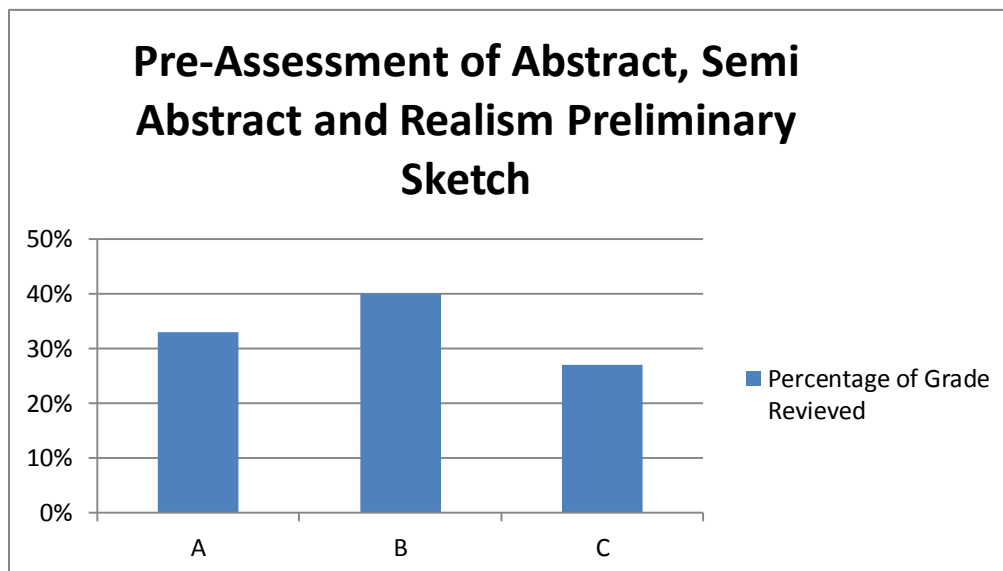
After the preliminary sketch they were to create a final drawing on a larger scale paper.

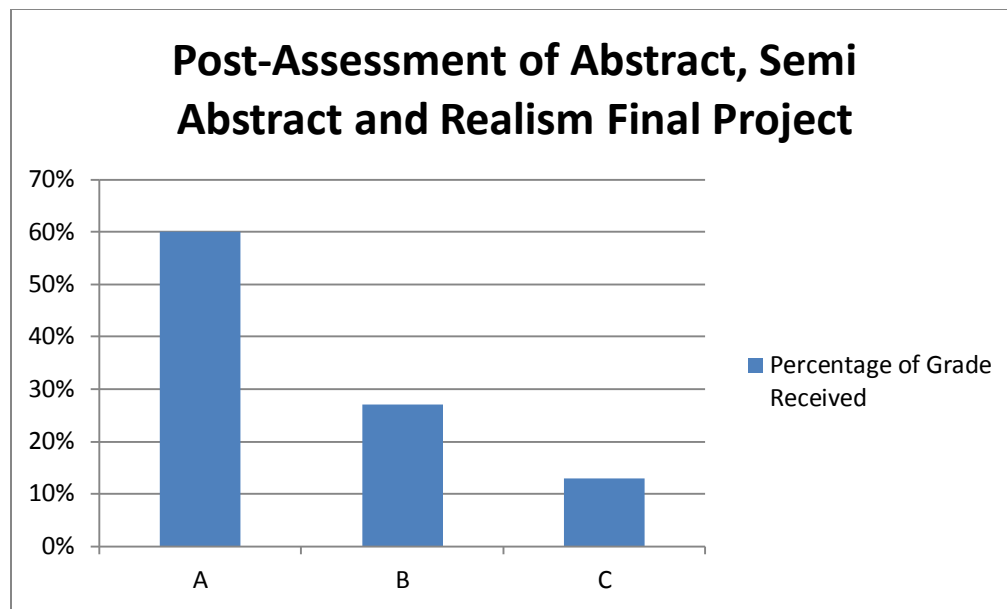
The students were to recreate their preliminary sketch but in a larger scale and then add three different medias to their final product. The students were unaware that they were being graded on the preliminary sketch but did in fact know that they would be graded on their final project.

The results of their final project came back much improved. Looking at the students work I could

tell that the time and effort put into the final project was a lot higher. The detail and neatness of their drawings was much improved on their final project compared to their preliminary sketches.

After the students were able to practice their design they were then able to better draw their object in a larger scale. This shows us the importance of practicing hands on before completing a final project. The results of the final project were that 60% of the students received an A on their project, 27% received a B, and 13% received a C on their project. In both the pre assessment and post assessment none of the students received below the grade level of a C. Below I have created two graphs that show the comparison of the student's preliminary sketch and their final project.





Like the theorist John Dewey and his beliefs of Progressive education, I believe that the best form of learning for children is through hands on approach. In order for students to get a broader understanding they need to learn by doing. In this lesson we gain the idea that over half of the students learned how to better their, Abstract, Semi Abstract and Realistic drawing by practicing with a preliminary sketch. Allowing the students to be hands on and create their own work based on a picture gives students the confidence in their own work, but having the students change their object to Abstract and Semi Abstract gives the students room to be creative and unique in their own way.

Jordan, Adam n.d. John Dewey on Education: Impact & Theory.

<http://study.com/academy/lesson/john-dewey-on-education-impact-theory.html>.