

**St. Louis Public Schools Standards-Based**

**Blended Learning Lesson Planner**

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| **Name** | B. Tate | **Grade** | PreK, K, 1st, 2nd | **Subject** | ART |
| **Weeks of** | January 4th – January 14th | **Topic** | Guided Drawing, Winter and Animals | **Link to Tracker** | (Link tracker here) |

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| **Planning and Preparation** | | |
| **Cultural Context Differentiation:** Overarching lesson design based on student’s individual needs and learning styles. The teacher should consider and honor the unique cultural differences of the student population when selecting content to ensure that every learner is able to access the grade level curriculum and resources. While lesson planning, please consider and apply following the **Universal Design to Learning** **(UDL)** principals listed below to ensure the use of a variety of strategies and resources to help meet diverse learning needs, improve accessibility to learning opportunities, and increase student success. You can visit the National Center on Universal Design for Learning website at <https://www.cast.org/impact/universal-design-for-learning-udl> to find more information resources and examples.  **PRINCIPLE I. PROVIDE MULTIPLE MEANS OF REPRESENTATION -** Present information and content in different ways  **PRINCIPLE II. PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION -** Differentiate the ways that students can express what they know  **PRINCIPLE III. PROVIDE MULTIPLE MEANS OF ENGAGEMENT** - Stimulate interest and motivation for learning | | |
| **Missouri**  **Learning Standards**  **Know & Do**  **Identify the standards you will teach during this lesson, then identify what students should know and be able to do after engaging in this lesson.**  (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Missouri Learning Standards**  *List your standard(s) for the week here. You should include the Missouri Learning Standard code(s), link the appropriate proficiency scale(s), and include the full text of the standard(s).* | |
| [VA:Cr1B.k](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/Ef4LD8JHt1BBoCTuD9D9A9UBBIq6sb-rZ6XJdWnG0m2YeQ?e=m31Y39) [VA:Cr2A.k](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ETH6STaLpYBBkFtsfSWBNy8BXfjcqdc0KM_2kzRB3Ndk6Q?e=SELflP) [VA:Cr2B.k](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EfVNE_wejxRIo7xxwEHmFVgBs9BGwJDo3dGpQki1wWDlFg?e=W0Ezyt) [VA:Cr3A.k](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ETxcQLl6poRKqMJ3duzeLvkBVY-sCEJkHd36K7wTL_O8-g?e=bfMee1)  [VA:Cr1B.1](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ET_GcnhSNiVJgULTyS7AftABFGG9Hl_QC7NS9o43V3AvHw?e=edgmnb) [VA:Cr2A.1](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EQeGmRX7APBChvhEcsHZ1awBKPZj5nKUo7f_jwSgzw7RQQ?e=Jc2Glc) [VA:Cr2B.1](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EbiI9BW0Oy5NpVEdEgV7nu4BQUSo13ibRZeyK9RmrTJi8g?e=HwrqX4) [VA:Cr3A.1](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EYcFD8Kr5zpCrPJE-nFw6GABJW9jW4TS8qe-9d-CCmmgNg?e=LLQ5pb)  [VACr1A.2](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ESIsKZI1rwFCuFzdguXB534BjvVfCODbuH2Ebqyehy4SYg?e=9EGeli) [VACr1B.2](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EfpOdJ3y1edAqeEXUM4QQGEBVp4mR0AlrdJH2JVNBrPUNg?e=5UihHo) [VACr2B.2](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EUjMHgp_acVAqJzXy737nXYBFmAzpA3xf7flBXDOJPHqSQ?e=NCfdfY) [VACr3A.2](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/Ef2nDw_C5ERJi3NTo2E0rwIBQKzsQHGdjRMryvAXXT3ltQ?e=Y693M9) | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| Students need to know…   * what artistic strategies and skills can be used when encountering an artistic problem * Which materials are safe and non-poisonous? * What steps need to be taken to produce a quality artwork * that they can use different art-making approaches to help them build skills. * What techniques, elements, principles, historical and cultural references are being taught and utilized * that they can use materials to create works of art or design. * Safe ways to use art tools and equipment while creating art. * What specific art terms mean? * that there are multiple approaches to solve art problems * What materials and tools can be utilized to create personal artwork? * Safe ways to use art tools and equipment while creating art. * what decisions were made while creating an artwork | Students should be able to…   * work with others to solve an artistic problem * Recognize art material, tools, and equipment that are safe to use * Identify and explain steps taken throughout the creative process. * use experimentation to build skills in art making using a variety of materials. * Research various techniques, elements, principles, and historical and cultural references before making an artwork * explore materials and tools to create works of art or design. * Demonstrate safety while making art. * Use art vocabulary to describe artwork * work with others to generate and consider multiple ideas. * use various materials to make an artwork that they have a personal connection with * Safely clean art supplies and work area. * discuss and reflect on artistic choices with classmates |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | What responsibilities come with the freedom to create?  What conditions, attitudes, and behaviors, support creativity and innovative thinking?  How do artists work? How do artists and designers learn from trial and error?  How do artists and designers care for and maintain materials, tools, and equipment? What responsibilities come with the freedom to create? | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | **Art-Making Tools**: the tools artists use to create art.  **Approach**: the way a problem can be solved.  **Experimentation**: finding out how something works by trying different ways to use it  **Media**: the different tools and supplies used by an artist to create art  **Materials**: tools and supplies used to create  **Safe**: free from harm  **Demonstrate**: to show | |
| **Summative Assessment Performance Tasks** | **Design or identify a standards-based summative performance task or assessment that will demonstrate progress towards standards-based proficiency.** | |
| Observation, Peer critique, Presentation, Checklist | |

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| **Blended Learning Instructional Framework: Whole Group Instructional Plan** | | | | | |
| **Lesson/Topic** | **Learning Target**  ***Learning target -”****I-Can” statements can be accessed in the Unpacked/Unwrapped Standards Tool.* | **Activities, Instruction & Modeling**  *What do you need to explain, present, facilitate, or model? What instructional strategies will you use? What will students do to understand concepts or practice skills (practice, discussion, reflection, creation)?* ***Synchronous learning*** *refers to a learning event in which a group of students is engaging in learning at the same time.* ***Asynchronous learning*** *is instruction and learning that does not occur in the same place or at the same time – usually independent.* | | **Formative Assessment /Exit Slip**  *How will students demonstrate their* ***daily*** *learning? How will you know if they understand concepts or can apply skills? Please provide links/page numbers where applicable.* | **Due Date** |
| **Synchronous Learning** | **Asynchronous Learning** |
| **Lesson 1** | I can experiment with different art making approaches to build skills. | Story: Lewis Cardinal's First Winter by Amy Crane JohnsonShare the artwork of Charlie HarperTate will read story, ask observation questions and create anchor chart A close-up of some cards  Description automatically generated with low confidence | Students will illustrate and color their cozy cardinals. Using paper ripping techniques, students will create a collage of brown paper to represent tree branches. Students will collage their cardinal on a tree branch and use white crayons to add snow and snowflakes. A picture containing text, queen  Description automatically generated | Completed student art work |  |
| **Lesson 2** | I can use a variety of materials to create a satisfying work of art. | Winter Animals: What do we know about animals that live in cold climates? What are some animals that prefer winter temperatures?  Video on Polar Bears: <https://www.youtube.com/watch?v=T8Yvx9aZumc>  Book: Polar Bear Polar Bear what do you hear?  Discuss issues that polar bears are currently facing due to climate change Diagram  Description automatically generated | Students will use white drawing and coloring tools to illustrate a polar bear on black paper. A collage of a polar bear  Description automatically generated with low confidence | What can we do to protect polar bears? |  |
| **Lesson 3** | I can discuss art (for this project the art of Charley Harper) and reflect on artistic choices. | Book: The Kissing Hand  Charley Harper  page2image3723942304  In this lesson students will create the fur and bark texture by using the dry brushing technique with liquid tempera paint and focus on contrast so their raccoon can be the star of the show! | Students will learn about the ILLUSTRATOR CHARLEY HARPER so that I CAN use his artwork as an inspiration to create my own.  Students will learn about the DRY BRUSHING TECHNIQUE of painting so that I CAN create a fur TEXTURE on my raccoon and a bark texture on my tree.  page7image3632109024 | Can the student tell me two facts about Charley Harper? |  |
| **Lesson 4**  **(Date)** | N/A |  |  |  |  |
| **Lesson 5 (Date)** | N/A |  |  |  |  |

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| **Supporting Student Learning Pathways**  *Please note specific Learning Targets of focus and what resources are being used or provided to support students at each level.* | | |
| **Intensive Scaffolding**  *Students demonstrating performance at level NE or 1 on the Content Area Proficiency Scale.* | **Moderate Scaffolding**  *Students demonstrating performance at level 2 on the Content Area Proficiency Scale.* | **Enrichment/Independent**  *Students demonstrating performance at level 3 or 4 on the Content Area Proficiency Scale.* |
| * Slow down directions * Draw dash lines/dots so students can connect/trace * Adapt materials to fit students’ hands better | * Break down steps to simple shapes * Offer practice paper and talk students through drawing particular shapes | * Provide additional drawing prompts * Offer variety of tools to challenge their mark making * Encourage additional details and decoration |