**LESSON PLAN: Grade: 4/5 Subject: Art Theme: Halloween Lanterns**

**School:\_\_UBC Practicum-Lesson Demo**

**Teacher : Ms Alison Diesvelt**

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| **P.L.O.(s): Both Grade 4/5**  A3 & B2: Create, compare and apply, images that show the elements and principles of design alone and in combination to produce a variety of effects: form, contrast & emphasis  A4 & B3: Analyze and use a range of materials, techniques and processes alone and in combination to create images  A5: Create images for a variety of purposes- to illustrate and decorate/ to reflect historical and cultural contexts  B4: Safe and environmentally responsible use of materials, technologies, and processes |  |
| **Objective**:  SWBT reflect on the effectiveness of sample lanterns noting degrees of contrast.  SWBT work with torn and cut tissue paper of contrasting colours to create a lantern using decoupage techniques. |  |
| **Materials and Resources:**  35 variety of mason jars (students to bring to class, but have extras!)  Scissors  Wire hangers for jars  Tea lights  Tissue paper in a range of bright and dark colours for contrast  Halloween stencils ( Have some samples prepped in advance for ease of demo & application)  Acrylic Medium of modge podge  Samples to show  Samples for demonstrating |  |
| **Lesson Hook:**  A Picture Book on the History of Halloween/ Halloween Symbols |  |
| **Lesson Intro:**  Explain the materials and techniques to be used. Give a little history on decoupage and its adaptability to different surfaces.  Explain that in order for this to work effectively Ss need to look for both colours that blend well when layered and colours that contrast well for emphasis- so they stand out. Model the process using torn strips of tissue and cut pieces. Make sure your criteria is clear and visible. Take questions.  Remind students that once they are done they can clean up and write in their journals about the colours and techniques they used to achieve contrast. |  |
| **Activity:**  Ask Ss to review steps to ensure comprehension and invite students sitting well to help distribute supplies to tables. Write these up somewhere so Ss can refer to this as they work.  Once Ss are settled with supplies circulate to ensure students get support and encouragement for their work.  Pay close attention to positive reinforcement of on task behaviours and use proximity and positive reinforcement to help Ss regain focus.  Those who finish early can put an extra layer of medium over their work, tidy up and offer assistance to others if it is welcomed.  Ss finished early can begin their journal entry –then if time permits they might continue to develop secondary images on card stock. |  |
| **Lesson Closure:**  \_Give 10 minute warning and allow sufficient time for clean up ( so you are not left with it all at the end of class. Ask students to take a few (5-10)minutes to write about how they used the decoupage technique to show contrast |  |
| **Transition:**  Allow some time for Ss to write in their art journals. Circulate to ensure work areas are clean and Students are finishing up their journal entries. While they write set up their lanterns so the class can see all their work. Remember to issue praise. If time permits ask students to share their journal entries. Collect journals and transition to lunch time |  |
| **Reflections/Notes for Next Time:**  Consider planning time in next lesson for self assessment using rubric with criteria discussed in today’s class. Offer to have students who need more time finish up at lunch or after school to optimize success.  D1: Describe a response to artworks. |  |

HALLOWEEN LANTERN DECOUPAGE (Criteria for Assessment)

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| CHECKLIST | SELF | PEER | TEACHER |
| 1. Be respectful and supportive with your own work and the work of others, offering encouragement and maintaining a positive attitude. |  |  |  |
| 2. Use torn paper in lighter colours to create a background-Try blending colours which are similar for an interesting layered effect. |  |  |  |
| 3. Use a darker colour to create images that show a strong contrast (stand out). You can use torn paper or cut stencils for this. |  |  |  |
| 4. Arrange the darker pieces in a thoughtful and interesting arrangement. |  |  |  |
| 5. Use glue, scissors and other materials in a manner which is thoughtful and respectful. |  |  |  |
| 6. Clean up after you are done. |  |  |  |
| 7. Write 2-3 sentences that describe what you did to achieve contrast in your work. |  |  |  |
| Total |  |  |  |

**RATING SCALE**

0= Not done at all

1-2= Very little done

3-4= little done

5-6= a modest effort is evident

7-8= a clear/good effort is evident

9-10= completely and thoughtfully done