

Teacher Candidate – Chelsea Hasenpflug \_\_\_\_\_ School – \_\_\_\_\_

Mentor Teacher – \_\_\_\_\_ University Coordinator – \_\_\_\_\_

Grade/Subject- 2<sup>nd</sup> Visual Arts \_\_\_\_\_ Lesson Title – Folk Art Tells a Story(Past) \_\_\_\_\_ Minutes of Lesson \_\_\_50\_\_\_ Date – \_\_\_\_\_

Learning Targets		
EALRs	GLEs	Skills
4. Visual Arts – The students makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.	4.4 Understands how the arts influence and reflect cultures/civilization, place, and time.	Students will: -explore a historical community -create a replica of a patchwork quilt, with their own “flare” to represent themselves -work together to create a larger piece of art work
Assessment – What will students do to demonstrate competence specific to learning?	Learning Experiences – What learning experiences are the students engaged in to demonstrate the learning <i>target’s knowledge and skills</i> ?	Strategies for Creating an Inclusive, Supportive Learning Community – What strategies will be used to facilitate effective classroom management at key points during the lesson?
Be sure to align all assessments with their corresponding learning experiences.		
<p>Teacher informal evaluation of individual work, are students – -on task? -courteous to others? -asking questions as needed?</p> <p>Teacher evaluation of product, did student – -explain why their square is special? -use aspects of symmetry?</p>	<p><u>Engagement (10 mins)</u>: Teacher brings in a patchwork quilt and shows it to the students. She explains that her grandmother made it. She shares that in the past, these quilts would tell a story – each patch share a little bit of someone’s life (ie: piece of an old dress, or blanket, etc).</p> <p><u>Exploration (10 mins)</u>: Teacher reads The Patchwork Quilt by Valerie Flournoy. Teacher explains that these quilts contributed greatly to American Folk Art. These quilts were not just to keep warm, they are art. Teacher leads a discussion of art techniques students could use to make a quilt square special. Teacher tells students that they will be using paper to make shapes for their designs.</p> <p><u>(5 mins)</u> Teacher shares art concepts of bi-lateral and radial symmetry as good tools for creating squares. Teacher encourages students to use these techniques in</p>	<p>-Students grouped together for opening and reading the story on the Reading Rug</p> <p>-Students will work individually at table groups to make quilt squares</p> <p>-Students will share art supplies at table groups, but there will be one “getter” who retrieves the supplies to avoid a traffic jam</p> <p>-Students will group together at the end to share their squares</p> <p>-Teacher will be the one to connect the squares together and decide where they go in relation to each other</p>