

Lesson Title	Moving Through Directions	Medium	Visual Arts
Curricular Unit	Self Advocacy: How to ask others for help	Lesson #	16
Lesson Goals			
Socio-emotional	Self Advocacy: Students can express their needs to others		
Artistic	Elements of Visual Arts: • color • form/shape • line • space • texture • value		
Academic	Analyze and draw two- and three-dimensional shapes having specified attributes.		
Lesson Details (45 minutes total)			
Opening Routine	To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.		
Time:			
Warm Up	Play 2-3 rounds of Simon Says to help students prepare for active listening.		
Time: 5-7 mins			
Lesson Intro	Allow students time to finish their tape resist Monet Bridges		
Time: 8-10 mins			
Brain break	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Time:			
Main Lesson	1. Share with students that they will be doing a Guided Drawing. They will follow the teachers instructions and only draw what they are asked to.		
Time: 20 mins	2. No direction will be repeated by the instructor and if they need help recommend that they ask a classmate.		
	3. Remind students to listen carefully.		
	4. Students will now draw what they hear:		
	For example: 1. Draw 3 straight lines from one edge of your page to the other. 2. Draw two more straight lines from one edge of your paper to the other and make the lines cross over the lines you have already draw. 3. Draw 5 circles, any size, anywhere on your paper. 4. Draw 2 curved lines beginning at the edge of the paper and ending up somewhere in the middle of the paper. 5. Fill in three of the five circles. 5. Fill in four areas of your paper however you may like.		
Cool down/Closing	Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.		
Time:			

**Materials**

sharpies, pencils, markers, mixed media paper

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
<b>Social/Emotional Skill</b>			
Self Advocacy: Students can express their needs to others	Students were able to identify that they needed help	Students were able to identify that they needed help with a specific problem	Students were able to identify that they needed help with a specific problem and offered a realistic solution
<b>Artistic Skill</b>			
Elements of Visual Arts: • color • form/shape • line • space • texture • value	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others

Academic Skill			
Analyze and draw two- and three-dimensional shapes having specified attributes.	Students were able to draw OR analyze two and three dimensional shapes with prompting from teacher	Students were able to draw OR analyze two and three dimensional shapes using strategies demonstrated by the teacher	Students were able to independently draw OR analyze two and three dimensional shapes with prompting from teacher