

# Cameron Capstone Curriculum Outline

## “Growing in Art”

**Overview:** Through designing projects around transformation (caterpillars & butterflies) and growth (self-portraits) students will be given an opportunity to learn about reflection within the artistic process. Through this process I will be able to introduce the idea of a growth mindset and how it applies within their projects and overall artistic endeavors. With a pedagogical approach of Teaching for Understanding, each lesson will strive to make their learning meaningful and applicable in other areas. Depending on their age group, students will complete either a crayon relief self-portrait or a tissue paper collage that reflects this understanding and development. Students will learn how to design a portrait, sketch a design and utilize various mediums such as tissue paper, tempura paint, pencil and crayon.

### Literary Inspirations:

- Beautiful Oops
- Ish
- the Dot
- Rosie Revere, Engineer
- Ms. McCaw Learns to Draw

### Artist Inspirations:

- Eric Carle and “Brown Bear, Brown Bear”
  - *Examples:*
    - *Having a late career start*
    - *Illiteracy and learning to read later in life*
- Henry Ossawa Tanner
  - *The Banjo Lesson*
  - *Teaching and Growth*
- Ohara Koson
  - *Animal Portraits and kacho-e*
- Sally Benedict King
  - *Portraits*
- Henri Matisse
  - *Example: Making art while sick and infirm*

### Art Skills:

- Collage
- Painting
- Sketching

- Design and Planning
- Reflection

**Element of Art/ Principle of Design**

- Light, Color and Texture
- Pattern and Emphasis

**Grade Level Projects**

*K and Grade 1: Collage - Tissue Paper Caterpillars and Butterflies*

- Theme: Transformation
- Primary Objective: Students will be able to design their own animal collages that reflect how they feel about art now and where they want to go in Art.

*Grades 2 & 3: Crayon Relief Prints & Imagination Self Portraits*

- Theme: Growth
- Primary Objective: Students will be able to design their own self-portraits that reflect how they feel about art and where they want to go in Art.

*Grade 4: Collage – Tissue Paper Gardens*

- Theme: Growth
- Primary Objective: Students will be able to design their own tissue paper gardens that reflect how they feel about art and where they want to grow in Art.

**Sessions:**

- Lesson 1: Session One: Design and Sketching
  - Goal: Introduce Reflection, Growth & Design
- Lesson 2: Collage - Session Two & Three Materials and Construction
  - Goal: Introduce Practice, Repetition and Encouragement
- Lesson 3: Collage – Session Four & Five – Details & Reflection
  - Goal: Review Reflection, Process and Progress

Number of Sessions	Length of Each Session	Number of Times Taught to Different Groups of Students	Total Number of Hours
4 or 5	45-minute sessions	taught to four groups of students	totaling 12-15 hours

# Project: Tissue Paper Caterpillar and Butterfly Collages

Grade Level: Kindergarten & Grade 1

## Aims

**Primary lesson goal:** Students will be able to design their own caterpillar & butterfly collages that reflect how they feel about art now and where they want to go in Art.

**Theme:** Transformation & Growth

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

- Articulate their favorite colors
- Sketch a Caterpillar & a Butterfly
- Create Collages of Caterpillars & Butterflies
- Express transformation and growth
- Describe the parts of caterpillars and butterflies

**Essential Questions:**

- “How can creating art about butterflies and caterpillars help us see and appreciate the beauty of transformation in nature?”

**Learning Target:**

- “I can create artwork of butterflies that shows the beauty of transformation and growth in nature and in myself.”

**Art Vocabulary:**

- Colors: Warm vs. Cool
- Light
- Texture
- Pattern and Symmetry

**Supplies:**

- White Tissue Paper
- Smocks
- Tempura Paints (Various Colors)
- Paint Brushes
- Work Mats
- Individual Student Tissue Paper
- Scissors
- Pencils
- Glue Sticks
- Posca Markers (Various Colors)

## Supporting Materials

- Projector/Laptop
- Canva Presentation
- Caterpillar & Butterfly Coloring Sheets and Stencils
- Step-by-Step PDF summarizing Project Activities
- Video Presentation
- Reflection Worksheets
- Coloring Sheets (Different ones for every session)

## Lesson & Session Outline:

### Lesson 1: Color Design & Preparation

- Session 1: Color Design & Preparation
  - 45 Minutes

### Lesson 2: Collage Construction

- Session 2: Collage Construction (Part 1)
- Session 3: Collage Construction (Part 2)
  - 45 Minutes each

### Lesson 3: Details & Reflection

- Session 4
  - 45 Minutes

## Activities:

### Lesson 1: Tissue Paper Caterpillar and Butterfly Collages: *Color Design & Preparation*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Read Beautiful Oops
    - Talk about Mistakes and how we are always learning, growing and changing just like caterpillars turn into butterflies.
  - Think/Pair/Share
    - Ask students to discuss with their neighbor what they know about butterflies and caterpillars
  - Inspiration
    - Show videos of butterflies moving and discuss observations
    - Eric Carle: Talk about his work and the book *The Very Hungry Caterpillar*
    - <https://www.youtube.com/watch?v=SOINNN6jh74>
    - Introduce tissue paper collage and how it works
  - Instructions
    - Painting their favorite colors onto tissue paper (See Activities Below)

- Have students follow the steps to create the collage supplies
- Creativity: (25 Minutes)
  - Collaborative Creativity
    - Have students work together talking about their favorite colors
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Introduce growth (See assessment below)
  - Books: Read “Brown Bear, Brown Bear what do you see?”
    - Continue discussion of color and collage
    - Preview tomorrow’s instruction

### Session 1 Activities – Summary:

- Students will paint their favorite colors onto pieces of tissue paper.
- Students will learn how to mix their favorite colors using primary colors and white in tempura.
- Students will discuss how they could use these colors to make their caterpillars and butterfly designs.
- Students will discuss how these pieces of tissue paper will be transformed into a butterfly but don’t look like a butterfly *yet*. Introduce the idea of a growth mindset.

### Lesson 2: Tissue Paper Caterpillar and Butterfly Collages: *Collage Construction*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Review previous day and examine colored tissue paper
    - Talk about transformation and a growth mindset
    - Optional: Teacher may cut larger tissue paper into smaller sections for ease of use.
  - Think/Pair/Share:
    - Show teacher and student samples
    - Have students brainstorm how they could create their own collages.
  - Inspiration:
    - Review Eric Carle, introduce Henri Matisse
  - Instructions:
    - Sketch the outlines of both a Caterpillar and a Butterfly (see detailed activities below)
- Creativity: (25 minutes)

- Collaborative Creativity
  - Have students talk with their neighbors while they create.
- Quiet Creativity
  - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
- Quick Finishers
  - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
  - Books: Read
    - Session 2: *the Dot*
    - Session 3: *ish*
    - Continue discussion of color and collage
    - Preview tomorrow's instruction

### Session 2 & 3 Activities – Summary:

- Students will cut out various colors and shapes to create their caterpillars and butterflies
- Using stencils, students will sketch out both a caterpillar and a butterfly and then cut out their outlines.
- Using glue sticks, students will create colorful caterpillars and butterflies by using their tissue paper pieces.
- Review growth and talk about what students like and what they can improve upon next time

### Lesson 3: Tissue Paper Caterpillar and Butterfly Collages: *Details & Reflection*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Talk about their Butterflies and Caterpillars
    - Compare and contrast the shapes
    - Discuss what it means to transform
  - Think/Pair/Share:
    - Talk about their projects so far
  - Inspiration
    - Review Eric Carle, Henri Matisse and Introduce Rachel Ruysch
    - Eye-Spy bug activity with “Flowers in a Glass Vase”
  - Instructions
    - Add final details in Posca markers (see detailed activities below)
- Creativity: (25 minutes)
  - Collaborative Creativity
    - Have students talk with their neighbors while they create.
  - Quiet Creativity

- Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
    - Presentations
  - Books: Read
    - Rosie Revere, Engineer

#### Session 4 Activities – Summary:

- Students will review their caterpillars and butterflies and add details in Posca Markers
- Give instructions regarding how to use the markers and care for them
- Place work on drying rack
- Have students sign their art pieces
- Include time for presentations for students who want to share their artwork

#### Assessments

- Formative Assessment (Every session)
  - Every Session, review knowledge frequently and throughout the class asking questions and for reflection
- Discussion Group & Individual (Every session)
  - Think/Pair/Share activities that inform student progress and collaboration
- Presentations (Session 4)
  - Summative Assessment: Have students give short presentations to their peers discussing what they like and how they can improve next time.

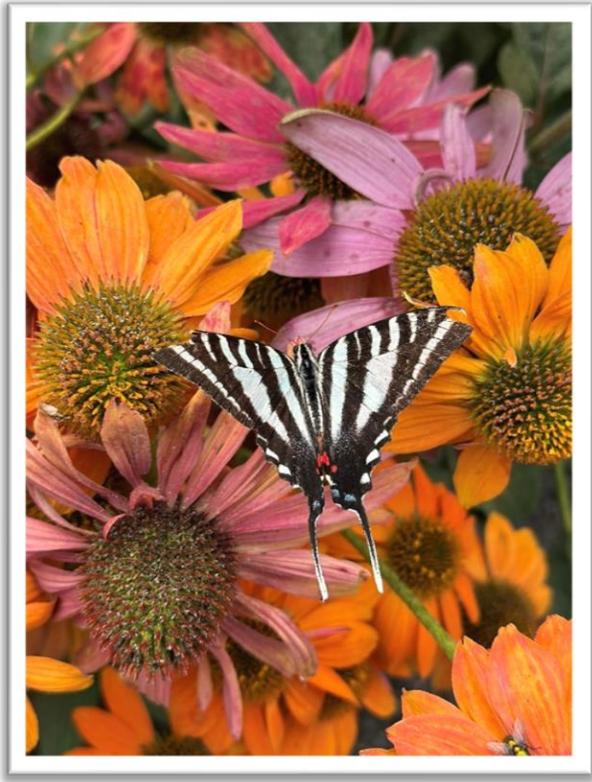
#### Accommodations

- Visual Supports (Every session)
  - Art Class Agenda
    - Have Art Class Agenda (with corresponding Symbols) on Class Whiteboard to help with student progress.
  - Learning Target
    - Write out student learning target on screen with pictures to symbolize growth and project goals.
  - Project Steps
    - Provide Handouts for students who need handheld steps.
    - For English Language Learners provide the option of getting these instructions early, working with their homeroom teacher and counselor to provide supports.

## Sample Photos and Visual Supports

- Student Sample of Collage (Middle School)
- Eric Carle Sample Collages
- Flowers in a Glass Vase, By Rachel Ruysch and Butterfly Photographs





# Project: Crayon Relief Prints & Imagination Self Portraits

Grade Levels: Grade 2 & 3

## Aims

**Primary lesson goal:** Students will be able to design their own self-portraits that reflect how they feel about art and where they want to go in Art.

**Theme:** Transformation & Growth

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

- Articulate their favorite colors
- Sketch a self portrait that accurately portrays each element of their faces accurately
- Describe positive attributes about themselves and reflect these feelings with colors
- Create an imagination self portrait that envisions what their inner worlds look like
- Express transformation and growth

**Essential Questions:**

- “How can creating art about ourselves help us see and appreciate the beauty of transformation and growth in and around us?”

**Learning Target:**

- “I can create artwork of myself that shows the beauty of transformation and growth in and around me.”

**Art Vocabulary:**

- Colors: Warm vs. Cool
- Emphasis
- Texture
- Reflection

**Supplies:**

- Black Crayons
- Watercolor Paper (8.5x11)
- Watercolors
- Individual Student Photo Printouts in B&W (Portrait and Impromptu)
- Colored Pencils
- Glue Sticks
- Painters Tape
- Pencils

**Supporting Materials**

- Projector/Laptop
- Camera for Pictures
- Canva Presentation
- Reflection Questions
- Step-by-Step PDF summarizing Project Activities
- Video Presentation
- Reflection Worksheets
- Coloring Sheets (Different ones for every session)

## Lesson & Session Outline:

### Lesson 1: Crayon Relief Design & Preparation

- Session 1: Color Design, Adjectives & Preparation
  - 45 Minutes

### Lesson 2: Crayon Relief Execution & Reflection

- Session 2: Drawing & Results
  - 45 Minutes

### Lesson 3: Imagination Self Portraits: Growth & Reflection

- Session 3: Imagination Description and Design
- Session 4: Collage Assembly
  - 45 Minutes (Each)

## Activities:

### Lesson 1: Crayon Relief Prints: *Design & Preparation*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Read Beautiful Oops
    - Talk about Mistakes and how we are always learning, growing and changing.
  - Think/Pair/Share
    - Ask students to discuss with their neighbor what they think are their most favorite attributes about themselves
  - Inspiration
    - Show paintings from various artists, reflecting how no two portraits are the same.
    - Such artists as Henry Ossawa Tanner, Jacob Lawrence, Sally Benedict King and Henri Matisse.
  - Instructions
    - Students will mix their favorite colors onto watercolor paper (See Activities Below)
    - Have students follow the steps to create the basis of their crayon relief prints

- Creativity: (25 Minutes)
  - Collaborative Creativity
    - Have students work together talking about their favorite colors and characteristics
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Introduce growth (See assessment below)
  - Books: Read “Ish”
    - Continue discussion of color and self-reflection
    - Preview tomorrow’s instruction

### Session 1 Activities – Summary:

- Students will paint their favorite colors onto pieces of watercolor paper.
- Students will write 5-10 adjectives that best describe themselves and who they want to become.
- Students will learn how to mix their favorite colors using watercolors.
- Students will discuss how they could use these colors to reflect their feelings.
- Students will discuss how these pieces of watercolor paper will be the foundation of their portraits but don’t look like a portrait *yet*. Introduce the idea of a growth mindset.

### Lesson 2: Crayon Relief Portraits: *Execution & Reflection*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Review previous day and examine painted watercolor paper
    - Talk about transformation and a growth mindset
  - Think/Pair/Share:
    - Show teacher and student samples
    - Have students brainstorm how they could create their own portraits.
  - Inspiration:
    - Review Artists from Day 1 and emphasize how every portrait will be different.
  - Instructions:
    - Sketch carefully the proportions of their faces uses the student photo print outs and trace onto their watercolor paper from day 1.
- Creativity: (25 minutes)
  - Collaborative Creativity

- Have students talk with their neighbors while they create.
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
  - Books: Read
    - Session 2: *the Dot*
    - Continue discussion of color and collage
    - Preview tomorrow's instruction

### Session 2 Activities – Summary:

- Before beginning, the teacher will walk through each of these steps and model them for the students.
- Students will use black crayon to color the backside of their photos.
- Students will then tape the photo to their watercolor paper from day 1.
- Using sharp black colored pencils, students will carefully trace their portraits.
- Once outlined, the students will lift their photos and adjust their sketches to be more accurate, adding details throughout.
- Review growth and talk about what students like and what they can improve upon next time.

### Lesson 3: Imagination Self Portraits: *Growth & Reflection*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Talk about their Crayon Relief Portraits
    - Compare and contrast the colors and adjectives
    - Discuss what it means to grow and envision what they want in their art and in life.
  - Think/Pair/Share:
    - Talk about their projects so far and what they will change for their imagination portrait
  - Inspiration
    - Review Henry Ossawa Tanner's "The Banjo Lesson," and talk about having hope in the future.
  - Instructions
    - Take photos of the students as they want to appear in their imagination (For example, flying or jumping)
    - Begin Drawing their backgrounds.

- Creativity: (25 minutes)
  - Collaborative Creativity
    - Have students talk with their neighbors while they create.
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
    - Presentations
  - Books: Read
    - Rosie Revere, Engineer (Session 3)
    - Ms. McCaw Learns to Draw (Session 4)

### Session 3 & 4 Activities – Summary:

- Students will sketch out what they see in their imaginations, emphasizing what they hope to learn and grow in the future. Give creative freedom with a plethora of art supplies for free choice in designing their imagination backgrounds.
- Students will cut out their photos and glue them onto their imagination backgrounds.
- Have students sign their art pieces.
- Include time for presentations for students who want to share their artwork.

### Assessments

- Formative Assessment (Every session)
  - Every Session, review knowledge frequently and throughout the class asking questions and for reflection
- Discussion Group & Individual (Every session)
  - Think/Pair/Share activities that inform student progress and collaboration
- Presentations (Session 4)
  - Summative Assessment: Have students give short presentations to their peers discussing what they like and how they can improve next time. Have students compare and contrast the two portraits (Crayon Relief & Imagination) and share what they liked about each.

### Accommodations

- Visual Supports (Every session)
  - Art Class Agenda

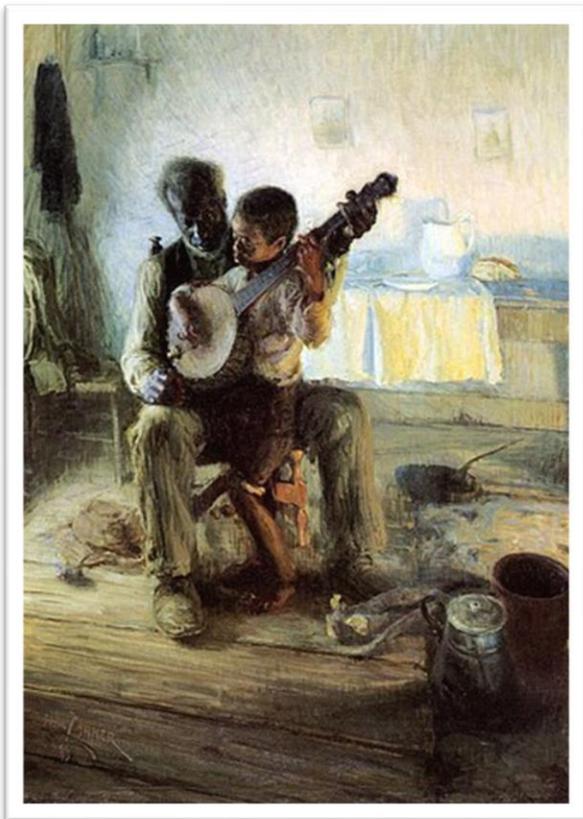
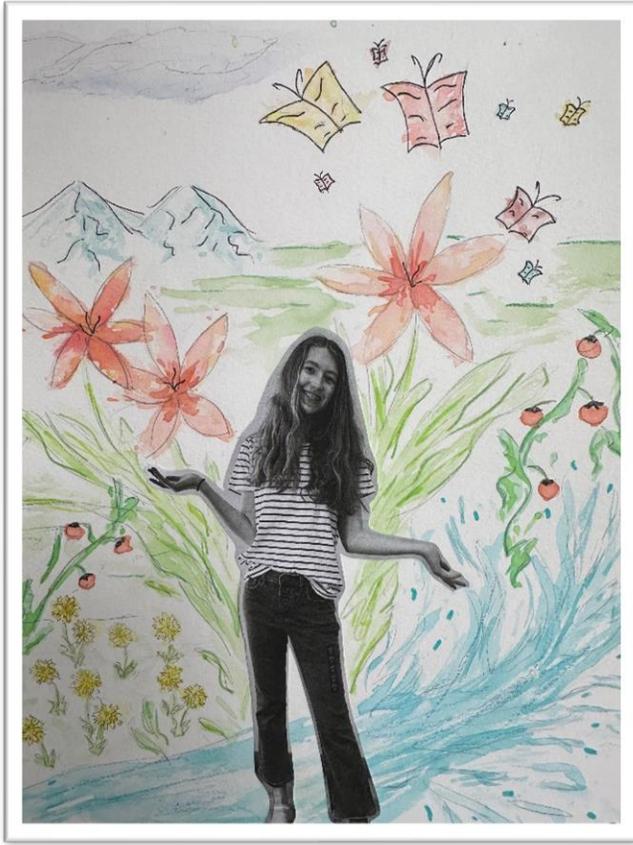
- Have Art Class Agenda (with corresponding Symbols) on Class Whiteboard to help with student progress.
- Learning Target
  - Write out student learning target on screen with pictures to symbolize growth and project goals.
- Project Steps
  - Provide Handouts for students who need handheld steps.
  - For English Language Learners provide the option of getting these instructions early, working with their homeroom teacher and counselor to provide supports.

## Sample Photos and Visual Supports

- Student Samples of Crayon Relief Projects
- Student Sample of Imagination Self Portraits
- The Banjo Lesson, By Henry Ossawa Tanner







# Project: Tissue Paper Gardens

Grade Level: Grade 4

## Aims

**Primary lesson goal:** Students will be able to design their own tissue paper garden collages that reflect how they feel about art now and where they want to go in Art.

**Theme:** Transformation & Growth

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

- Articulate their favorite colors
- Sketch a Garden Scene
- Create Collages of Flowers and Insects
- Express transformation and growth
- Describe the parts of flowers and insects

**Essential Questions:**

- “How can creating art about gardens help us see and appreciate the beauty of transformation in nature?”

**Learning Target:**

- “I can create artwork of gardens that shows the beauty of transformation and growth in nature and in myself.”

**Art Vocabulary:**

- Colors: Warm vs. Cool
- Light
- Texture
- Pattern and Symmetry

**Supplies:**

- White Tissue Paper
- Smocks
- Tempura Paints (Various Colors)
- Paint Brushes
- Work Mats
- Individual Student Tissue Paper
- Scissors
- Pencils
- Glue Sticks
- Posca Markers (Various Colors)

- Large Mixed Media Paper (11x14)

### Supporting Materials

- Projector/Laptop
- Canva Presentation
- Flower Coloring Sheets and Insect Stencils
- Step-by-Step PDF summarizing Project Activities
- Video Presentation
- Reflection Worksheets
- Coloring Sheets (Different ones for every session)

## Lesson & Session Outline:

### Lesson 1: Color Design & Preparation

- Session 1: Color Design & Preparation
  - 45 Minutes

### Lesson 2: Collage Construction

- Session 2: Collage Construction (Part 1)
- Session 3: Collage Construction (Part 2)
  - 45 Minutes each

### Lesson 3: Details & Reflection

- Session 4
  - 45 Minutes

## Activities:

### Lesson 1: Tissue Paper Garden Collages: *Color Design & Preparation*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Read Beautiful Oops
    - Talk about Mistakes and how we are always learning, growing and changing just like bulbs turn into tulips or as seeds turn into flowers.
  - Think/Pair/Share
    - Ask students to discuss with their neighbor what they know about bulbs and flowers.
  - Inspiration
    - Show time lapsed videos of various plants growing, including bulbing flowers such tulips and daffodils.
    - Introduce tissue paper collage and how it works
  - Instructions
    - Painting their favorite colors onto tissue paper (See Activities Below)

- Have students follow the steps to create the collage supplies
- Creativity: (25 Minutes)
  - Collaborative Creativity
    - Have students work together talking about their favorite colors
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Introduce growth (See assessment below)
  - Books: Read “Ish”
    - Continue discussion of color and collage
    - Preview tomorrow’s instruction

### Session 1 Activities – Summary:

- Students will paint their favorite colors onto pieces of tissue paper.
- Students will learn how to mix their favorite colors using primary colors and white in tempura.
- Students will discuss how they could use these colors to make their flowers and insect designs.
- Students will discuss how these pieces of tissue paper will be transformed into a garden but don’t look like a garden yet. Introduce the idea of a growth mindset.

### Lesson 2: Tissue Paper Garden Collage: *Collage Construction*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Review previous day and examine colored tissue paper
    - Talk about transformation and a growth mindset
    - Optional: Teacher may cut larger tissue paper into smaller sections for ease of use.
  - Think/Pair/Share:
    - Show teacher and student samples
    - Have students brainstorm how they could create their own collages.
  - Inspiration:
    - Review Eric Carle, introduce Rachel Ruysch
  - Instructions:
    - Have students sketch various flower and leaf shapes (see detailed activities below)
- Creativity: (25 minutes)
  - Collaborative Creativity

- Have students talk with their neighbors while they create.
  - Quiet Creativity
    - Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects so far
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
  - Books: Read
    - Session 2: *the Dot*
    - Session 3: *Ms. McCaw Learns to Draw*
    - Continue discussion of color and collage
    - Preview tomorrow's instruction

### Session 2 & 3 Activities – Summary:

- Students will cut out various colors and shapes to create their garden flowers, leaves and insects
- Using glue sticks, students will create colorful gardens by piecing together their tissue paper pieces and glueing them onto mixed media paper. Optional: paint the background of the garden scene green directly onto the mixed media paper.
- Review growth and talk about what students like and what they can improve upon next time

### Lesson 3: Tissue Paper Garden Collages: *Details & Reflection*

- Welcome & Intro: (10 Minutes)
  - Activate Previous Knowledge
    - Talk about their Flowers and Insects
    - Compare and contrast the shapes
    - Discuss what it means to transform
  - Think/Pair/Share:
    - Talk about their projects so far
  - Inspiration
    - Review Rachel Ruysch
    - Introduce Pete Cromer
    - Eye-Spy bug activity with “Flowers in a Glass Vase”
  - Instructions
    - Add final details in Posca markers (see detailed activities below)
- Creativity: (25 minutes)
  - Collaborative Creativity
    - Have students talk with their neighbors while they create.
  - Quiet Creativity

- Set visual timer (such as this [bubble timer](#)) on screen for 5 minutes for quiet creativity, playing instrumental music in background.
  - Quick Finishers
    - Have activities prepared for quick finishers such as coloring sheets and books that support the lesson.
- Reflection & Clean-up: (10 Minutes)
  - When clean up timer sounds students will work together to clean up their work spaces
  - Reflection & Assessment:
    - Talk about what they liked about their projects
    - Talk about what they would change if they were to do it again
    - Review growth (See assessment below)
    - Presentations
  - Books: Read
    - Rosie Revere, Engineer

#### Session 4 Activities – Summary:

- Students will review their gardens and add small details in Posca Markers
- Give instructions regarding how to use the markers and care for them
- Place work on drying rack
- Have students sign their art pieces
- Include time for presentations for students who want to share their artwork

#### Assessments

- Formative Assessment (Every session)
  - Every Session, review knowledge frequently and throughout the class asking questions and for reflection
- Discussion Group & Individual (Every session)
  - Think/Pair/Share activities that inform student progress and collaboration
- Presentations (Session 4)
  - Summative Assessment: Have students give short presentations to their peers discussing what they like and how they can improve next time.

#### Accommodations

- Visual Supports (Every session)
  - Art Class Agenda
    - Have Art Class Agenda (with corresponding Symbols) on Class Whiteboard to help with student progress.
  - Learning Target
    - Write out student learning target on screen with pictures to symbolize growth and project goals.
  - Project Steps
    - Provide Handouts for students who need handheld steps.
    - For English Language Learners provide the option of getting these instructions early, working with their homeroom teacher and counselor to provide supports.

## Sample Photos and Visual Supports

- Garden Photographs
- Artwork by Pete Cromer of Garden Collages
- Teacher Flower Inspiration
- Flowers in a Glass Vase, By Rachel Ruysch

