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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Sydney Borden** |

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| **Grade** | 2/3 | **Topic** | Art: Symmetry Winter Scene |  |
| **Date** | Nov. 30, 2020 | **Allotted Time** | 45 mins. |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| <https://curriculum.gov.bc.ca/curriculum/arts-education/3/core><https://curriculum.gov.bc.ca/curriculum/arts-education/2/core><http://www.fnesc.ca/wp/wp-content/uploads/2015/09/PUB-LFP-POSTER-Principles-of-Learning-First-Peoples-poster-11x17.pdf> |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students have recently learned about 2D shapes and symmetry in Math. This lesson supports their understanding of symmetry and how this can be demonstrated visually. Exploring symmetry through Art allows students to see how Math concepts are not confined simply to Math class, but instead can be seen and used in many environments.  |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* Critical & Reflective Thinking
 | **Personal and Social*** Personal Awareness & Responsibility
* Positive Personal & Cultural Identity
* Social Awareness & Responsibility
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|  | I can get new ideas to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in new ways. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them. |  |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?*

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning involves patience and time. |  This FPPL is supported in this lesson because students will need to take the time to follow directions closely. Having patience throughout the process is also key in order to not rush through their work and make mistakes that may make them upset. Instilling this value on taking time and putting effort into work, regardless of the subject, is incredibly important. This also helps students to feel pride in their work. |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand***Big Idea(s):* Creative expression develops our unique identity and voice.
* Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

*Essential or Guiding Question(s):*What makes an object/image symmetrical? How is this picture symmetrical?What does this image make you think of? |
| ***Do***Curricular Competencies (Learning Standards):**Exploring and creating**-Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play |
| ***Know***Content (Learning Standards):elements in the arts:-visual arts: elements of design: shape, colour, form (visual arts); principles of design: pattern, repetition, contrast-processes, materials, technologies, tools, and techniques to support arts activities |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Understanding of how/why the images within picture are symmetrical

Taking time when creating their work

If wanting to add to image, making sure addition is symmetrical

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Create image that supports symmetrical design

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Students will learn how Art and Math can be combined – connections between curricular subjects.Students will learn how simple components in the making of art can make striking final products.Students will learn about contrasting colours.  |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Follow instructions of how to create image, and use these in constructing.Engage in discussions about how we can see/use Math at other times outside of Math class.Helping other students that may need some. |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | Follow step-by-step instructions on how to create image.Choose 2 contrasting colours. |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must doFollow along with each step to complete picture, looks to teacher to guide throughout entire creation, asks for help/clarificationAccess/All | Students can doFollows along with each step, can complete some steps independently, understands most instructionsMost | Students could do/try toFollows along with steps, understands concept to create picture, works independently to put picture together, adds in personal details that are still symmetrical Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| -Demo picture-Coloured construction paper (black & white)-Black paper: 12x18-White paper: 9x12-Pencils-Scissors-Glue sticks |

**Organizational/Management Strategies:** *(anything special to consider?)*

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| -Have 2 contrasting coloured construction paper grouped together so students don’t get confused (i.e., black & white on one table together and red & green on another)-Make the picture with them to show each step  |

**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** -Remind students of their learning on symmetry from last week-Ask what they remember about symmetry?-Explain that we will be creating a picture in Art that uses symmetry | **Students will** -Think back to learning last week on symmetry-Discuss what they remember/learned about symmetry |  |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| **Teacher will** -Show students the demo. picture that they will all be creating-Ask students what they notice?-Questions: Where do you see symmetry? What could we call/where is the line of symmetry? What do you notice about the colours? (contrasting – opposite colours, opposite of symmetry in a way)-Instruct students that to make this picture we will be all working in a watch-then-do fashion-Step one, ask students to choose their colours (options are black & white or red & green)-Tell students to only take ONE of the colours from the desk right now, and that after we finish with that colour THEN we will pick up the other colour -Call each row over to choose until everyone has chosen and is seated -Ask students to lay paper down horizontally-Instruct students to draw a snowman (3 balls like I do) -Then instruct students to draw a Christmas tree beside the snowman (demonstrate this for students)-Give students the option to do it as one large triangle or with 3 tiers-After drawing these on paper, instruct students to cut out their shapes-Explain to students that they need to be careful when cutting the shapes out because we will be using the pieces that get cut out after-After cutting is complete invite students to pick up their second piece of coloured paper (this will be the larger 12x18 piece)-Instruct students to lay out their larger paper vertically (up and down), and to place their other piece of paper with the cut outs missing horizontally on top of the large paper at the bottom (demo)-Instruct students to line up the edges on the bottom-Explain that we will be gluing this piece down onto the larger paper – do this-Ask students to pick up their cut-out snowman, ask students to lightly place their snowman over the snowman hole in the other paper, then flip this snowman cut out up and over the line where the 2 coloured papers meet-Instruct students to glue down their snowman here-Invite students to notice how this is creating symmetry, one side is just like the other -Instruct students to do this same process with their tree – demo this as well-Circle around, help students when needed-Instruct students to write their names on the back of their paper-Collect work | **Students will** -Look at demo picture they will be recreating-Discuss what they notice – thinking about symmetry-Understand that they will all be making picture together step-by-step-Choose the colour options they would like (black & white, or red & green)-Take one of the smaller pieces of paper first -Wait until name is called to get paper-Lay paper down on desk horizontally-Draw a snowman – look to board as teacher draws if need help-Draw a Christmas tree – again, look to board for help as needed-Cut out these two shapes as instructed-Cutting carefully as asked-Pick up their second piece of paper (large one, 12x18)-Lay this piece of paper on desk vertically (long way)-Lay smaller piece of paper with cut outs gone over top of large paper-Line up the bottom edges as best they can-Glue this smaller paper on the larger paper as instructed-Pick up snowman cut out and place lightly overtop of its own shape missing from glued down paper-Flip this snowman up and over the line where the two coloured pieces of paper meet -Glue here as instructed-Look to the teacher and board whenever need help (watch demo)-Do this same step with their tree-Ask help if needed-Write name on back of paper when finished-Hand in work to teacher |  |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** -Allow students to create their own symmetrical picture that supports learning and practice in Math and Art-Facilitate discussions that are based in student understanding and knowledge of symmetry-Support an opportunity for students to have fun while creating art | **Students will** -Deepen their knowledge of symmetry through use of mathematical concept and artistic creation-Engage in discussions based in understanding of symmetry-Have opportunity to have fun creating a piece of artwork |  |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** -Ask students what they thought about what they created?-Ask students to explain how we can see symmetry in this picture?-Congratulate students on their amazing work and their very strong symmetry skills and knowledge  | **Students will** -Discuss what they thought about the picture they created today-Explain how they see/used symmetry in this picture |  |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**