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| Name: | Joe Amadeuz Morales |

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| Lesson title: | Growth Mindset: exploring ways in which positive vocabulary builds student self-confidence |

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| Description  /Rationale: | An approach where negative thoughts and events can inspire, develop a foundation for self-reflection, and emphasize the importance of positive-self thinking. Dreams, or the everyday daydream, can be a small window into one's identity, personal struggles, and personal truths. Dreams, or goals in an academic setting, are Important elements for seeking self-enrichment, furthering in one's knowledge, and an escape from potentially a negative situation. By engaging in this discussion, students will self-reflect on personal goals, create positive impact through words, and explore ways to combine fragments of art knowledge to create a complex dream box in which their narrative leads the discussion. |

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| Essential Questions: | Are dreams, or goals, set for one self-pivotal to the development of a student's success within the classroom?  What are ways in which we can reach these dreams, or goals, we set for ourselves? |

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| State Standards: | **VAPA STANDARDS:**  Adv.VA:Cr1.2 Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.  Adv.VA:Cr2.1: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme idea or concept |

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| Common Core  Standard: | [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/)  <http://www.corestandards.org/ELA-Literacy/RL/9-10/#CCSS.ELA-Literacy.RL.9-10.7> |

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| CCS meaning: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone |

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| Objectives | The importance of positive thinking or Growth Mindset will the explored through student’s critical thinking and dialogue within the classroom. Why do we set dreams, and the importance of reaching goals will be explored through individual exploration of text and assignments. |

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| **Art History Connections:**  1.Historical Movement  2.Artist Mentor | 1. Students will learn about found objects and assemlage through artists such as Christine Atkins 2. Artists such as Tetsuya Ishida and Vincet Van Gogh will be shown to showcase an exploration of dreamlike worlds. |

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| Major Themes: | Process, Dreams,Growth Mindset, Positive Impact of Text |

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| Elements/Principles: | Color,Space,Line, Texture, Form, Movement,Value,Color Harmonies | Vocabulary: Medium, Collage, Lucid, Paper Mache, growth mindset, multimedia |

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| Materials Needed: | Cigar Box, Paper( sketch,magazine,newsprint,doole,paste paper, found printed material),chipboard for mini shrine, small plexi cut for shrine cover, Elmers Glue, Brushes, craft paint, found home objects (such as cotton balls, q tips, wine corks, etc), wire, and love |

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| Anticipatory Set: | Students will be introduced to the art form of paper mache and growth mindset thinking through the creation of a miniature sized altar as an introduction to a larger scaled thematic story or dream. |

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| Teaching Strategies | Student Activities |

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| **Day 1**  **Art Guidebooks: Students will write one word phrases that bring positive thinking into light: I.e HOPE,TRYING,SOON**  **Discussion:****The importance of developing a growth mindset. What are times you told your self you could, and you were able to achieve the goal. Are their times you did not? What happened.**  **Slide Show/Art History: Dream state artists, multimedia**  **Time:20 minutes**  Line Worksheet-  **Time: 10 Minutes**  1st Hour  **Scaffolding**  Modify Task:  Give a specified time frame for task completion  **EHP Accomodation:**  Establish-Build Compensatory skills:  Tasks are broken down into smaller manageable assignments.  Independent Practice/Video:  **Group Activity**  **Closure:**  **Time: 30 mins**  **EHP Accomodation:**  Accessing Information: Visuals  Provide visual cues as oppose to auditory cues for students to receive needed assistance  Modify Context: expressing self verbally  Allow students to have extra response time to discover their own ideas/knowledge. | **Day 1**  **Art Guidebooks: Write inside your sketchbook.**  **Warm Up**  **10 minutes**  **Discussion: As a way to get to know each other, we will cross off a popcorn style list of everyone's name on the board so we all share.**  **20 minutes**  **Design: Dream worlds**  **Activity Exercise: As we watch and discuss different artists who create shrines and explore a dreamlike world, begin sketching out an idea for a positive quote. Your mini shrine box will be based off a quote you make up. Rather than the negative, how can a positive thought be brought out of a rainy day?**  **DURING SLIDESHOW**  **Worksheet: TAKE HOME- design the rectangles.**  **Begin loosely designing what your outside box will look like before we design the interior.**  **HOMEWORK**  **EHP Accomodation:**  Accessing Information: Visuals  Provide visual cues as oppose to auditory cues for students to receive needed assistance  Modify Context: expressing self verbally  Allow students to have extra response time to discover their own ideas/knowledge. |

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| **ADD DAYS AS NEEDED PER SIZE OF CLASS,TIME LIMITS, AND STUDENT NEEDS.** |  |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Rough Draft** | Rough draft brought on due date. Student shares with peer and extensively edits based on peer feedback. | Rough draft brought on due date. Student shares with peer and peer makes edits. | Provides feedback and/or edits for peer, but own rough draft was not ready for editing. | Rough draft not ready for editing and did not participate in reviewing draft of peer. |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Presentation** | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| **Exploration of Art** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentaion content. |
| **Requirements** | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |