

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

**Blended Learning Lesson Planner**

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| **Name** | B. Tate | **Grade** | 3rd and 4th, and 5th | **Subject** | ART |
| **Weeks of** | January 4th – January 14th | **Topic** | Shoe Design | **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.3](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EUxRUBRinTBCilN-9OCo5cwBo5ydeLfiTqZtutULLk_KBA?e=4VWzv6) [VA:Cr2A.3](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EX5Zq3qU4QZIvqsWPkumKxUBsWU3a2D3k4TvLcASgnExpw?e=cUC4Sb) [VA:Cr2B.3](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EW8kAd1fZdpDg68jPDKjR2cBZzQRyBJDTYODUiqECG7MMA?e=dKWzgf) [VA:Cn11A.3](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/Ea2iUfhQ1L5OpdHuuq2B_08B6Y9L49R6NeBPRGhQnOpqjA?e=4cxbKB)  [VACr1A4](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ETNsHZYoU2BIhA3_OvA3VyUBjrq_xp0KRka-2qEOjqOSQA?e=Ea7dvi) [VACr2A4](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EfMRV7Bn71JCuC6vppG6YgkBJg3W_5tNtcSYq0U9gusORg?e=I4Ivxc) [VACr2B4](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EVKVdfn7wsZNvMcHkL_GJO4B77Z1ajmCL48VHvpwcrkjSg?e=c1vyhU) [VACr3A4](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ET3B0V3QcFFCtmRPH3wKuU8BXpvSk7KQ8n0U-ffqI8MlSg?e=AaStVG)  [VACr1A5](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EZHdHcM5vfVCvbJBoY0HXewBzTAm2QRV0G58LmYOo-luFA?e=rZ6hyw) [VACr2A5](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/ERK_reyedEpIm93OiemPAGEBRpmreNcHfAwZa9laFoDOOA?e=wFJK0l) [VACr2B5](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EUL_21UnayFEsHREOyAlYkgBzv-oXDk7-TjjjAYxOwJGdg?e=qcqJZ5) [VACr2C5](https://stlps-my.sharepoint.com/:w:/g/personal/jgrapper5994_slps_org/EXVNasKm4d5FhBnX8dIdEYYBUZe2qlImOpkApdGxvCPHig?e=shxTmp) | |
| **Know**  **(*What do students need to know?)*** | **Do**  **(*What should students be able to do?)*** |
| Students need to know…   * What purpose various resources, tools and technologies serve when working through different stages of creating an artwork * pictures or images can represent places in everyday life. * drawing can show the appearance, structure, or workings of things. * Everyday places can be represented through maps or other representational images. * there are different art-making techniques involved in art making. * there are different art-making approaches involved in art making. | Students should be able to…   * Utilize resources, tools, and technologies available to create meaningful art * Together or alone, construct a map, diagram, or artwork that represents an everyday place or situation. * explore art-making techniques. * invent new art making techniques. |
| **Essential Question(s)**  (Can be accessed in the Curriculum Plan.) | How does knowing the contexts histories, & traditions of art forms help us create works of art & design?  Why do artists follow or break from established traditions?  How do artists determine what resources are needed to formulate artistic investigations?  How do artists and designers create works of art design that effectively communicate? | |
| **Academic Vocabulary** (Information for this section can be accessed in the Unpacked / Unwrapped Standards Tool.) | * **Resources** - source of supply, support, or information * **Tools** - medias available * **Investigate** - look deeper at * **Representations -** A visual depiction of something. * **Diagrams -** a drawing that explains or shows parts of something. * **Maps** - a picture or chart that shows the features of an area or place | |
| **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**  Will require two class periods | I can create personally satisfying artwork using a variety of artistic processes and materials.  I can come up with more than one idea to solve art and design problems. | Miniature Nike Design : Discuss sneaker design, who designs sneakers, what are the tools they use in design, what is the process of moving from design to actual shoes for sale in the store  Students will use multiple blank Nike templates to create and design their own mini-paper Nike shoes | Students will choose from several blank shoe templates. They will then use markers or colored pencils to make each shoe unique. Once colored they will cut out the templates and assemble. Students will also have a template to create a mini shoebox to hold their shoe. Diagram, engineering drawing  Description automatically generated | Final artwork/Students will vote on the best design. | By Dec 16th |
| **Lesson 2**  Will require 2-3 class periods | I know how to use several art materials the safe and correct way and clean up after myself.  I can come up with more than one idea to solve art and design problems. | Cardboard Constructed Shoes: Students will learn about the artist Johan Karlgren who uses perler beads and cardboard to create street art all throughout Sweden.  We will discuss how patterns are made and why we use them. We will dissect an old pair of shoes to see how they are made first hand. | After discussion, students will use a paper pattern to trace onto sheets of cardboard. Using cardboard cutting tools (that are safe), students will cut out the cardboard pieces and use multiple folding and scoring techniques to curve the cardboard. Once all the pieces are ready, students will use a variety of tape and low temp glue guns to assemble their shoes.  When shoes are assembled, students will have the option of using colored tape to add accents and decorations. | Completed artwork. |  |
| **Lesson 3**  Early Finishers | I can identify a place that is important to me. I can create an artwork that represents an object or place that is important to me. | Guided Drawing for Early Finishers: Winter Snow Globes | Students will be lead through step-by-step drawing guides to create the basic outlines for a snow globe on blue paper. Students will at their own details and use oil pastels to color their globes. Each student will pick a place or activity for inside of their globe to illustrate.  Diagram  Description automatically generated with low confidence | Final artwork |  |

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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 * Show samples * Discuss what an adjective is with examples | * 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 |