


Lesson Title	Making Choices, Making Masks	Medium	Visual Art
Curricular Unit	Choice Making: Selecting preferred choice	Lesson #	4
Lesson Goals			
Socio-emotional	Choice making: Select preferred choice		
Artistic	Recognize use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts		
Academic	Recount stories and determine their central message, lesson, or moral		
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	Using just a pencil and scrap paper, ask students to draw as many circles as possible on the paper in 90 seconds.		
Time: 5-7 mins			
Lesson Intro	Show a few examples of painted Mexican mirrors, preferrably circular in shape. Ask, "What do you notice?" Allow students to discuss repetitive patterns, colors, metallics, etc.		
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	A variation of painted Mexican mirrors, but each step along the way provides two choices. Rather than telling students what their options are, allow them to name the options available to them at each step. The teacher will need to be present at the supply table to ask/answer for each student/students as they come up.		
Time: 20 mins			
	<div><div>1. Explain that the students will be creating a paper version of the mirror. Ask what details they may need to think about adding to their mirror. Explain the idea of concentric circles: Concentric circles are just circles that all have the same center. They fit inside each other and are the same distance apart all the way around.</div><div>2. Bring students to the supply table. Ask what choices they see available to make their mirror on (white or black construction paper).</div><div>3. Ask students how they draw their circles and is there anything available to help them. Have them draw 2-3 concentric circles in pencil and add repetitive details between the circles leaving the inner most circle empty.</div><div>4. Ask students what choices they have to trace their lines to make them stand out (silver or gold sharpie). Have them trace their pencil lines with the sharpie.</div><div>5. Ask students what materials are available to fill in their designs (markers or oil pastels).</div><div>6. Provide foil circles. Ask students what is available (white glue or glue sticks) to attach the foil circle to the center of the circle.</div><div>7. Have students cut out their circles.</div><div>8. Time permitting, offer students the option to add metallic accents with either silver glitter glue or plastic gems.</div></div>		
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			
Mexican mirror examples, black & white construction paper, pencils, gold & silver sharpies, markers, oil pastels, scissors, white glue, glue sticks, foil circles, silver glitter glue, plastic gems			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)

Social/Emotional Skill

Choice making: Select preferred choice	Students were able to name one or more choices available to them	Students were able to identify which choices they preferred	Students were able to identify one specific choice
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Artistic Skill

Recognize use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts	Students were able to minimally apply the required skills necessary to the project	Students were able to apply most of the skills necessary to the project	Students were able to apply all of the required skills necessary to the project
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Academic Skill

Recount stories and determine their central message, lesson, or moral	Students were able to determine the central message, lesson, or moral following prompts from teacher	Students were able to determine the central message, lesson, or moral in general terms	Students were able to determine the central message, lesson, or moral in specific terms and or/add specific supporting detail
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