



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1 Class Period
Course Unit:	
Lesson Title:	Torn Landscapes

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
Space is the illusion of depth on a two-dimensional surface and includes a foreground, middle ground, and background. In this lesson, students will choose their favorite season and depict a Tennessee landscape using torn construction paper. In their landscape students will depict space by including a foreground, middle ground, and background.	
STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<p align="center">Tennessee State Standards for Art</p> <p>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. 5.2 Analyze the characteristics and merits of other's work. 6.1 Understand connections between visual art and other arts disciplines.</p> <p align="center">Common Core Connection for Integrated Subject-Language</p> <p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	

OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
	<ol style="list-style-type: none"> 1. The student will identify foreground, middle ground, and background. 2. The student will define space. 3. The student will create a torn construction paper landscape depicting their favorite season. The landscape will contain a foreground, middle ground, and background. 4. Students will effectively attach construction paper to 6" x 8" white tag board using a glue stick. 5. On the back of their 6" x 8" white tag board students will answer the following questions: <ul style="list-style-type: none"> • What is your favorite season? • What elements in your piece will allow the viewer to recognize which season you chose? • What activities do you enjoy during this season?
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
	<p>Informal Assessment- the teacher will walk around and monitor student behavior to ensure the students are on task and working.</p> <p>Self-Assessment- students will score their work on a rubric.</p>

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. Construction paper 2. Glue Sticks 	<ol style="list-style-type: none"> 3. Pencils 4. 6" x 8" White Tag Board 5. Pictures of Tennessee landscapes in various seasons from magazines, newspapers, local photographers, and travel guides.
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 ask students to name and describe their favorite season. Responses will be written on the board until each of the four seasons is represented. 2. The teacher will show visual examples of Tennessee landscapes in various seasons using images from magazines, newspapers, travel guides, and local photographers.
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 students will watch a teacher demonstration on the process of layering the construction paper to create their landscape. (Note: start at the top of the page with the sky and work your way down to the bottom of the page with the landscape). 4. The teacher will give each student one piece of 6" x 8" white tag board. The teacher will instruct students to take a pencil from the supply station and return to their seats. 5. Students will start by writing their name in the corner and picking their favorite season. On the back of the tag board students will answer the three questions listed in the objectives. 6. The teacher will place various colors of construction paper on each table while the students are answering the questions. 7. After students finish answering the questions they will tear the construction paper and layout their design before receiving glue sticks. 8. Once the teacher has approved the layout and given feedback, the students will receive a glue stick and begin attaching torn construction paper to the tag board. The teacher will remind students to work from the top down when gluing. 9. Cleanup will occur during the last 10 minutes of class. Students are responsible for recycling scraps and returning materials to the supply station. 	
ALTERNATE/ EXTRA ACTIVITIES	
<ul style="list-style-type: none"> • Students can use tissue paper instead of construction paper. 	

CLOSURE	Reflection / Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. The students will define space. 2. The students will identify foreground, middle ground, and background within their work. 	
CROSS-CURRICULAR CONNECTIONS	
<ol style="list-style-type: none"> 1. Language 2. Geography 3. Writing 	

Extended Learning	
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Book:

- *Owl Moon* by Jane Yolen.

Online Enrichment:

- The Artist's Toolkit Space:
http://www.artsconnected.org/toolkit/encyc_spacetypes.html
- Artsconnected Examples of Space in Art:
- http://www.artsconnected.org/resource/list#query=foreground&f_InstitutionTitle=All%20Institutions&d_InstructionalMethod=All&d_Grade=All&w_HasThumbnailMedia=on&w_DisplayResourceType=All&w_Culture=All&w_DisplayCreator=&f_avDisplayCreator=&combosort=relevance_desc&sortby=relevance&order=desc&perpage=20&category=work&spelling=true

Additional Activities:

- KinderArt Landscape Resist:
<http://www.kinderart.com/painting/landscaperesist.shtml>
- Albright-Knox Art Gallery:
<http://www.albrightknox.org/education/lesson-plans/lesson:a-wall-in-the-middle-ground/>

For additional lesson plans and activities, visit us online at www.fristkids.org.

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.

