

| Lesson Title | Time for Reflection | Medium | Visual Arts |
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| Curricular Unit | Putting it all together | Lesson # | 17 |
| Lesson Goals | | | |
| Socio-emotional | Self awareness: identify emotions | | |
| Artistic | Elements of Visual Arts: • color • form/shape • line • space • texture • value | | |
| 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 to reflect upon their favorite projects: What made them enjoyable, difficult, or easy? What was their favorite project and why? How did each project make them feel? | | |
| Time: 3-5 minutes | | | |
| Lesson Intro | 1. Tell students that they will be creating name tags to accompany their artwork in the art show. | | |
| Time: 5-7 minutes | 2. Ask students to focus on using different types of lines. Let students share different types of lines with the class. | | |
| | 3. Demonstrate how to draw bubble letters and simple flowers | | |
| | 4. Let students start creating their name tags. | | |
| 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 | Combined with intro. Use remaining time to allow students to finish any unfinished projects. | | |
| Time: 20 minutes | | | |
| 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 | | | |
| white cardstock, pencils, sharpies, markers, colored pencils | | | |

| Lesson Rubric | Developing (1) | Adequate (2) | Excellence (3) |
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| Social/Emotional Skill | | | |
| Self awareness: identify emotions | Students were able to use a generic word to describe their feelings (good or bad) | Students were able to use a broad word to describe their feelings (ie. happy, sad, mad, excited, scared) | Students were able to use a specific feeling word to describe their feelings (ie. anxious, exhilarated, confident, hopeful, distrustful) |
| Artistic Skill | | | |
| 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 | | | |
| 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 |