

SOLAR LESSON PLAN *HEART STRING ART*

Age Level: 3rd Grade

Subject(s) Area: Art

Materials Needed: Pre-made paper heart frames, string/yarn, books, tape, scissors, paper, pencil



Standards:

Code and description:

4.3.1: Understand how a variety of subjects, themes, symbols, and ideas are incorporated in a selection of works of art.

Objectives:

What will the students know or be able to do? At what Bloom's Taxonomy Level? To what accuracy?

The students will **construct** a work of art that incorporates the theme "kindness" with *95% accuracy*.

The students will **relate** their work of art to the theme "kindness" at *90% accuracy*.

Learning Activities:

Technology: N/A

Required Vocabulary: theme—a message that comes across in writing or works of art.

Opening Element: Considering the following week is Random Acts of Kindness week in their school, I will connect their project to that week. I'll also get them excited by giving examples of random acts of kindness.

Reflective Questions: "What are some small ways you can be kind to someone you don't know?" "Before Monday, I want you to think of some ways you can be kind within the classroom for us to exhibit next week." "How do you feel this project incorporates 'kindness'?"

Instructional Methods:

- We will start out the lesson by the instructor reading a book (to be determined by the regular classroom teacher) about kindness so the students can have the reminder of kindness being threaded throughout the art lesson and also the next week.
- The instructor will then mentioned the word theme and use the definition provided above. This will then connect the idea of kindness as the theme in the art lesson.
- The instructor will then have the students return back to their seats and show them the model of the art project for the day and explain the steps:
 - Receive your pre-cut paper plate from the classroom's Teacher's Assistant and have the students put their names on the back of the paper plate straight away.
 - Receive pre-cut yarn from the instructor.
 - Put your yarn through one hole and tie it off. If you need help with this step, ask a neighbor or wait for the instructor.
 - Continuously string/thread the yarn through other holes. *Note: there is no specific way for the students to thread the yarn through the wholes. Whatever pattern they choose to do is completely up to them.*
 - If students want more yarn throughout their project, simply ask the instructor to cut more for the students.
 - Encourage students to think about an act of kindness they could perform with each "thread" through a new hole.
 - Once students feel they are finished, tape off the remaining yarn on the back side of the paper plate.
 - After the project is completed, have the students set their plates, neatly, on the side desk in the classroom.
- Once students are done, have them journal "How is the theme 'kindness' shown in the art project we just completed?" If they finish that prompt, have them journal about different random acts of kindness they could possibly perform the next week.
- Independent Concrete Practice/Application:
 - I do: Read the book on kindness and explain the instructions for the craft.
 - You do: Be active listeners during the read aloud, create the craft, and journal.
 - We do: Discuss how kindness was involved with the story and also how themes can be incorporated into art.
- Classroom management/movement: The students will move from the reading area to their desks again. They will also be moving to gather new materials if they feel the need to have them. I'll manage the classroom by continuously monitoring the students during the art project.
- Differentiation: If students finish ahead of everyone else, they are to journal about the above topics. If students need extra help, a classmate could help them or also the teacher could give a hands on demonstration with the student.

Wrap-Up: Connect the concept of kindness as the theme of the book and the art project. Then mention to the students that they should be thinking about ways to be kind to strangers in preparation for the upcoming week.

Assessment:

Formative: The formative assessment will include the instructor walking around the classroom and monitoring the students' work along with the student responses to the questions during the read aloud and the art activity.

Summative: The students' writing in their journals will be the summative assessment to check to see if the students understood the concept of theme and how it is incorporated into art.

Reflection:

This lesson went over very well, especially because of the incorporation of the read aloud and Random Acts of Kindness week that was coming up. The read aloud enabled the students to get excited about the art project. The entire process of handing out materials went fairly smooth as well. The students were eager to help hand out the plates, the only issue was the amount of time it took to cut the string. Some students finished earlier than others, so they were allowed more string to use to complete the project. I did have an issue with one student, he refused to try and complete the project because he didn't understand how to tie the first knot. I felt very upset at this because I had repeated, multiple times, that if a student doesn't know how to tie the knot, they could either ask me or another classmate. However, this student didn't ask anyone at all and he just sat there and got angry when I asked him why he wasn't participating. After I helped him, he finally did the project. Aside from this one student, the rest of the project went very smooth, the students were having fun and seemed to understand the concept of connecting the art project with Random Acts of Kindness week.