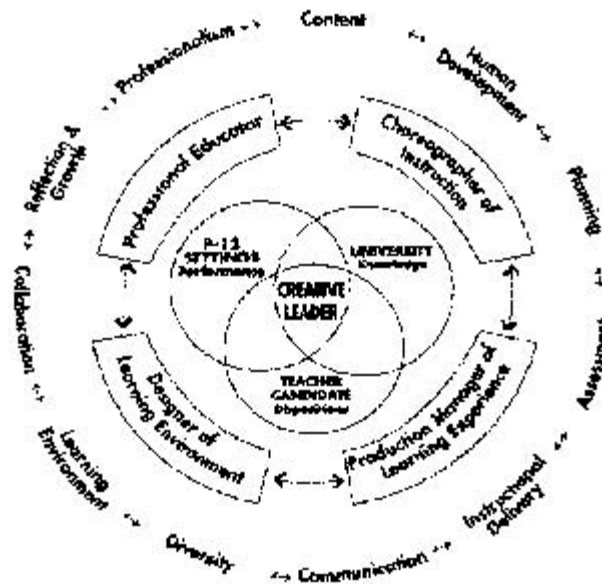


The Teacher...



A CREATIVE LEADER

Education Department

MAT Graduate Programs

COLUMBIA COLLEGE LESSON PLANNING TEMPLATE

Student Teacher: Adrienne Tambone

Observer: Camille Johnson

ID#: 265590

School & Grade: ART 1

Program: MAT Art Education

Subject: Paper Weaving and Pattern

Cohort: 21

Date: 4/26/2014

I. Introduction : IPTS# 1,4 & 8

Lesson Topic and Teaching Context:

In this project, the student will use colored construction paper to produce a woven paper mat. This is to develop a basic knowledge and gain experience with weaving. Students will produce a simple weaving project and will be able to discuss the basic vocabulary of weaving. This project is practical introduction to textile weaving for students with no weaving experience. This project will lead into another lesson where students will learn how to create weaves with yarn and cardboard looms.

B. DESIRED RESULTS: STAGE I: IDENTIFY DESIRED RESULTS (IPTS# 1, 2, & 4)

Enduring Understandings & Essential Questions IPTS# 1, 2 & 4

1. Enduring Understandings:

The weaving process can create many patterns and designs.

2. Essential question(s):

- What is weaving?
- How and why do other artists create woven objects?

How can artists create pattern through the process of weaving?

STANDARDS

NAEA.VA.9-12.1CONTENT STANDARD: Understanding and applying media, techniques, and processes

NAEA.VA.9-12.1.P.1 PROFICIENT: Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

NAEA.VA.9-12.2CONTENT STANDARD: Using knowledge of structures and functions

NAEA.VA.9-12.2.P.3 PROFICIENT: Students create artworks that use organizational principles and functions to solve specific visual arts problems

IL.25.A STANDARD: Understand the sensory elements, organizational principles and expressive qualities of the arts.

IL.25.A.4 > Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.

IL.26.A STANDARD: Understand processes, traditional tools and modern technologies used in the arts.

IL.26.A.4e > Visual Arts: Analyze and evaluate how tools/technologies and processes combine to convey meaning.

COMPONENTS OF 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__

Cooperative groups _____

Pairs _____

Small group(s) _____

Individual __X__

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

- Construction paper – various colors
- Weft Strips
- Scissors
- Glue
- Ruler
- Pencil
- Graph Paper

1. Technology

Students may use the Internet to gather ideas for weaving designs.

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

Practice Procedures:

1. Create "step" posters for procedures on how to cut pattern paper into loom and warp and the weaving process.
2. Create a paper weave for students to view as an exemplar of a finished weave with cut weft strips that are tucked nicely next to one another.

3. Create an example of pattern paper cut into a loom and warp strips.
4. Create additional weft strips to use in demonstration.

Identify new vocabulary:

Add new vocabulary with pictograph to word wall. New vocabulary includes: warp, weft, weave, loom, and pattern.

Workstation:

All Materials, including paper, scissors, and rulers will be available at the front table.

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

For an ELL student, I will have step-by-step instructions using images, as well as vocabulary presented with pictographs. If needed, I can provide a directions sheet in Spanish.

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

Explain your execution of the following procedures: connecting previous and current learning; teacher modeling (including a logical sequence or chunking of the explanation or modeling); and checking for understanding of the procedures, expected behaviors, and anticipated products.

DAY 1: Students will discuss the weaving process and talk about the new vocabulary that will be used during the demonstration. Students will begin creating lines on their loom paper using a ruler for the warp strips and cut their warp strips from the loom.

DAY 2: There will be a brief discussion about pattern associated with the weaving process. The teacher will demonstrate on graph paper how to create their pattern. During this time, students may use examples of past weaves or use the Internet to find ideas for their pattern. The rest of class time will be devoted to creating their patterns on graph paper.

DAY 3: There will be a brief discussion about the weaving process. The teacher will demonstrate how to translate the graph paper design to the paper weave using the “over – under” pattern. Students that are finished with their pattern must get approval from teacher before they may receive their weft strips.

DAY 4-5: Students will continue weaving. Once most students have finished the weaving process, the teacher will show students how to glue down the weft strips so that the weave stays in place.

DAY 6: Students should have their weave completed by today. The rest of class period will be devoted to writing their reflection paper on the process they took to create

H. Plans for Guided Student Practice Explain your use of questioning skills, monitoring and adjusting, and feedback during the lesson, as well as for student practice using academic language and new English language structures, as needed.

Plans:

1. Teacher is walking around the room and assessing students while they work on their centers.
2. If the teacher sees many students struggling at one time, the teacher will call attention to the class and re-explain the technique.
3. Teacher will be sure to give reminders to those students who are not following directions and have them look at the steps on the board.