

## INSTRUCTION PROFILE for LESSON PLANNING

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

Names/Group: Elizabeth Gilliam Course/Section: EDSE 350/EDTE 371B A01  
Grade(s): Crafts (9-12 grade)  
Subject(s)/\*Generative Topic: Dot art – Paper Mosaics  
Date of Lesson: March 2, 2007/ March 5, 2007

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

### Goals:

- I would like the students to create a mosaic using paper dots that mimics the style of an artist that works within the dot art style
- I would like the students to explore a new style of art and then create an artwork using said style
- I would like the students to utilize available tools to create a stimulating paper mosaic

### 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** – In my first class, 2<sup>nd</sup> period, there are 21 students – 15 of which are girls and 6 are boys. In 3<sup>rd</sup> period, there are 22 girls and no boys. Girls tend to have more of a tolerance for small, tedious work which is perfect for this lesson, as it deals with small pieces of paper and glue on a small board. Though girls have a higher threshold for the tedious, they are generally under-represented as artists and over-represented as subjects, so I will look for more female artists to show as examples of dot art as well as works with a wider subject range than people.

- b. **Race/ethnicity** – There are no noticeable variations in either of the classes. They all appear to be non-Hispanic white, and on the registry for the class they all say white. Race/ethnicity may come up in discussion about the artists, depending upon their subject matter and the reasons they choose to make art – as many artists are influenced by things that affect their lives the most.
- c. **English language proficiency** – The students in this class period are proficient in the English language. The English language really will only come into play in discussion, but the students will be given handouts of images to look at as we are discussing them, so they can follow along, even if they don't understand all of the words. They may not have as developed a vocabulary in art criticism as I would expect, so I will have to explain more words than I would were this my class, and I will need to check for understanding frequently.
- d. **Economic status** – The majority of the students in this class period appear to be of middle 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. Some are more interested in art and what they create, some are more interested in making art, and some others are just in the classes for a fine arts credit for graduation. This project doesn't demand much previous talent – just the ability to sketch a drawing. There will be many techniques learned in class that they may not have come in contact with before.
- f. **Learning Styles** – All three major learning styles will be addressed in this lesson/project. The Visual learners will be accommodated through examples of dot art and demonstrations of how to do the mosaic. The auditory learners will be accommodated through discussion and description of techniques. The Tactile learners will be accommodated with the physical making of the project.
- g. **Multiple intelligence theory** – The students in this lesson will be using a variety of intelligences. Their visual-spatial intelligence will be used as they sketch their drawings and creating the mosaic as well as through examining the art work of others. The logical/mathematical intelligence will be addressed through problem solving regarding the placement of paper circles in a way that convincingly portrays their image. I will address the bodily/kinesthetic intelligence by requiring that the students create an artwork.
- h. **Behavioral needs** – These students, in both classes are hyperactive but very good classes. They are ready and willing to create artworks and learn new techniques. As mentioned before, there are a few, especially in 2<sup>nd</sup> period, who are taking this class as a fine arts credit or as a schedule filler, so these students are more reluctant to do work or think critically about other art.

- 
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 learned many different techniques in the creation of non-traditional or folk art, but none of those techniques will be applicable in this lesson. The students also have a limited art history background, so they will most likely not recognize the examples that I show to explain the dot art technique.

They have, however, done many projects that require patience and small, tedious work; which is necessary for this particular project. They seem to enjoy looking at each others art and the classes as a whole each have a family-type relationship, so discussing their art with each other should be less intimidating for them and, although they don't have experience in formal "critiques", they are comfortable enough with each other that they know to be respectful and tactful while looking at each other's art.

---

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

- Students will create a dot-paper mosaic for a grade.
- Students will be tested on the dot-artists shown in class as well as information concerning the artists at the end of the 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

**Activity:** Discussion/ Listening/ responding

The teacher introduces the concept of Dot Art and the different ways this method can be utilized – glass, marble, paper, paint, etc. The students will be given a color handout of the artworks that are to be discussed as well as their post test, so they know what I am expecting for their note-taking. They will also receive a guided notes page, to help organize their thoughts. The students will be encouraged to ask questions and discuss the art work during instruction. (10-12 minutes)

**Methods:** Demonstration/ Application/  
Scaffolding

**Activities:** Watching demonstration/ individual  
project

- The teacher will show examples of what is expected – made previously by the teacher. The teacher will then demonstrate how to create the dot paper mosaic and show many different ways in which to achieve a convincing image. (3-5 minutes)
- The students will be instructed to draw a simplified sketch of what they want to make their mosaic of using white chalk on their black board – both of which are provided. (5-8 minutes)
- The students will be given origami paper and colored stock-card dots created with a hole puncher. They will be allowed to create more dots as needed. (2-3 minutes)

- The students will be given the rest of the class period as well as the beginning of the next class to finish their paper mosaics. (12-20 minutes first day, 20-25 minutes next day)

**Methods:** Guided Group Discussion

**Activity:** Informal critique

The students will be given a chance to show their work, if desired and describe what they did, what they had troubles with and whether they feel that they have successfully created a convincing image using the paper dots. If no students would like to discuss their work, I will pick 2-5 mosaics that I found particularly intriguing and tell the class why I found them interesting – pointing out a few details that makes their work stand out. In order to not offend some students, I will not say that these students did the best; I will just say that theirs stood out as they were making them. (10 minutes)

**Methods:** Review

**Activity:** Listening/responding

The teacher will quickly review the key points of dot art and artists and encourage questions before the quiz. (2-5 minutes)

**Methods:** Assessment

**Activity:** Quiz regarding dot art/artists/technique

The students will be directed to answer the questions on a short quiz that I developed to test their understanding on the technique of dot art, as well as its origin and methods. (10 minutes)

---

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

- Black matboard
  - Each student will receive a 6” x 6” piece of black board to create their mosaic on
- Handouts
  - Each student will be given a handout packet including images of dot art by influential artists using that style, directions for creating dot art, and a graphic organizer for notes
- White chalk
  - One half-piece of chalk for every student to create their sketch
- Origami Paper
  - Used to create the dots for the dot art
- Colored cardstock and printer paper
  - Used to create the dots for the dot art
- Hole puncher
  - Used to create the dots for the dot art
- Quiz
  - Used to assess student learning at the end of the lesson

---

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

The students will be working individually for this project, so grouping will not be an issue. Working with partners or in groups may be distracting and very difficult to create a paper mosaic.

---

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 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.
- Students will be assessed with the quiz at the end of the project (see end of lesson).

**EDTE 371B your name:** Elizabeth Gilliam **Course Section** EDTE 371B A01

**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 enlarged images, 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, Jill will be able to create a dot paper mosaic to a satisfactory completion according to the rubric and her ability.

Given assistance by an occupational therapist, Jill will be able to successfully complete the final quiz with 80% accuracy.

**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:** Discussion/Application

**Activity:** Listening/Responding

Jill will be seated in the front of the class to be able to see anything that might be written on the board and will be assisted by an occupational therapist to assist her with the

sketch and placing the colored dots on her board where she wants them to be, so that she is still creating the art, even if she isn't technically making it.

**Method:** Enrichment

**Activity:** Research/ creating mosaic

Since Jill enjoys searching the web, she will have permission to go online and look at more images of the dot art, given that she finishes her dot paper mosaic. Her board will be smaller, since she has limited mobility and will slow her down. Completing a project gives personal satisfaction – so her board will be 4”x 4”.

Dot-Art Paper Mosaic Rubric

Student Name: \_\_\_\_\_

Score: \_\_\_\_/100

Use of  
Vocabulary

In discussion 20 18 16 14 12 10 8 6 4 2 0

Comments:

Use of  
Media

20 18 16 14 12 10 8 6 4 2 0

Comments:

Convincing Image  
Creation

20 18 16 14 12 10 8 6 4 2 0

Comments:

Translation Of  
Assignment

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:

## Dot-art Handout Packet

**Mosaic:** A picture or design made of tiny colored pieces

**Pattern:** The repetition of any thing -- shapes, lines, or colors -- also called a motif, in a design; as such it is one of the principles of design.

**Dot:** Refers to the most fundamental mark. When an area is occupied by dots, spots or speckles of many colors, it may be described as variegated.

**Variegated:** Marked with patches, spots, or streaks of different colors.

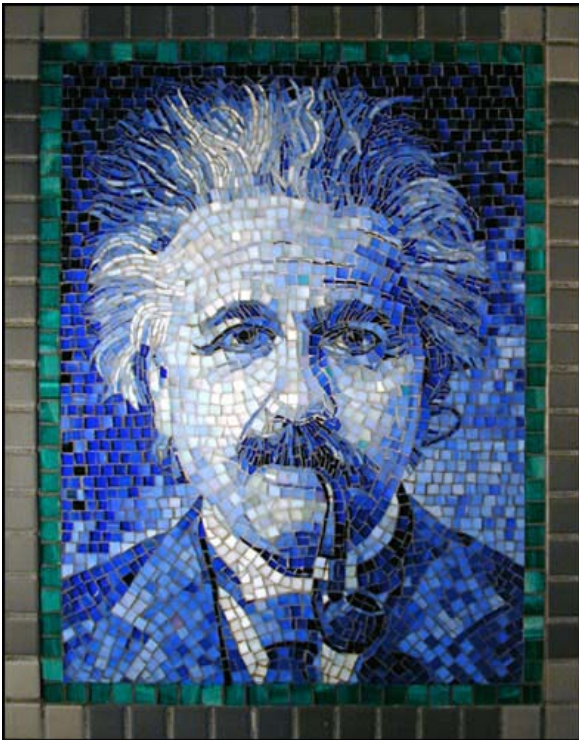
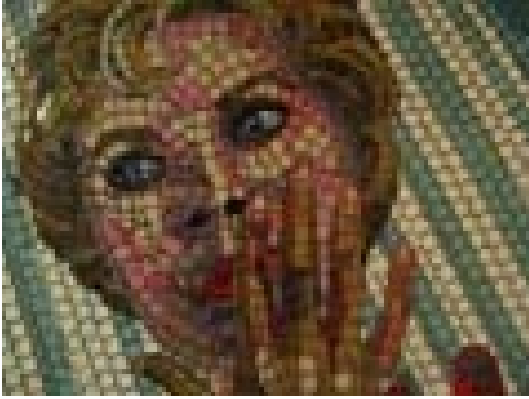
**Optical mixing** - The process by which the eyes blend bits of pure color placed next to each other in an image.

**Art:**

**Aboriginal art:** One of the oldest artistic traditions in art, dating back further than 30,000 years ago. Art used to connect history to the present. Uses the dot motif to create much of the art.



**Mosaic:** This technique was used by the Romans in regularly shaped pieces of marble in its natural colors to decorate their villas. It was later adopted by Byzantine artists using pieces of glass with irregular surfaces to tell the Christian story on the walls of their churches.



**Pointillism:** A method of painting developed in France in the 1880s in which tiny dots of color are applied to the canvas. When viewed from a distance, the points of color appear to blend together to make other colors and to form shapes and outlines.



**Notes:**

<p><b>Main Idea:</b></p>	<p><b>Supporting Details:</b></p>
--------------------------	-----------------------------------

**Directions:**

1. Sketch out what you want to create using white chalk on your black board
  - a. If you make a mistake, rub it off
  - b. Must be appropriate for school, inappropriate subject matter will be given automatic failure
2. Using your glue stick, cover a 1" square with glue and place your paper circles
  - a. Pay special attention to pattern and color choice
3. distinguish variations in shade and object differentiation by using different colors, not lines
  - a. After you put the chalk down and begin gluing, writing utensils are prohibited, drawing must be created entirely with cut paper

