



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1-2 Class Periods
Course Unit:	
Lesson Title:	Rhythm Weavings

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Rhythm in art refers to visual movement that leads a viewer's eye around an artwork. This can be achieved through repetition, movement, pattern, and color. In this lesson students will use a weaving technique to create a rhythm weaving using construction paper.</p>	

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
Tennessee State Standards for Art	
1.1 Use tools and media consistently in a safe and responsible manner. 1.2 Demonstrate an understanding of a variety of techniques. 1.3 Explore a variety of processes. 2.1 Identify, understand, and apply the elements of art. 2.2 Identify, understand, and apply the principles of art. 3.1 Select subject matter, symbols, and ideas for the student’s own art. 5.1 Analyze the characteristics and merits of the student’s own work. 6.1 Understand connections between visual art and other arts disciplines.	
Common Core Connection for Integrated Subject- Mathematics	
2.MD.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, and measuring tapes. 2.MD.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
<ol style="list-style-type: none"> 1. The student will define weaving and rhythm. 2. The student will create a paper rhythm weaving using pattern-cutting scissors to create the weaving technique demonstrated in class. 3. The rhythm weaving must be at least four different colors with at least four different patterns. 	
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
Informal Assessment- the teacher will walk around to monitor student behavior to ensure students are on task. Self-Assessment- the student will score their work on a rubric.	

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. Construction Paper 2. Pattern-cutting Scissors 3. Glue Sticks 4. Pencils 5. Rulers 	
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic

	questions.
	<ol style="list-style-type: none"> 1. The teacher will begin by describing rhythm in music. 2. The teacher will have one section of students make a rhythm by clapping, another section by clapping, and another section by stomping. The teacher will ask students to describe one of their dreams. 3. The teacher will explain that artists, like musicians, use rhythm. 4. The teacher will have one section of students make a rhythm by saying “red,” another section by saying “blue,” and another section by saying “green.” 5. The teacher will then show examples of artwork that uses rhythm.
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
	<ol style="list-style-type: none"> 1. See set. 2. The teacher will introduce the project with a pre-made example and state the objectives. 3. The teacher will introduce vocabulary and lead a demonstration of the weaving technique that students will use. 4. Students will choose one piece of construction paper and a pencil from the materials station. 5. Students will fold their paper in half. 6. Once completed, the students will go to the materials station and retrieve a ruler and scissors. 7. The teacher will demonstrate measuring seven lines 1 inch apart onto their folded paper, stopping one inch from the edge of the paper. 8. The students will do this while the teacher supervises. 9. The students will cut the lines while the paper is still folded to create seven slits. 10. The students will choose four different colored pieces of construction paper. 11. Students will choose four different pattern-cutting scissors to cut out strips of paper. 12. Students will weave the construction paper strips in and out of the slits to create a pattern. 13. As students finish, the teacher will pass out glue sticks and students will glue the ends of the woven strips down to the construction paper. 14. Students will take turns showing their artwork and trying to describe the rhythm of the weaving using words or sounds. 15. Cleanup will occur during the last ten minutes of class. Students will return all materials to the materials station. They will sign their name to the back of their rhythm weaving and place it in the appropriate class bin.
ALTERNATE/ EXTRA ACTIVITIES	
	<ul style="list-style-type: none"> • Students can use yarn instead of strips of construction paper.

CLOSURE	Reflection / Wrap-Up
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Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. The students will define weaving and rhythm in their journals. 2. The students will write the names of the colors of their rhythm weaving in a pattern in their journals.
CROSS-CURRICULAR CONNECTIONS
<ol style="list-style-type: none"> 1. Mathematics 2. Writing 3. Music

Extended Learning	
<p>Book:</p> <ul style="list-style-type: none"> • <i>Action! Movement in Art</i> by Anne Civardi. <p>Online Enrichment:</p> <ul style="list-style-type: none"> • PBS Design Squad String Thing: http://pbskids.org/designsquad/games/string_thing/index.html • The Artist's Toolkit, Visual Rhythm: http://www.artsconnected.org/toolkit/watch_movement_rhythm.cfm <p>Additional Activities:</p> <ul style="list-style-type: none"> • PBS The Music Instinct: http://www.pbs.org/wnet/musicinstinct/education/lesson-plan-2-weve-got-rhythm/overview-of-weve-got-rythm/104/ • PBS Parents Chuck Vanderchuck's Explosion! http://www.pbs.org/parents/chuck/ear_training2.html 	
<p>For additional lesson plans and activities, visit us online at www.fristkids.org.</p> <p>This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher. The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.</p>	
	