

Alyssa Graham

Lesson Title: Restorative Practices, Culturally Responsive Teaching Lesson

Targeted grade Level: 9-10 (Foundations course) Anticipated Time Frame: 1 week (2 class periods)

| | Lesson Plan | Rationale |
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| 1. | <p>Conceptual Structure/Big Idea: To get to know the students better, and open up a line of communication. In addition, introduce digital art to the foundations students.</p> | <p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? This group of students is mostly first year students. The aim is to open up communication and get to know them better. Culturally responsive teaching, and restorative practices are all about knowing your students so you can respond appropriately if they are struggling. This lesson is also relevant to help introduce them into creating in a digital format, something they might not be familiar with.</p> |
| 2. | <p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none">1. Understand how to create a poster in a digital platform2. Introduce themselves, and open the line of communication from teacher to student3. For them to know what their Love Language is, and communicate that so the teacher can uplift them in an appropriate way (If their love language is words of affirmation, complementing their artwork is the best way to make the student feel supported) | <p>Why is it important for students to know these concepts?</p> <p>Learning about poster design is fundamental in introducing digital art. Students will start to familiarize themselves with using digital platforms which is essential to a digital course. Opening a line of communication is extremely important not only in the virtual space, but to maintain the relationship with the student. Restorative teaching practices demand this level of communication. Knowing students love languages will pave the way to uplift and support students in a way that suits them, and how they receive appreciation.</p> <p>https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0</p> <p>http://schottfoundation.org/restorative-practices</p> |
| 3. | <p>Objectives (what students will DO):</p> <ol style="list-style-type: none">1. Students will participate in the design of a poster surrounding who they are, including birthday2. Students will discover and include what their love language is3. Students will participate in a discussion board with fellow students to build communication | <p>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</p> <p>Students will create a poster with their interests, preferred names, birthdays, and love languages. Students will take a short online quiz to discover their love language, if they do not already know. They will also be participating in a student led discussion to open up communication. These activities create a classroom that allows students to be vulnerable in a safe way, and give information to guide the class to be productive. Information and activities</p> |

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| | | integrated into the class can be based off of student interest, to create an engaging environment. |
| 4. | <p>Essential Questions (BIG overarching questions):</p> <p>1.How do we create a successful poster using a digital platform?</p> <p>2.How can I communicate my interests and who I am to my peers?</p> | <p>How are these questions meaningful to the student? How do you know?</p> <p>In this lesson it will be important for the students to understand how to use basic digital software to create a poster, using a template if needed. This is a foundation course and basic digital knowledge will be important to learn to progress to the studio level.</p> <p>It is also important for students to understand how to communicate successfully and share information about themselves. Opening up the line of communication is important in restorative practices and culturally responsive teaching. If they so choose they could have digital art for the next three years of high school, and building that relationship right from the start is very important. This also builds the community within the school, creating a safe space for learning to occur.</p> |
| 5. | <p>Standards:</p> <p>Michigan Art:</p> <p>ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas. (21st Century Skills: I.6, III.3, III.6)</p> <p>ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out. (21st Century Skills: I.1, 1.2, II.7, III.3)</p> <p>ART.VA.III.HS.5 Recognize and understand the relationships between personal experiences and the development of artwork. (21st Century Skills: I.3)</p> <p>ART.VA.IV.HS.4 Use knowledge of art and design history to inform personal artwork. (21st Century Skills: I.1, I.3, II.5, II.7, III.3, III.7)</p> <p>ART.VA.V.HS.6 Understand artistic knowledge as an important tool for successful living in the 21st century. (21st Century Skills: II.1, II.5, III.7)</p> | |

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| | <p>National Standards: VA:Cr2.1.1a Engage in making a work of art or design without having a preconceived plan.</p> <p>VA:Pr6.1.1la Make, explain, and justify connections between artists or artwork and social, cultural, and political history.</p> <p>VA:Re.7.1.1aHypothesize ways in which art influences perception and understanding of human experiences.</p> <p>VA:Cn10.1.1la Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.</p> | |
| 6. | <p>Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Teaching practice links</p> <p>https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0</p> <p>http://schottfoundation.org/restorative-practices Love Language quiz https://www.5lovelanguages.com/quizzes/</p> <p>Poster creation site https://www.canva.com/</p> | <p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist’s work in your presentation.</i></p> <p>Students will be presented with the poster requirements after a few ice breaker and teacher introduction activities on the first day. Students will have time to take the love language test and explore the canva site, after teacher demonstration. These resources will help build communication levels and students' understanding of themselves. The student communication will be opened in a schoology discussion, providing students with a chance to communicate with one another.</p> <p>Canva will be a resource used throughout the quarter and it is important for them to become familiar now.</p> |
| 7. | <p>CREATING Lesson Plan Sequence (This will be lengthy and will broken down into days if need be) <i>How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students</i></p> | <p>Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?</p> |

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| | <p><i>explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary</i></p> <p>1.The first day will start with Teacher introductions, and a question ice breaker activity. Students will be shown the schoology classroom, and within it the requirements for the poster. They will then be given a demonstration on how to use the canva website, and have some time to explore on their own, as well as take the love language test.</p> <p>2. The next day is focused on student lead discussion within schoology and how to respond to others to create conversation. I will be sharing out my example, and students will be given some work time to complete their poster, and participate in the discussion board. Students will be required to submit their design into schoology.</p> | <p>This lesson is an intro into a foundations course. The digital platform students will be exploring is a building block to the rest of this course, and by doing a get to know you activity it is very low risk.</p> <p>Students sharing information in this way opens the class to being vulnerable, and communicating with each other, which will help with future class discussions and community. It also builds on culturally responsive teaching and restorative practices, to create a good school environment.</p> <p>This will help scaffold all the lessons taught, by introducing students to schoology, canva and how to use discussion boards and features inside the platforms.</p> <p>Once the posters are finished, they will be printed and included in a binder, so if a student is struggling or not engaged the teacher can reference the sheet to connect with the student. If the student is feeling underappreciated, checking on the love language can help to create an environment where the students needs are met.</p> |
| 8. | <p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>Extra time is built into our schedule, and canva is a free platform to create digitally.</p> | <p>Share rationale for each</p> <p>Art is naturally accommodation subject, but extra help will be provided as needed. staying flexible helps.</p> |
| 9. | <p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge? What evidence of pre-thinking, in process ideation and development will be required?</p> | <p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process |

Discussion time, and demonstration will be provided to assess daily engagement and retention.

The poster will be turned in via schoology.

- reflecting on their own work and **connecting** and **responding** to other art work
- How will the students' voices be represented in the assessment and presentation of their work?

The use of verbal, and virtual discussion will help cement the information learned. These activities are a building block for future lessons.

The poster is a summative assessment of students canva exploration.

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Insert photo of teacher created exemplar here:



Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.

Students need no prior knowledge to complete this project, everything will be demonstrated. The poster created will be a look into the students interests, and personality, including birthdays, preferred names, and love languages; which is all information that can be used to engage with the students, and make sure their needs are met and they feel valued.

If students continue with digital art, this will build the foundation of a relationship that will continue to grow for the next three years.

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| 11. | <p>Materials/Tools/Art supplies needed</p> <p>Students will be using canva, and schoology which they have access to.</p> | <p>What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)</p> <p>No prior knowledge required</p> |
| 12. | <p>Materials Distribution/Clean Up</p> <p>Being virtual there is no clean up, it is on the students to clean what they used.</p> | <p>Describe possible systems and management strategies</p> |
| 13. | <p><u>PRESENTING</u> How will your students' work be PRESENTED and curated?</p> <p>Currently Work is not being displayed, since this school is still mostly virtual.</p> | <p>Who is the audience? What kind of feedback will the artists receive?</p> <p>Peers, teachers and parents.</p> |