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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Payne** |

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| **Grade** | 6/7 | **Topic** | Positive/Negative Space |  |
| **Date** | March 4 | **Allotted Time** | 45min |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| BC Curriculum | | | |

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

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| At this time, students are working through multiple visual arts techniques, they have covered single point perspectives, now positive/negative space and looking into pointillism in the future lessons. As students built their repertoire of visual art techniques, they can use these techniques in other areas of their learning. This is important for students because it gives them building blocks of techniques and strategies to use when they are stuck in other assignments, such as when it is asked for them to add detail to their illustrations. |

**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:*

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| **Communication**   * Communicating * Collaborating | **Thinking**   * Creative Thinking * Critical & Reflective Thinking | **Personal and Social**   * Personal Awareness & Responsibility * Positive Personal & Cultural Identity * Social Awareness & Responsibility |
|  | **I can get new ideas to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other’s ideas, or combine other people’s ideas in new ways.** |  |

**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/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| Learning takes patience and time. | **It is important for students to take the time and work through steps to reach a final product rather than rushing through all the steps at once. For this lesson I decided to break down the project itself into multiple steps so I could ensure each student was completing each step at the best of their ability, rather than rushing into the next step before they were ready.** |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

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

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| ***Understand***  Big Idea(s):  Dance, drama, music, and **visual art**s are each unique languages for creating and communicating.  *Essential or Guiding Question(s):*  How are dance, drama, music, and visual arts unique languages for creating and communicating? |
| ***Do***  Curricular Competencies (Learning Standards):  - Intentionally select/apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes and principles in art making. |
| ***Know***  Content (Learning Standards):  - Visual arts: space |

**STAGE 2: Assessment Plan**

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

Teacher will check for understanding throughout the art project to ensure students are understanding the difference between positive space and negative space. Teacher will also provide examples (face/candle) and ask students to determine the positive and negative space before continuing into the final project.

SUMMATIVE ASSESSMENT: (Assessment of Learning)

As the final project, students will be creating an abstract positive/negative space artwork using black and white paper.

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can determine positive and negative space and represent it through art. |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will demonstrate their learning first by using the candle/face example after having positive/negative space explained to them. *Positive space is the space the physical object takes up and negative space is the space around the object.*  After students can verbally explain what positive and negative space is, they will each receive a black piece of paper and a larger white piece of paper.  Following along with a video, students will draw and cut out various shapes along the 4 edges of the black piece of paper.  Once students have these shapes cut out, they will glue everything on the larger white piece of paper, inverting those black pieces that were cut out. This creates the positive space (the white paper where the object originally was) and the negative space (the inverted black paper) |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | I can create shapes along all 4 edges of the black piece of paper  I can flip (invert) the black shapes onto the white piece of paper  I can identify the positive space in my art  I can identify the negative space in my art |

**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?*  *How will you plan for students who have learning/behaviour difficulties or require enrichment?* | | |
| Students need to/must do  Students need to verbally explain what positive and negative space is.  Students can visually represent positive and negative space through the black/white paper art.  Access/All | Students can do  Students can verbally explain what positive and negative space is and how it is demonstrated within their own art piece.  Students can visually represent positive and negative space through black/white paper art.  Most | Students could do/try to  Students can verbally explain what positive and negative space is through complex examples. Students can visually represent positive and negative space through black/white paper art and attempt complex shapes to add further dimension.  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| - Black square paper  - Long 11x7 white paper  -Scissors  - Glue  - Positive and Negative Space-Art Décor Youtube video |

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

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| Consider Student C, F, and J. These three will try to distract the rest of the class, call out and make irreverent comments. – it is important to check in with these three and keep them engaged to ensure they are fully participating and not distracting the rest of the class. 🡪 *within this lesson there is a major hands-on component (cutting and gluing paper) which keeps these students busy and on task*  Consider Student Al. This student has difficulties reading and writing. Teacher or EA support will scribe for him as needed (as stated in his IEP) 🡪 *this lesson has no writing component as all answers are shared verbally.*  Consider Student A. This student needs a little more time to think and process her thoughts.  *During this lesson, consider the time it takes for students to cut and use scissors, give additional time if needed.* |

**Lesson Development:**

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| **Connect:**  *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.* | Pacing |

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| **Process:**  *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?* | Pacing |

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| **Transform:**  *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?* | | Pacing |
| **Teacher will**  Teacher will ask students to stop reading and clear everything off their desk.  When quiet, turn student’s attention up to the positive/negative space art video loaded on the SMARTboard.  Show students the first portion of the video where it explains the difference between positive/negative space. *Positive space is the space the physical object takes up and negative space is the space surrounding the original object.*  After explaining the difference, show students an example before continuing with the video. The example being shown is the candle and the faces. One image is the candle being the object (positive) and the faces surrounding the candle being the negative space. *Walk students through this example multiple times so they can first see the candle and the faces and then see the positive/negative space element*.  Once students have seen the difference and are able to identify positive and negative space within that example, hand out a scrap piece of black paper. On this black paper have students being drawing different shapes, the only rule is that the shape must start/end on the edge of the paper.  Allow students to practice and get comfortable with these shapes.  Teacher asks students who is finished practicing and are ready for their ‘good’ copy of the black paper.  \*show this step in the video.  Once everyone has completed their ‘good’ copy black paper, it is now time to cut out all the shapes.  Teacher will remind students to keep all scraps as the scraps will also be glued onto the white paper.  \*show this step in the video.  When finished cutting, the teacher will hand out the white piece of paper and have students being gluing their shapes. Show the part in the video where it shows students how to invert their black shapes to create both positive and negative space.  \*Continue playing the video.  As students finish, have them clean up any scrap paper left on their desk and hand in their artwork.  Teacher will ask students to play silent ball while other students finish their art.  Once all students are finished, take the ball away and toss it to each student individually. When the students catch the ball, they will verbally explain the difference between positive space and negative space.  When the teacher has heard every student answer, continue playing silent ball until the end of the day. | **Students will**  Students stop reading and clear everything off their desk.  Students turn their attention up to the positive/negative space video on the SMARTboard.  Students watch the first portion of the video where it explains the difference between positive and negative space.  Students walk through and visually see the different between positive and negative space through the first example being shown (candle and faces)  Students see the difference between positive and negative space within the example. Then, students receive a scrap piece of black paper where they begin practicing different shapes along the edges of the paper.  Students get comfortable drawing different shapes along the edges.  When ready, students can ask for a ‘good’ copy of their black paper where they repeat the previous step and fill up all 4 edges of the black paper.  Once all the students have their ‘good’ black paper filled out with shapes, students will begin cutting out all the shapes. Students will be reminded to not through away any scraps until the end.  \*Students refer to video playing.  When finished cutting, students can ask for a white piece of paper. On this paper, students glue their main scrap and all their shapes, creating the positive and negative space. Students refer to the video to see how to invert their black shapes.  Students hand in their art and clean up any remaining scraps.  Students will play silent ball until everyone has completed their art.  Once all the students have handed in their art, the students will answer the question being asked by the teacher – explain positive and negative space.  Students will continue playing silent ball until the end of the day. |  |

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| **Closure:**  *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.* | | Pacing |
| **Teacher will**  Teacher will solidify learning and link the lesson back to the learning intention of I can determine positive and negative space and represent it through art through 2 ways. The first part is determining positive and negative space. The teacher confirmed this understanding through the silent ball activity at the end. Second part is representing positive and negative space through art which is done by their final project. Moving forward, the teacher will continue to show and demonstrate different parts of the visual arts. | **Students will**  Students will show their learning through 2 different ways, linking it to the learning intention of I can determine positive and negative space and represent it through art. The first way was demonstrating positive and negative space, this was done through the silent ball activity at the end. Secondly, the students represented positive and negative space through their final art piece. |  |

**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?*

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| \*Reflection with CT |

Lesson Planning Guide (adapted from Thompson Rivers University)

*The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.*

***Rationale****: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by . . .) Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).*

***Curricular Connections:***

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. ***Big ideas*** *capture the “big picture” or general area of learning (e.g. interdependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND.* ***Curricular competencies*** *are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The* ***learning standards for content or concepts*** *are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.*

***Learning Intentions:*** *How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.*

***Prerequisite Concepts and Skills:***  *What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?*

***Materials and Resources /References*** *List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g.read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.*

***Differentiated Instruction (DI): (accommodations):*** *How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP’s?*

***Assessment and Evaluation:*** *Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.*

***Organizational/Management Strategies:*** *Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.*

***Aboriginal Connections / First Peoples Principles of Learning:***  *Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?*

###### Lesson Activities/Structure:

***Connect****: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?*

***Process****: What sequence of activities will the student’s experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)*

***Transform****: How will students apply and personalize the learning? What will they do or create to show you that they have learned?*

***Closure:*** *How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”*

***Reflections****: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else***?**