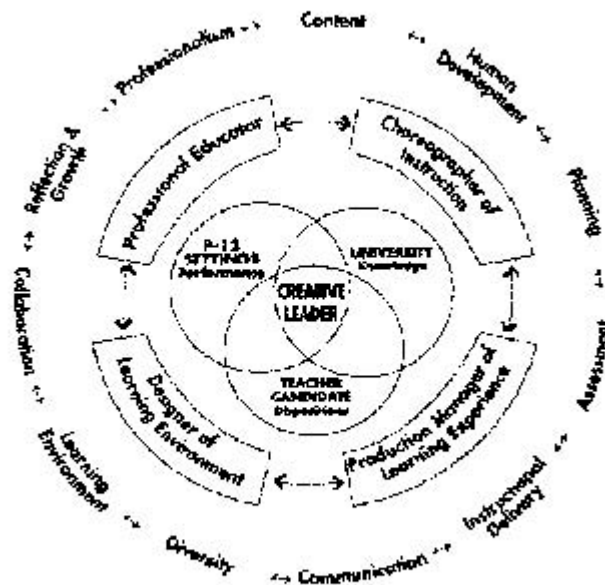


EDUCATION DEPARTMENT LESSON PLAN 2012-13

TITLE PAGE

The Teacher...



A CREATIVE LEADER

Education Department

MAT Graduate Programs

COLUMBIA COLLEGE LESSON PLANNING TEMPLATE

Student Teacher: Adrienne Tambone

Observer:

ID#:

School & Grade: Fourth Grade

Program: MAT Art Education

Subject: Basics of Quilling: Coils (2 days)

Cohort: 21

Date: August 12, 2013

I. Introduction: IPTS# 1,4 & 8

Lesson Topic and Teaching Context:

Students will practice quilling techniques that were a popular craft during Colonial times. During this lesson, students will learn how to create various styles of quills by rolling narrow strips of paper into coils. They will create a reference worksheet, which will lead the students into a future art project.

DESIRED RESULTS: STAGE 1: IDENTIFY DESIRED RESULTS

II. Desired Results: [Stage 1: Identify Desired Results] IPTS# 1, 2, & 4

A. Overarching Understandings & Essential Questions IPTS# 1, 2 & 4

1. Overarching Understandings:

Students will understand an art form from the Colonial era.

Two-dimensional forms can be manipulated to create three-dimensional forms.

2. Essential question(s):

What is quilling?

How does the quilling process exhibit different patterns and forms?

Standards

NAEA.VA.K-4.1 CONTENT STANDARD: Understanding and applying media, techniques, and processes
NAEA.VA.K-4.4 CONTENT STANDARD: Understanding the visual arts in relation to history and cultures

Standards

IL.26.A STANDARD: Understand processes, traditional tools and modern technologies used in the arts.
IL.27.A STANDARD: Analyze how the arts function in history, society and everyday life.

Standards

IL.26.A.2e > Visual Arts: Describe the relationships among media, tools/technology and processes.
IL.27.A.2a > Identify and describe the relationship between the arts and various environments (e.g., home, sc

C. Knowledge/Skills

C. Knowledge and Skills IPTS# 1, 2 & 4

Students will know (knowledge):

1. Quilling is an art form used during the Colonial times of rolling narrow strips of paper into coils or scrolls, and arranging them to form elegant filigree.
2. Quilling is an element of 3-dimensional design.
3. The difference between different coil shapes: open coil, closed coil, tight coil, large coil, teardrop coil and eye coil.

Students will be able to (define by audience, behavior, conditions):

1. Roll paper to create quills.
2. Create various styles of coils.

ASSESSMENT TASKS: STAGE 2: DETERMINE ACCEPTABLE EVIDENCE

III. Assessment Tasks: [Stage 2: Determine Acceptable Evidence] IPTS #8

Describe and attach the assessment tool(s) used throughout the lesson, i.e., pre-requisite knowledge needed for lesson (*The learning listed here is essential prior knowledge to the content of the lesson and is directly related to the lesson*); a formative assessment might be an observation of student responses; a summative assessment might be a checklist or rubric attached to assignments/projects.

A. Pre-requisite/prior knowledge

Students have discussed three-dimensional design in a previous lesson and should be able to identify and differentiate between two and three-dimensional designs. Students have prior knowledge of gluing and cutting.

During the anticipatory set, students will be handed different colored strips of paper in groups and come up with ideas and demonstrate different ways the paper could be used as an art form. For the demonstration, students will be asked about different types of crafts that were performed during the Colonial times in America. They are being assessed on their prior-knowledge to the colonial art forms and of quilling. Furthermore, after looking at various examples of quilling, students will be asked about how one might create a quill and how it can be used in a design. They will also be assessed on their knowledge that quilling is a component of three-dimensional design. During the guided practice, students will be asked if they can identify different shaped coils. For the closure of the lesson, students will be asked if they can think of other ways quills could be manipulated.

B. Formative Assessment:

The formative assessment will occur during the hook, demonstration, and throughout the guided practice. A checklist will be used for all three formative assessments. The formative assessment and checklists are to help the students meet and understand the requirements of the quilling exercise. In the hook, students will be asked to recall the origins of quilling. During the demonstration, students will be asked to repeat the process of creating a quill properly using the tight coil and closed coil technique. During day two, students will be asked to repeat the process of more coil techniques. For the guided practice, students will be asked to show me their completed glued forms after each mini demonstration. If they have completed the task properly, this is a good indication that they understand how to create a certain coil shape.

B. Summative Assessment (if appropriate):

Students will be assessed on their finished worksheet of the various glued shapes of coils. A rubric will be used to assess their worksheet. I will be looking for at least 3 per shape of coils. Furthermore, I will be looking for a respectful use of glue and a clean product.

Worksheet Assessment

Category	Objective Not Met	Objective Partially Met	Objective Met
Number of Coils	Student created one or no coils for each shape on the worksheet	Student created only two coils for each shape.	Student created at least three coils for each shape.
Craftsmanship	Student used too much glue and did not put any care into the worksheet.	Student used too much glue or did not put care into the worksheet.	Student used a respectful amount of glue and put the utmost care into the worksheet.

TEACHING AND LEARNING: STAGE 3: PLAN LEARNING EXPERIENCES

IV. Teaching and Learning Plans [Stage 3: Plan Learning Experiences]

A. Time required for lesson segments and grouping arrangements are specified [**SUPERVISORS WILL RESPOND TO THIS SECTION BASED ON INFORMATION THROUGHOUT THE LESSON WHERE 'Anticipated Time ' IS LISTED]**

B. Grouping Arrangements IPTS# 4,5&6

At least two grouping methodology approaches are identified, are reflected in the lesson and are appropriate for instructional delivery. Check all methodology used during the lesson:

Whole class X Hook and Demonstration

Cooperative groups _____

Pairs _____

Small group(s) _____

Individual work Guided practice

C. Materials and Technology (list) IPTS# 4&5 (TL. 1)

[Materials and technology listed are appropriate for the lesson content and used in the lesson, list all resources].

1. Materials

DAY 1

- paper strips of various colors
- toothpicks
- pencils
- q-tips
- glue
- cups for glue
- quilling worksheet (to be filled out by student)
- Step-by-step poster on making individual shapes
- PowerPoint on Colonial Quilling Art forms

DAY 2

- paper strips of various colors
- toothpicks
- pencils
- q-tips
- glue
- cups for glue
- step-by-step poster on making individual shapes
- quilling reference worksheet (to be filled out by student)
- quilling video clip

2. Technology

DAY 1

- PowerPoint presentation
- Laptop and Elmo

DAY 2

- Laptop and Elmo

D. Teacher's preparation IPTS# 1,2,4 & 5 (TL. 2.)

Practice Procedures:

Day 1:

Make a finished version of the coil worksheet for students to look at as a reference.

Prepare a PowerPoint presentation on quilling with examples.

Prepare and cut colored strips of paper.

Prepare a step-by-step poster that provides visual and written instruction on how to make various quilling shapes.

Day 2:

Make a finished version of the scroll worksheet for students to look at as a reference.

Prepare and cut colored strips of paper.

Identify new vocabulary:

Add new vocabulary accompanied with a pictograph to word wall. New vocabulary includes: three-dimensional, quilling, coil, open coil, closed coil, tight coil, teardrop coil, eye drop coil, large coil.

Organize Workstations:

DAY 1 and DAY 2

1. Each table will have pre-cut strips of colored paper ready for quilling.
2. Each table will have two cups of glue with q-tips.
3. Each table will have toothpicks and pencils.

E. Set/Hook IPTS# 2, 3, 4, 5, & 6 (T.L. 3)

DAY 1: Students will be handed different colored strips of paper in groups and come up with ideas and demonstrate different ways the paper can be used as an art form. I will give the students five minutes to work on this. After the five minutes are up, I will have one student from each group come up and present their forms. I will ask if their forms are three-dimensional. Why or why not?

DAY 2: Students will be shown a short video clip on how quilling can be used to create various types of three-dimensional forms and designs. I will ask the students what they saw in the video and how they may create those forms themselves.

Anticipated Time: 5 minutes

F. Differentiated or individualized learning -IPTS# 2, 3 & 4(i.e. non-reader, ELL-levels, gifted)

(TL. 4)

For an ELL student I will create a directions sheet into Spanish. Furthermore, I will have a finished visual for the student to use as a reference.

Project will be modified for special education students based on recommendations in their IEPs. Some modifications might include further scaffolding with written directions and images. Also, students who have difficulty with fine-motor skills can use pipe cleaners instead of strips of paper to create their coils, which are easier to handle.

G.Plans for teacher input in the form of explanations and modeling IPTS# 1, 2, 3, 4, 5, 6 & 7

DAY 1

Introduction:

I point to the SWBAT (Students will be able to -) on the white board. I call on a student to read what they will be able to do today. Student: "Students will be able to roll paper to create quills and create various styles of coils. I then repeat the SWBAT to the entire class one more time.

I will show a PowerPoint presentation of different images on quilling. I will also discuss the background and basics to quilling.

Today we will begin talking about and practicing the art of quilling. Has anyone here heard of quilling? Expected response: "No." Remember the small activity we just did, where you tried to create a three-dimensional form or design with the colored strips of paper? Quilling is the art of rolling those narrow strips of paper we just used into coils or scrolls, and arranging them to form elegant designs and forms. (pointing to an image of such act on the PowerPoint) For the next two classes, you'll learn how the art of quilling. We will use a toothpick or pencil to roll coils, then pinch, shape, and arrange them into decorative patterns. (I am showing them a real example of a finished coil). Quilling started as a hobby for nuns and priests. They would cut the edges from the pages of books and create art from them. Then during the 18th century, it became a popular hobby for women, because it was thought to be simple and not too stressful. Today, quilling is a hobby around the world where people use it to create wedding invitations, ornaments, or other three-dimensional art forms. Here are some more examples: (teacher shows more examples of quilling)

Today and tomorrow we will practice creating different types of these coil shapes (showing a class a finished example of the worksheet).

After I explain each shape and how they are made, we will make our first coil for each shape together as a class.

Open Coil: What do you think they call this coil shape? (using the Elmo to magnify an open coil)

Expected response: "I don't know." This is called an open coil. It is made simply by wrapping the strip of paper around the toothpick like this.(I demonstrate how to wrap the paper around the toothpick). It's called an open coil because the end part is not glued down. Can some one tell me how to create a simple coil? Expected response: "Wind a strip of paper around the toothpick." Very good.

We will now wind a coil together. Does everyone have a toothpick and strip of paper in their hand? First, moisten your thumb and index finger. Place the top of the paper strip against the index finger. Put the toothpick across the top of the strip near the top. With your thumb, curl the paper over the toothpick. This will start the coil. Without moving the toothpick, use your thumb and index finger to wind the paper. Make sure to layer the paper on top of each other because then your coil will be more even. When the paper is completely wound, carefully slip it off the toothpick. How did you do? Can everyone show me their coil? (I will go around the room and check to see how the students did). Nice job, everyone. You have successfully created an open coil. Can someone tell me what we just created? Expected Response: "Open Coil". Very good. Yes, we created an open coil. Place the open coil shape to the side. Using a q-tip, apply a bit of glue to your worksheet in the "Open Coil" section like this (I am demonstrating using the Elmo). Remember to use a respectable amount of glue. Place your open coil on the glue you applied to the paper. Make sure to press down gently so to not smush your coil. When you are finished, please create one more on your own. I will be around to check, help, or answer any questions you have.

Closed Coil:

We are now going to try the closed coil shape. (Showing the class the closed coil shape to the class). Why is this called a closed coil? Expected response: "The end of the coil is closed." That is correct. The closed coil is similar to the open coil shape except the end part of the coil is glued down. How does the closed coil shape differ from the open coil shape? Expected response: "They are made the same way, except when you have finished winding the paper strip, the end part is glued down to the body of the coil." Very good! Let us try making a closed coil together. Wind the paper strip around the toothpick like we did before. Make sure to layer the paper on top of each other because then your coil will be more even. When the paper is completely wound, carefully slip it off the toothpick. Using your q-tip, add a little glue to the end of the coil. Remember, you don't need that much glue. Press the end of the coil to the body of the outside. Press down until it stays. Like with the other two coils, glue down the coil to the worksheet under "Closed Coil" like this (I am demonstrating using the Elmo). Does everyone feel comfortable creating a closed coil on their own? When you have finished gluing, please create one more closed coil by yourself. Do you have any questions? Again, I will be around to answer any questions, or help if needed.

Tight Coil:

The tight coil is very similar to the last two shapes we just made. (As I show the class the tight coil shape on the Elmo). How does the tight coil differ from the closed coil and open coil? Expected response: "I'm not sure. Maybe because it's tighter?" That's correct. The coil stays tight, with no space between the layers of paper. Also, the free end of the coil is glued like the closed coil. Are we ready to try the tight coil shape? Like the last two shapes, wind the paper strip around the toothpick like this. Make sure to layer the paper on top of each other while winding the paper strip. While still holding on to the coil tightly, carefully pull the coil off the toothpick. Make sure the coil stays tight like this. (As I show them). Why do we want to keep the coil from unraveling or loosening? Expected response: "Because it will no longer be a tight coil." That is correct. If we let go of the coil, it will loosen and look like an open coil instead. While holding on to the tight coil in one hand, use the other to glue the loose end using a q-tip. Press down on the newly glued end for five seconds. While still holding the tight coil, we will glue the shape to your worksheet under the "tight coil" section. Where are we gluing this shape? Expected response: "In the 'tight coil' section." That's correct. Continue to hold the coil while gluing just

to make sure it does not come loose. Please make one more tight coil on your own. I will be coming around to check in and help. Do you have any questions?

Large Coil:

Today we are going to make one more shape. This shape is quite similar to the other shapes we made. I will show it to you. (Shows shape on the Elmo). Look at your worksheet. Can you guess which shape it is? Expected response: "Large coil." That's correct! Why is it called a large coil? Expected response: "The center is larger and wider than the other shapes we have made." Very good. The only difference between the large coil and the open coil is the tool we use to make it with. We will use a pencil instead of a q-tip. Does everyone have a strip of paper and a pencil in their hands? Like we have done before, moisten your thumb and index finger. Place the top of the paper strip against the index finger. Put the pencil across the top of the strip near the top. With your thumb, curl the paper over the pencil. This will start the coil. Without moving the pencil, use your thumb and index finger to wind the paper. When the paper is completely wound, carefully slip it off the pencil. How did you do? You can loosen the coil a bit but don't let go of the coil completely or it will unravel. With your other hand, glue the loose end using your q-tip. Once you have glued it down, hold it in place for five seconds to make sure it will stay. Next, add glue to the "Large Coil" section of your worksheet and glue down the coil. Once you are finished, please make one more on your own. Any questions?

Once you have finished your second large coil, please go ahead and continue practicing the four shapes by making at least one more of each shape. If you need guidance or forgot a step, I have step-by-step instructions posted on the front board that may help you. Please ask your group or use the step poster before asking me. Who would like to tell the class what we will be focusing on for the last part of our class? Expected Response: "We will make one more coil of each shape." That is correct. What are the shapes we will make? Expected Response: "open coil, closed coil, tight coil, and large coil" That's correct. Does anyone have any more questions?

Anticipated Time: 15-20 minutes

DAY 2:

(As I point to the board) Can someone please read to me what we will be able to do today? "Students will be able to create two new coil shapes: teardrop and eye." That's correct. Today we will learn two new coil shapes and add them to our worksheets. Who can tell me what coil shapes we learned how to make last class? Expected response: "Open coil, closed coil, tight coil, and large coil." That's correct. By the end of class you will know how many shapes for quilling? Expected response: "six shapes."

Who can tell me how we start off making a coil shape? Expected response: "Wind a thin paper strip around a toothpick." That's right. To make the teardrop and eye shaped coils, we will start off using this procedure. The only difference is after we take the wound coil off the toothpick, we will use a pinching technique to shape the coils.

Teardrop:

(As I place the teardrop shape on the Elmo) Who can tell me what shape this is? Expected response: "It looks like a teardrop or raindrop." That's correct. This is the teardrop shape. Please begin by creating a

regular coil shape using a strip of paper and toothpick. When you finish winding the strip of paper, you may take it off the toothpick but remember to hold on to the coil so it doesn't unravel. I will know you are finished because your eyes will be on me. Begin. (I will give the students 2-3 minutes to complete creating a coil shape). Has everyone made their coil shape? Great. Can everyone see my coil shape and how my fingers are holding the shape? Using both thumbs and index fingers, hold the coil shape. Now, the trick to creating the teardrop shape is by pinching one side of the coil with the index finger and thumb like this. Who can tell me what I just did? Expected Response: "You pinched one side of the coil using your thumb and index finger." That's correct. Do I want to pinch both sides? Expected response: "No." Correct. Only pinch one side of the coil. Once you have done this you will see that you have created the top of the teardrop. Does everyone's teardrop look like this? (I will go around the room to check.) After you have created the teardrop shape, use the glue and q-tip to paste down the loose-end of the paper strip like this.

It is now your turn to try the teardrop shape on your own. Are you ready?

Eye:

The last coil shape we will learn is the eye. The eye and teardrop are very similar, except for the eye shape both sides of the coil are pinched to create the edge of the eye. Let's do the first one together. First, please create a regular coil shape. I know you are finished because you will be quiet and looking up at me. (I will give the students 2-3 minutes to create their coil.) Has everyone made their coil shape? Great. Just like we did with the teardrop, please hold your coil shape using both thumbs and index fingers like this. Can everyone show me how you hold the coil? Nice job everyone! Now, please go ahead and pinch both sides of the coil like this. Keeping the coil in one hand, glue down the loose end of the paper strip. I will come around to see how you did.

It's looks like everyone was able to create the eye successfully! For the remainder of class, I would like you to finish working on your worksheet. Please create at least 3 coils for each of the six shapes on the worksheet. How many do I want for each shape? Expected response: "Three." If you finish your worksheet early, please raise your hand and I will check it. I will then give you another piece of construction paper for you to experiment with the quilling shapes we just learned.

Remember, if you have any questions about the steps in creating the coil shapes first look at the step-by-step poster at the front or ask a peer to help you before asking me.

Does anyone have any questions before we begin?

Anticipated Time: 10 minutes

H. Plans for Guided Student Practice (teacher coaching) [IPTS# 4 5, 6& 7]

1. After the demonstration of each shape, the teacher will be walking around the room assessing students as they create a shape on their own.
2. If the teacher sees many students struggling at one time, the teacher will call attention to the class and re-explain the process or technique.

3. I will be looking to see if students are winding the coil around the toothpick correctly and placing the strips directly on top of the other. If I see students have trouble with this, I will remind the students to do this.
4. Students will be asked to show me their completed glued forms after each mini demonstration.
5. I will be sure to give reminders to those students who are not following directions and have them look at the "step" poster and finished worksheet for reference.
6. I will call attention to students in the last 5 minutes of class. Students will be asked to clean up.

Anticipated Time: 60 minutes

I. Plans for Creative Interpretation (other creative solutions accepted in this lesson) IPTS# 1*

Students do not have to paste down the shapes with space between each one. Students have the option to create small designs with their finished shapes, as long as the shapes are pasted on specified section of the worksheet. For example, a student may take the three eye shapes and create a small flower instead of pasting each coil randomly in the space provided.

J. Plans for Independent Student Practice [IPTS# 1 & 2]

Homework or independent practice for student related to the lesson.

Day 1: Students will be encouraged to make more on their own at home. Students will have the option to take a few strips and a q-tip home with them to continue practicing creating quills.

Day 2: Students will be asked to research more on the topic of quilling using the internet. They will be asked to find how quilling is used today and sketch designs they saw that sparked their interest.

K. Closure (brief teacher or student-led review) IPTS# 1,5 & 8 (TL.5)

Day 1: I will close the lesson by asking the students about what they learned about quilling today. I will ask the students what they enjoyed about the quilling process and what they found difficult about it.

Day 2: The lesson will close with a brief discussion about which shape they enjoyed making the most. Also, they will be asked if they can think of other shapes in which the coils can be made into using the pinching technique. If time allows, we will discuss how one might make a square or triangle shape coil.