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**Lesson Plan Template (Revised 2020)**

**Elementary Years**

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| **Name:** | **Emily Hanson** |

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| **Grade** | 3 | **Topic** | Art – Haida Button Blanket |  |
| **Date** | Nov 19, 2020 | **Allotted Time** | 2 hours |  |
| **STAGE 1: Desired Results**  **Cite sources used to develop this plan:** | | | |
| <https://www.historymuseum.ca/cmc/exhibitions/aborig/haida/haacp06e.html>  <http://www.rubberbootsandelfshoes.com/2013/05/button-blankets-first-nations-tradition.html>  https://www.youtube.com/watch?v=cYt58pw\_WnY  BC Curriculum | | | |

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

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| It is important for children to understand and connect to culture around them. As well it is important for students to be creative themselves. By combining the opportunity to be creative and or children to connect with the culture around them, they are able to create beautiful artwork inspired by cultures around the world. |

**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 or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.** |  |

**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 involves patience and time | **Students will be doing a lot of cutting of felt, this is really difficult for students and can cause a lot of frustration. This is how this FPPL is included because this takes a lot of patience and time to do this art activity.** |

**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):  The arts connect our experiences to the experiences of others.  *Essential or Guiding Question(s):*  How can I connect art to cultures around me? |
| ***Do***  Curricular Competencies (Learning Standards):  Explore relationships among cultures, communities, and the arts |
| ***Know***  Content (Learning Standards):  traditional and contemporary Aboriginal arts and arts-making processes |

**STAGE 2: Assessment Plan**

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

Self-reflection

SUMMATIVE ASSESSMENT: (Assessment of Learning)

Rubric

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| **The Learning Intention:**  *What will students learn in this lesson? (i.e. Learning Standards)* | I can explore materials and technologies and artistic strategies  I can reflect upon my own artwork  I can create a plan for my artwork  I can cut out shapes and make sure the edges are smooth  I can follow directions and listen attentively to instructions |
| **Evidence of Learning:**  *How will students demonstrate their learning? What does it look like?* | Students will be creating a button blanket |
| Criteria: *What do students need to do to meet or achieve the learning intention?* | Students will be able to do observe several button blanket examples and create one for themselves. Students are able to properly plan out their button blanket and match their art to their plan. |

**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  With guidance, students are able to create a button blanket from materials provided.  (Eagle – least amount of cutting)  Access/All | Students can do  Students are able to independently create a button blanket from materials provided.  (Salmon – Medium amount of cutting)  Most | Students could do/try to  Students are able to independently create a button blanket from materials provided and make meaningful connections between the haida people and their own artwork.  (Loon/Bear – Large amount of cutting – most challenging)  Few/Challenge |

**STAGE 3: Learning Plan**

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

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| Felt (red, black and white)  Buttons  Scissors  Animals printed on card stock (these sorted into piles on teachers desk)sd  Cutouts (tracers)  Glue  Plans printed out  Felt, Buttons and Tracers all sorted into student’s bags based on background colour, animal colour and animal choice)  Pencil crayons |

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

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| Classroom management – getting class attention by using chime  Roam class and make sure students are following instructions, staying on task and to see whether they are needing help  Change desks into a U form so teacher can roam easier  Have everything pre prepped in big Ziploc bags for students  Have Ziploc bags on the show squares – boys grab theirs 1st and then girls  Tracers will be in a small plastic bag inside of the big plastic ag so they don’t get lost |

**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 |
| **Teacher will**  Teacher will introduce the Haida button blankets with the powerpoint   * Show examples of haida blankets * Watch youtube video * Explain about Ovoids (eyes, muscles) * Popular shape amongst Haida animal representations.   Teacher will get paper passers to hand out the ziplocs  Teacher will explain everything in the Ziploc bags and what’s on the outside of the bag (name, number, background colour, animal colour and animal type)   * Felt for background * Felt for animal * Extra felt for parts * Buttons for the blanket   Teacher will instruct students to grab their animal sheets (planning sheet and tracer sheet) from the teacher desk   * Eagles start, then salmon, then loon, then bears | **Students will**  Students will listen to the presentation on Haida Button Blankets  Students will hand out the pre prepared zioplocs  Students will observe the Ziploc bag and listen to the teacher as the teacher explains what is in it  Students will grab their tracing sheet and their planning sheet from the teacher desk in order of animal type | 10 mins  5 mins  5 mins  3 mins |

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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 |
| **Teacher will**  Teacher will show the teacher example of the button blanket and show the matching planning sheet  Teacher will tell the students to take out a black and a red pencil crayon (NOT felt makers)  Teacher will tell the students to plan where each colour will go on the animal/parts   * i.e. black bear – colour in bear black * red and white parts – colour in which parts you want red and leave blank the parts you want white   Teacher will show example once again  Teacher will tell the students to begin  Teacher will walk around the class making sure that they are understanding what they are supposed to do and staying on task  Teacher will see when class is starting to finish up this portion and move onto the next portion.  Teacher will say once you are done colouring, you will begin tracing using pencil crayon/pen  Teacher will use CAs as an example for tracing  Teacher will then say that when you are done tracing, you can begin cutting the traced animal  Teacher will walk around an provide help for those who need it  Teacher will tell students that once they are done cutting out their animal, and I have approved it, they can cut it out.   * Put your hands on your head once you have finished cutting it out and I will come approve it   Teacher will go to students with hands on head and tell them to move onto the gluing phase   * Use enough glue so that it sticks, but not too much glue that it makes a mess out the sides.   Teacher will pause for a GO NOODLE break! (maybe here, maybe later – see how students are feeling) | **Students will**  Students will observe the teacher’s examples  Students will take out their pencil crayons  Students will listen to the teacher  Students will colour in their planning sheet the way they want their button blanket to look  Students will listen to the teacher  Students will use a pencil crayon or pen to trace out the shape of the animal onto the felt  Students will begin cutting the animal tracing out of the felt  Students will put hands on head when they are done  Students will glue the animal to the background (blanket) and press down on it to make sure it sticks  Students will stop whatever they are doing and partake in a go noodle body break! | 3 mins  10 mins  5 mins  5 mins  4 mins  8 mins |

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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 tell the students that once they have glued their animal onto the background, they can begin tracing the parts onto the felt   * Parts are in the small plastic bag inside the large one * Make sure to match the part numbers to the colour on the planning sheet   Teacher will walk around and supervise, making sure students understand, provide help and monitor that they are staying on task  Teacher will tell the students to begin cutting them out once they have finished tracing  Teacher will roam class assisting when needed, making sure students are on task, etc.  Teacher will tell students to put hands on their head once they have finished cutting out their animal parts  Teacher will go to the students with hands on head and make sure that they are good to move onto the gluing phase  Teacher will continue to walk around, assisting, etc.  Teacher will tell students that once everything is glued on, they can begin to glue on buttons   * I planned my buttons out by placing them on top (no glue) and then using the planning sheet so that I could remember where I wanted my buttons placed * Students DO NOT have to draw buttons on planning sheet or even plan them out * Students can glue buttons wherever they feel like it * To glue on buttons, students must place a drop of glue ONTO the felt, not onto the button.   Teacher will continue to walk around, making sure students are on task, and assisting when needed | **Students will**  Students will take the parts out of the small Ziploc bag  Students will begin tracing the designated parts onto the designated felt colour  Students will begin cutting out their felt parts  Students will place their hands on their head and wait for teacher approval  Students will begin to glue their parts in the designated spots on their animal  Students will begin to glue on the buttons  Students will place a drop of glue on the felt and place buttons on top | 10 mins  10 mins  7 mins  5 mins |

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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 tell students that once they are finished, they can use any scraps they find to create a mini haida project while they wait.   * Remember ovoids, etc.   Teacher will say Once everyone is done we will go over the self-reflection together  Teacher will go over self-reflection step by step  Teacher will say hand in your self-reflection in the hand in box  Teacher will tell students to place their button blanket on the drying rack ONTOP of their plan (so we know which is which)  Teacher will ask students to clean up on top of their desk and around their desk | **Students will**  Students will create a haida design from scraps  Students will go over their self-reflection  Students will fill out their form  Students will watch the doc camera as I model it  Students will hand in self reflection  Students will place their art on the drying rack with their planning sheet (planning sheet on the bottom and button blanket on the top)  Students will clean up around them | 10 mins  10 mins  5 mins |

**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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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***?**