

LESSON PLAN FORMAT

SAS Spring 2019

Lead Teacher: Katy Lehman

Mentor: Sarah Thompson

Unit Title: All of the Lights

Lesson Title: On & Off

Grade Level: First & Second Grade

Number of Students: 20 students

I. UNIT OVERVIEW (RATIONALE)

With the flip of a switch the lights will turn on. Every morning the sun rises and there is light. Every night the sun sets and there is darkness. As we walk down the street our shadows follow us. I see through windows. I see my reflection in the mirror. Light, shadow, and reflection are all around us but are seen as magic in the eyes of a child. In the art space we will explore light that is artificial, light that is natural, and when there is no light at all. We will explore the potential that light has to reflect, illuminate, create shadow, and more. Light will become a ‘material’ in our art space, in addition to exploration with sculpture, drawing and painting, cameras, and performance art. Light will guide us as we actively investigate and discover what this magical material can create.

II-A. LESSON OVERVIEW (RATIONALE)

Week 1 is the beginning of an active discovery of the possibilities of light and shadow. This lesson will introduce the students to important and specific vocabulary words and concepts that we will expand upon in the following weeks. To start, the main three words we will introduce are artificial light, natural light, and shadow. We will also encourage students to discuss synonyms or other words that relate to light and shadow. We will use electrical light fixtures, lamps, and flashlights in our art

practice to begin to explore artificial light. We will use the rays from the sun that shine through the large Patterson Building windows to learn about natural light. And we will use our physical bodies, the shadow screen, and charcoal/chalk to play with shadows. Children will be encouraged to explore and experiment with light and shadow in an open space with freedom to move around as they please. The art space will become social practice as they explore the concepts and activities together. Individuals will be able to bring their prior knowledge of light and shadow into SAS to share with others and further expand their knowledge to prepare for more complex vocabulary words and concepts that will be introduced in the following weeks.

II-B. ESSENTIAL QUESTIONS:

1. What does light mean to you? How do you feel in the light? Where do you experience light?
2. What does darkness mean to you? How do you feel in the dark? Where do you experience darkness?
3. What is natural light versus artificial light?
4. When do you see shadows? What creates natural shadows? What are man made shadows?
5. When do people see shadows?
6. Why does my shadow move?

III-A. LEARNER OUTCOMES

1. Students will learn vocabulary words and concepts that will explain Week 1's lesson, in addition to preparing the students for the weeks to follow.
2. Students will be expected to answer questions and engage in conversation; therefore, they will learn how to engage in conversation and create an art language.
3. Students will use materials in the classroom to foster their art practice as they explore light and shadow.
4. Students will work together with their peers in the art classroom; therefore, the art space will become social practice.
5. As children move around the open space, they will learn that art practice should be playful and experimentive.

6. Students will be expected to sit and listen quietly when they are told; therefore, they will learn how to respect the art space and their peers.
7. Students will be expected to wear a blindfold and be guided by a peer or peers; therefore, they will need to be able to listen and trust but also be able to respectfully guide one another to keep each other safe.

III-B. NATIONAL ART STANDARDS

VA:Cr1.1.1a. Engage collaboratively in exploration and imaginative play with materials.

VA:Cr1.2.1a. Use observation and investigation in preparation for making a work of art.

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

Standard - CC.1.5.1.A. Participate in collaborative conversations with peers and adults in small and larger groups.

Standard - CC.1.5.1.F. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

Standard - 9.1.M.1.J1. Use a variety of technologies for producing or performing works of art

Standard - 9.1.V.1.E1. Use imagination and creativity to express self through visual arts.

IV. ART / ARTIST(S) OF RELEVANCE:

In this section, please write all the important information regarding the artist, art period, and/or political social issue you are presenting. Please include the biography on the artist(s) you are teaching in your lesson here along with 3 images of their work. List all visual resources you will be using in this lesson: children's books, reference books, visual aides, photocopied handouts, web sites

Reggio Children

- *Children, Art, Artists: The Expressive Languages of Children, The Artistic Language of Alberto Burri*

Tim Noble and Sue Webster

- *Miss Understood and Mr. Meanor*, 1997
<https://www.artworksforchange.org/portfolio/tim-noble-and-sue-webster/>
- *Nihilistic/Optimistic Exhibition*, 2006 <https://www.youtube.com/watch?v=8dl7VEEpTEM>

Samantha Shay

- *of Light*, 2016 <https://vimeo.com/180669928>

V. PREREQUISITES:

What skills and knowledge must students already be able to do before this lesson?

What concepts have to be mastered in advance to accomplish the lesson objectives?

1. Students need to know how to turn on a switch, light bulb, and flashlight.
2. Students need to know how to draw with charcoal and chalk.
3. Students need to know how to trace an outline.
4. Students need to feel comfortable wearing a blindfold.
5. Students need to know how to move their bodies to create different and playful shapes.

VI. INTERDISCIPLINARY CONNECTIONS:

This lesson connects heavily to science, language arts, and the performing arts. Children will be learning about scientific concepts, such as artificial light, natural light, darkness, and shadow. They will learn that artificial light comes from electricity and requires batteries or a plug/outlet. They will learn that natural light comes from the sun and shines through the windows and onto our bodies outdoors. All forms of light are also capable of creating shadows. This also connects to the Language Arts, because in learning new scientific concepts they are also learning new vocabulary words. They

will also be asked to discuss synonyms and/or antonyms of these words to broaden their light, shadow, and darkness vocabulary. Lastly, this lesson connects to the performing arts because children will be asked to put on a small performance behind the shadow screen as they are recorded. They will move their bodies in playful and unique ways to demonstrate performance art through shadows.

VII. MATERIALS NEEDED FOR LESSON

1. Sketchbooks
2. 2 medium sized lamps
3. 1 large lamp
4. Hand-held flashlights
5. Shadow screens
6. Very large rolls of white paper
7. Black charcoal
8. Colorful chalk
9. Blindfold/Bandanas
10. Camera/Video Camera

VIII. SAFETY HAZARDS:

1. The tables will be removed and the ground will be covered in white paper. Students need to be careful they do not run and fall on the possibly slippery paper. Students need to be careful they do not trip over any rips in the paper.
2. There will be lamps and light fixtures placed throughout the room. Students need to be careful they do not run into or bump over the light fixtures. Students cannot touch the lightbulbs.
3. Students will be allowed to hold flashlights. Students are not allowed to shine the light in another individual's eyes. Students are only allowed to use the flashlight for its proper use and not as a weapon/violent object.
4. There will be charcoal and chalk for the students to use to trace and draw their outlines. Students need to keep the chalk away from their faces and only use it for its intended purpose.

5. The shadow screen will be set up in the room for the students to put on a performance behind the screen. Students cannot move the screen without asking and should keep their hands off especially if their hands are covered in chalk and charcoal because the screen should be as plain and white as possible.
6. Students will be wearing blindfolds and being guided by their peers; therefore, they need to make sure they hold each other's hands and properly guide them in a slow manner.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9:00-9:20	<p>Welcome students and parents into the space and sign them in.</p> <p>Introductions with parents and students.</p> <p>Guide students to their sketchbook.</p> <p>Hand parent small paper blurb with Week 1 Rationale/expectation.</p>	<p>Student's enter and are shown where their sketchbook is and are allowed to sit wherever they please on the floor.</p> <p>Use charcoal/chalk to draw and play in their sketchbooks. This introduces them to the drawing material that they will use later in the lesson.</p>
9:20-9:40	<p>Sun Salutation to grab attention and create routine. Do this with teacher in the front of the room by the window and children all facing teacher.</p> <p>Play introduction game for names in circle formation: Each child says their name and does a dance move. After everyone has gone around the circle we all do our dance move together.</p>	<p>Students are standing, quiet and all facing the teacher.</p> <p>Students are taught the sun salutation routine and understand that we will begin SAS each week with the sun salutation.</p> <p>Student participate in the dancing name game introduction.</p>

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9:40-10:00	<p>Teach students about light and shadow. Children take a seat in circle formation looking at teacher.</p> <p>Main ideas to go over: Real light comes from the sun, artificial lights come from electricity such as the flashlight and lamps. Shadows are made from objects in nature, humans, man-made things. When something blocks the light it creates a shadow. Our shadows follow us on the ground as we walk.</p> <p>Main questions to go over: What does light mean to you? How do you feel in the light? Where do you experience light? What does darkness mean to you? How do you feel in the dark? Where do you experience darkness? What is natural light versus artificial light? When do you see shadows? What creates natural shadows? What are man made shadows? When do people see shadows? Why does my shadow move?</p>	<p>Students sit quietly on the floor looking at the teacher.</p> <p>Are allowed to raise their hand to ask or answer questions.</p>
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10:00-10:05	<p>Students watch myself and assistant teacher as we walk around the lamps/light sources in the room and then stop in a certain position when we have created a shadow on the ground. Assistant teacher uses charcoal to</p>	<p>Students watch myself and assistant teacher to learn what they will be doing. Students transition from circle formation and move to the outskirts of the room so Assistant Teacher and I can show children what we will be doing.</p>
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	<p>outline my shadow while I stand still. I then do the same thing for the assistant teacher. Then we go back to our own shadows and we fill them in colored or black charcoal</p>	
10:05-10:20/30	<p>Monitor and record the students as they walk around the lamps or use flashlights to create shadows and then trace them on the floor.</p> <p>Teacher can have children who seem covered in charcoal to wash their hands at the end.</p>	<p>Students work in pairs of two as they walk around the lamps in the room or shine flashlights on each other and then trace each other's shadows with charcoal/chalk on the floor. Then they go back to their tracing on the floor and color it in how they please. Students who seem covered in charcoal can wash their hands now.</p>
10:20-10:30	<p>Myself and assistant teacher will bring out the shadow screen. We will give a demonstration of how the shadow screen works. All other lights will turn off except for the light that is used to shine on the shadow screen.</p>	<p>Students watch quietly while we demonstrate how the shadow screen works. They are aware of the main light source and that their body outlines are creating the shadows behind the screen.</p>
10:30-45	<p>We choose 5 students at a time to put on a show behind the shadow screen. The shadow screen is placed 4 feet in front of the large wall without the windows and students who are not performing behind the screen will sit and watch in circle formation.</p> <p>Video record the students putting on a performance behind the shadow screen.</p> <p>Carefully monitor other children who choose not to watch the shadow screen performance, especially children who</p>	<p>Students take turns watching and putting on a performance behind the shadow screen. They are respectful of their peers while they watch, but they are creative and playful when they are performing behind the screen.</p> <p>Students who do not seem interested in watching the other students, can continue to create charcoal/chalk drawings in their sketchbooks or on the white paper rolled onto the floor.</p> <p>Students who do not seem interested in watching the other students can also</p>

	are being blindfolded.	participate in an activity on darkness. One child will be blindfolded while one or more child guide the child with their hand or by voice.
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10:45-11:00	<p>Teacher will guide students over to wash their hands. Teacher will ask students to describe LIGHT & SHADOW. They will be encouraged to use new descriptive words and describe when they experienced or saw LIGHT & SHADOW during the lesson. We will come back to the main questions we proposed in the beginning of the lesson.</p> <p>Teacher will instruct students to stand up in their seat and face the teacher. They will perform the Sun Salutation routine that they were taught at the very beginning of SAS.</p>	<p>Students will wash their hands if they have not already. Students will sit facing the teacher quietly and answer questions that the teacher asks the class.</p> <p>Students will stand up in their seat and face the teacher to perform the Sun Salutation routine that they were taught at the very beginning of SAS.</p>
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11:00-11:15	Teacher will welcome parents into the room as they pick up their children.	Students will work in their sketchbooks as they wait for their guardian to pick them up.
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X. ENDING THE LESSON

X-A. Closure of Lesson:

We will end this lesson with all students gathering around on the floor. They will drop all materials and have eyes on the teacher. Teacher will ask students to describe LIGHT & SHADOW. They will be encouraged to use new descriptive words and describe when they experienced or saw LIGHT & SHADOW during the lesson. We will come back to the main questions we proposed in the beginning of the lesson:

What does light mean to you? How do you feel in the light? Where do you experience light?
What does darkness mean to you? How do you feel in the dark? Where do you experience darkness?
What is natural light versus artificial light?
When do you see shadows? What creates natural shadows? What are man made shadows?
How do we create shadows?
Why does my shadow move?

Class will be officially over when the entire class stands up and performs the Sun Salutation routine that they were taught at the very beginning of SAS.

X-B. Transition to Next Lesson:

In week 1 “On & Off” we will have fully grasped the concepts light, shadow and darkness. In following lessons we will learn how light can(not) shine through certain materials and how this light can create reflections. After learning about artificial and natural light, we will be prepared to learn about black light, fluorescent light, and more.

XI. REFERENCES TO MATERIALS CONSULTED

This section is similar to a “references” section of an academic paper. You need to account for any and all resources that you have used to conceptualize and write your lesson plan (e.g., websites, books, exhibition materials, movies, etc.)

Reggio Children

- *Children, Art, Artists: The Expressive Languages of Children, The Artistic Language of Alberto Burri*

Tim Noble and Sue Webster

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- *Nihilistic/Optimistic Exhibition*, 2006 <https://www.youtube.com/watch?v=8dl7VEEpTEM>

Samantha Shay

- of *Light*, 2016 <https://vimeo.com/180669928>

XII. THE CLASSROOM AS A THIRD TEACHER

The classroom will truly become a third teacher during week 1 *On & Off*. We will remove all tables and chairs from the space and roll out large sheets of white paper to cover all of the floors. The white floors will become the canvas for shadows to form on the all white surface and then will become the canvas for students to outline and draw in the shadows they create. There will be artificial light fixtures placed around the room for us to move around and discover how our bodies can create shadows at different angles. There will be shadow screens placed near the front of the room, against the large wall that is opposite the windows. There will also be signs around the room that read “Artificial Light” “Natural Light” “Darkness” and “Shadow” these signs will facilitate conversation and be a reference throughout the class. We will be able to explore and play in the open space, in addition to utilizing the light fixtures to dive deeper into the magical world of light, shadow, and darkness.