

Lesson Plan Template

Date: _____

Grade: 4 th	Subject: Art-Grecian Urn
Materials: brown paper grocery bags, gold and silver paint, black markers, urn templates, examples of Grecian Urn, small paint brushes, black paper	Technology Needed: N/A
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <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:
Standard(s) 4.1.5 Know how different visual art media*, techniques*, and processes* are used to communicate ideas, experience, and stories.	Differentiation Below Proficiency: Students will to choose 2 different symbols to use on their urn and understand what those symbols mean. Above Proficiency: Students will choose 5 or more different symbols to use on their urn and understand what those symbols mean. Approaching/Emerging Proficiency: Students will choose 3 or 4 different symbols to use on their urn and understand what those symbols mean. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The images of Urns that have been created by other students and the examples on the board of original Grecian Urns. • Auditory: Listening to the teacher walk through how to complete the art project step by step • Kinesthetic/Tactile : Completing the art project and getting to create an Urn that is how they want it to look.
Objective(s) By the end of the lesson, the students will create a Grecian urn using symbols that would have been used in ancient Greece. Bloom’s Taxonomy Cognitive Level: Creating	
Classroom Management- (grouping(s), movement/transitions, etc.) When it is time to do the gallery walk students will stand up at their spot and move from left to right.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> • During lesson talking should be at a 0. • During work time talking should be at a 2. • When doing the Gallery Walk students need to walk and be quiet while doing it.
Minutes	Procedures
3 minutes	Set-up/Prep: <ul style="list-style-type: none"> • Have materials ready for all students. • Paint should be in the paint dishes • Paint brushes out for students • Examples ready to be shown to students
3 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • (pull up examples of the Grecian urns) Look at these images and think about what you are seeing. • Why do you think they used those pictures on the urn? (the pictures that they chose tell a story)
10 minutes	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • You are going to create your own Urn. (put examples back on the board) • In Ancient Greece only men were allowed to make the pots but women were allowed to paint them • Actual Grecian Urns were made out of clay then would be put through fire and turns into a ceramic material • Many potters put symbols throughout their work they created, with a personal meaning • You will use symbols that were used on the original Grecian Urns and make sure to try and make meaning of why you chose the symbols that you did.
25 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • You will each receive a brown paper grocery bag • Here are some different options of designs you can use for your urn.

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	<ul style="list-style-type: none"> • First, use a pencil to draw the shape of the urn you want to create. • Then, you will cut out the shape and use your pencil to draw the different designs that you want to use • Next, glue your urn onto your piece of black paper • Then, you will use the gold and silver pain that is available to paint your designs • Last, you will take your black sharpie or marker and trace around your design. • When you are finished make sure that your area is clean, paint brushes need to be rinsed and put away, wipe your table spot, and dispose of paint • DON'T FORGET TO PUT YOUR NAME ON THE BACK OF YOUR URN PICTURE
<p style="text-align: center;">3 minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Place your Urn on your table and we will do a gallery walk so all of the students can see the finished artwork.
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>The formative assessment is questioning throughout the process of the artwork and the finished art work at the end.</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>N/A</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>I thought that the art lesson went well. If I teach this lesson again I would change a couple things. I would make sure that each student would have a handout with all of the symbols on it so they could see the symbols and it would be easier for the students to work at their own pace. I would also include the Grecian Urn shapes on a handout so the students can look at the different shapes that they can choose to draw. I would also make sure to state the steps of the project and write the steps on the board so the students know what to do. I think it is important to write all of the steps on the board so the visual students can see the plan for the project. Some of the students messed up some of the steps up and it made the project more difficult for them. I would also change the way that the students did the project. I would make sure the students drew what they wanted and they could paint it how they wanted it to. I would have the students take their sharpies and draw the smaller designs on so the designs are easier to see. I liked the idea of using paint but I might try using gold and silver sharpies next time to see if it would be easier for the students to create the designs that they want. The paint brushes got a little big for some of the designs. I would use the brown paper again when creating the urn. I thought that the brown paper added to the look of the urn and made them look nice. I thought having the PowerPoint was helpful in showing the students what is expected of them. I would include more symbols next time so the students have more ideas. I think it would have been nice if I could have found an urn on the internet with a story on it and could translate what the story means to the students. If I can find an urn for the next time I teach this lesson I would have the students create a story on their urn that would be similar to the one that I showed the students. I liked the idea of gluing the cut out urn onto a piece of black paper. I think by having the students paste their Urn onto the black paper it made the designs pop and made them easier to see.</p>	