

Lesson Title	Feedback Session #2	Medium	Visual Arts
Curricular Unit	Accepting failures and criticism positively	Lesson #	9
Lesson Goals			
Socio-emotional	Accepting failures and criticism positively		
Artistic	Describe works in the arts comparing similar and contrasting characteristics		
Academic	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
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	Provide students with paper filled with 1-2 inch circles and ask them to draw as many faces in the circles as possible within a 2 minute time period.		
Time: 4 mins			
Lesson Intro	Remind students that it is helpful to have some feedback along the way particularly when trying out something new or challenging. For this project, they will be creating a self-assessment rubric of 3-4 skills/techniques that self portrait drawing focuses on. Can they name the skills/techniques needed? What would be an example of "needs work" or "excellent" assessment? Work with students to develop the rubric.		
Time: 12 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	Allow students to continue working on their self portrait drawing. Provide an additional brain break if it is evident that they are feeling discouraged or stressed.		
Time: 20 mins	Provide 5 minutes at the end to have each student consider the work they have done in relation to the created rubric. Can they identify what is going well and where they need to work differently?		
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, mirrors, pencils			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Accepting failures and criticism positively	Student was able to identify where they needed further work	Student was willing to accept feedback from peers	Student was able to identify shortcomings and accept feedback in a positive manner
Artistic Skill			
Describe works in the arts comparing similar and contrasting characteristics	Students were able to identify similarities and differences in the use of elements and principles	Students were able to identify similarities and differences in the meanings/feelings	Students were able to identify similarities and differences how the different artists chose elements and principles to convey meaning/feelings
Academic Skill			

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	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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