

Arts Assessment For Learning

VISUAL ART — KINDERGARTEN

UNIT PLAN: PAINTING: A RAINBOW

Subject/Unit: Art/Colors of the Rainbow

Common Core Standards:

- Speaking and Listening-Engaging in effective range of collaborative discussions.

NY State Art Standards:

- Standard 1 – Performing and participating in the arts,
- Standard 2 – Knowing and using arts materials and resources

NY City Visual Arts Blueprints:

- Developing Art Literacy

LESSON PLANS: PAINTING

Aim:

To engage students in discovering the colors of the rainbow

To engage students in creating a ripped paper collage

To engage students in painting a rainbow, using the correct colors

To engage students in practicing peer to peer assessment and being able to help one another throughout the drawing process

Objectives: *Students will be able to...*

Lesson 1

- Identify the colors of the rainbow by watching animated music videos on the Smart Board as evidenced by observational discussion
- Recognize items around them that are the colors of the rainbow as evidenced by choral discussion

Lesson 2

- Associate crayon colors to each color of the rainbow as evidenced by individual student completion of Rainbow handout
- Mix crayon colors to create the color Indigo as evidenced by individual student completion of Rainbow handout

Lesson 3 *(May take 2 class sessions)*

- Identify the 7 colors of the rainbow as evidenced by observational discussion and notebook drawings
- Recognize and identify purple as violet as evidenced by observational discussion

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- Explain how to make the color Indigo as evidenced by observational discussion
- Practice drawing a rainbow using the correct colors and placement as evidenced by notebook drawing

Lesson 4 *(May take 2 – 3 class sessions)*

- Explain the definition of the term collage as evidenced by observational discussion
- Create a ripped paper collage background for their rainbow as evidenced by student's ripped paper collage project

Lesson 5 *(May take 4 - 6 class sessions) * we will paint one color at a time*

- Explain the different stages of a visual rubric as evidenced by observational discussion
- Use a visual rubric to determine where they are in the rubric as evidenced by individual students coming up to the rubric and pointing to where they are in the rubric
- Paint a rainbow using the correct colors and staying inside the designated lines as evidenced by each student's painted rainbow project
- Make the color Indigo by mixing blue and purple as evidenced by each student's painted indigo section on their rainbow project

Teaching Points (Procedure):

- Last class, I gave everyone a pre-assessment on colors.
- Then I will show the class two animated music videos on the Smart Board about the colors of the rainbow.
- As a class, we will learn the words and sing the songs. I will play the song at the beginning and end of each class within this unit.
- We will discuss how to create/mix the color indigo and another name for violet.
- We will go around the room and recognize/associate things that are each color of the rainbow.
- Students will then be given a printed table with each box numbered and each color of the rainbow. I will project the same handout on the Smart Board.
- Each student will receive a bucket of crayons and follow my verbal directions for each box. I will assess the students to see if they are able to match each color crayon to its correct color in the rainbow.
- Students will have to mix two color crayons to get indigo and use the correct color for violet.
- Next, I will introduce the term collage.

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- Students will learn how to properly use a glue stick.
- Students will create a ripped paper collage using decorative paper (white, black and brown)
- After their ripped paper collage is complete, students will practice drawing a rainbow in their notebooks (paper)
- Once they finish practicing their rainbow, students will watch a demonstration on how to properly use the paint brush and paint.
- Students will paint one color at a time following my directions. Students will only be given one paint color. After they successfully paint that one color in the correct location, as in my visual demonstration, then students will practice cleaning up and placing artwork on the drying rack.
- Students will begin by painting red on their paper plate.
- Then I will show and explain the visual rubric to the class.
- Students will receive their project back and identify where they are in the rubric by coming up to the rubric and pointing to the section they are.
- Students will then receive a new paper plate and revise their work.
- Students will continue painting the colors of the rainbow, always remember and reviewing their visual rubric.
- Once each color of the rainbow is painted and their completed rainbow is dry, students will glue their rainbow on top of their ripped paper background.
- Students will glue cotton to each side of their rainbow to create clouds.

Questions:

- How can you make the color Indigo? Which two colors do I mix together?
- What is another name for Violet?
- Colors are everywhere around us. Can you tell me something that is Red, Orange, Yellow, Green, Blue, Indigo and Violet? (I will do one color at a time)
- Can you explain the term collage? What is a collage?
- What type of collage are we making?
- Why is it important to have colors?
- Describe how each section looks in our rubric. Where are you on our rubric?

Differentiation:

I will be walking around assisting children that need more individual attention while creating their rainbow.

Student Choice: Students will be able to create their own ripped paper collage background, choosing where to place each piece of ripped paper.

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Individual Student Progress: Student progress will be measured weekly in their student notebooks and weekly on their revised paper plates. Student progress is based on Assessments.

Danielson Domains:

Domain 1 – Planning and Preparation

1a. & 1e. Lesson is planned in advance, Each lesson in the unit ties into the next, preparation of Smart Board lessons, Visual Rubrics, guided visual directions, and sample projects; prior research of colors of the rainbow and research of rainbow sing along/videos.

1b. Students are partnered with another student that is on a different level. Students are expected to work with and help their partner throughout the lesson, creating a cooperative learning environment.

1c. The visual rubric clearly demonstrates the outcome of the project. Students are also given visual demonstrations that guide them throughout each part of the lesson, to make sure all students are able to achieve all instructional outcomes.

1d. Smart board presentation is created from rainbow videos, animations and sings along. I have done prior web Research on colors of the rainbow and incorporated videos and animations into a Smart Board lesson.

1f. Throughout the lesson, students will be Self and Peer Assessing their work and their partners work using a visual rubric. Students will use their rubric to revise their work.

Domain 2 – Classroom Environment

2a. , 2b. , 2d. Students have all been assigned to Classroom Dojo. Throughout the lesson, they will receive “Dojo Points” for being on Task, Participating, Helping Others, Showing Respect and Following Directions. Students have also had prior lessons on how to read and use a rubric, how to work with and help their partner, and how to speak to one another in a classroom.

2c. Art Monitors have been assigned to help pass out and collect materials. Students also receive visual rubrics and visual guided directions so that they are able to move from one task to the next.

2e.The classroom has been set up for optimal Peer Assessment routine. Student tables have been numbered and also have an A and B to visually show students who their partner is throughout the year. There is room for Monitors to carefully hand out and collect materials.

Domain 3 – Instruction

3a. During guided instruction, I will circulate around the room and communicate with individual students, telling them their success and telling them their wishes or next steps.

3b. Throughout the lesson, students will be asked a variety of questions having to do with

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colors of the rainbow, visual rubrics, collages and color mixing. Students will be leading discussions with their partners and with their entire class.

3c. Students will be engaged in the Smart Board activities and visuals, in working with their partner to assess using a visual rubric and in learning the colors of the rainbow and painting their project.

3d. Students will be given a partner. Throughout the year, students will work with their partners during each lesson to peer assess each other. Students will also be using a visual rubric to self-assess.

3e. Throughout the lesson, I will be asking students questions, and using the popsicle technique to demonstrate student understanding. If a student does not understand, I will either have their partner explain it to them, or if a majority of students do not understand the task, I may have to go over outcomes again, demonstrating it on the Smart board or using a different strategy.

Domain 4 – Professional Responsibility

4a. After each lesson, I will reflect on the outcome and revise or review any points that need to be revisited.

4b. Students will be working in their notebooks so that everything from the lesson is in one area. I also have binders (one for lessons and one for Artifacts) that include evidence from each lesson.

4c. Assessment calendars have been sent home along with a parent letter to explain each unit and how they can help their child at home. I have given my email so that parents can communicate and contact me regarding concerns either about their child or the homework. Throughout the lesson, I send positive or negative letters home that parents must sign and return to me. Before I send homework home, I send a letter to give parents a heads up that homework is being sent the following week.

4d. I attended a scholastic book fair over the summer and at the fair, I found a book titled Over the Rainbow. The book came with a CD which had the song “Somewhere Over the Rainbow. I thought this would be a great lesson to create a project around for Kindergarten, since the kindergarten classes must learn about and review colors.

4e. After each professional development I attend, I try to incorporate something that I learned into my lesson. Within the past 2 years I have incorporated Visual rubrics, Peer Assessment and Self-Assessment into my lessons after attending professional developments on formative assessment.

4f. I am a team player that works with all staff members and treats everyone with respect. I demonstrate to others how I want my students to treat each other.