

# Instructional Learning Assessment Plan

**Title: Collage Esteem: with texture and color**

**2 day assignment:**

Lettering & Stenciling / 2-D Design Elements

## Contextual Factors

### Instructions for Contextual Factors:

- School Factors
  - i. Rural school
  - ii. Contained class room for Emotional Support with possibility of Learning Support students. There will be 4-8 Students in the class.
- Classroom Factors
  - i. Room is a normal size class room with a bathroom, small kitchen with sinks. Each student has their own desk and there are larger work stations for group activities. Art supplies and technology are available upon request.
- Student Characteristics
  - i. High School, 14-18 years of age (some may have a lower functional/instructional level), male and female.
- Instructional Implications
  - i. As some students may be working together for the first time, they will be seated around the larger work stations in order to encourage a group setting and the use of social skills.
    - a. By the students sitting at a large table as a group rather than at their individual desks, this will encourage social interaction.
    - b. Materials will be in a central location on the large work station. Students will need to execute proper sharing and behavioral skills to complete the task.
  - ii. If students are absent, the 2 day lesson plan facilitates a finished product in the case they are not present for one lesson.
    - a. Students will have a completed word with incorporated color on day one. On day two they will integrate texture within their collage.

## Rationale

This lesson is designed to strengthen the individual's vocabulary, craft & critical thinking skills. The objectives also help integrate necessary social and motor skills for functioning within a community environment. These activities manifest a positive outlet for expression and energy.

## Learning Objectives

### Instructions for the Learning Objectives and PA standards:

- Students will understand and utilize color and texture within their own work. They will incorporate texture and color to characterize the word they have chosen 9.1.8B
- Students will learn and demonstrate proper use and storage of materials. 9.1.8H
- Students will have the ability to express and clearly communicate their choice of elements. They will explain why they chose their word and how the elements they chose relate. 9.1.8E

## Assessment

### Instructions for Assessment:

#### Pre Assessment:

Define requirements - have a list posted from the beginning of the assignment.

- Fill the entire page
- Use at least 1 color that defines the word
- Use at least 1 texture that defines the word
- Be able to express why you chose the color or texture to represent the word.

#### Post Assessment: Check list for grading the assignment:

	<b>Yes</b>	<b>No</b>
Did the student use the entire page?		
Did the student incorporate 1 color?		
Did the student incorporate 1 texture?		
Was the student able to express why they chose the texture or color that they chose?		

## Materials, Resources, Technology

pencils, markers, magazine cut outs, images, glue, 11x14 Bristol board, scissors, stylized scissors, rulers, stencils (variety)

## Word Bank

Strong - solid stable or healthy

Brave - courage

Calm - free of disturbance, still

Peace - harmony, non-violent

Love – adore, affection

## Vocabulary

### Instructions for Vocabulary

Students will receive a handout with the 2 terms defined after we go over them as a class.

- Texture- surface quality or "feel" of an object, its smoothness, roughness, softness, etc
- Color-hue or tint, pigment the eye see (ex. Red, Yellow & Blue: primary color)

## Scope of the Instructional Plan

### Lesson Body: Day 1

#### **Anticipatory Set (10 minutes)**

Students will explore bags full of textured items and discuss what they think is inside the bag. Each student will be given a bag to explore. Students will be asked what they think is inside the bag. Students will be asked to link emotion or thoughts to the textures inside.

#### **Procedures (20 minutes)**

- Students will each receive a piece of paper and markers. The students will view the word bank as a class and they will choose a word, from the word bank, that best suits their individual personality.
- Students will view a demonstration on stenciling the words onto the paper.
- Students will draw chosen words onto their papers. Assistance will be available for students in need of further help.
- (if time permits) Students will observe color samples and will participate in a discussion on the potential meanings of color. Students will begin to apply color to their word using markers and crayons.

#### **Closure (5 minutes)**

Have students put their names on the back of their papers and then discuss why they chose their word. "Why is that word special to you?"

#### **Clean-up (10 minutes)**

Students will clean up space and place objects in proper containers to restore order to the supplies and class. Students will assist in as much clean up as possible.

#### **Independent Practice**

Students can bring in 1 object that have texture or color from home.

#### **Safety Considerations**

Students will be able to demonstrate proper use of scissors.

Students must refrain from placing fingers in mouth after touching the texture bags and adhesives.

### Lesson Body: Day 2

#### **Anticipatory Set (5 minutes)**

Students will revisit what they learned last class and they will each share their color or texture sample brought from home.

#### **Procedures (25 minutes)**

- (if time did Not permit) Students will observe color samples and will participate in a discussion on the potential meanings of color. Students will receive a handout with vocabulary words and a color

exercise. They will 3 pick colors and fill in the boxes. Then they will write down words they feel correspond to the color.

- Students will revisit texture samples from earlier discussion.
- Students will observe a brief demonstration on the collage they will be assembling and how to create their collage. They will learn how to tear, cut, glue & color the chosen images in or around their word. They will view a step by step process with a finished product available to them as a resource. Students will receive their piece from last class and they can begin working.
- Students will assemble their collages and if there is time students can embellish their creations with crayons and markers.

**Closure (5 minutes)**

Students will lay out work or hold it up and talk about 1 element and how it relates to their describing word.

**Clean-up (10 minutes)**

Students will assist in cleaning up the tools and returning them to their proper bins.

**Independent Practice**

None, lesson complete at this point.

**Safety Considerations**

Students will be able to demonstrate proper use of scissors.

Students must refrain from placing fingers in mouth after touching the texture bags and adhesives.

## **Reflection and Self Evaluation**

**Instructions for Reflection and Self-Evaluation: To do after lesson is taught**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

VOCABULARY:

Texture- surface quality or "feel" of an object, its smoothness, roughness, softness, etc

Color-hue or tint, pigment the eye sees (ex. Red, Yellow & Blue: primary colors)

**Pick 3 colors and fill the squares, then describe emotions or words connected to the colors**

