**Planning and Presenting a Science, Social Studies, or Technical Subject/Fine Arts Lesson Based on TN Academic Standards**

**Art 1**

**Grades 9-10**

**Section I: Planning**

**Overview: This section focuses on the elements to consider when planning for a content-specific lesson with TN Academic literacy standards embedded, such as Content Standards, State Performance Indicators, and CCSS Literacy for the Technical Subjects. Other elements to plan include clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.**

**\*AWBAT=Artist(s) will be able to**

|  |  |
| --- | --- |
| **Lesson Topic: Witness Walls/Intro to Casting Concrete** | **Time Frame/Lesson Length:1.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Content Standard** | **State Performance Indicators** | **CCS Literacy Standards** | **Assessments (Please describe the specifics of the assessment)**  **🗸 Formative**  **⮚ Summative** |
| Standard 1.0 Media, Techniques and Processes:  Students will understand and apply media, techniques, and processes.  1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium. | 1.1.1 Employ different types of media, techniques, and processes used to create various art forms. | [CCSS.ELA-Literacy.RST.9-10.1](http://www.corestandards.org/ELA-Literacy/RST/9-10/1/) Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  [CCSS.ELA-Literacy.RST.9-10.4](http://www.corestandards.org/ELA-Literacy/RST/9-10/4/) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  School Wide Literacy Focus-Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text(e.g. a section or a chapter) | Formative Checks for Understanding 1.1 Identify the properties of media used in drawing, painting, and/or sculpture.  Define and use vocabulary appropriate to media or process.  Formative-Artists will be asked to identify whether teacher is holding a mold or a cast. This Assessment can be given as many times as needed throughout lesson.  Formative- Artists will informally assess peers regarding the proper consistency of their concrete mixture using rubric.  Soupy-too much water-resulting cast will be weakened  Oatmeal-Just right  Chunky-not enough water-resulting cast can have dry pockets of powder that will easily break  Formative-Students will write about Walter Hood’s *Witness Walls* and the process he used to arrive at his final product.  Formative-Students will answer questions about Witness Walls using text from Metro Nashville Arts Commission website. |

|  |  |
| --- | --- |
| **Planning Element** | **Description** |
| **Clear Learning Targets** | * I can (AWBAT) create a cast from the mold they chose to bring to class (or chose from selection of available molds) * I can (AWBAT) read and follow instructions on Quickcrete bag * I can (AWBAT) mix water with Quickrete powder to create concrete * I can better understand Walter Hood’s *Witness Walls* project by experimenting with mixing, pouring, and writing about concrete. |
| **Task Objectives (steps to reach mastery of clear learning targets)** | * Write about the use of concrete in *Witness Walls* Project * Read instructions on Quickrete bag * Discuss mold and cast definitions * Mix concrete with water |
| **New Learning** | * The casting process * Definition of mold * Definition of cast * Definition of hoe (tool) * Walter Hood (artist/designer) |
| **Anticipated Learning Challenges** | * Students may not want to get messy. * Instructions may be intimidating * ELL students may not be able to read English instruction |
| **Scaffolding opportunities (to address learning challenges)** | * Showing Quickrete video of concrete being mixed * Discuss idea of ice tray (mold) ice cubes (cast) * Project Quickrete instructions on projector * Examples of sentences that could be used when discussing concrete as a medium |
| **Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)** | * If a student(s) would like/need to see the video again they can access it on their cell phone, laptop, or tablet * Students who might need additional assistance can work with a peer willing to help them with mixing/pouring process |
| **Questioning: Planning to Illuminate Student Thinking** | *Assessing questions:*   * How did I make this (holding up a concrete cast object)? * How could I make more of these (relatively) quickly? * How does using concrete develop or refine Walter Hood’s ideas about the 1960 Civil Rights protest in Nashville?   *Advancing questions:*   * How could you utilize this process outside of this classroom setting? * What objects do I own or use that utilize the mold making process? * How could I use concrete in a sculpture to say something meaningful to me and others? * How could we as a class create individual works that when put together create a “Witness Wall” for our school? * Where would it be located? Why would this be the best location? * Imagine that you are presenting your idea to the school board and would need evidence to support your argument for where you’d like the sculpture placed. |
| **Instructional Strategies** | Showing video, students reading instructions, hands on activity of mixing and pouring concrete |
| **Materials and Resources** | Quickrete website, mold and cast, Quickrete, water, wheel barrow, hoe   * **IMPORTANT**: Prior to the lesson, student homework is to bring in empty plastic packaging that might be interesting to cast. Teachers may want to give students 1-2 weeks to do this. |

**Section II: Presentation**

**Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as “Framing the Lesson,” “The Texts and Task,” “Sharing, Discussing, and Analyzing” and “Closing the Lesson,” and “Extending the Learning.” For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.**

|  |  |  |
| --- | --- | --- |
| **🕭 Framing the Lesson** (10 minutes) | | |
| **Detailed Procedure**   * Bellringer about Walter Hood * Metro Arts Commission * Mayor Ben West and the date he disavowed segregated lunch counters in Nashville * Concrete as a medium for making art (how does this develop or refine WH’s ideas about the civil rights protest?) | **Teacher Actions**  Handouts with information from webpage about Walter Hood on the Metro Arts Commission website will be given out and projected along with paper to answer questions about text.   * [**http://www.nashville.gov/Arts-Commission/Public-Art/Find-An-Artwork/Projects-in-Progress/Civil-Rights-Public-Art-Project.aspx**](http://www.nashville.gov/Arts-Commission/Public-Art/Find-An-Artwork/Projects-in-Progress/Civil-Rights-Public-Art-Project.aspx) | **Student Outcomes**   * Read text on projector/handout * Answer 4 questions about the text to learn about;   1.Walter Hood  2.Mayor Ben West  3. Date the lunch counters in Nashville were desegregated  4.How a medium like concrete can symbolize ideas and values |
| **👓 Exploring the Texts and Task** (15 minutes) | | |
| **Detailed Procedure**   * Show video of how to mix Quikrete * Show PDF of Mixing Instructions * Discuss cast and mold vocabulary * Students mix and pour concrete into molds * Facilitate mixing process, encouraging students who might not be that excited about getting dirty or uncomfortable with tools etc. * Several students will be chosen to rinse the wheel barrow and hoe with water and take wheelbarrow outside to dump the water and small amount of concrete and residue in appropriate spot on school property | **Teacher Actions**  Teacher will show video of Quikrete being mixed and project the PDF direction from the bag   * <http://www.quikrete.com/PDFs/DATA_SHEET-Fast%20Setting%20Concrete%20Mix%201004-50.pdf> * <http://www.quikrete.com/athome/video-mixing-concrete-hand.asp> * Demonstrate mixing to students as needed. * Demonstrate slightly vibrating or patting molds so air bubbles in concrete will rise to the surface * How will the cast (made from concrete) be different from the molds (made of plastic)? * **These next three questions are scaffolding to get students to start thinking about how concrete creates different meaning than other media.** * What does an object like a light bulb make you think of if it’s made of concrete, meaning that is different from other media? * Is concrete a permanent or temporary medium? * How can the meaning of something change if it is made from something permanent, rather than something impermanent? | **Student Outcomes**   * Students understand the process of mixing concrete and pouring it into molds. |
| **☺ Sharing, Discussing, and Analyzing** (1 hour) | | |
| **Detailed Procedure**   * Clean up * Share/Discuss experience of mixing/pouring concrete with peers * Analyze-examine methodically for the purpose of interpretation (what does it mean?) the use of concrete in an artwork * Write/draw about experience and answer advancing question * Write/Draw about the experience and answer advancing questions. Students will begin work on handout as they finish pouring their cast. They will have private think time until everyone is finished pouring molds and cleaning up. * Students will share answers with their group (tables of four/five) and utilize peer editing opportunities and brainstorming in advance of Day 2 lesson where they will have structured opportunity to complete writing and share ideas about their sculptures and Walter Hood’s sculpture. * Take individual casts out of molds | **Teacher Actions**   * Facilitate sharing, discussing, analyzing and interpreting of mixing and pouring concrete. * Work with individuals and small groups to make sure all students are involved during these activities. * Visit with individuals and groups as they are working on advancing questions. * Let students know when it’s time (with five minutes remaining in this hour) to take casts out of molds. * Facilitate initial discussions of how the cast looks compare to how they thought it would look. | **Student Outcomes**   * Students understand importance or cleaning while you go to make art making more efficient. * Students will come to deeper understanding about the use of concrete as a sculptural medium through sharing, discussing, analyzing and interpreting their experience, the written text and the proposed *Witness Walls* sculpture. * Students will get to hold a piece of cast concrete that they created |
| **🞐 Closing the Lesson** (9 minutes) | | |
| **Detailed Procedure**   * Cleanup any concrete residue * Recap vocabulary cast and mold | **Teacher Actions**   * Recap cast and mold vocabulary * Encourage students to clean-up studio for next group of artists. | **Student Outcomes**   * Students will show respect for next group of artists coming into the room |
| **🕮 Extending the Learning** Physical Science Connection: **CLE 3202.1.4** Investigate chemical and physical changes. Why does concrete get hot when it is “setting up?” Relate this to the tension of the Civil Rights Movement.  Art Extension: Students may want to paint their sculptures (could be a separate lesson on painted sculptures). | | |

|  |
| --- |
| **Appendices (attach resources used, such as handouts, etc…):**  [**http://www.thinglink.com/scene/598285543280738305**](http://www.thinglink.com/scene/598285543280738305)  **Bell Ringer and Advancing Questions Day 1 and 2** |