Lesson Plan for Implementing NETS•S—Template I
(More Directed Learning Activities)

Template with guiding questions

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Grade Level(s)	5th
Content Area	Visual Arts
Time line	Eight forty-minute class periods over a six week time period

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?)

Content Standards:

> VA5.CR.2 Create works of art based on selected themes.
> > b. Create works of art emphasizing multiple elements of art and/or principles of design.
> VA5.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional
> > c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).
> VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.
> > e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).
> VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.
> > a. Describe and discusses various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).
> > VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

NETS*S Standards:

> ISTE-S 1c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways
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> ISTE-S 2b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE-S 2c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE-S 3a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

ISTE-S 3c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE-S4a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems

ISTE-S6d. Publish or present content that customizes the message and medium for their intended audiences.

ISTE-S7c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

> This lesson involves a project-based learning activity that requires students to complete a Google Tour of various art museums, and then collaborate with classmates to create a brochure for a museum of their choice. In addition to the Google Tour, students will be conducting online research to discover more about the location of the museum, the types of artwork on display, and reasons why people would choose to visit that museum. Students will present their brochure to their classmates via a screencast, in which they will describe their research that determined their decisions about what to include. The screencasts will also be shared with various classes, teachers, and administration, and the school will vote upon which museum they would most like to visit.

Essential Questions (What essential question or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? What questions can you ask students to help them focus on important aspects of the topic? What background or prior knowledge will you expect students to bring to this topic and build on?)

> 1. What is an art museum, and why do they exist?
> 2. Why are art exhibits important?
> 3. Why are certain museums more well-known, and why are some artworks considered important?
> 4. How can I research and share my ideas about a specific museum?
> 5. How can I collaborate with my classmates to create a brochure and screencast describing the importance of the museum?
> 6. How will the elements and principles of art be used when designing the brochure?
>
> Students are familiar with the elements and principles of art necessary in creating successful artwork, and will be using these concepts to design their brochure. The Google Tour will give an overview of multiple museums, and many students have recently attended a field trip to a local museum included on the tour. Students will be allowed to create sketches on paper prior to creating the brochure through Canva, a design app that they have previously used to create flyers. Students will also build upon knowledge of video to develop their screencast.

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (formative assessment)? How will you assess what they produce or do? How will you differentiate products?)

Formative assessment will occur as students are observed researching their chosen museum, and through their digital journals in OneNote. A form in Office 365 will be used to guide students in their research, and can also be used to assess the research results. Summative assessment will occur through presentation of the actual brochure by means of a screencast. A rubric will be used to evaluate the brochure, through meeting visual art and technology standards, and feedback questions for students will follow the rubric. Students will be allowed to choose whether to create a digital or paper brochure, so the main technology component will be the screencast. The feedback questions will be analyzed to determine the success of the screencast and the project overall.

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Digital Tools:
- iPad cart/iPads
- Google Tour
- KidsSearch https://wiki.kidzsearch.com/
- Screencast-o-matic
- Canva
- Office 365 (Forms and OneNote) Link to Form: https://forms.office.com/Pages/ShareFormPage.aspx?id=-x3OL5-ROEmquMR_D8kYLXG9aqlBFyNEt8vB1HcfipJUOTFTRTZPMkxMMjVLS0RTUllUTEcyUlVTNC4u&sharetoken=RZGOCncsQI9DoLZUX1h2
- Read-Aloud and StickyNote extensions
- Translator Add-In
- Canva tutorial https://youtu.be/XqYti78riU8
- Screencast-o-matic tutorial https://youtu.be/2duH-5Urx80

The iPads are necessary to complete the entire project, as students will be accessing the Google Tour, Office 365, Canva, and Screencast-o-matic through applications. Research sites will be available for individual and collaborative use. The research form will be located in Forms through Office 365, and previously created digital journals will be accessed through OneNote as necessary. Tutorials for Canva and Screencast-o-matic will be available as resources, and further assistance in creating the screencast will be given to each group.

Instructional Plan

Preparation (What student needs, interests, and prior learning provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

Students recently completed an actual field trip to one of the museums on the Google Tour, so most have an idea of what to look for when researching a museum. The Form in Office 365 will remind students of the types of characteristics they are looking for, and give them a space to record their ideas that can be shared with myself and their group members. Individual research will be a starting point for group conversation, as students determine the most important aspects to include in the brochure. The Sticky Note extension will be useful as students are exploring research sites, and again as they are combining information. They can also take notes in their digital journals in Office 365. Groups who choose to create a digital brochure will use Canva, and the rubric for the brochure will be the same no matter the choice of media. Students have not previously worked with Screencast-o-matic, so a tutorial will be necessary before they begin. A challenge may be juxtaposing all of the elements for the screencast within the group dynamic. They will need to upload their brochure and create a script, deciding among themselves the part that each of them will play, then make the screencast seamless for presentation to their peers.

Management - Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or troubleshoot them?

Students will begin working at their art tables using individual iPads to complete the Google Tour as a class. After forming groups based upon museum choices, students will conduct research and complete their Form individually. This will happen during class but can also be finished on their own time, for students who have access to Office 365 outside of school. Groups will have a minimum of three but no more than 4 students, and all museums must be represented, therefore students will be encouraged to be flexible in case their first choice is not available. All work will be completed using the iPads, including individual research and note taking, collaborative note taking, brochure design (for groups who choose digital), and final presentation.

An effort will be made to group ELL students with those who may speak their native language as well as English, and the Translator add-in will be available for those who need instructions in a different language, and Read Along will be available for research purposes for ELL and lower level readers.

Equitable access will occur through 1:1 availability of iPads, and internet connection throughout the school building. Students who do not have internet or device/program access outside of school, and those who are struggling with aspects of the project, will have the opportunity to attend after-school sessions for additional support and work time.

Technical issues could involve WiFi not connecting, or apps such as Office 365 or Screencast-o-matic not working correctly. WiFi can be reset, and students can be allowed to share iPads as necessary. Students may have issues navigating Office 365, as some are more familiar than others due to access outside of school. I will provide support for those students as the need arises.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to communicate and collaborate with each other and others? How will you facilitate the collaboration?

Students will participate in a project-based learning experience that incorporates collaboration and communication through group effort. The 4Cs are further implemented as students must think critically in researching their chosen museum online, and creativity will be necessary in designing the brochure through Canva and developing the screencast with Screencast-o-matic. OneNote will also support collaboration and communication, as students can bring individual thoughts together within their group.

As the teacher, I will facilitate the Google Tour and demonstrate research practices that involve digital citizenship, and provide add-ins and extensions for assisting with research. I will organize groups based upon student choice of museum, as well as consideration of ELL, SWD, and academic strengths and weaknesses. I will expand upon use of Canva to design the brochure, and give group instruction in use of Screencast-o-matic for the presentation. I will also provide feedback within OneNote concerning research practices.

Students will be activating prior knowledge through the Google Tour, and demonstrating digital citizenship through the research process. Students will share and collaborate through brochure and screencast development. Students will demonstrate understanding of the elements and principles of art, and how they apply to brochure design. Students will build upon their knowledge of all technology involved, and of how art and technology can be combined to communicate a message. The activities within the lesson are authentic and meaningful, in that they involve real-world applications and that the lesson results in a school vote to determine which museum students and staff would most like to visit.

Differentiation (How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

Students will be given a choice as to the museum they wish to research, and first/second choices will be given priority. Groups will be based upon those choices and student needs (ELL/SWD). Groups will also determine whether they prefer to create a digital or paper brochure, and will make that decision together after conducting individual research. Extensions and add-ins will also be provided to support ELL and SWD/lower level readers, such as Translator and Read Aloud. The Sticky Note extension will also be available for those who wish to take on-screen notes, and students can also choose to take notes on paper or by using their digital journals in One Note (all note-taking should be transferred to digital journals so that myself and group members can view research results for assessment and collaboration purposes). For enrichment, students can create an artwork based upon an artist represented in the museum (either individually or collaboratively).

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be your process for answering the following questions?
  • Did students find the lesson meaningful and worth completing?
  • In what ways was this lesson effective?
  • What went well and why?
  • What did not go well and why?
  • How would you teach this lesson differently?)

The closing event will involve sharing the screencasts with classes across grade levels, and students/staff will vote upon which museum they would most like to visit. Fifth grade students participating in the project will be asked to complete a self-assessment using the same rubric for teacher scoring, which will be presented to the students ahead of time. Their self-assessment will reflect their individual contribution to the group. There will be questions at the end of the rubric asking for student feedback in the form of a reflection statement. Their statements will answer the questions of whether they found the lesson meaningful and effective, and will help me in determining which parts were successful, and why or why not.

In the future, I would like to add more museums to the tour, including various art museums at local colleges and in neighboring towns. If all of the choices were within our field trip range, then the winning museum could possibly become a field trip destination that year or the following year. I believe this would add even more meaning to the process and make the entire lesson more authentic. Collaborating with local museums on this effort could further develop a real-world experience, if a museum were open to using the student-created brochure as an actual advertisement for visiting. I would also incorporate a group reflection and peer reflection, so that students could describe their engagement and that of others more specifically. An additional teaching aspect would be to have younger students create artworks based upon artists represented in the museums.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson?

For others implementing this lesson, I would consider switching up the museums to a few world-renowned and more local museums. I would also model a lesson on use of Screencast-o-matic prior to beginning the Google Tour, as students were eager to move forward and the process flowed well until the screencast. Because the prior aspects of the lesson (online research, use of OneNote, use of Canva) were familiar, many students became frustrated at learning new technology near the end of an entire project. Having the students practice with Screencast-o-matic ahead of time would alleviate this frustration and provide for a much better experience overall. I did not include a rubric for the screencast due to it being a representation of the brochure, but may develop one in the future. I would also make all rubrics digital, due to the technological nature of the lesson.