

<b>Lesson Title</b>	<b>Breaking the Rules</b>	<b>Medium</b>	<b>Visual Arts</b>
<b>Curricular Unit</b>	<b>Instill Courage</b>	<b>Lesson #</b>	<b>13</b>
<b>Lesson Goals</b>			
<b>Socio-emotional</b>	Exercise prosocial behaviors that benefit others		
<b>Artistic</b>	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.		
<b>Academic</b>	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		

**Lesson Details (45 minutes total)**

<b>Opening Routine</b> 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>
<b>Warm Up</b> Time: 8 mins	Blind Drawing  Give each student a piece of paper and a pencil stuck through a paper plate (the goal is that the students cannot see what they are drawing)  Keeping the paper plate on the pencil, invite students to draw as many smiley faces as they can in 2 minutes.  Ask students how it felt to draw without know where their pencil was going? Was it a little scary?
<b>Lesson Intro</b> Time: 6 mins	Discuss courage and have students name examples of acts of courage or people who are courageous.  Introduce Jackson Pollock and the abstract expressionist movement. Discuss how the artist deviated from the norm and broke the "rules" of art. Was that courageous?
<b>Brain break</b> 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>
<b>Main Lesson</b> Time: 15 mins	Allow students to experiment with different ways of creating paint splatters (this will require a great deal of precaution so as not to get paint on clothing and furniture)
<b>Cool down/Closing</b> 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, paper plates, paints, large paper, brushes, smocks and other protective materials

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Exercise prosocial behaviors that benefit others	Students were able to demonstrate ways to alert a helper when another person was hurt or in danger	Students were able to demonstrate ways to offer comfort to someone who is hurting AND/OR encourage safe behaviors	Students were able to demonstrate ways to directly address the person who caused the harm in a safe manner
<b>Artistic Skill</b>			

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**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Students were able to express ideas with simplistic language

Students were able to adequately express ideas with a mix of general and precise language

Students were able to effectively express ideas with precise language