

<b>Lesson Title</b>	<b>Negotiating Control Through Paper Marbling</b>	<b>Medium</b>	<b>Visual Art</b>
<b>Curricular Unit</b>	<b>Problem Solving: Choosing a preferred solution</b>	<b>Lesson #</b>	<b>10</b>

<b>Lesson Goals</b>	
<b>Socio-emotional</b>	Problem Solving: Choosing a preferred solution
<b>Artistic</b>	Use and maintain materials, equipment, and tools safely at work and performance spaces
<b>Academic</b>	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** Discuss control: What is it? How do maintain it? What can you do if you lose control?  
 Time: 3 Minutes

**Lesson Intro** Demonstrate paper marbling. Explain that It is a process that puts colored paint or ink on the surface of water, and then transfers it to paper. Oil and water do not mix and that is why the paint or ink remains on the surface.  
 Time: 2 Minutes

Highlight color theory: when two complementary colors (Red/Green, Blue/Orange, Yellow/Purple) are mixed they often create a neutral brown tone. Let students know that they should be thinking about how the two colors they choose will look when the mix together.

Ask students what they will do if their colors mix in ways that they were not expecting.

**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. Give each student a number to be called to the table where they will marble one large piece of paper. Explain that there is a lack of control in paper marbling and that a lot of the creation is due to chance. While waiting for their turn, students should be sketching cityscapes that will be used for inspiration for the following project that incorporates the marbled paper.  
 Time: 20 Minutes



2. Ask each student one solution they will have for this lack of control on the final product.
3. Let the student choose no more than two colors to use.
4. Provide students with toothpicks to help create effects on the surface.
5. After each student finishes the marbling process, give them scrap paper to continue planning out their city scape 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**

water color paper, marbling ink, toothpicks, 2 plastic tubs (use more for larger groups of students)

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
Social/Emotional Skill			
Problem Solving: Choosing a preferred solution	Students were able to identify the need for a solution to the problem	Students were able to indentify at least one solution	Students were able to identify one or more solutions specific to the problem
Artistic Skill			

Use and maintain materials, equipment, and tools safely at work and performance spaces

Students needed many reminders on how to use materials safely and appropriately

Students were able to use materials safely and appropriately with little reminding

Students were able to use materials safely and appropriately with no reminders

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