

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they will need to know to be successful.

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.

Gather students to one table: Lay out images relating to Roman architecture (Coliseum, amphitheater, Roman Baths, Trevi Fountain)

- “What do we know about the Romans?”
 - *What things might they be known for?
 - *What types of things do we notice in these photos?
 - *What might they use these places for?
 - *Did people have fun at these places?

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)

You are an Ancient Roman Architect who has just been brought to the future! The world is much different now, however one thing that is still the same is that people still want to have fun!

You have been tasked to use Ancient Roman building techniques to design a playground that people from all over, will come to play on and enjoy. First, you must create a model of what your playground will look like using clay before later using paint to create a picture of where it will be located!

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.**

-Expressive features in architecture.

- *Form
- *Shape
- *Pattern
- *Structure

-Culture

- *Entertainment

-Style

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. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.**

-My students will understand how the romans used shape, pattern, and form so as to create a structure by using clay to sculpt a playground that combines shape, pattern, and form with Roman architectural components including arches, columns, and post/lintel. (**Standard:** Comprehend, **PGC:** Identify, compare, and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts, **GLE:** 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent. 2. Art has intent and purpose).

-My students will understand that architecture relates to cultural purpose/function and its surrounding environment by using paint to create a background scenery/environment for their clay sculpture playground. (**Standard:** Transfer, **PGC:** Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas. **GLE:** 2. Historical and cultural ideas are evident in works of art).

-My students will understand that historical forms of art evolve over time by creating a modern day playground using ancient roman architectural components with clay. (**Standard:** Reflect, **PGC:** Transfer the value of visual arts to lifelong learning and the human experience, **GLE:** Artists, viewers, and patrons use the language of art to respond to their own art and the art of others.

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)

-Using clay and paint, students will be able to create a model for a modern day playground, by including architectural components used by the Ancient Romans (arch, column, post/lintel) as well as an environment for the playground. (**Bloom's:** Create/ **Standard:** Create/ **GLE:** 1. Use basic media to express ideas through the art-making process. 2. Demonstrate basic studio skills./**Art Learning:** Historical/multicultural content.

-After looking at a variety of architectural forms students will be able to comprehend and how the Ancient Romans used pattern, shape, and form to create structures used for entertainment. (**Bloom's:** Analyze/ **Standard:** Comprehend/ **GLE:** 1. The identification of characteristics and expressive features in works of art and design help to determine artistic intent. 2. Art has intent and purpose./ **Art Learning:** Expressive features and characteristics of art.

-After viewing images of modern day architectural entertainment structures, students will be able to identify examples of how Ancient roman architectural components are being used today. (**Bloom's:** Apply/ **Standard:** Transfer/ **GLE:** 1. Works of art connect individual ideas to make meaning 2. Historical and cultural ideas are evident in works of art./ **Art Learning:** Critical reflection/aesthetics/transfer.

-After students have created their Roman architecture inspired playground, they will use their journal to write a series of reflective statements to reflect on how they have incorporated shape, pattern, and form with Roman architectural components to create a playground structure with a painted background environment. (**Bloom's:** Evaluate/ **Standard:** Reflect/ **GLE:** 1. Artists, viewers, and patrons use the language of art to respond to their own art and the art of others).

Differentiation: Explain <u>specifically</u> 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.		
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> -Students may use a variety of building processes including -Students may build a variety of playground structures of varying complexities. -Students may paint a background environment of their choosing that reflects their clay structures. 	<ul style="list-style-type: none"> -Coil, slab, and pinching building methods. -Multiple types and sizes of playground structures. -Painting of a background environment to display behind the clay structure.
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<ul style="list-style-type: none"> -Incorporation of multiple shapes within a pattern. -Multiple playground structures. 	<ul style="list-style-type: none"> -Students may attempt to use multiple types of shapes in different patterns to create a form in their structure. -Students may try to create a series of playground structures (using clay) of varying complexities.

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.
Architecture* Shape, pattern, form, structure* Culture* Clay terms: Plastic, bone-dry/green-ware, slab, coil, slip/score Foreground/background Culture

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.
Stoneware clay Clay tools Water bowls or spray bottles Wareboard Roman Architecture PowerPoint Printed examples of: <div> <i>Coliseum</i> Roman Amphitheater Roman Baths <i>Trevi Fountain</i> </div> <div> Coors Field Union Station Colorado Capitol Building Elitch Gardens </div>

Mat Board or Watercolor Paper to paint on
Watercolor paint
Paint Brushes

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.**

Printed examples of:

<i>Coliseum</i>	Coors Field
Roman Amphitheater	Union Station
Roman Baths	Colorado Capitol Building
<i>Trevi Fountain</i>	Elitch Gardens

Diagram poster of *arch, column, post and lintel*

Introduction PowerPoint

- Show images of Coors Field, Union Station, Capitol Building, Elitch Gardens: Have students identify *arches, columns, post/lintel, pattern, and shape.*
- You are an Ancient Roman Architect brought to the future to use your building skills and techniques to create a roman inspired playground.
 - *Use your knowledge of Ancient Roman architecture to create a fun playground for people to use.

Preparation:

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

Gather and print images
Create PowerPoint
Create 2 Class examples: Finished Product and Step-by-Step.
“I can” poster
Vocab Poster
Architecture Poster

Safety:

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

Clay needs to stay in our hands and on the table.
Use caution with tools hat are sharp
Carry water for paint with both hands

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.

	<p>photos? Shapes? Patterns? Forms?</p> <p>*What might they use these places for?</p> <p>*Did people have fun at these places?</p> <p>3. Bring students back to their desks to begin passing back their journals.</p> <p>4. Direct attention to Architectural Components Diagram on white board; draw the following on a clean page</p> <ul style="list-style-type: none"> -Arch -Column - Post/lintel <p>5. “You are an Ancient Roman Architect brought to the future to use your Roman building skills and techniques to create a fun, modern playground!</p> <ul style="list-style-type: none"> *Use your knowledge of Ancient Roman architecture to create a fun playground for people to use. *Future kids that will play at this park have said they want you to include arches, columns, and post/lintel elements as patterns and shapes to create forms for the play structures. <p>6. Start planning your design for you playground using arches, columns, and posts/lintels to create shapes, patterns, and forms for playground structures.</p> <ul style="list-style-type: none"> *Pass out images of modern uses of Arches, Columns, and Post/Lintel (Coors Field, Capitol Building, Union Station, Elitch Gardens) <p>7. Clean up</p> <ul style="list-style-type: none"> -Dismiss tables to bring journals to tub. -Stack images on table at the front of the room. 	<p>4. Students will understand the basic design of common and essential roman architectural components.</p> <p>5. Students will have a context and motivation for why they are engaging in this project and will begin to think of and apply the architectural components they learned about.</p> <p>6. Students will be able to understand how the same Roman architectural components are still being used today in landmarks they are familiar with, so that they can reimagine how to use them to make their playground model.</p> <p>7. Students will understand classroom routines including ensuring that the studio is clean and that every person contributes to keeping the studio useable for everyone else.</p>	<p>4 min</p> <p>2 min</p> <p>2 min</p> <p>10 min</p> <p>10 min</p> <p>5 min</p>
Day 2			

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.)

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan?
Include your rubric, checklist, rating scale, etc.

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.)

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