**Class:** Art, Gr.3 **Instructor:** Miss Kobbert

**Date:** Friday, September 9th 2016

**Time:** 60 Minutes

**Topic: High Five to a Great Year!**

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| **Objective:**   * **Students will help set the art expectations and explain what an art classroom should look and sound like.**   **Key Questions:**   * **What should an art classroom look like?** * **What should an art classroom sound like?** |
| **General and Specific Learning Outcomes:**  Reflection: Component 2-Assessment-Concept F  Depiction: Component 6-Concept A, B, C  Composition: Component 7-Concept A, C  Composition: Component 8-Concept C, D  Expression-Component 10(i) Purpose 3-Concept A  Expression- Component 10(i) Purpose 5-Concept A  Expression-Component 10(i) Concept A |

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| **Differentiation/Modifications:** | **Materials/Technology Needed:** |
| **Differentiation:** Verbal and written instructions, chunking, students assisting each other with hand tracing and cutting, teacher one-on-one assistance, showing the model  **Modifications:**  The “Art Expectations” chart can be created as one individual class chart or the students can each make a smaller version of the chart. | **Materials:**  Sharpies, Markers/Pencils, Scissors, Cardstock  **Technology:**  SMART board |

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| **Time** | **Content/Description** | **Assessment Strategy** |
| 15 mins. | **Introduction**   * Explain to students that we need to outline the art expectations in order to be the best artists we can be. * Tell students to pretend we are about to begin an art project, ask them what the classroom should look like and sound like as we get ready to begin our project, as we are working and after we are done. Make a “Looks Like, Sounds Like” chart with student responses. (For example: clean up, assist, be kind etc.) * This “Art Expectations” chart will be referred to during every art class. | Creating a chart on art expectations helps gather pre-existing art class knowledge and experiences that students already have. |
| 30 mins. | **Procedures/Activities:** Hand High Fives   * Have own model already hanging on the classroom door in the middle. * Show students the model and analyze its details as a class. Explain to students that the first few projects we will be working on revolve around learning about different lines and colours, and the next projects will be focused on texture. Discuss some items each student could include on their hands to show what they already know about these two elements. * Explain the instructions for the task. * First students will trace out their hand. Using a pencil and a piece of cardstock, they will place their non-writing hand down flat on the paper and trace slowly around their hand and fingers with the pencil. (To help students that may struggle with this, do a silly demonstration of what not to do while tracing on the board with a whiteboard marker.) * After students have traced their hand, they will write their name (First name and last name’s first initial) in Sharpie on their hand (must stay visible). * Students will use different colours, patterns, lines, shapes, designs, and textures to decorate their hand. * After they finish tracing and decorating their hand, they cut them out. | Formative assessment of students following “art expectations” chart, participating in the task, assisting each other in tracing, and putting effort into the task. |
| 15 mins. | **Closure**   * Have students write their favourite colour on the back of their hand. * Hang all the hands on the door or staple to a bulletin board if available. * If there is extra time at the end of class, read “The Day the Crayons Quit” by Drew Daywalt. | Begin to mentally note the different abilities and interests seen in the students. |

**Lesson Reflection/Notes:**