

Lesson Title	Artist Statement	Medium	Visual Arts
Curricular Unit	Putting It All Together	Lesson #	17

Lesson Goals

Socio-emotional	Identifying emotions - Emotional literacy
Artistic	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
Academic	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

Lesson Details (45 minutes total)

Opening Routine Time:	<i>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.</i>
Warm Up Time: 12 mins	Have students draw their favorite moment from their arts lessons
Lesson Intro Time:	Combine with warm up
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
Main Lesson Time: 20 mins	<p>Remind students that following their next class will be a student work exhibition. They will hang their artwork in a gallery and should create a name tag and short artist statement to accompany their work.</p> <p>Provide students with a piece of paper. On the top 1/3, they should draw their name in big letters, perhaps bubble or block letters if they would like. Below that, they should write 3-4 sentences about themselves. Encourage them to share about their favorite project and why they liked that project and challenges they faced and over came.</p> <p>Allow any remaining time to complete any projects they may need a few finishing touches.</p>
Cool down/Closing Time:	<i>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.</i>

Materials

paper, pencils, supplies for any of the projects, markers

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identifying emotions - Emotional literacy	Students were able to use a generic word to describe their feelings (good or bad)	Students were able to use a broad feeling 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			
Recognize, know, 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 required skills necessary to the project	Students were able to apply all of the required skills necessary to the project.
Academic Skill			

Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	Students were able to express experiences or events through weak use of sensory, concrete, or figurative language	Students were able to express experiences or events through adequate use of sensory, concrete, or figurative language	Students were able to clearly express experiences or events through effective use of sensory, concrete, or figurative language
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