

INSTRUCTION PROFILE for LESSON PLANNING

(Adapted from ETS PRAXIS Series, 2001 and
*The Learning Spiral, Harvard Project Zero, 1995)

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Course/Section: EDSE 350 A01

Grade(s): Art 2 – intermediate (Grade 10)

Subject(s)/*Generative Topic: Surrealism

Date of Lesson: February 27, 2007

1. Identify and state your lesson goal(s) and objectives. (for specific content areas, include coded ODE standards for your subject area.)

Goals:

- We would like students to develop an understanding and knowledge of the surrealist art movement and influential artists associated with it.
- We would like students to relate and connect surrealism to other art movements that we have discussed in previous discussions.
- We would like students to create original surrealist artworks as an individual and as a group.

Objectives:

- Students will investigate the recurrence style or technique in a contemporary art movement

(ODE Content Standard: Historical, Cultural and Social Contexts 10.4)

- Student will apply methods of art criticism in writing and speaking about works of art

(ODE Content Standard: Analyzing and Responding 10.2)

- Students will trace the origin of symbolism, imagery and metaphor in art and demonstrate the use of these visual devices in their artworks

(ODE Content Standard: Creative Expression and Communication 10.3)

2. Within this lesson, what consideration have you given for students with the following differences?

- a. **Gender** – There are 9 females and 15 males in the class. Since students will write their own part of their sentence gender will not be a factor in this part of the lesson. In addition, since they will be working in small groups made up of the members who constructed the sentence when sketching their picture to match this sentence if there is some part of the sentence that is unclear due to a gender factor the member of the group who provided this part can either draw or explain it to the group.
- b. **Race/ethnicity** – As students are writing their own part of the sentence and working with the group to sketch an illustration, this will provide opportunities

- for the students to interact and discuss any race or ethnicity factors which may be new to other students with the teacher acting as a facilitator.
- c. **English language proficiency** – The students in this class period are proficient in the English language. Writing the sentence will not be a concern.
 - d. **Economic status** – The majority of the students in this class period appear to be of middle to low socio-economic level. Since all materials will be provided this should not create any problems for these students.
 - e. **Skill level** – The students in this class period are of multiple skill levels. Since the students will be writing their own part of the sentence this should not create any problems. If they have difficulty understanding a concept or part of the sentence that someone else has written this can be explained by the author of that part during small group. The students are of multiple art skill levels. This will be addressed in small groups by allowing the students to decide if they feel comfortable in attempting to draw their own part of the sentence and thereby having multiple illustrators or they may choose to allow one person to do the drawing for the group with others contributing ideas and monitoring the work so that all details from sentence are represented in the illustration. The teacher will monitor the small groups to provide assistance if needed.
 - f. **Multiple intelligence theory** – The students in this lesson will be using a variety of intelligences. As they participate in small group discussions while creating their illustration, their interpersonal intelligences will be used. Use of their linguistic intelligence will be used as they write, read and discuss the meaning of the small group's sentence. Their visual-spatial intelligence will be used as they sketch their sentence and examine the art work of others. The logical/mathematical intelligence will be addressed through problem solving regarding the translation from sentence to image. We will address the bodily/kinesthetic intelligence by requiring that the students create an artwork.
 - g. **Behavioral needs** – As a rule these students are well behaved. To ensure that they stay on task, the teacher will roam around the room as they meet in small groups in an attempt to keep the lesson moving quickly and smoothly.

3. What are students expected to have learned or experienced previously in order to be prepared for and contribute to this lesson?

The students have already learned about what was happening in art during various time periods prior to the time when Surrealism became popular. The lesson just prior to this was about the Dada movement which was succeeded by Surrealism. The students learned what the Dada movement was about and also learned about some artists who worked during that time period. This information will help the students to form connections between the different movements in art, finding both commonalities and differences. The beginning of this lesson will include a short review of what was learned about the Dada movement so that the students will be prepared to move on to Surrealism.

Another portion of the lesson requires students to have basic knowledge of the parts of speech. The exquisite corpse activity included in this lesson contains a sentence forming element in which students need to be familiar with nouns, verbs, prepositions and adjectives. By this

point, students should have learned this previously in English class. Just to be sure that the students understand this activity, there will be an example completed with the teacher.

4. How and when will students use this information in the future?

- Students will be required to know information about the surrealist movement for their exam.
- Students will need to have a comprehensive understanding of the surrealist movement in order to do well on the final project for this unit.
- Students will use the information from this lesson in future art history classes and in college, if they choose to go.

5. What method(s) of teaching (e.g., lecture/discussion, direct instruction, scaffolding, demonstration, inquiry-based, etc.) and related activities/assignments (e.g., discovery activity, cooperative problem solving, game or debate, presentation, computer simulation, etc.) will you employ? List the sequence of activities and estimate the time needed for each activity. Indicate which method is being employed in each activity.

Method: Lecture/Direct Instruction
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Activity: Student Participation-Listening and

The teacher briefly reviews the cultural movement of Dada that was introduced to the class in the previous lesson. He/She explains how Dada is related to the exquisite corpse activity that they will be participating in today. They will discuss the fact that the art work they create will not need to have meaning but will be collection of ideas that are combined and represented in often a nonsensical manner. Also, we will briefly discuss the goals for the class period. This will inform the students of what they will be learning about and the activities that they will be doing during the class period. (3-5 minutes)

Methods: Discussion/Lecture

Activities: Slide show of images

We will introduce the Surrealist movement, including the main ideas surrounding it and the most influential artists associated within the movement. The students will be viewing images of art made during the Surrealist movement. They will be asked questions pertaining to these works and critically thinking about them and discussing their ideas about them. (7-10minutes)

Methods: Application

Activity: Exquisite Corpse Drawing

After we explain what exquisite corpse is, the students will then do an example of their own. Each student will take out a sheet of paper and will write an adjective at the top of the paper and fold it over so the word can't be seen. They will then pass the paper to the person behind them. Everyone should have someone else's piece of paper. Now they will write a noun. Again, fold it over so the words cannot be seen, and pass it back again. Do this three more times. The third word they will write will be a verb, then an adjective, and finally another

noun. Pass the paper one more time and have the students unfold their paper to reveal their 5 words. These five words will make a sentence. Students may fill in words (the, a, an, to, etc) but they cannot change the order of the words.

While they are doing this, the teacher will pass out sheets of paper that will have a letter and number and a bolded line. Using drawing and coloring materials, the students will draw their sentence to the best of their ability in the space provided on their paper. During this time, the teacher should walk around the classroom and offer help to any students. Students may have a hard time visualizing their sentence because the words may be very different from each other. The teacher should offer suggestions and help come up with ideas the students may build upon. Also, some students may not know certain words. Let the students know they can ask the person who wrote it, ask the teacher, or refer to a dictionary or check online. (15-20 minutes)

Methods: Cooperative Group Learning **Activity:** Collaboration of E.C.

Once the students have been given sufficient time to draw their sentence, they will get into their groups based on the number/letter on their paper. The letter will be the group name. The group will get together and arrange their exquisite corpse drawings so that they make up one large drawing. The number will associate where each paper belongs and the line on the papers will line up once they are connected. Bring tape around to each group so they may connect their papers. Now give them a chance to unify their drawings to make one whole drawing by asking them to add colors or smaller drawings that cross the boundaries of their individual papers. (10 minutes)

Methods: Analysis **Activity:** Critique

Once they have done this, ask them to hang up their drawings somewhere on the wall or white board. Give the students a chance to look closely at each group's drawing. Go through each group and ask the students to say their sentence aloud so the other students will be able to connect the drawing with their sentence. Then take a moment to focus on each group's drawing and ask the student to make comments. First ask for things they like about it. Then ask for suggestions that the group could apply to future drawings. (5-10 minutes)

Methods: Closure **Activities:** Recap of information and give info for tomorrow's lesson

Teachers will bring the studio project to a close and recap what we learned through a short question and answer session.

Teachers will introduce the topic of discussion for tomorrow, giving them a heads up on what is going to happen. (2 minutes)

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6. Indicate the materials and technology needed for your lesson, the number of each item necessary, and a plan for organization and dissemination.

Each of the 22 students will need a scrap paper for the sentence formation portion of the Exquisite Corpse activity. These will be distributed by 2 of the teachers who are not busy explaining the activity.

Each student will need a writing utensil, which they will be expected to have brought to class. There will be some extras brought by the teachers, however, in case any students forgot to bring them.

Each student will receive a piece of paper for the drawing they will be completing. Since there are 22 students in the class, 22 pieces of paper will be needed. There will be a few extra on hand in case of miscalculation or if a student needs to start over.

An abundant amount of markers will be needed and provided for the students. This way they will have numerous choices when composing their drawings. The markers will be split up into containers and each group will receive one container full of markers.

Each group will fit their individual drawings together like a puzzle. The students will need tape to hold their piece together. This will be provided by the teacher. One big roll of tape will be needed for this and it will be distributed to each group by the teacher tearing off a few long strips and sticking them to a group member's desk.

7. How will you group your students for each aspect/activity of your lesson and why?

The students will be in rows that will either be at least five students deep or five students long. This will be primarily for the direct instruction and for the sentence writing and drawing. After this, the students will get into groups. There will be four groups of six people. The students will be grouped based on the letter that will be pre-written on their piece of drawing paper: A, B, C, or D. The teacher will point out where each group will be in the room, but it will be the students' responsibility to move themselves and desks/materials to the given place. At the end of class, the students will be expected to put their desks back to their original place before they are excused from class.

8. Indicate how you plan to assess your students' knowledge/skill acquisition given this particular lesson. Please attach a copy of your assessment tool.

- The students will also be assessed on based on a rubric (see end of lesson).
- There will be an informal assessment through discussion, where the students will be required to answer specific questions about the vocabulary as well as use it to describe their classmates work.

Lesson Plan Differentiation Sheet (*required attachment for each adapted lesson plan*).

Please be as specific and thorough as possible for each required item. Attach this differentiation sheet to the back of each submitted lesson plan for EDTE 371.

1. Descriptive profile of student with special needs

Jill is an intelligent child with a supportive extended family. Jill has had a moderate visual impairment for which she must wear thick corrective lenses. These only partially help with her ability to read, for most fonts are too small for her to read. In addition, Jill has difficulty with fine and gross motor tasks due to her mild cerebral palsy. With the appropriate modifications, she can be successful in her fine arts courses. Jill's LRE is the general education classroom with collaborative support from the intervention specialist and physical and occupational therapists.

2. Student strengths and weaknesses

Jill likes to read, as long as the fonts are big enough, looking at art at museums, listening to music and searching the internet.

Jill has difficulty making new friends, and often does not participate during small group work activities, especially when the teacher does not assign the group members or group member tasks.

3. Indicate at least 2 selected adaptations/modifications/interventions written as behavioral objectives, as shown in class, which will meet the needs of the profiled student(s) for this particular lesson. In addition, you must write your grade level indicators (standards objectives) in behaviorally objective form in this section.

Given a hand out of the powerpoint, Jill will be able to follow along with the lecture and see the images and be able to respond to questions if asked 80% of the time.

Given assistance by a physical and occupational therapist and assistive technology of a special wrist band, Jill will be able to draw her exquisite corpse sentence to satisfactory completion according to the rubric.

4. Describe at least 2 instructional *methods* with examples of specific *activities* that would be highly beneficial to the profiled student in your content area which were not included in section 3 above.

Method: Cooperative Group Work

Activity: Assembling Exquisite Corpse

The teachers will assign the students into groups to assemble the exquisite corpse. Since Jill has trouble with group work, giving more opportunities to be in group work may give her more practice to be in social situations. Giving Jill a specific task within the group may help Jill feel more comfortable. Her specialists will be working with her as well to help mediate the process.

Method: Enrichment

Activity: Online Research

Since Jill enjoys searching the web, she will have permission to go online and look at images of Surrealism and exquisite corpse. She may be able to apply what she sees into her own drawing. We will give her a 10 minute limit online, so she does not blow off her assignment. The teachers and her specialists will monitor her activity.

Exquisite Corpse Rubric

Student Name: _____

Score: ____/100

Use of
Vocabulary

In discussion 10 9 8 7 6 5 4 3 2 1 0

Comments:

Use of
Media

10 9 8 7 6 5 4 3 2 1 0

Comments:

Participation

20 18 16 14 12 10 8 6 4 2 0

Comments:

Translation
Of Sentence

20 18 16 14 12 10 8 6 4 2 0

Comments:

Collaboration

20 18 16 14 12 10 8 6 4 2 0

Comments:

Final Product

20 18 16 14 12 10 8 6 4 2 0

Comments:

Lesson Reflection

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Surrealism

EDTE 350 A01

3/1/2007

I expected that the students would be able to recognize many of the artworks that we showed as examples, and I expected that they would be able to critically analyze the works of the artists as well as each other composite works. Were this an actual art class that I had been teaching of high schoolers, I would expect that they have some knowledge in composition as well as in image reproduction. Some people have higher skill levels than others, and in an art class it is my responsibility to hone those talents, but the students in the EDSE 350 class have not had much/any artistic lessons so their work was sketchier than I would expect in my class. I feel that this sketchy quality didn't take away from the completed work or the collaboration so this really wasn't a factor in this class anyway. The students had less to say about the artworks than I had prepared for, so I was really kind of taken aback and I didn't know what to say about them, as my mind went blank. I also feel that they could critically analyze them, if they knew the proper wording and techniques to qualify their responses – they may have been a little hesitant to speak up in such an open and personal topic, in which it is easy to sound weird, or in a high schoolers mind, stupid. We did an informal critique of the groups collaborative pieces as an assessment to show that they accomplished a deep enough understanding of the ideas behind the surrealist movement. I would have come prepared with specific questions to ask about the artworks rather than rely on their responses to lead to new responses and ideas – as *was* a part of my teaching philosophy (to not be so grounded in what you want to get done and get answered that you limit the free flow of ideas and analysis).

I expected that I would be able to pull responses about the artwork out of the students as well as inspire critically analyzing the works presented to them. I hoped that I would be able to point out things in the artworks that they had never seen before and make them think about why that was there or why it was done the way it was. A lot of the things that I expected to talk about in the images, Beth had mentioned, so I felt like for me to mention them again would be too repetitive and the students would begin to phase me out or just say in their heads “they’ve said the word dream-like about a hundred times, so if I get asked a question I will just say it was dream-like and I don’t really have to listen to the rest.” I felt like the students should be the ones discussing the artworks, just being guided by me. I also expected that they would have more questions and that they would, as a class, be able to think critically about the question to come up with possible solutions. Art is such an intimidating subject, especially the responding and analyzing aspect of it, that students can easily feel overwhelmed and intimidated – I wanted to relieve some of that intimidation by allowing them to discuss the works, but they didn't really have any vocabulary to discuss the works. I feel like I addressed all the standards that I used in writing objectives very well, and that they easily found their way into the lesson. The technology reacted well. Everyone in the class said that they would have liked to see more words on the PowerPoint about the images, but I am a big fan of putting images on the slides and discussing the information – this being why; I have found that it is rare to use PowerPoint in an art class. They teachers either have an image collection that are large enough that the students can see clearly, but are not projected onto a screen, or they use the internet/copy machine and create worksheets with artworks on them for each student to have. They may also

have art history books for each student, in which the student can be directed to a page number and see the image at their desks in full color. I find that PowerPoint is too often used as a crutch to educators, and as a script, rather than an outline of what they want to cover. If you put all the information on the board, the students will 1) have no reason to listen to you, because you are just saying what is on the board and 2) not be able to listen to you because they are frantically trying to write everything down before you change the slide. PowerPoint was a necessity for us to use because we, as college students, haven't collected the large images and do not have access to the resources that actual teachers often do. There were no real safety concerns in this particular lesson.

My strengths in teaching would have to deal with my organization in presentation of materials. I am really meticulous in making sure that everything runs smoothly and in being physically prepared for the lesson. My body betrays this preparation in that I am really shy and hate to be put in front of a group of my peers. In teaching people that are younger than me, I am still a little nervous, but not nearly as bad as when put in front of a group my peers that are "judging" me – judging in the sense that they are critiquing my teaching methods, in order to help me I know, but it is still nerve-racking. One problem I had in presenting this lesson, is that I also had to present another lesson later that day, so I feel like they both only got about half the attention that they should have gotten in "last minute preparations," like making sure that you have your information straight and know what you are going to say, when. This lesson wasn't affected as badly as my second lesson, mainly because it was first, so I had to prepare for that one first and last. One of my biggest weaknesses is that my mind goes blank or that I speak too quickly and I miss a lot of ground that I wanted to cover. When I get nervous, I start to forget my mental outline. Having visual reminders – slides, writing it on the board, etc – is a good way to overcome this and to help the students stay on task.

I need to work out a way to deal with my shyness and quiet voice. In my head I feel like I am talking much louder than I actually am. I feel like this lesson – as well as the second one – was a great step forward in my vocal manipulation. I felt like everyone could hear me and that I was talking loud without being overly loud. I keep telling myself that in my actual classroom it will be bad for maybe the first week, but after that I will have the position in the class to take charge. It's hard in these classes because, even though they are designed to help us teach, and they are giving us as much practice as we can get before student teaching, we still do not have that constant exposure to being the head of the class – which is something that I feel many students have difficulty with. I also need to be more commanding in my teaching. As someone once told me in reference to my teaching, I have a "just so you know" attitude toward the information, rather than a "this may be the most important thing you hear all day" attitude. I feel like I have a handle on planning and preparation – my difficulties are mainly in the presenting, and I fear that I will have to just become more experienced at being in front of a class before I can really know if this can change, but I am very confident that it can and will change with more experience. I feel like I need to be more open to change if the lesson isn't going the way I expected or if there is a two-hour delay or, like recent history, a week of snow days. For instance, in this lesson, I expected that the students would be able to discuss the work more openly and that they would be more open to my guiding them with questions. When this didn't happen, I didn't know where to go with the questioning, since I hadn't prepared any other questions.