

Lesson Title	Looking Inside Our Room	Medium	Visual Arts
Curricular Unit	Calming Technique: Moving away or creating personal space	Lesson #	9
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Elements of Visual Arts: • color • form/shape • line • space • texture • value		
Academic	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood		
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 what kind of spaces they go to in order to calm themselves or feel comfortable?		
Time: 3-5 minutes	What environments help calm them?		
Lesson Intro	Show students the The room by Vincent Van Gogh.		
Time: 5 minutes	Ask students what they think of the bedroom based on the painting?: Is it a place they would want to live or go to for relaxation?		
	Explain to students that Van Gogh personalized his art by often painting the spaces and people he knew best.		
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. Explain to students that they will be creating a drawing of their perfect bedroom, a space they can go to for comfort or relaxation. Students can use their current bedroom for inspiration and also add new elements that could make their room a safe space. "For example, my current bedroom is kind of small so I would make it bigger in the drawing in order to give myself more room. Maybe I would add photos of my family and friends on the wall to remind myself of all the people that care about me."		
Time: 20 minutes	2. Demonstrate drawing a room.		
	3. Allow students to first sketch their drawing in pencil.		
	4. After students have time to sketch their drawing, all them the option to outline it with sharpie.		
	5. Provide students with colored pencils and markers to color in their design.		
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			
paper, pencil, markers, colored pencils			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			

Impulse control: Demonstrate calming technique	Students were able to demonstrate calming technique with prompting from teacher	Students were able to demonstrate calming technique using strategies demonstrated by the teacher	Students were able to independently demonstrate calming techniques
<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
<b>Academic Skill</b>			
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood	Students were able to ask or answer general questions with little to no key details	Students were able to ask or answer questions with adequate and relevant detail from source	Students were able to ask or answer questions with significant and specific details from source