**Visual Arts**

Teacher: Ms. Wright

Grade: Kindergarten

Date and Time:

Name of Lesson:

Arts Area: Visual Arts

NonArt Area: English Language Arts

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| **Standards** (each area) | **Objectives** (the students will) | **Assessments** (authentic-teacher made) |
| (Arts Standard) **Standard 1:** The student willdemonstrate competence in theuse of ideas, **materials**,**techniques**, and processes in thecreation of works of visual art. | VA 1-1,2,3 Use individual ideas to create work (diorama shoebox) using multiple art mediums and techniques in a safe and responsible manner. | Checklist below. |
| (Non-arts Standard)Standard 5: Determine meaning and developlogical interpretations by making predictions,inferring, drawing conclusions, analyzing,synthesizing, providing evidence, andinvestigating multiple interpretations in kindergarten. | ELA CCSS RL 5.1. 5.2. Make predictions about text and answer who, what, when, where, how, and why about text using prior knowledge, illustrations, and elements of text. | Checklist . |

Vocabulary (with definitions)

* Who: the people in the story
* What: the action in the story
* When: time the story takes places
* Where: location the story takes place
* Why: the reason an event occurs in a story

Preparation/Materials/Resources

* Shoe box, paper plates, construction paper, glue, crayons, color pencils, paint, pencils, pens, gel pens, chalk, markers, magazines, scissors

Anticipatory Set: (the hook, or a review or rules)

* Show students a scene/diorama from a book.
* Let students observe and explore the scene.

Mini-Lesson: (Teacher demonstration)

* Let students make inferences about who, what, when, where, and why?
* Read students the book that relates to the scene.
* Have students connect their inferences to the actual diorama.

Procedures: (the steps the students will do)

* Pick a book to create a diorama out of.
* Read the book.
* Pick a scene from book.
* Answer who, what, when, where, and why?
* Sketch out the scene they want to depict. List materials want to use.
* Get it approved by the teacher.
* Start diorama.

Clean up/ Close out/ Review

* Have students do a gallery walk and infer who, what, when, where, and why about classmates’ dioramas.
* Come back as a class and discuss what information everyone got from each other’s dioramas.

Differentiation:

* Early Finishers:
	+ Write a description of what his or her scene depicts.
	+ Write a different ending to the story.
* Struggling Students:
	+ Give student the option to make a diorama or draw the scene.
		- Student still has to use multiple drawing mediums to create picture.

Diorama Assessment Check List

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| Name:Date: |
| Uses at least two art mediums. | Notes: |
| Uses at least two art techniques. |  |
| Uses at least two art techniques. |  |
| Does your diorama have who, what, when, and where present? |  |
| Are elements of book present in diorama? |  |
| Do you have at least three physical pieces in diorama? |  |