

Valentine Project

Grade: 2 nd Grade		Subject: Art	
Materials: Blue construction paper, oil pastels, pencil, heart cut out		Technology Needed: None	
Instructional Strategies: X Direct instruction € Peer teaching/collaboration/ € Guided practice operative learning € Socratic Seminar € Learning Centers X Visuals/Graphic organizers € Lecture € PBL € Technology € Discussion/Debate integration € Other (list) X Modeling		Guided Practices and Concrete Application: X Large group activity X Hands-on X Independent activity € Technology integration € Pairing/collaboration € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list) Explain:	
Standard(s) 4.1.2 – know the different techniques used to create visual art. 4.1.5 – know the different visual art materials, techniques, and processes cause different responses.		Differentiation Below Proficiency: Allow student extra time to work Above Proficiency: Provide students with and math coloring page. Approaching/Emerging Proficiency: I would not change anything. Modalities/Learning Preferences: Visual – provide examples Auditory – verbally provide examples and explanations Kinesthetic – if students can't sit still take a 20 second stretch break	
Objective(s) By the end of the lesson students will know how applying different pressure and pairing different colors can make the same piece of art look different by creating a valentine's art piece. Bloom's Taxonomy Cognitive Level: Applying and Creating			
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> • Student will be expected to follow classroom rules and procedures. • If students are not doing their jobs the will be asked to put their art way and work on other homework. • Students should not be up and moving during this activity. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • Students will be expected to follow classroom rules and procedures. • Students will be expected to have voice levels at 0 during instruction and voice levels at 1 while working. 	
Minutes	Procedures		
5 Minutes	Set-up/Prep: <ul style="list-style-type: none"> • Get construction paper, oil pastels, heart cut outs 		
2 Minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • Today we will be making an art project. But before I show you what we are going to make I want you to pick out three different colors, but you cannot use black. (have students choose their colors before showing them an example so that they do not copy the example.) <ul style="list-style-type: none"> ○ Walk around the room and ask a few students why they chose those colors. 		
Explain: (concepts, procedures, vocabulary, etc.)			

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5-8 Minutes	<ul style="list-style-type: none"> ● Now I just want you to place those crayons to the side of your desk because we won't be using them right way. You will be given one piece of construction paper and one heart to trace. <ul style="list-style-type: none"> ○ Have students then put the pastels they are not using away so that they can't changed their colored based on what other students choose. ● Here is an example of what we are going to do. You will take out your pencil and trace 5 hearts on your paper how every you would like. You can have some of the heart going off the paper or the full hearts on the paper. The only rule is that your hearts must overlap another heart, but only once. ● Once you have finished tracing all 5 hearts please raise your hand so Mrs. Wanner or I can make sure that you have all your hearts overlap. <ul style="list-style-type: none"> ○ Wait till all students have finished tracing their hearts. ● Next, you are going to draw circles inside your heart, but not the hearts that are overlapping, leave those empty. With your circles I want you to draw some big and some little. Do not make them all the same size. <ul style="list-style-type: none"> ○ Wait till all students are finished making the circles ● Now pick up one of your colors, now we are going to color only the space where are hearts overlap with the color you chose. (Show students' example on board like a Venn Diagram and show them the example artwork) Now while you are coloring, I want you to take your time and do your best, try not to color outside the lines because if you do, we can't erase that. <ul style="list-style-type: none"> ○ Wait for students to finish coloring in overlapped areas. ● Pick up one of you other colors and color in the circles that you made <ul style="list-style-type: none"> ○ Wait for students to finish coloring the circles ● Now take the last color that you have not used yet and color in the rest of your heart area surrounding the circles. <ul style="list-style-type: none"> ○ Wait for all students to finish ● Now we are almost done, I want you to take out the black oil pastel and trace around all of your hearts. 		
15-20 Minutes	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● Students will trace 5 hearts while having them overlap ● Then the students will draw circles in the parts of the hearts that are not overlapped. ● Next, students will take three different oil pastels and color the overlapped parts, the circles, and the rest of the heart three different colors. ● Lastly, the students will outline all their hearts in black. 		
3-5 Minutes	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Have the students do a gallery walk and have them compare and contrast their art work to other students. ● Allow two – three students to share their art work and tell why they chose the colors they did or why they placed their hearts were they did. 		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Walk around the class while students are working. </td> <td style="width: 50%; vertical-align: top;"> <p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● By the end of the lesson students will know the different techniques used to create visual art and know the different visual art materials, techniques, and processes cause different responses by completing their art project and comparing it to other classmates. <p>If applicable- overall unit, chapter, concept, etc.:</p> </td> </tr> </table>		<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <ul style="list-style-type: none"> ● Walk around the class while students are working. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> ● By the end of the lesson students will know the different techniques used to create visual art and know the different visual art materials, techniques, and processes cause different responses by completing their art project and comparing it to other classmates. <p>If applicable- overall unit, chapter, concept, etc.:</p>
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<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>After lesson was implemented the lesson plan was revised based on reflections.</p>			

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This lesson went way better than expected. Since this group of students had a hard time listening to all the direction before starting an activity, I thought there was going to be a lot of mistakes or skipped steps. Although, I stressed to the students how important it was to follow each step before moving onto what they think is next before starting the lesson and continued to stress following each step correctly throughout the lesson. All the student's pieces turned out very well and everyone was proud of what they created. I wouldn't change anything about this lesson.