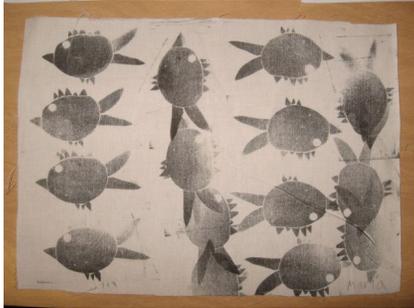


## ARTS IMPACT TEACHER LESSON PLAN

<b>Arts Discipline:</b>		<b>Visual Arts</b>	
<b>Infused Discipline:</b>		<b>Math/Science</b>	
<b>Grade Level:</b>	First Grade	<b>Title:</b>	<b>Shapes and Patterns in Art and Oceans</b>
		<b>Author:</b>	<b>Julie McGrath with Meredith Essex at Byron Kibler Elem</b>

**Enduring Understanding:** Repeated and organizing shapes in patterns can set apart specific animal species.

<b>Examples:</b>	 <p style="text-align: center;">Selects and combines fish body parts (body, tail, eyes, fins, gills, mouths) and makes specific outlines.</p>	 <p style="text-align: center;">Repeats sequence of shapes in continuing order (AB, ABC, ABCD).</p>
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### Target Learnings and Assessment Criteria

<b>Target:</b>	Draws and cuts out fish shapes using ovals and triangles.
<b>Criteria:</b>	Links fish body parts (body, tail, eyes, fins, gills, mouths) to specific outlines.
<b>Target:</b>	Designs own fish shape (draw 4 and pick 1).
<b>Criteria:</b>	Selects and combines fish body parts (body, tail, eyes, fins, gills, mouths) and makes specific outlines.
<b>Target:</b>	Constructs a stamp with a fish shape.
<b>Criteria:</b>	Cuts shapes out of foam and adheres it to wooden blocks.
<b>Target:</b>	Prints a pattern with stamps.
<b>Criteria:</b>	Repeats sequence of shapes in continuing order (AB, ABC, ABCD).

### Instructional Strategies

- 1. Reviews organic and geometric shapes.** *Prompt: Shapes can be sorted into two types: organic from nature and geometric shapes we know from math.*
- 2. Demonstrates drawing fish by combining organic and basic geometric shapes.** *Prompts: Drawing animals depends on looking closely at the shapes that make up their bodies. What shapes do you see my using to draw different fish. How is one fish shape different from another? What are the key parts of a fish that need to be shown?*

Embedded Assessment: Criteria-based peer assessment (turns and talks to your neighbor to check each other's drawing for body, tail, eyes, fins, gills, mouth.)

**3. Shows step-by-step concrete steps for combining fish shapes onto the foam to create a specific fish.** *Prompt: Cut out the individual shapes and then fit them together on the block.*

Embedded Assessment: Criteria-based teacher checklist

**4. Reviews math patterning** (AB, ABC, ABCD). *Prompts: Today we are going to clap patterns and use actions to show the repetition of a specific pattern in the same way every time. (Investigations Math Unit)*

**5. Demonstrates stamping and the ability to change the orientation of the stamps to create patterns.** *Prompts: Draw an arrow that shows the top on the blank/back side of the stamp. Stamping is an up and down movement. You need to get enough ink onto the surface of the stamp.*

6. **Facilitates practice stamping process** as students practice stamping on paper first at a stamping station with black stamp pads. *Prompt: What did you notice that worked? As you are stamping, think about how you would like to organize your stamping to create a pattern of shapes that repeat in the same way every time.*

7. **Creates a repeating pattern of shapes using fish stamps on paper.** *Prompts: Now it's time to create your own pattern of fish shapes. Remember to make one pattern (AB, ABC, ABCD) and repeat it exactly the same way every time.*

8. **Leads a group critique.** Gathers students to look at finished products. *Prompts: Do you have a question for another artist about how they made their fish design? What worked well in combining shapes to create the project? What technique worked well for stamping? Why did you decide to....?*

Embedded Assessment: Peer reflection

Vocabulary	Resources: Historical Art	Classroom/Visual Arts Materials	WA Essential Learnings
<ul style="list-style-type: none"> <li>• geometric shapes</li> <li>• organic shapes</li> <li>• pattern</li> <li>• stamp pads</li> <li>• stamping</li> </ul>	<ul style="list-style-type: none"> <li>• Utagawa Hiroshige, <i>Suido Bridge and Surugadai</i></li> <li>• Jeffrey Mitchell, <i>Pattern Rabbits</i></li> </ul> Tacoma Art Museum	<ul style="list-style-type: none"> <li>• pencils</li> <li>• scissors</li> <li>• paper</li> <li>• adhesive foam</li> <li>• wooden blocks</li> <li>• newsprint for practice</li> <li>• black stamp pads</li> <li>• paper for printing (white or light blue)</li> </ul>	AEL 1.1 concepts:
	<b>Scheduled Study Visit:</b> <i>David Macaulay: The Way He Works</i> , Tacoma Art Museum, April 22, 2009		<ul style="list-style-type: none"> <li>• identifies and uses geometric and organic shapes</li> </ul>
	AEL 1.2 skills and techniques:		<ul style="list-style-type: none"> <li>• uses repetition of several elements to create patterns</li> </ul>
	Math/Science Essential Learnings		<ul style="list-style-type: none"> <li>• MEL 1.2.I recognizes, extends and creates patterns</li> <li>• MEL 1.3.B identifies and names two-dimensional figures, including those in real-world contexts, regardless of size or orientation</li> <li>• MEL 1.3.C Combines known shapes to create shapes and divide known shapes into other shapes</li> <li>• SEL 1.1 properties: understands how properties are used to identify, describe, and categorize, and how characteristics are used to categorize living things</li> </ul>

<b>Arts Discipline:</b>		<b>Visual Arts</b>			
<b>Infused Discipline:</b>		<b>Math/Science</b>			
<b>Grade Level:</b>	First	<b>Title:</b>	<b>Oceanic shapes and patterns</b>		
		<b>Author:</b>	<b>Julie McGrath with Meredith Essex at Byron Kibler Elem.</b>		
<b>Students</b>	<b>SCIENCE Shape</b>	<b>SCIENCE/ VISUAL ART Shape</b>	<b>VISUAL ART Printmaking Techniques</b>	<b>MATH/ VISUAL ART Repetition</b>	<b>Total Points 4</b>
	Links fish body parts (body, tail, eyes, fins, gills, mouths) to specific outlines	Selects and combines fish body parts (body, tail, eyes, fins, gills, mouths) and makes specific outlines	Cuts shapes out of foam and adheres it to wooden blocks	Repeats sequence of shapes in continuing order (AB, ABC, ABCD)	
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<b>Percentage</b>					

Self-Assessment Checklist

<b>Arts Discipline:</b>		<b>Visual Arts</b>			
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<b>Grade Level:</b>	First	<b>Title:</b>	<b>Oceanic shapes and patterns</b>		
		<b>Author:</b>	<b>Julie McGrath with Meredith Essex at Byron Kibler Elem.</b>		
<b>Student Name</b>	<b>SCIENCE Shape</b>	<b>SCIENCE/ VISUAL ART Shape</b>	<b>VISUAL ART Printmaking Techniques</b>	<b>MATH/ VISUAL ART Repetition</b>	<b>Total Points 4</b>
	Links fish body parts (body, tail, eyes, fins, gills, mouths) to specific outlines	Selects and combines fish body parts (body, tail, eyes, fins, gills, mouths) and makes specific outlines	Cuts shapes out of foam and adheres it to wooden blocks	Repeats sequence of shapes in continuing order (AB, ABC, ABCD)	

<b>Teacher Comments</b>	
Were there any students especially challenged by concepts in the lesson; what instructional strategies helped these students?	
Were there lesson dynamics that helped or hindered learning?	
What classroom management techniques supported student learning?	
<b>Other comments:</b>	
<b>Family Communication:</b>	Newsletter: We talked about fish shapes and the use of geometric or organic shapes to classify fish from Science and reference our Social Studies unit on Oceans. We cut our shapes out of paper and chose a shape to draw onto adhesive foam. We cut out our foam pieces and designed our stamps onto wooden blocks. We stamped our blocks onto paper making mathematical patterns.