

Montgomery Lesson Plan

Lesson Plan

Title: Mandala Project

Length: 2 Class Period

**Pre-Assessment:**

***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Pre-assessment will be judged with “Do Now” slide/activity at the beginning of class.

This will illustrate how many of the students know about mandalas as well how much information they do know.

Inquiry Questions

- What is a mandala?
- How are mandalas created?
- How could someone express identity mandala?
- How does color show emotion?
- How can narrative and storytelling be incorporated into art?

I had discussed with Matt Crawford the classes history and experience with critique. I will address the points of a formal critique in the classroom and check for understanding by asking the class the purpose of critique. “Who can tell me what a art critique is?” “What do we talk about in a critique?”

**Performance:**

**What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students will need to create an original work of art expressed as a mandala. This will require students to research, plan, and execute an original mandala design using applied or simulated texture.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Composition  
Patterns  
Space/Time/ Energy  
Symbol  
Texture  
Tradition  
Planning  
Ideation  
Critique  
Observation

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Through the use of pattern and repetition, artists use symbols and patterns to convey space, time, energy, and personal expression.

Artists make judgments about the relative merits of works of art using observation, description, analysis, interpretation, and evaluation.

**Standards: (All lessons should address all standards.)**

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

**Objectives/Outcomes/Learning Targets:**

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: \_\_\_\_ - Standard: \_\_\_\_ - GLE: \_\_\_\_ -Art learning: \_\_\_\_ -Numeracy, Literacy, and/or Technology)

Given prompted questions and examples, SWBAT develop sketches and plans for their mandala showing inspirations in symbols and design. (Create, Create, GLE #2, Ideation, Literacy)

Using preliminary sketches, SWBAT design a mandala form using line, pattern, repetition, symbols, and color. (Creating, Comprehend, GLE # 1, Expressive features of art, Literacy, numeracy, technology)

Given examples, SWBAT employ cultural and symbolic reference in their mandala. (Analyze, Comprehend, GLE #2, Historical/ Multicultural Content, Literacy, numeracy, Technology)

Given pencils, pen, and acrylic paint, SWBAT design an original mandala artwork using symmetry, symbol, and color. (Create, Create, GLE #1, Materials/ Techniques, Literacy, Technology)

Using completed artwork, SWBAT examine the work of their classmates work using appropriate art language and thought. (Analyze, Reflect, GLE #1, Critical Reflection/aesthetic/transfer, Literacy)

Provided prompts and art vocabulary SWBAT evaluate fellow students works concisely and constructively. (Evaluating, Transfer, GLE # 2, Critical Reflection, Literacy)

**Differentiation:**

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Concept Map Group Ideation / pair-share  Use vocabulary cards to assist in critique	1. Uses a concept map to organize thoughts and ideation for mandala 2. Work in pairs or small groups to develop ideas while creating artwork 3. Demonstrate the process of critique and how to use art vocabulary
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Computers (Photoshop) / Cameras  Used deeper concept cards	Using digital media to create artwork.

**Literacy:**

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

**Vocabulary:** Mandala, sacred geometry, representational, symmetry, artistic intent, acrylic paint, repetition

- Critique
- Unity
- Emotion
- Growth
- Focal point
- Confident
- Risk taking
- Criteria
- Mystery
- Color
- Light
- Voice
- Purpose

Technique  
Quality  
Gallery  
Expertise Complexity Value  
Contrast  
Symbol  
Unusual Interpretation  
Movement  
Strong

**Literacy integration:** Quick-write for “Do Now” at beginning of class, Written short story for assessment?

**Materials:**

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Paper
- Pens
- Acrylics
- Paint brush
- Trace paper
- Transfer paper

**Resources:**

**List** all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- PowerPoint presentation from teacher
- Student examples
- Video of Tibetan Monks via YouTube:  
[https://www.youtube.com/watch?v=ga5s\\_qYgJS8](https://www.youtube.com/watch?v=ga5s_qYgJS8)
- Vocab cards provided by Matt Crawford

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prepare PowerPoint
- Get Video YouTube video synced
- Possibly get computer ready for Photoshop design demo.
- Prepare room for critique by putting desks up to display artwork

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Review proper use of acrylic paint handling?

**Action to motivate/Inquiry Questions:**

Describe how you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson?

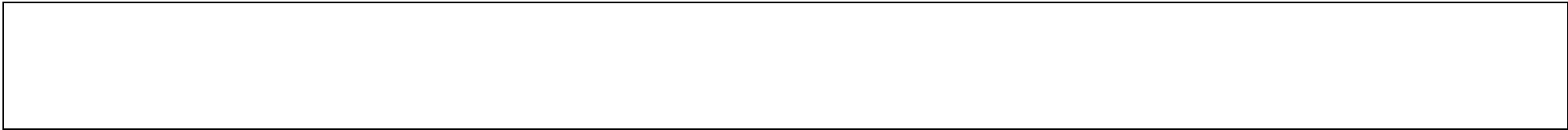
**What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

I will show the Tibetan Monks video and examples natural and digital mandalas.

**Ideation/Inquiry:**

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. **List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.**

- What are your likes and interests? Why?
- Hobbies, Sports?
- How can nature be conveyed in art?
- How could you add personal identity and meaning into your mandala?



<b>Instruction:</b> Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience			
<b>Day</b>	<b>Instruction</b>	<b>Learning</b>	<b>Time</b>
1	<p><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.)</p> <p><b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p> <ol style="list-style-type: none"><li>1. Pre-assess: begin class with the “Do now”. Begin to build thoughts and ideas about symbol and ideas for mandala</li><li>2. Motivate Students: Show students the Tibetan Monks video and examples natural and digital mandalas. (Lecture)</li><li>3. Ask students:<ul style="list-style-type: none"><li>- What is a mandala?</li><li>- How are mandalas created?</li><li>- How could someone express identity into art?</li><li>- How does color show emotion?</li><li>- How can narrative and storytelling be incorporated into art?</li><li>- What are you likes and interests? Why</li><li>- How could these ideas be conveyed in a mandala</li><li>- How can nature be conveyed in art?</li><li>- How could you add personal identity and meaning into your mandala? (Inquiry)</li></ul></li><li>4. Brainstorm List of potential topics and ideas?</li><li>5. Possible Photoshop demo on creating mandalas.</li></ol> <p>End class with cleanup</p>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p>	

<p>Day 2</p>	<p>Critique Day</p> <p>Introduction to the day Class begins with work time for 45 minutes or so to finish any last touches to the paintings</p> <p>Remind students to think about all painting techniques and make sure they are represented in their work</p> <p>Dry Brush Washing Wet on wet Stumbling Stippling Glaze Matte Tint Shade</p> <p>Give students 10 minute warning to clean up paint and work station We will transform the room to critique/gallery walk format</p> <p>Get all artwork and things off of the desks Raise the desks so they are upright</p> <p>Instruct students to display their artwork on the upright desks</p> <p>What is a art critique? What do we discuss in a critique? What is constructive criticism? This room is a safe space for students to express themselves artistically so students need to act mature and respectful for each other</p> <p>We are expected to use the art language we know.</p> <p>Line Form Movement Color Composition Patterns Space/Time/ Energy</p>	<p>Students finishing touches on paintings</p> <p>Students begin cleaning up and prepare for critique</p>	<p>7:30</p> <p>8:05</p> <p>8:15</p>
------------------	--	---	-------------------------------------

<p>Symbol Texture Tradition Planning Ideation Critique Observation</p> <p>Pass out ideation cards to the students</p> <p>Unity Emotion Growth Focal point Confident Risk taking Criteria Mystery Color Light Voice Purpose Technique Quality Gallery Expertise Complexity Value Contrast Symbol Unusual Interpretation Movement Strong</p> <p>Most of the cards have descriptions on the back</p> <p>Ask if any students are unfamiliar with term?</p> <p>Can any students help they out?</p> <p>The students are to take the cards and compile some notes on peer's artwork pertaining to the cards. It is important for them to find examples of the element in a couple different paintings. As we work our way though the critique, when someone has discussed a student work we mark that painting with a sticky note signifying that the painting has been discussed. This</p>	<p>Students take cards and begin formulating thoughts on other students paintings</p>	<p>End</p>
--	---	------------



	<p>ensures every student's work is looked at.</p> <p>Students may have trouble and need scaffolding or help with talking about artwork.</p> <p>This is to be modeled by teacher and assist student.</p> <p>After we have discusses all works if there is time left we will mount their paintings</p> <p>Return room back to studio format</p> <p>Hand out reflective questionnaires to student and have them fill out before they leave class.</p> <p>What do you think on post critique reflection Matt?</p> <p>How did the critique go?          What insights did you gain on your painting?          What would you change?          Did you enjoy the critique format?</p>		
Day 3			

**Student reflective/inquiry activity:**  
 Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Student driven critique/ Gallery Walk

<b>Post-Assessment (teacher-centered/objectives as questions):</b> Have students achieved the objectives and grade level expectations specified in your lesson plan?	<b>Post-Assessment Instrument:</b> How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.				
<p>Given prompted questions and examples, SWBAT develop sketches and plans for their mandala showing inspirations in symbols and design.</p> <p>Using preliminary sketches, SWBAT design a mandala form using line, pattern, repetition, symbols, and color</p> <p>Given examples, SWBAT employ cultural and symbolic reference in their mandala.</p> <p>Given pencils, pen, and acrylic paint, SWBAT design an original mandala artwork using symmetry, symbol, and color.</p> <p>Using completed artwork, SWBAT examine the work of their classmates work using appropriate art language and thought.</p> <p>Provided prompts and art vocabulary SWBAT evaluate fellow students works concisely and constructively.</p>	Criteria  Ideation/ Planning	Advanced  Student has done extensive planning in sketching for their project	Proficient  Student has shown proper planning in sketching for their project	Developing  Student has shown some planning in sketching for their project	Emerging  Student has shown little or no planning in sketches for their project
	Comprehension	Student has a complete understanding of mandala, line, pattern, symbol, and color  _____  Student is able to thoroughly analyze and evaluate mandala	Student has a substantial understanding of mandala, line, pattern, symbol, and color  _____  Student is able to effectively analyze and evaluate mandala	Student has an understanding of mandala, line, pattern, symbol, and color  _____  Student shows moderate knowledge of mandala	Student has a minimal or no understanding of mandala, line, pattern, symbol, and color  _____  Student shows little or no knowledge or mandala
	Execution	Students mandala uses expressive features and characteristics of art highly effectively  _____  Students project shows thorough and complete understanding	Students mandala uses expressive features and characteristics of art effectively  _____  Students project shows substantial understanding of materials	Students mandala uses expressive and characteristics of art moderately  _____  Students project shows minimal understanding of materials	Students mandala uses minimal expressive and characteristics of art  _____  Students project shows a misunderstanding of materials and meaning

		of materials and meaning	and meaning	and meaning	
	Reflection	Student is able to convey intent and meaning of their mandala highly effectively _____	Student is able to convey intent and meaning of their mandala effectively _____	Student is able to moderately convey intent and meaning of their mandala _____	Student is able to minimally convey intent and meaning of their shine or monument _____
		Student understanding of art terminology and vocabulary is thorough and complete	Student understanding of art terminology and vocabulary is substantial	Student understanding of art terminology and vocabulary is general	Student art terminology and vocabulary misunderstood

**Self-Reflection:**

**After the lesson is concluded** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

This was my second lesson at Thompson Valley High School, which was the culmination of my first lesson. My first lesson was the introduction to the mandala project. The second lesson was the student critique on the mandala project. This was my student's first time in a formal critique setting as well as discussing their own artwork and artwork of their classmates. Addressing and hitting the Colorado high school visual arts standards is of utmost importance. Within the 4 art standards, comprehend, reflect, create, and transfer, there are 3 to 4, grade level expectations (GLEs). These are the expectations of where the students should be when they finish their respective grade. I created specific learning objectives to score and assess my students, aligning learning with the Colorado art standards. If the student is able to show mastery then the standards have been met. In doing this it allows me to show student learning and also make my expectations clear. My second lesson was very focused on reflection and transfer. The ability to discuss peer's artwork is very important. I began the lesson with a formative pre-assessment of where my students understanding of critique and formal art elements were. This was achieved by asking the class what a critique? What kind of language do we use to talk about art? What is constructive criticism? It is important to formally assess where the class is in understanding, then taking this information and addressing the point(s) of confusion. We discussed the expected format of the critique as well as expected language to be used. I instructed my students that an art critique is a safe place for students to express their feelings and opinions. As well that they need to respect each other and their ideas. All students were handed a card with an art term on it in, which they had to use to describe one of their classmates artwork. I gave my students 10 minutes to collect some notes and thoughts on a sheet of paper. I stressed collecting notes on more than one painting because if someone chooses

the painting they wanted to discuss before them, they would have to pick another. This added literacy to my lesson. My approach was to have a student led critique. I allowed my students to volunteer to discuss the artwork. Once a painting had been discussed I marked it with a sticky note. This signified no one else could talk about that work. This worked well to encourage participation. I used questioning as mode to challenge thinking and assist students in their vocabulary. A common response from my students was “I like this part of the painting because of the color”. I used questioning like, “What about the color do you like? Describe the painting using words like line, form, color, texture, pattern, and repetition. I asked them to describe the choice in design. This was something that really challenged the students. I chose this strategy to take the students out of their comfort zone and describe what they are seeing with their classmate’s artwork. One of my students was stuck while I was questioning her on what she is seeing in the painting. I asked our student teacher Kari what she sees in the painting. She gave a strong formal analysis of the work, which modeled very well what kind of response and discussion we are looking to achieve in an art critique. I incorporated literacy and numeracy in this lesson. The mandala design is based around radial symmetry, which touches on numeracy and supplying my students with vocabulary cards covers literacy for the lesson. Not only were the vocab words displayed on the overhead but also I verbally went over expected vocabulary to reach all learners. We ended the critique with about 10 minutes left to put the room back to its normal state. I think the lesson went great and am very proud of my students for stepping out of their comfort zone and talking about art. Art critiques are not easy or the most comfortable thing to participate in. There were some uncomfortable and awkward moments, which was a complete successful and expected on my part. It was my intention for student to feel these emotions and develop from them. This was a growing experience for myself. These experiences further my learning in the classroom in regards to my professional career. Reflecting on teaching and identifying the positives and negatives is paramount for success in the classroom. One goal I have for the future is to use this type of critique again. Allowing a student driven critique builds autonomy in the classroom.

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.