

Critical Components of Lesson Design

Planning

Name: Ms. Artsy	Subject Area: Visual Arts	Lesson Date: July 2015
Unit Title (if applicable): Composition LP3	Lesson Plan Title: Symmetry- Bugs	Grade Level: 1
Time Required: One lesson (40 min- 50)	Materials and Media: (texts, visuals, computer, projector, markers, websites) Book When a Line Bends...a Shape Begins by Rhonda Gowler Greene. Symmetry examples construction paper Pencils, crayons and markers scissors glue texture materials	
Aligned State Standards: 2015 Arizona Arts Standards Subject: <i>Visual Arts</i> Grade: <i>Grade 1</i> VA.CR.1.1 b. <i>Use careful observation in preparation for making a work of art.</i> VA.CR.2.1 b. <i>Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.</i> VA.RE.8.1 <i>Interpret art by categorizing subject matter and identifying the elements and principles.</i>		
Measurable Goals: <ol style="list-style-type: none"> 1. The student will be able to identify symmetrical and non-symmetrical shapes correctly 3/5 (80%) times, using the examples for the lesson as a guide for symmetry and non-symmetry. 2. The student will create at least one symmetrical shape in their art project. The shape will be proportional on both sides, using the examples for the lesson as a guide for symmetrical shapes and proportion with 100 percent accuracy. 3. The student will create an art project (unified composition) through the use of symmetry, pattern, color, texture, and use of background to make their design stand out. The student's composition will use at least 3 out of the 5 of the design principals listed for the project. <p>Criteria for Mastery (quantitative and references the assessment): (included above)</p>		
Purpose (Real World Application): To give the student the opportunity to explore the concept of symmetry (as applied in nature) through shape. Students will learn that symmetry is part of the world we live in by discussing places that they see symmetry.		
Differentiation		

- **Remediation:**

The teacher can demonstrate how to complete the steps in an individual instruction format.

Simplify vocabulary and relate it to something the student is familiar with. Emphasis fold the paper like you would hold a hot dog, instead of lengthwise or horizontally.

Ask questions to see if the student can remember to encourage independence. Work alongside the student to show how you complete the steps.

Change the objective from 3 out of 5 to lower depending on the student's ability.

Have a precut symmetrical shape for the student to use.

Use the computer for students to practice symmetry with this program to guide them. <http://www.amathsdictionaryforkids.com/dictionary.html>

- **Extensions:**

Students can use their knowledge of symmetry to create more complex shapes such as a dragonfly or a crab using the folded paper.

Students can draw their own symmetrical shapes freehand, not using a folded paper. Afterwards, students can further experiment with art materials to add details.

Assessment

Pre-Assessment Data (if applicable):

Pre-assessment quiz from beginning of the semester.

Quiz with pictures and terms for students to circle or match showing knowledge.

Post Assessment: Rubric- Shape, Design Symmetry-

Make changes to future lessons if needed from students' progress on this assignment.

Teacher Facilitated Instruction

Anticipatory Set:

Did you know there are different types of shapes? Today we are going to learn about symmetrical and non-symmetrical shapes. Raise your hand if you think you have heard of the word symmetry before? [point to the example of symmetry and non-symmetry] One of these shapes is symmetrical and one is non symmetrical. Let's all say these terms together. Symmetrical... Non Symmetrical

These are big words aren't they!

I have a very fun book to read to you! The title is When a Line Bends...a Shape Begins, and the author is Rhonda Gowler Greene. You are all sitting and listening so well, thank you!

After I read the book we will talk more about the two shapes we are learning about today. [Read the book and point out shapes in the book for more discussion later]

Who thinks they can pick a symmetrical shape from the ones on the board? [wait for students to raise hands and ask a student to come up and point to a shape] Why do you think that is symmetrical? I can tell you are all good listeners by all of the hands raised!

Who thinks they can pick a non-symmetrical shape from the ones on the board? [wait for hands and ask a student to come up and point to one]. Tell us all why you think that is non symmetrical.

Symmetry is when one shape becomes exactly like another if you flip, slide or turn it. If cut in half the two halves would be the same.

The simplest type of Symmetry is "Reflection" (or "Mirror")

Let's look at some shapes and decide which are symmetrical and which are not. [turn board around with a variety of shapes a combination of math shapes and shapes used around us (a bug, stop, sign, happy face on a T-shirt)]

We can use this ruler to cut the shape in half and look for symmetry. [call on a student] Student can you come up and put the ruler in the middle of the first shape? If symmetry is when one half is the same as the other half, put your thumbs up if you think this is symmetrical and thumbs down if it is not. [continue this with all of the shapes on the board]

Ask students for other shapes they have seen or know that are symmetrical.

Today you are going to create your own bug design with a symmetrical body. You are going to be using pencils, markers, scissors and glue in your design.

Instructional Sequence:

1. Model how to fold the paper in half, draw and cut the symmetrical shape for their bug.

Fold - The teacher will:

1. Hold a piece of construction paper going up and down.
2. Show students how it would look on their desk.
3. Fold the top of the paper to the bottom of the paper.
4. Smooth out the paper and put press on the fold that is now at the top. Give the example of holding a hot dog and compare it to the folded paper.
5. Show where the fold is and that is where you will draw from.

Draw- The teacher will:

1. Draw the shape of half of a bug on the folded sheet of paper. Reinforce they will only draw half of the bug from the folded line.

Cut- The teacher will:

1. Cut around the shape and unfold the piece of paper.

2. Show the cut out symmetrical bug.

Glue- The teacher will:

1. Glue the bug to a background sheet.

Decorate- The teacher will:

Show different materials that can be used to decorate with.

2. Ask students to point to the side of the paper with the fold (check for understanding).
3. Have students do thumbs up/down if the cut shape is symmetrical (thumbs up) or not symmetrical (thumbs down) (check for understanding). Great job picking the symmetrical shape!
4. Model for students with the ruler how the shape cut is symmetrical.
5. Show (model) students an example of designs using the materials available to create pattern, color, texture, and use of background to make their design stand out.
6. Students will go to their seats to start their project. Give a positive- I like how (student's name) are walking to their seat. Thank you (student name) for starting to work right away quietly.
7. Students will pick their colored paper for the shape of their bug and a second paper to glue the shape on, fold their paper, and draw their shape (guided practice). You are all really following the directions well.
8. Watch students folding their paper and drawing their shape (check for understanding).
9. Remind students (remediation for students that may need it) to fold their paper like they would hold a hot dog.
10. Remind students to think about the bug/shape they want before drawing or cutting.
11. Students will cut their shape and glue it on a larger paper (guided practice).
12. Watch for students that need help with cutting and gluing (check for understanding)
13. Demonstrate using scissors and glue and work along students that need additional help (remediation). Super! You really know how to use your scissors!

Guide students (guided practice) through verbal instructions and using samples to add in elements of art to their bug/project to make their project stand out and be original.

Closure:

"What a great class we have had today! Who can share with the class an example of a symmetrical object they see every day? (Wait for hands to go up- Ask as many students as there is time for).

Turn to a shoulder partner and tell each other why their bug shape is symmetrical. (End the class with a positive for all students.) We had a super fun day in art class today.

Thank you all for being good listeners and working hard. Table 6 helped each other really well today, thank you!"