**Art Integration Lesson Plan Template**

LTC 4240: Art for Children

|  |  |  |
| --- | --- | --- |
| Lesson Title & Big Idea\*: My Heroes | | Grade Level\*: 4th grade |
| Lesson Overview/Summary\*:  - In this lesson students will use art to express who their personal heroes are in their lives. Students will do this by creating a picture collage with picture that they feel represent their heroes. There will be no limits on how many heroes are represented in this collage but students need to have at least one personal hero and one person they consider to be a historical hero. This will give students a chance to share with their peers who they consider to be heroes and why. When finished with the project students give a brief presentation for the class and then the collages will be hung up for display. Students will also have to write a description for their collage explaining why these people are “heroes” and what similarities and differences these heroes have. | | Class Periods Required:  *(please circle)*  1 2 **3** |
| Key Concepts (3-4):  1. Personal heroes that are influential and a part of their personal lives.  2. A person who they believe to be a historical hero for our nation.  3. Recognizing their heroes’ similarities and differences.  4. Give students a chance to express any other types of heroes that are present in their lives. | Essential Questions (3-4)\*:  1. Who do you consider to be a hero in your personal life?  2. What historical person do you think is a hero?  3. What makes these people heroes to you?  4. What traits do these heroes have that are similar and different? | |
| Lesson Objectives: (Excellent resource at <http://www.teachervision.fen.com/curriculum-planning/new-teacher/48345.html?for_printing=1&detoured=1>):  - Students will be able to recognize what a makes a person a hero.  - Students will be able to use collage and art to express information that they want to share.  - Students will be able to connect the people in their everyday lives to historical figures.  - Students will be able to use art as a form of communication and expression. | | |
| Grade Level Expectations (GLEs) (3-4) (<http://dese.mo.gov/divimprove/curriculum/GLE/>)   1. Historical and Cultural Context 2. Visually literate citizens understand the role and functions of art in history and culture. Artists influence and are influenced by the cultures and time periods in which they live. 3. In discussions and presentations,   •present ideas in a logical sequence  •identify and apply appropriate speaking techniques such as volume control, pace and eye contact | Identify & define **common vocabulary** that connect the art form with the other identified content areas:  - Influential  - Powerful  - Significant  - Historic | |
| Content Areas Integrated\*:   1. Visual Art (Inspiration Artist: Kerry James Marshall)   - uses heroes in his art work "RHYTHM MASTR," preparatory drawing, 1999-2000  -“I try to develop a comic strip with a set of characters that had cultural significance but also allowed for a kind of imaginative play and inspiration.”  2. Literacy: Writing what qualities that student’s heroes have in common and what differences they have. Also include why they consider each person a hero in their lives and how they have been an influential person.  3. Social Studies: Students will add a historical figure to their heroes collage and write about how this person was a hero and who they were, why they are considered a hero and who they are considered to be a hero to. | Lesson Activities & Procedure(s) *(please be very specific)*:  1. Will begin by discussing with the class what makes a Hero a hero and who are they consider to be a hero. This will be an open class discussion that will last up to 5 minutes. Students will then turn to a partner where they will brainstorm and write down some learned historical figures that would be considered a hero. The class will come back together as a whole group and each pair will share some of the people they came up with. As different figures are being listed I will write the names on the board so students can use these names later in the lesson. Students will then be asked to think about and write down on their own who they consider to be a heroes in their personal life and everyday life. Once I feel the students have a good grasp on the idea of a historical and personal hero we will move on to the next part of the lesson.  2. Introduce the project the students will be doing. Using the materials provided to them in class (various magazines, drawing utensils, computer lab and printing) and they choose they can get pictures from home, to create a hero collage. Each student’s collage will represent who they consider to be their heroes. Each student has to include a personal hero and a historical figure that they consider to be a hero. In the collage it should include pictures and/or words that describe and displays these heroes. Student will be given time in class on day one and day two to work on their collages. Students will be presenting their collages to the class on day three. Students will also be assigned a small paper that will describe the heroes in their collage and what similarities and differences these heroes have with each other. The paper should include what qualities they believe makes a hero. The paper can be 1.5-3 pages long.  3. Students will be given a rubric that explains the project and how the will be graded before they begin. I will also be showing them my own heroes collage to given them an example. I will explain to them my person hero and historic hero, why these people are my heroes, and what characteristics.  4. After I have explained everything and I will ask for any questions or concern about the project. Once all questions have been answered I will take my students to the computer lab to get stared. In the computer lab students can research historic heroes and print of pictures for their collage. Students will be encouraged to start their paper for homework.  5. On the second day student will be given more time to finish working on their art project and spend more time writing and asking questions about their paper. This will also give the students a chance to ask questions about their small presentation of their collages the next day.  6. Final day of the lesson each student will stand in front of the classroom and give a description of their collage and the people represented in it. The presentation will be informal and should lasting 2-3 min each.  7. When finished the collages will be displaced in the hallway or a special place in the classroom so the heroes can be recognized by all who see the collages. | |
| Anticipatory Set (Gaining Attention)\*: To begin this lesson I will start with an open discussion with my class asking them “Who do you think of when you hear the word ‘hero’? We can then make a list on the white board of the people they came up with. | Closure (Reflecting Anticipatory Set):  After collages have all been presented will end with a closing conversation. I will ask them the same question I asked them in the beginning “Who do you think of when you hear the word ‘hero’?” We will again make a list on the white board and see how it compares to the one we made in the beginning of the lesson. We will have a closing conversation on how our list has or has not changed after the lesson. | |
| **Formative Assessment** strategy: At the beginning each class I will ask the students if they have any comments and questions about the assignment. If no questions are brought up I will ask the students to turn to a partner and share two concerns they have about the project. After they talk with a partner I will bring back as a class and ask them again if there are any questions or concerns they want to ask me about. This will help me makes sure the students are on track and understand the project. I will also be walking around the classroom and check in with each student individually to see what progress they have made on their collage and paper. | **Summative Assessment** strategy\*:  The final assessment will be the students’ presentation of their heroes’ collage and students’ papers. I will be grading both their collages and their papers describing the characteristics of their heroes. | |
| What student **prior knowledge** will this lesson require/draw upon?  Students should have prior knowledge on different learned historical events and the significant people in these events. Students should have knowledge on how to research historic people in the computer lab. | | |
| How will you engage students in **imagining, exploring,** and/or **experimenting** in this lesson?  Students will be encouraged to think out of the box and explore different possibilities of who they can consider a hero. A hero does not have to be a superhero, a movie star, or someone that lived hundreds of years ago. Students should look at their world and surroundings and recognize that a hero can be found in many of the people around us. | | |
| How will this lesson allow for/encourage students to **solve problems in divergent ways**?  With this lesson it will allow for students to identify what characteristics make a ‘hero’ and recognize the impact and influences these heroes have made. With this lesson students will be encouraged to see characteristics of a hero in themselves. Students will not only know how to recognize a hero in historical significant people but also someone they can relate to and connect with personally. It is important for students to have heroes and to see that a hero does not have to be someone famous or a movie character, but can be someone they see every day. | | |
| How will you engage students in **routinely reflecting** on their learning?  The topic of heroes is one that can be a continuing topic in students learning. Heroes are everywhere and connect in many different subject areas. It can be used when learning and reflecting on history, current events, literacy, science and art. This lesson will help students to recognize why people are considered heroes in society and how they themselves can become a hero to someone. | | |
| How will you adapt the various aspects of the lesson to **differently-abeled students**?  - Students with learning disabilities will be given extra time and guidance in researching their heroes along with a conversation about the project prior to the lesson.  - Gifted students will be encouraged research not just the characteristics of the heroes but their significance on society and surroundings. | | |
| What opportunities/activities will students be given to **revise and improve** their understandings and their work?  With the revisiting of the topic heroes, students understanding and knowledge will expand. Also being able to view the collage of other student’s heroes will be a great opportunity for students to gain a greater understanding on different types of heroes. | | |
| What opportunities/activities will you provide for students to **share** their learning in this lesson?  Students’ presenting their hero collage to the class is a great way for them to share what they have learned with their peers. Also students will be given their collages back so they can share the collage with family and friends. | | |
| Lesson Resources/References *(please be very specific by providing links, authors, titles, etc.)*:  My author that I referenced Kerry James Marshall and his paining "RHYTHM MASTR," preparatory drawing (1999-2000).  <http://www.pbs.org/art21/images/kerry-james-marshall/rhythm-mastr-preparatory-drawing-1999-2000> | | |

\* Include this information during the 5-minute class Popplet presentation.

References

Silverstein, L. B. & Layne, S. (n.d.). Defining arts integration. Retrieved from

http://www.americansforthearts.org/networks/arts\_education/publications/special\_publications/Defining%20Arts%20Integration.pdf