

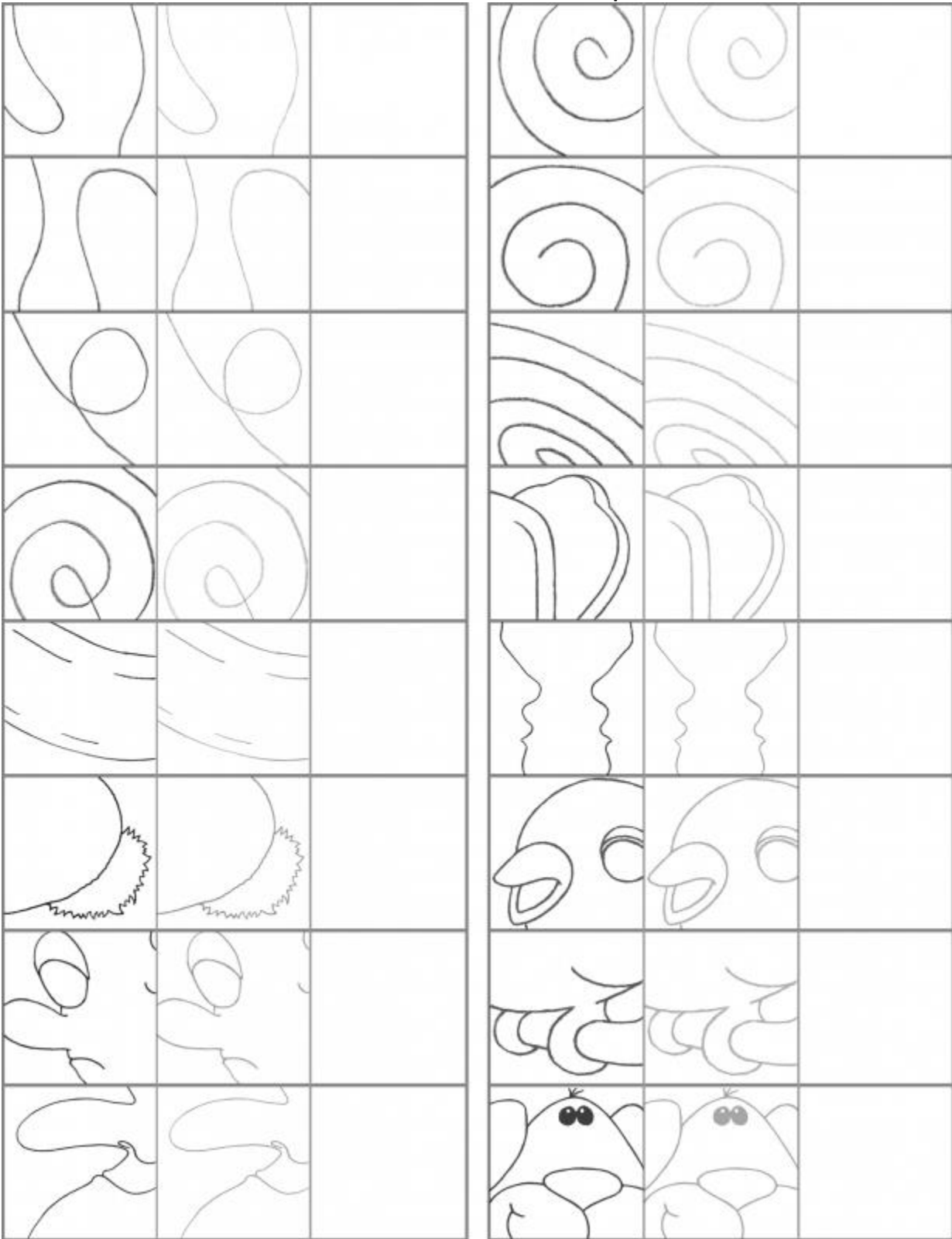
## Lesson Plan Template

<b>Grade: 4</b>		<b>Subject: Art</b>	
<b>Materials: Moon and Stars Worksheet, Colored Pencils</b>		<b>Technology Needed: Smartboard</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice                      cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> VA:Pr5.1.4a: Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.  VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.		<b>Differentiation</b>  <b>Below Proficiency:</b> Students will not be able to analyze the considerations for presenting and protecting art in their different forms. Students will not be able to successfully complete the unfinished picture.  <b>Above Proficiency:</b> Students will be able to analyze the considerations for presenting and protecting art in their different forms. Students will be able to successfully restore the image that is incomplete.  <b>Approaching/Emerging Proficiency:</b> Students will be able to restore the image that is incomplete, but they will not be able to analyze the considerations for presenting and protecting art in their different forms.  <b>Modalities/Learning Preferences: Auditory, Visual, Kinesthetic</b>	
<b>Objective(s)</b> Students will be able to identify and describe techniques and skills of art restoration after discussion about the videos we will watch. Students will be able to “restore” a washed away painting by using the techniques of sketching, outlining, and emphasizing. Students will identify which kinds of lines they are using.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Although students are trying to make their painting look very similar to the original painting, students are to show respect for those around them as they draw out their picture.	
<b>Bloom’s Taxonomy Cognitive Level:</b> Application moving up to Evaluation			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> There will mostly be time for breaks in between for discussion as well as independent time at the end for students to work on their drawings.		<b>Minutes</b> <b>Procedures</b>	
<b>5</b>	<b>Set-up/Prep:</b> Have videos, image, and papers ready		
<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> How many of you have been to an art gallery? Raise your hands What have you noticed about the colors and quality of the painting? Are the colors bright and vivid, is the picture or canvas complete?  Have you ever seen a painting where the colors are damaged, there are holes in the painting? (students will probably respond with a no) – this is because there is a career called art restoration, and that’s what you guys are going to learn about today.		<b>10-12</b> <b>Explain: (concepts, procedures, vocabulary, etc.)</b> <b>Look at the word restoration:</b> break it down- what does restore mean? Return to former condition- go back to how it was before. <b>Talk about the difference of being an artist and a restorer-</b> restorers are artist, but their number one job is to make the artwork look like the artist wanted it to look- it is not meant for something to put a spin on or change something up. <b>Techniques:</b> Cleaning, sealing – it’s kind of like nail polish, plying, (holes in the walls of houses) retouching (with paint)  Show videos: toy story restoration video Baumgartner video on the Assassination of Archimedes- talk about the techniques listed above	

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40	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p><b>Metropolitan Museum of Art- Painting Damaged!</b> Students will have to restore a painting that was damaged (sun and moon image). There will be the “original painting” as a template for them to work on- students will have to fill in the rest of the lines and colors. Students will use pencils, markers (for outlining), and colored pencils for color at the end</p> <p><b>Art Gallery Walk:</b> Students will have an opportunity to look around at their peer’s artwork. Students will lay out their papers on their desk. Students will each have two pieces “votes” for which restoration paintings they like the best- remind students that we are not just voting for our friends, we need to look at the art-<b>REMINDER: what are we looking for? Are we looking for something that we think is the best? No, we are looking for a painting that best resembles the original painting- that best represents the artist.</b></p> <p><b>Whoever has the most votes will be awarded “Best Restored Photo”</b></p> <p>-REMIND STUDENTS TO DRAW WITH PENCIL BEFORE ANY OUTLINING OCCURS</p>	
	<p><b>Review (wrap up and transition to next activity):</b> Have students clean up materials around them- have them hand in their artwork to be displayed outside of the hall. Have them start to work on their planners.</p>	
	<p><b>Formative Assessment: (linked to objectives)</b> <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Ask questions about what they learned in the video- techniques that the restorer used, kinds of brushes he used.</p> <p>Students will have a sheet to practice how to make wavy lines.</p> <p>On the back of their papers, students will write three techniques that a restorer uses or does differently</p> <p><b>Consideration for Back-up Plan:</b> If students are misbehaving, students will be taking notes throughout the video.</p>	<p><b>Summative Assessment (linked back to objectives)</b> <b>End of lesson:</b> On the back of their papers, students will write three techniques that a restorer uses or does differently</p> <p><b>If applicable- overall unit, chapter, concept, etc.: Students will have a quiz on Monday with questions on what an art restorer does and what techniques he used.</b></p>
	<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b> This was definitely a lesson plan that got everyone out of their comfort zone. For most art pieces that the students have had to do, there has been a show of doing things your own way and not following a sense of replication. This frustrated some of the students, but really got them to focus on the task at hand. The students really liked the beginning video with Toy Story and the Baumgartner Restoration video. It helped expose them to a career path. I think if I were to teach art restoration again, I would have picked a simpler template for the students to work on. I also would have printed out less pixelly sheets, as this was frustrating for some of the students. I also forgot to do the summative assessment, as we ran out of time.</p>	

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