

Lesson Title	Evolution of an Idea	Medium	Visual Arts
Curricular Unit	Goal setting: Moving through the plan	Lesson #	16
Lesson Goals			
Socio-emotional	Goal setting		
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 thorough 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	A totem pole is a tall structure created by Northwest Coast native peoples that showcases a nation's, family's or individual's history.		
Time: 3-5 minutes	Gather students around and give a short synopsis about Totem Poles with example images. Discuss different design elements.		
Lesson Intro	Ask students to reflect on the following questions: Think about what represents you? What do you enjoy? What are you proud of? What people are important to you? Maybe you have a spirit animal? Have students write down some of their ideas.		
Time: 3-5 minutes	Invite students to create a goal for their work today and consider they own plan to reach that goal. Invite one or two students to share their plans.		
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. Take a piece of paper and fold it half hotdog style.		
Time: 20 minutes	2. Write your name large in pencil on the folded side. If your name is long simply make your letters a little smaller.		
	3. After writing your name, cut around your letters along the not folded side. Open up your paper and divide it into 3-4 different sections.		
	4. Use these sections to draw images and designs that represent you. You can use the questions and ideas gathered earlier as a guide.		
	5. Take a moment after cleaning up to discuss whether students were able to reach their goal? Besides having more time to complete the project, what else kept them from achieving their goal?		
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			
pencils, white paper, sharpies, markers, colored pencils			
Lesson Rubric			
Social/Emotional Skill	Developing (1)	Adequate (2)	Excellence (3)
Goal setting	Students were able to identify a goal	Students were able to identify a goal and develop a plan	Students were able to take steps towards achieving the plan
Artistic Skill			

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
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Academic Skill

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 detail from source
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