

LESSON PLAN FORMAT

SAS Spring 2019

Lead Teacher: Katy Lehman

Mentor: Sarah Thompson

Unit Title: All of the Lights

Lesson Title: The Many Reflections

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)

In week 2 we will continue to explore light and shadow, but we will introduce reflections. What is a reflection? There are countless definitions of what a reflection is and can be, but in following the theme of light and shadow, a reflection is when a body, object, or surface mirrors or casts back an amount of light instead of passing through or absorbing the light. This can be seen when sun rays cast down over a body of water and beautiful shimmers appear across the waves. We see reflections from streetlights onto the road when we're on a drive. We see reflections when the light hits a disco ball and dances across the walls. And we are in awe of the colorful reflections created from stained glass windows. In this lesson we will continue to explore light and shadow while we also explore various materials and objects that create reflections from natural and artificial lights. We will also introduce materials and objects that do not reflect, but absorb or allow light to pass through. We will create our own versions of stained glass windows and sun catchers and the children will be able to see their creations make colorful reflections across the room.

II-B. ESSENTIAL QUESTIONS:

What relationship do certain materials have with light to make reflections?
How does light shine through materials and objects and not others?
What are transparency, opaqueness, and translucency?
How can we capture reflections, shadows, and light?
How does light reflect off of mirrors?
What colors can be created through reflections?
What patterns can be created through reflections?

III-A. LEARNER OUTCOMES

1. Students will learn vocabulary words and concepts that will explain Week 2's lesson, in addition to preparing the students for the weeks to follow.
2. Students will be expected to recall vocabulary words they learned during Week 1's lesson and connect this information and their experiences to Week 2.
3. 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.
4. Students will use materials in the classroom to foster their art practice as they explore light and shadow.
5. Students will work together with their peers in the art classroom; therefore, the art space will become social practice.
6. As children move around the open space, they will learn that art practice should be playful and experimentive.
7. 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.
8. Students will be given a wide range of materials to create their artwork; therefore, they will learn how to have artistic freedom to create what they want.
9. Students will be able to document their own work with an ipad.

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.

VA:Cr1.2.2a. Make art or design with various materials and tools to explore personal interests, questions, and curiosity.

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 - 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.

Standard - AL.2.1.B1. Complete multi-step tasks with independence.

Standard - AL.2.2.E1. Employ new and familiar strategies to recall information for a purpose.

Standard - AL.3.2.A1. Use and connect materials/strategies in uncommon ways to create something new or to solve problems.

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

Anila Quayyum Agha

Intersections, 2014 <http://www.anilaagha.com/>
<https://www.youtube.com/watch?v=p0X97JdChKI>

Red Paper Heart, Moving Stained Glass

<https://vimeo.com/151795207>
<https://redpaperheart.com/work/fitcto2017#>

Christopher Janney

<https://www.janneysound.com/project/passing-light-san-antonio-tx/>
<https://www.janneysound.com/project/harmonic-runway/>

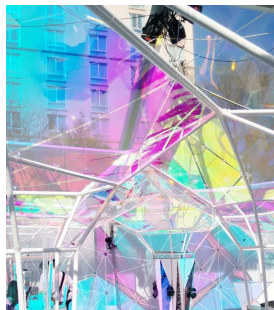
Tom Fruin

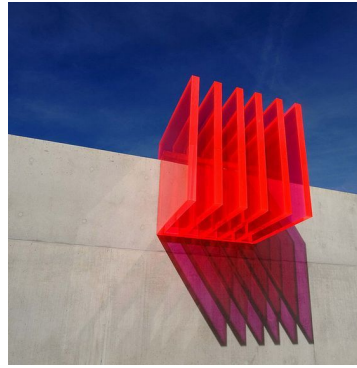
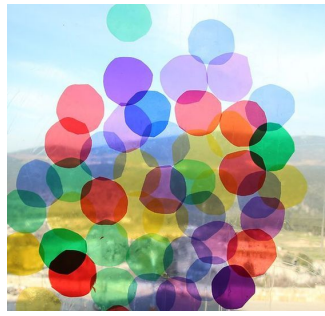
<http://www.tomfruin.com/>

David Scheid

Kinetic Light-Reflective Art Installation Studio Supernova

<https://vimeo.com/108707072>





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 markers.
3. Students need to know how to use paint and paintbrushes.
4. Students need to know how to use glue and apply materials onto each other with the glue.
5. Students need to know how to use scissors.
6. Students need to understand the difference between artificial and natural light.
7. Students need to understand shadows.
8. Students need to know how to use an Ipad, camera, and video camera.

VI. INTERDISCIPLINARY CONNECTIONS:

This lesson connects heavily to science, language arts, and the performing arts. Children will continue to learn about natural light, artificial light, shadows, and darkness, in addition to being introduced to new terms such as reflection, transparent, translucent, and opaque. They will learn how reflections are created and what types of materials and objects make or do not make reflections. 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 vocabulary. The art space will generate conversation. 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. Lamps
3. Hand-held flashlights
4. Shadow screen
5. Light box
6. Loose parts
7. Very large rolls of white paper
8. Tape
9. Camera/Video Camera
10. Ipad
11. Acetate paper or plastic paper
12. Colorful tissue paper
13. Glitter
14. Multisurface Paint
15. Paint brushes
16. Multisurface Markers
17. Glue
18. String
19. Colorful Cellophane

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 light bulbs.
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. 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.
5. Students will be able to use scissors to cut materials. They need to properly hold the scissors and only use them when they are sitting at the table working on their artwork.

6. Students will be able to move to different stations in the room to explore different art experiences; therefore, they must make sure they move around the room in a respectful manner and only use the materials for each station at that given station.
7. There will be an Ipad, a camera, and video camera in the room that the students will be able to use to document their artwork and experiences; therefore, they must properly use these technological devices.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
9:00-9:15	<p>Welcome students and parents into the space and sign them in.</p> <p>Guide students to their sketchbook.</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 markers and paint to create in their sketchbooks. This introduces them to the materials that they will use later in the lesson</p>
9:15-9:20	<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>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. (This will be consistent every week to develop routine and an understanding of the Sun Salutations).</p>	<p>Students are standing, quiet and all facing the teacher in a circle or randomly dispersed around the room that has open floor.</p> <p>Students participate in the dancing name game introduction.</p> <p>Students are taught the sun salutation routine and understand that we will begin SAS each week with the sun salutation.</p>

<p>9:20-9:30</p>	<p>Re-emphasize the class rules. Re-emphasize the vocabulary words Artificial Light, Natural Light, Shadow, Darkness. Ask students to raise their hand and explain the words.</p> <p>Reiterate main ideas from SAS Week 1: Natural 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>Re-ask main questions from SAS Week 1: 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>Introduce new idea: Reflection There are many different definitions for reflections. Reflections in the mirror, reflections from the sun bouncing off of one object/surface and onto another, and reflections of color. Certain materials reflection color and light in different ways. Some materials and objects allow light to pass right through, some will reflect back and others will absorb the light.</p> <p>Main questions to go over:</p>	<p>Students sit quietly on the open space floor looking at the teacher. They are allowed and encouraged to raise their hands to ask or answer questions. They will engage in an open conversation and dialogue with the teacher and eachother.</p>
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	<p>What relationship do certain materials have with light to make reflections?</p> <p>How does light shine through materials and objects and not others?</p> <p>What are transparency, opaqueness, and translucency?</p> <p>How can we capture reflections, shadows, and light?</p> <p>How does light reflect off of mirrors?</p> <p>What colors can be created through reflections?</p> <p>What patterns can be created through reflections?</p>	
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9:30- 9:50	<p>Around the room there will be a several different stations. There will be two separate large tables. At one table there will be a large amount of materials to create personal sun catchers, such as glitter, sparkles, colorful cellophane, colorful tissue paper, glue, multisurface paint, multisurface markers, feathers, tape, and scissors. The second table there will be the same array of materials, but students and teacher will work together to make large stained glass windows to go over the Patterson Windows. There will be two large sheets of white paper rolled out for children to play in sketch books or draw on the floor. The shadow screen and lights will be set up for children to put on art performances and continue exploring their shadows. Lastly, the light box with loose parts will be set up to explore artificial light. The teacher will watch all students carefully as they rotate between these stations. Teacher will mainly facilitate the two tables for the suncatchers and the stained glass window creations. Show students example of your own suncatcher and begin showing them how to make another. Emphasize that</p>	<p>Students will be split up into two groups one set of students will sit at the sun catcher table and the other group will sit at the stained glass table. Students are able to also move around the room to the shadow screen and light box, but they must be at at least one of these stations.</p>
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	<p>they are able to use any of the materials and to really explore what each material can do. Encourage them to go up to the sun or to a light fixture and shine the light on their sun catcher to see the reflections that they make on the white walls and white paper that covers the floor.</p>	
9:50-10:15	<p>After the teacher has spent a large amount of time explaining how to make the sun catcher and how to explore with all the different materials, go over to the large acetate sheets to make the stained glass windows. Use the same materials and be creative and spontaneous with how you use the different materials. Use materials such as glitter, cellophane, colorful tissue paper, glue, multisurface paint, multisurface markers, and feathers to make the acetate see through in some places and covered in color in other places so that the stained glass window will make lively, colorful reflections.</p> <p>Work with students to make this a collaborative creation that will later be hung on the windows for the children to admire and observe how the stained glass window creates reflections.</p>	<p>Students will continue to work on either their own suncatcher or the stained glass window. They can also move to the shadow screen or the light box if they finish their work or want a break from their artwork.</p>
10:15-10:20	<p>Announce to the class that we are all going to take a break and get some water or go to the bathroom. Those who do not need to go will stay inside working on their art activities with an assistant teacher.</p>	<p>Students are allowed to come with the group for water and a bathroom break, or they can stay and work on their artwork.</p>
10:20-10:30	<p>Students will get back to work and teacher will walk around room</p>	<p>Students will go to the stations around the room to work on their artwork or explore</p>

	<p>observing and engaging with the students at the different stations. Teacher will encourage the students to finish up what they are working on. Teacher will encourage students to document their work with the Ipad. Teacher will tell students that when they are using the Ipad they must only take photos of their work or of their peers who are working but cannot run and play with the Ipad. They must also take turns when using the Ipad.</p>	the shadow screen and light box.
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10:30-10:45	<p>We will go around sharing our creations and together we will observe as we put the stained glass window over top of the window and see the reflections that are made on the white paper and white walls.</p> <p>We will have a discussion about light, shadow, and reflections. We will discuss which materials had what outcome. Such as, glitter makes many small and quick reflections when the light hits it, but the light shines through the color cellophane and makes a reflection of the same color on the white paper.</p> <p>We will finish this conversation with a Sun Salutation.</p>	<p>Students will move to the open floor where they will all sit. They will be able to share their suncatcher if they please or sit quietly and enjoy seeing the artwork that everyone has created.</p> <p>Students will continue to sit politely while we discuss light, shadows, and reflections. They will discuss which materials had what outcomes.</p> <p>Students will stand in their spot and be arms distance away from their peers. They will face the teacher as they collectively practice a Sun Salutation.</p>
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10:45-11:00	Teacher will tell students to now keep working on their sun catchers, go back to working in their sketchbooks, play at the shadow screen, or play at the light box until their parents arrive.	Students will keep working on their sun catchers, go back to working in their sketchbooks, play at the shadow screen, or play at the light box until their parents arrive.
10:45-11:00	Also at this time, teacher will greet	Children will be putting away their materials,

	parents as they arrive and help collect children's shoes and jackets and sign them out.	keep their suncatcher in the classroom to save for the exhibition, putting on their shoes and coats, and leaving with a guardian.
11:00	Clean up the space.	Children have all been picked up.

X. ENDING THE LESSON

X-A. Closure of Lesson:

To close the lesson we will go around sharing our creations and together we will observe as we put the “stained glass window” over top of the window and see the reflections that are made on the white paper and white walls. We will document with the ipad and the cameras the finished products and the reflections that are made along the floor and walls. We will also have a discussion about light, shadow, and reflections. We will discuss which materials had what outcome. Such as, glitter makes many small and quick reflections when the light hits it, but the light shines through the color cellophane and makes a reflection of the same color on the white paper.

X-B. Transition to Next Lesson:

In week two, *The Many Reflections*, we will have continued to explore light and its ability to make reflections with different objects, materials, and mediums. We will continue to explore light, shadows, and reflections in future lessons.

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.)

XII. THE CLASSROOM AS A THIRD TEACHER

The classroom will become a third teacher during week 2 *The Many Reflections*. We will remove all but 2 large tables from the room. The 2 large tables will be on one side of the room, so that the rest of the space will be open. Half of the open space will be covered in white paper along the floor and parts of the walls. This will be space for students to draw onto the actual paper or draw in their sketchbooks or the given project. This open art space acts as a way for children to move their bodies in active, playful ways without having large tables or chairs in their way. I believe an active body will encourage an active and creative mind. In addition, an open space always for us to create large circles for discussion, sun salutations, and large art movement. The rest of the open space will once again have the shadow screen and light box set up with carpets around these areas, so that children can develop a sense of routine from the previous week and continue to explore these activities if they choose to. The shadow screen and the light box help the children to further understand shadows, light, and how we are able to engage with these concepts. The two tables will have at least 16 chairs around them so that majority of the students will be able to engage in the activity on these tables. On these tables will be a wide range of materials to create our version of miniature and large stained glass windows. There will be several artificial light fixtures around the room to further expand our knowledge of types of light. There will once again be signs around the room that have our class rules and another that says "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, shadow screen, light box, and stained glass materials to dive deeper into the magical world of light, shadow, and darkness.

Documentation:

"We have instruments" referring to the markers that make a noise when you shake them.

"It's a jelly bean jar" referring to the dots he made with the circle paint stamp "The jelly beans are falling out of the jar and the pacman is eating them because they eat dots"

"I made a star for my first time"

"My mom uses this type of paper to draw through" referring to the translucent paper