

Lesson Plan Template (Revised 2020)

Elementary Years

Name: **Abisola Bankole**

Grade: **K-1**

Date: **5th of March, 2020**

Topic: **Visual Art**

Allotted Time: **45 minutes**

STAGE 1: Desired Results

Cite sources used to develop this plan:




<https://curriculum.gov.bc.ca/> <https://curriculum.gov.bc.ca/curriculum/arts-education/1>

Rationale: *How is this lesson relevant at this time with these students? Why is it important?*

This lesson is adapted to deepen students' knowledge about black bears and experience enduring understanding of the First Nation's Seven sacred teachings. The core-competency that we focus on in the month of February was the bear. The bear carries courage. We seek the strength and courage to face our greatest enemy-oneself. The bear gives us the understanding to seek relation through spiritual intervention: hence spiritual healing to deal with anger, pain, and ourselves and to show kindness to self and others. This lesson is cross curricula across, Social studies, Core-competency, Science, and Visual art. The integrated approach has help to revisit this core-competency in our visual art lesson. Students will use water color to paint their black bear and experiment with water color techniques. The teacher will also review what students have learned about Primary, and Secondary color before starting to paint, show students how to hold their brushes, and reinforce proper rinsing before using another color.

Core Competencies: <https://curriculum.gov.bc.ca/competencies> (refer to "profiles" for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

 Communication <ul style="list-style-type: none"> Communicating Collaborating 	 Thinking <ul style="list-style-type: none"> Creative Thinking Critical & Reflective Thinking 	 Personal and Social <ul style="list-style-type: none"> Personal Awareness & Responsibility Positive Personal & Cultural Identity Social Awareness & Responsibility
	<p>I can analyze the information from the information given (pictures). I can analyze evidence from a different perspective and apply it to my learning.</p> <p>I can get ideas that are new to me and apply them to my learning in visual arts (painting and drawing following step by step directions).</p>	

First Peoples Principles of Learning (FPPL):

How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona's Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

FPPL to be included in this lesson: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)	How will the FPPL be embedded in lesson: Meaning is made from direct experience. Learning is achieved by doing and thinking, through engaging in a hands on, (and minds on) approach. It “provides a tactile and tangible connection between knowledge and life” (Batiste, 2002). The experiential aspect of making meaning from learning also reinforces the need for meaningful reflection to process the experience into knowledge and understanding.
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Curriculum Connections: <https://curriculum.gov.bc.ca/> (Curriculum)

What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?

<p style="text-align: center;"><i>Understand</i></p> <p>Big Idea(s): Engagement in arts creates opportunities for inquiry through purposeful play</p> <p><i>Essential or Guiding Question(s):</i></p>
<p style="text-align: center;"><i>Do</i></p> <p>Curricular Competencies (Learning Standards): Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation and purposeful play.</p>
<p style="text-align: center;"><i>Know</i></p> <p>Content (Learning Standards): Visual Arts elements of design: line, shape, texture, color, principle of design pattern, repetition</p>

STAGE 2: Assessment Plan

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

Using the following criteria, observe and listen carefully to each student throughout the process

Students review and explain to their partners what they already know about color

Students follow steps by step instruction to create their own art work.

The Learning Intention: <i>What will students learn in this lesson? (i.e. Learning Standards)</i>	I can understand and use warm and cool colors to create painted landscape or background
Evidence of Learning: <i>How will students demonstrate their learning? What does it look like?</i>	Listening for understanding of purpose and the process; as well as sharing and discuss their own creation. Follow directions to complete the project independently and successfully.
Criteria: <i>What do students need to do to meet or achieve the learning intention?</i>	Tell what warm and cool colors are. Demonstrate perseverance and pride in their work Demonstrate understanding completing the project independently

Planning for Diversity:

Learning Target: <i>In what ways does the lesson meet the needs of diverse learners?</i> <i>How will you plan for students who have learning/behaviour difficulties or require enrichment?</i>		
<p>Students need to/must do</p> <p>Listen respectfully to the direction and explanation on how to use paint, brush, and water. All students will paint.</p>	<p>Students can do</p> <p>Students need to/must do</p> <p>Listen respectfully to the direction and explanation on how to use paint, brush, and water. All students will paint. Students will also paint landscape design for their bear using different primary and secondary color</p>	<p>Students could do/try to</p> <p>Listen respectfully to the direction and explanation on how to use paint, brush, and water. All students will paint. Students will also paint landscape design for their bear using different primary and secondary color.</p> <p>Students will use unique and personalized design to do a neat work and paint beyond expectation of the lesson. Painting beautiful sunset design and add detail background to their painting. Painting in this category will be unique and beautiful</p>
<p>Access/All</p>	<p>Most</p>	

		Few/Challenge
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STAGE 3: Learning Plan

Resources, Material and Preparation: *What resources, materials and preparation are required?*

YouTube video on primary and secondary color, watercolor, the bear picture template, paint pucks, brushes, water tub,

Organizational/Management Strategies: *(anything special to consider?)*

<p>The lesson will be given at the smartboard carpet, teacher will model task, and make sure everyone is paying attention to the lesson. Teacher will use prompts; "Eyes and hears on me in 3,2,1".</p> <p>The teacher uses wait time. Signifying to students. "I will wait". The teacher waits till she has everyone's attention. The teacher uses planned ignoring, and uses nonverbal cues to correct distracting behaviors. The teacher reminds students not to call out. "Raise your hand up, and wait to be called and share". The teacher uses proximity to correct behavior. Redirection by asking student to do something. The purpose is to regain instructional control over the student. Ongoing monitoring to shape behavior and any opportunity to reinforce and praise positive behavior when students are responding to it will be recognized.</p>
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Lesson Development:

<p>Connect:</p> <p><i>How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention. Post and/ or explain agenda of class. The teacher will call students to the carpet and discuss ho to be a good listener through ta lesson. Students helps set the criteria for a good listener. The teacher is watching, encouraging and waiting for full body listening.</i></p>	Pacing
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<p>Teacher will show video with students at the carpet. They will be asked to reflect on what they already know about color wheel.</p> <p>The teacher will show an example of the project and have students help set criteria for the directed lesson at their desks.</p>	<p>Students will watch the power point video and respond appropriately to share their understanding</p> <p>The students will follow the criteria direction at their desks Students will be giving opportunity to ask for questions, and they will be given information they come with regarding the project.</p>	
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<p>Process: <i>What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills and/or attitudes? In what ways have you built in guided practice?</i></p>		Pacing
<p>Teacher will move students to their desks with material already set up Using the document camera, the teacher demonstrates and explain using the brush to add water to a paint pan, start the painting using only the tip of the brush,</p>	<p>Students will move to their desks and wait instruction for the step by step directed painting</p> <p>Procedure: Adding water to paint: Swish the paintbrush in water. Tap out excess water on the side of the cup and then squeeze out water with finger and thumb Dip just the tip of the brush in water and carry this to paint. Use the tip of the brush to mix the water into the top of the paint pan Test intensity of color on a corner of paper. If it is too dark, add another drop of water. If too light, mix some more Paint using only the tip: Load the tip of the brush with painting and begin applying it to the paper. When the brush begins to run out paint, carry another drop of water to the paint tray, mix and reload. (Without instruction children begin to push down on the brush when it begins to run out of paint.) When changing colors: Swish the brush in water until it is clean and then follow the steps as adding water to paint pan.</p>	

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Transform: <i>How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?</i>		Pacing
Teacher will prompt students to use the color to design landscape on their bear. The teacher circulates the class to ensure students are following the use of water and brush correctly	Students will follow instruction on the use of brush and water in their paintings. Students keep working independently on their painting.	

Closure: <i>How will you solidify the learning that has taken place and deepen the learning process? Refer back to the learning intention, connect to next learning.</i>		Pacing
Teacher will If time permits, teacher move students back to the carpet area to recap and show off work completed. Also, review primary and secondary colors. If art is not completed teacher let students know we will continue the next class to finish up.	Students will listen Students will clean up and get ready for recess.	

Reflection *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

**UNBC
School of Education**

EDUC 491

CT/PM Observation Form

Teacher Candidate: Abisola Bankole

Date: March 5, 2020

School: Pinewood Elementary

Time: 9am – 9:50am

Coaching Teacher: Lana Rudolph

Grade: Kindergarten/Gr. 1 Subject/Lesson: Art – watercolour painting

Practicum Mentor: Christine Ho Younghusband

Criteria Guidelines:

This list of topics is suggested only:

Professional Qualities

- Communication Skills
- Work Ethic/Initiative
- Attitude/Commitment
- Interpersonal Skills
- Humour
- Energy/Appearance
- Professional Ethics
- Reflectivity/Self-Evaluation
- Collegiality/Teamwork
- Parent Communication

Planning/Preparation

- Curriculum expectations
- Competency expectations
- Content Knowledge
- Overviews/Unit Plans
- Advance Preparation
- Lesson Plans
- Principles of Learning
- Organization
- Time Management
- Differentiated Instruction
- Assessment (Formative and Summative)
- Includes Indigenous perspectives

Relationship Building

- Classroom Community
- Relationship with Students
- Teaching Presence
- Gaining and Keeping Focus on learning
- Student Engagement and Motivation
- Transitions/Directions/Routines

- Transition from calendar to art (classroom set up for art with tables ready before students come in to the building; all resources organized and ready)
- Ask for attention, ask for students to move quietly to the Smartboard carpet
- Students move to carpet; ask Kindergartens to move apart to prevent chatting; put them in specific spots; describe consequences (loss of recess time) if not paying attention
- Introduction...
We have been talking about black and brown bear
We have rules for the painting job; when I say go to the tables, we do not touch anything until given instructions
- Set art focus
Do we know about the colour wheel? Let's talk about that
Some colours make other colours – show interesting video that demonstrates the primary and secondary colours
- Switch from computer to document camera
Show and review criteria for using the paint
Demonstrate how to use the paint pucks to make sure it's not too dry and not too wet; show the process of getting enough paint on the brush (Lane and Alex talking; Alex told he owes her time at recess because he's been talking)
Discuss how we hold the paintbrush
Demonstrate how to use paper towel completely before taking another one
Show painting template (Lane and Lakeli talking, fooling around; trying to distract Linden...Linden ignoring)
Take questions; redirect; we are doing black or brown bear
- Template instruction
Model painting the bear and reloading the paintbrush
Some chatter during instructions – reminder that too many people are talking; students continue to chat; ask for quiet
Describe ideas for background
Student asks, "What if someone doesn't do the background?"
Students can do whatever they like
Lots of chatter, consistent inattention
"I'm waiting....I'm still waiting."
Lakeli asks, "Are we allowed to paint our bear any colour?"
- asks another student to reiterate the instructions...either black or brown

Learning Activities

Instruction and Assessment

- Learning Intentions
- Co-developed or teacher developed Criteria
- Lesson Introduction
- Development/Flow/Progression of Learning Closure
- Resources/Hands-on Activities
- Instructional Strategies
- Instructional Strategies that focus on truth, reconciliation and healing
- Supervision/Safety
- Questioning
- Assessment Strategies: self assessment, peer assessment and teacher assessment / evaluation
- Communicating Student
- Learning

- Ask them to move to tables
Reiterate, "Don't touch anything!"
Many students did not listen to this; reiterate instruction again; many students ignoring; "Until I see everyone putting brushes away, we are not starting." Give wait time
Move some students to fifth table to spread work spaces out; "We won't start painting until everyone is listening to instructions."; ensure all tables have access to black and brown; "we will make do with whatever colours we have"; "share later if need another colour"
- Painting (9:25am)
Instruct everyone to take a paintbrush; dip in water tap it, try it on practice paper; explain purpose of extra paper (lots of tapping, some not paying attention)
Instruct – sit down; "I'm waiting until everyone is paying attention."
Hand out templates
Talk to student who comes to talk about problems at his table
Allow everyone to start painting; give supporting instructions; support individual students as needed; circulate to make sure all is going well; manage noise level, continue circulating and giving instructions (no instructions about names so some people painted their names in the background);
"1, 2, 3, Eyes on me...1, 2, eyes on you!" – remind students of what to do if paper towel gets too wet
Individual reminders of behavior expectations; replace water as needed; give individual support and reminders about how to handle the brushes and resources
Positive reinforcement as paintings start to develop
One student needs to restart – extra templates available
Mr. Huzar in for extra support (Aboriginal Education Worker)
- Early finishers
Some students finishing (9:38am); some walking around with their paintings; one walking to sink with water container; give one student instructions about clean up; some others finished and walking around, talking to others; one student goes to get the drying rack (his idea; was going to go without asking – helpful, but need to ask first
Ask students to put name on the back; put name on back with Sharpie
Individual instructions to clean tables when done; some silliness at sink while washing hands
Class instruction to clean tables (no description to whole class as to what cleaning means); instruction to one table to clean up (they needed several reminders) their table; student walking around with water, brushes; mostly doing a good job of tidying up
Ask students to go to carpet if done tidying; read to self if done
Individual support in tidying, finishing paintings

- Recess

Bell rang; most of clean up done; students did a good job of helping tidy up; some were reading to self
Given instructions to wash hands and go outside

Post-Conference Notes:

Abisola and I discussed how she thought the lesson had gone and what changes she would make. There were some areas where she would like to make changes for the next time she does a painting project. We also discussed some ideas concerning how I would manage certain areas, in particular when students are done. I would have stopped their work to give clear instructions on what their next steps were (clean up, rules around clean up, activity they should be moving to when finished those steps). This would have prevented some student movement and the increasing feeling of too many moving parts😊 We were both happy with how this lesson went and with the ideas we shared for improvements in future lessons.

Teacher Candidate Name: Abisola BankoleSubject/Lesson: Art - Water colour paints Date: March 5, 2020**EDUC 491 Main Standards Checklist**To be completed for each Formal Observation and summarized on the *Summative Evaluation* form. By the end of the practicum every standard must have been observed by CT or PM

BCTC Standard	Component Description	Goal
Standard 1 Educators value the success of all students. Educators care for students and act in their best interests.	• Approach to classroom management indicates pleasant, caring, respectful and fair attitude towards students	U / S
	• Ensures student learning environment is appropriate to activity	U / S
	• Understands that equity does not necessarily mean equal	U / S
	• Establishes balance in the classroom between intellectual and social goals and the expectations of society in education	U / S
Standard 2 Educators act ethically and maintain the integrity, credibility and reputation of the profession	• Educators are held to a higher standard and are accountable for their conduct on and off duty	
Standard 3 Educators understand and apply knowledge of student growth and development	• Designs activities and assignments in an age, grade and culturally appropriate way	U / S
	• Assesses individual and group performance in order to design instruction that meets individual learners' needs and interests	U / S
	• Instructional materials reflect individual needs and interests of students	U / S
Standard 4 Educators value the involvement and support of parents, guardians, families, and communities in schools	• Lessons are planned and interactions occur in a way that relates to students' diverse personal, family, and community experiences, and are culturally appropriate	U / S
	• Lessons are planned and interactions occur authentically in a way that focuses on students' personal, family, community experiences, and cultural backgrounds	U / S
	• Differentiated instruction provides appropriate activities to support or challenge	U / S
Standard 5 Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development	CLASSROOM COMMUNITY	
	✓ • Classroom expectations are clear to students	U / S
	✓ • Behaves in a proactive manner, anticipates and remediates student responses in a respectful way	
	✓ • Acknowledges the power of relationship and collaborates with the adult who has a long term relationship with student	
	✓ • Non-instructional duties within the classroom are handled efficiently and in a professional manner	
	✓ • Minimal loss of possible instructional time	
	PLANNING	
	✓ • Lesson plans and classroom learning activities indicate thoughtful planning has taken place in advance of lessons	U / S
	✓ • In response to suggestions, adjustments are made to plans	
	✓ • Plans are linked to knowledge of classroom diversity and to students' needs and abilities	

Completed by:

Lana Rudolph

<p>Standard 5 continued...</p>	<p>INSTRUCTION</p> <ul style="list-style-type: none"> ✓ Pacing is reflexive and demonstrates the TC awareness of the learning ✓ Monitors students to determine appropriate pace ✓ Checks for student understanding ✓ Effective transitions between individual activities are well planned and lead to little loss of instructional time ✓ Specific procedures for changing subject/content area are taught and used effectively <ul style="list-style-type: none"> • Consistently helps students make connections between current content and their own background and experiences ✓ Involves students in constructivist/inquiry-based learning <ul style="list-style-type: none"> • Provides variety of questions, probes for understanding, and helps students to articulate ideas • Ensures all students are involved in discussion ✓ Provides sufficient wait time ✓ Students actively engaged in the lesson <ul style="list-style-type: none"> • Checks for student understanding of problem solving and critical thinking ✓ A variety of instructional strategies are incorporated into lesson based on subject matter and needs of students ✓ Uses a variety of technologies to add impact to instruction and to increase student learning 	<p>U / S</p>
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> ✓ Conveys consistent expectations for student achievement ✓ Strong use of Assessment for Learning strategies ✓ Instruction is appropriate for the grade level or course and is driven by student feedback <ul style="list-style-type: none"> • Appropriately challenges students by presenting material at a qualitatively high level ✓ Students co-create criteria, or effective criteria is stated ✓ Feedback includes qualitative comments to highlight both strengths or needs and there is evidence that students have implemented feedback <ul style="list-style-type: none"> • A cycle of instruction informed by assessment is established • Formative and/or summative evaluation uses a number of assessments • System for scoring and recording data is fully effective and up to date • Administration and parents receive data from multiple sources • Assessment and evaluation data is shared weekly with the Coaching Teacher 	<p>U / S</p>
<p>Standard 6 Educators demonstrate a broad knowledge base and an understanding of areas they teach</p>	<ul style="list-style-type: none"> ✓ Displays solid conceptual knowledge in subject areas ✓ Uses inter-disciplinary approaches and plans for multiple ways of learning <ul style="list-style-type: none"> • Builds student capacities for intercultural understandings, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society. ✓ Invites students to elaborate upon the material based upon personal understandings 	<p>U / S</p>

Teacher Candidate Name: Abisola Bankole

Subject/Lesson: Art - Watercolour Painting

Date: March 5, 2020

<p>Standard 7 Educators engage in professional learning</p>	<ul style="list-style-type: none"> ✓ Suggests how lesson might be improved ✓ Is committed to reflection, self-assessment and learning as an ongoing processes ✓ Welcomes constructive criticism and adjusts teaching to feedback from observations <hr/> <ul style="list-style-type: none"> ✓ Uses language in the school setting, including the classroom, to describe self and students as learners and acts consistently on this belief • Examines literature critically to ensure findings are applicable to situation 	<p>U / S</p> <hr/> <p>U / S</p>
<p>Standard 8 Educators contribute to the profession</p>	<ul style="list-style-type: none"> ✓ Conducts self in a professional manner ✓ Seeks opportunities to work with colleagues to learn and grow professionally ✓ Is willing to give and receive assistance ✓ Consistently demonstrates professional appearance and behaviours 	<p>U / S</p>
<p>Standard 9 Educators respect and value the history of First Nations, Inuit and Metis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deep understanding of ways of knowing and being, histories and cultures of First Nations, Inuit and Metis in Canada</p>	<ul style="list-style-type: none"> • Focus on connectedness and relationships to oneself, family, community and the natural world. • Integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments. • Embed First Peoples Principles of Learning into classroom community of learners • Embed TRC calls to action in daily classroom activities 	<p>U / S</p>

U=Unsatisfactory
S= Satisfactory

Completed by: Lana Rudolph

