

Lesson Title	Collaborative Painting	Medium	Visual Arts
Curricular Unit	Goal setting: Identifying steps towards goal	Lesson #	14
Lesson Goals			
Socio-emotional	Goal setting		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
Academic	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
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	Ask students about working with others		
Time: 3-5 minutes	What is easy? What is difficult? Has anyone every made a collaborative painting?		
	Collaborative means: produced by two or more parties working together		
Lesson Intro	Tell students that they will be making a collaborative painting as a class. The goal is that we will all work together in order to create a group painting.		
Time: 3-5 minutes	Some steps towards reaching our end goal include: taking turns, being patient while we wait, and staying positive whenenver someone adds something to the painting.		
	Ask students to provide any other steps towards the end goal.		
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. Provide each student with a number. (This will be the order each person will be called up to add something to the painting)		
Time: 20 minutes	2. Remind students to try and not paint over other student's designs		
	3. Ask students to share some colors that look good together: Reintroduce some color theory relationships like complementary and analogous colors.		
	4. While students are waiting, allow them to plan out some of their designs on a piece of paper		
	5. Time permitting, each student should be able to add something to the painting two-three times.		
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			
large canvas or canvas paper, acrylic paint, paintbrushes, pencils, paper			
Lesson Rubric			
Social/Emotional Skill	Developing (1)	Adequate (2)	Excellence (3)
Goal setting	Students were able to identify a goal	Students were able to identify a goal and develop a plan	Students were able to take steps towards achieving the plan
Artistic Skill			

Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
Academic Skill			
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language