

Mini Lesson Template ARTS 305

Your Name: Amanda Gainer

Lesson Title: Bubbles

Number of Students: 20

Grade Level: Fifth Grade

Length of each lesson: 45 minutes to 1 hour

LESSON RATIONALE

The purpose of the lesson is to give the students a chance to make and record observations about the world around them. The students will get a chance to make their own bubbles utilizing the scientific method by creating a formula that is specific to them and what ingredients they believe will be best for creating a bubble solution. It is important for students to get the opportunity to explore the world around them for themselves instead of just listening to lectures as the children will more likely retain the information. Experimentation and play are important because it promotes development of scientific thinking in students. They will use the information they learn and apply through using the scientific method. The scientific method requires three trials to show the accuracy of the data collected. Students have the opportunity to act and do as scientist do. They will be able to find solutions if their hypothesis don't work out for future tests. Another aspect to the bubbles activity us to introduce the visible spectrum that is part of the electromagnetic spectrum. The standards that is being utilized is how the student will investigate and understand basic characteristics of visible light and how it behaves. This standard relates to bubbles because bubbles are made out of a translucent substance and when introduced to a light source the bubbles contain all of the colors in the visible spectrum through a process called refraction.

The type of process that will be used is oil pastels. Oil pastels allow the students to be able to blend colors together to create a perfect cohesion just like the colors refracted in a bubble. Using pastels will give students a chance to work with a new medium that they may have never used before as they are more than just crayons. The students will also get to learn techniques to effective blend pastels and it gives them experience on working with the process.

The two artists that will be discussed are Childe Hassam and Odilon Redon. These two artists uses oil pastels as a medium just like the students will be using. The artworks that will be shown during the lesson Poppies, Isles of Shoals (Hassam) and Flower Clouds (Redon). These two artworks our significant because they illustrate landscapes and nature in a colorful manner. The artworks' multifaceted color scheme connects to the standard of concerning the visible light spectrum and the colors seen. Redon's Flower Crown especially coincides with the standard because it aspects of both reflection and refractions an be observed. The students will also have a chance to see how professional artist can use tools similar to crayons to create artwork by showing the mastery level of what someone, who use pastels, can create. Visuals examples help students learn because they have something to base their own artwork on and it can provide example on techniques and what the final product should look similar to. Theories of science and art should be connected because essential many artist use the natural world as a basis for their work. They make observations and record it in their own mediums, whether that be through sculptures, watercolors, printmaking, drawing and/or other means. Scientists have a similar process as they record information based off of observations of experiments and studies of the natural world. In addition to writing report or entries of their finding, sometimes, they may have to document their findings using drawing or pictures, especially before the invention of the camera.

CORE SUBJECT INTEGRATION (For IDSTP Students)

PROCESS: Pastels

ARTISTS

A. Childe Hassam

- A. American Impressionism
- B. Watercolor (preferably) & Oil
- C. Académie Julian
- D. Born - Oct. 17, 1859; Died - Aug. 27, 1935
- E. Nature/ Natural World

B. Odilon Redon

- A. Post-impressionism; Symbolism.
- B. Paint, Printmaking, Drawing, and Pastels
- C. Atelier of Jean-Léon Gérôme
- D. Born - Apr. 20, 1840; Died - Jul. 6, 1916
- E. Reality and Fantasy

BIG IDEA: Nature; Reality and Fantasy

LEARNER OBJECTIVES:

- Students will demonstrate knowledge of the artists Childe Hassam and Odilon Redon.
- Students will demonstrate knowledge of techniques associated with oils pastels.
- Students will be able to demonstrate knowledge of the scientific method.
- Students will be able to identify the colors of the visible spectrum.
- Students will be able to explain concepts of refraction and reflection.

National Standards for Visual Arts

1. (Cr1.2.5a): Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
2. (Cr2.1.5a): Experiment and develop skills in multiple art-making techniques and approaches through practice.
3. (Cr2.2.5a): Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA State Standards of Learning (SOL) in the arts:

1. 5.5: The student will use the following to express meaning in works of art:
 1. Color—student-mixed hues, tints, shades, tones
 2. Form—convex, concave, positive, negative
 3. Texture—surface embellishment
 4. Value—gradation to create the illusion of depth on a two-dimensional surface
 5. Balance—formal, informal
 6. Pattern—repetition to create rhythm
2. 5.7: The student will use size and proportion to emphasize spatial relationships in works of art.

Integrated VA core subject content standards: Science

1. 5.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
 - a) items such as rocks, minerals, and organisms are identified using various classification keys;
 - b) estimates are made and accurate measurements of length, mass, volume, and temperature are made in metric units using proper tools;

- c) estimates are made and accurate measurements of elapsed time are made using proper tools;
 - d) hypotheses are formed from testable questions;
 - e) independent and dependent variables are identified;
 - f) constants in an experimental situation are identified;
 - g) data are collected, recorded, analyzed, and communicated using proper graphical representations and metric measurements;
 - h) predictions are made using patterns from data collected, and simple graphical data are generated;
 - i) inferences are made and conclusions are drawn;
 - j) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and
 - k) current applications are used to reinforce science concepts.
2. 5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include
- a) transverse waves;
 - b) the visible spectrum;
 - c) opaque, transparent, and translucent;
 - d) reflection of light from reflective surfaces; and
 - e) refraction of light through water and prisms.

MATERIALS NEEDED FOR LESSON (be specific; how many of each item, what size paper, what color markers/paper, what kind of recycled materials, what size brushes, what kind of markers finepoint/broad tip, etc.?)

A. Art supplies

- A. 20-30 8x 11 sheets of black card stock or construction paper
- B. 4 boxes of oil pastels (1 box per group of four)
- C. 8 big cylinder containers
- D. 8 medium cylinder containers
- E. 8 small cylinder container

A. Alternative: 4 bottle caps

- F. 25- sheets of 8x11 white printer paper
- G. 12 glue sticks

B. Additional Materials

A. Websites:

- A. Firefly, M. B. (2015, July 14). Bubbles Art Project Using Oil Pastels and Paint. Retrieved March 30, 2020, from <http://www.mybrightfirefly.com/2015/07/bubbles-art-project-using-oil-pastels.html?spref=pi&fbclid=IwAR0P6LXvttWEYLeKxyQfrryKTMeSr-slrS1wOc35fXIX9ofwUHFfZ713KKU>.
- B. Fisher, L. (n.d.). Why are soap bubbles rainbow coloured? Retrieved from <https://www.sciencefocus.com/science/why-are-soap-bubbles-rainbow-coloured/>
- C. Jordan, C. (2018, September 30). Pastel Art by Some of the Most Famous Artists of All Time. Retrieved March 30, 2020, from <https://www.artistsnetwork.com/art-history/pastel-drawings-famous-artists-time/>.
- D. Odilon Redon. (2020, February 16). Retrieved March 30, 2020, from https://en.wikipedia.org/wiki/Odilon_Redon#Analysis_of_his_work.
- E. Childe Hassam. (2020, March 3). Retrieved March 31, 2020, from https://en.wikipedia.org/wiki/Childe_Hassam.

B. Teacher Sample

C. Powerpoint

VOCABULARY/DEFINITIONS

- A. Scientific Method: a method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses.
- B. Visible Spectrum: is the portion of the electromagnetic spectrum that is visible to the human eye. EX. ROYGBIV
- C. Refraction: the fact or phenomenon of light, radio waves, etc. being deflected in passing obliquely through the interface between one medium and another or through a medium of varying density.
- D. Transparent: (of a material or article) allowing light to pass through so that objects behind can be distinctly seen.
- E. Translucent: (of a substance) allowing light, but not detailed shapes, to pass through; semitransparent.
- F. Opaque: not able to be seen through; not transparent.
- G. Oil Pastels: is a painting and drawing medium with characteristics similar to pastels and wax crayons.
- H. Color Mixing: Color mixing is a process of layering oil pastels directly on the canvas.

MOTIVATING STUDENTS; PERSONAL and SOCIAL RELEVANCE

This lesson will motivate the students to participate in the lesson because it will give the students a chance to use their hands-on both the science part and the art portion of the lesson. As the teacher, I will use a short powerpoint along with dialog/discussion to engage my students with the information of the topic. The powerpoint will consist mostly of pictures and important relevant information.

LESSON PROCEDURES

- A. **Teacher/Classroom Prep** (*List tasks that the teacher needs to accomplish before the lesson begins such as; print handouts, cut paper, divide art supplies, arrange tables for groups of four, arrange samples/student resources- be specific*)
 - A. *The teacher would have to divide the art supplies (containers, black card stock/ construction paper and boxes of pastels).*
 - A. *Each group of four would get two of each size cylinder container)*
 - B. *Each group of four would have one (1) box of pastels to share)*
 - C. *Each student receive a sheet of black paper.*
 - B. *Put powerpoint on flash drive.*
 - C. *Printout tangible photos of artists' artworks*
 - D. *Arrange tables or desks and chairs to seat groups of four students.*
 - E. *Arrange teacher samples at every groups work space.*
 - F. *Objectives and journal prompt will be written on the board prior to school day.*
- B. **Pre-assessment:** (*What students understand prior to the lesson and what will you remind them of from past learning?*)
 - A. *The students will be asked about vocabulary such translucent, transparent, opaque, as well as refraction vs. reflection.*

- C. **Behavioral Expectations** (*What are the students expected to do as they function in the classroom?*)
- A. *Sit quietly in seats during powerpoint presentation unless asked a question or unless a sanctioned group discussion is in the works.*
 - B. *The students are allowed to talk quietly to members in their groups.*
 - C. *They should remain I their seats throughout the assignment*
 - D. *The students should raise their hands if they have a question or concern.*
 - E. *When it is time to clean up, the students must put the pastels back in the box and clean up their workspaces.*
 - F. *Bring materials to the front table or to the teacher.*
 - G. *Sit quietly in seats to wait for further instructions.*
- D. **Organizer** (*How will students be informed of the learning objectives and major activities of this lesson? Will you have handouts? Visuals such as list displayed, put the objective in a PowerPoint?*)
- A. *The objectives will be written on the board as well as in the power-point.*
- E. **Extension activity** (*students who finish task early should have another activity or station to continue to be engaged during class time. Explain that activity/work station*)
- A. *Students will have the opportunity to create more bubbles on an additional sheet of paper or they could draw something they observe in nature;*
 - B. *Or, they can work on their short journal prompt entry.*

LESSON SEQUENCE FOR THE LESSON BEING TAUGHT IN THE SCHOOLS: Also referred to as scripting or timing, include times such as 10:30-10:35 teacher action: greets students/ learner action: enter classrooms and take seats. Be very specific from beginning to end. Remember to include material distribution, cleanup and closure. While writing keep in mind that the scripting must be detailed enough so that a substitute or colleague should be able to teach your lesson from the info you provide. *NOTE for ARTS 305 THIS SCRIPTING ONLY NEEDS TO BE COMPLETED FOR THE LESSON YOU ARE TEACHING IN THE SCHOOLS)

Teacher Actions (include teacher questions and explanations)

Expected Learner Actions

10:00am: Teacher greets the students.	10:01am: Students are in their seats & greet the teacher.
10:02am: Teacher asks about bubble expiration. Teacher instructs students to raise their hands if they have something to share. Teacher calls on three students.	10:03: Student raises their hands. Three students have a chance to share; one student at a time. If it is not a student's time to talk they must remain quiet.
10:05am: Teacher thanks them for sharing.	10:13: Students think about their answers for a minute.
10:06: Teacher begins to talk to the students about characteristics of bubbles. Teacher references about and quizzes students about science vocabularies words involving the visible spectrum.	10:14: Students raise their hands. Three students are called on. The rest put their hands down.
10:13: Teacher instructs students to think for a minute.	10:15: Students give their responses to the question.
10:14: Teacher asks students to raise their hands and teacher calls on three different students to speak.	10:19: Students sit quietly in their seats.
10:20: Teacher points out and reads the objectives pre-written on the board.	10:23: One student turns off the lights and sits back down.
10:22: Teacher turns on the projector with the powerpoint presentation. Teacher has the powerpoint outline printed to reference necessary information without having to constantly look at the screen.	10:23: Students are allowed to quietly move up if they can not see the powerpoint.
10:23: Teacher asks one student to turn off the lights.	10:25: Students sit quietly in their seats.
10:25: Teacher starts the powerpoint presentation. Teacher talks about artists Redon and Hassam, basic information, their artworks, themes, and eras in which they made art in. (refer to power point).	10:29: A student turns the lights back on and sits back in their seat.
10:29: Teacher then switches to slide about objective and instructions for the art lesson and reads the information on the slide. Teacher instructs a student to turn the light on. Teacher shows an example in slide and holds up physical copy.	10:32: Students move their chairs back to their desk if necessary and begin to work on assignments.
10:32: Teacher allows the students to begin working. Teacher tells students that they have 15 minutes to work assignment. Teacher tells them if they managed to finish early they have the opportunity to draw bubbles or something they observe in nature using pastels on a separate sheet of paper, or, they can start on their journal entry on a sheet of blank white paper found at their desks.	10:33: Students are allowed to talk with their peers in their groups, quietly.
10:34: Teacher walks around and ask questions to each student about their drawing and to ask students about their favorite part of the experiment.	10:42: Students that finish early may work draw on a separate sheet of paper using the pastels for practice or start on their journal prompt entry to accompany their artwork.
10:45 Teacher reminds them they have two more minutes to finish as they should be coming to a stopping point and clean up their workspaces. The students should be reminded that they have a writing prompt to complete if they haven't done so already.	10:45: Students begin to clean up their work spaces and transition to writing their journals journal entries on a piece of blank white paper.
10:47: Teacher instructs students to stop working on artwork, clean up station if they haven't done so already and work on their journal entries. Teacher tells students they have five minutes to work on journal entry prompt, write their name on their entry and glue it to the back of their artwork.	10:47: Students should stop working on artwork, clean up station if they haven't done so already and work on their journal entries, write their names on entry and glue it to the back of their artwork.
10:52: Teacher comes around with a hole puncher and punches hole the artwork. Instructs students to put it in their science folder or in the science section of their binders.	10:52: Students put their work in their science folders or the science section of their binders.
10:55: Teacher collects supplies and thanks students for their participation.	

ADAPTATIONS AND RECOMMENDATIONS (Note accommodations for Students with Special Needs as well as any classroom management strategies. Provide examples)

DIFFERENTIATION STRATEGIES (These should also be reflected in the lesson sequence)

- ☐ Flexible grouping
- ☐ Open-ended activities
- ☐ Exploration by interests
- ☐ Negotiated criteria
- ☒ Anchoring/Extension activities
- ☐ Independent studies
- ☐ Tiered activities/products
- ☒ Journal prompts
- ☒ Multiple levels of questions
- ☐ Scaffolding
- ☐ Choice: Learner profile, Readiness, Interest

ASSESSMENT & DOCUMENTATION OF TEACHER/STUDENT LEARNING

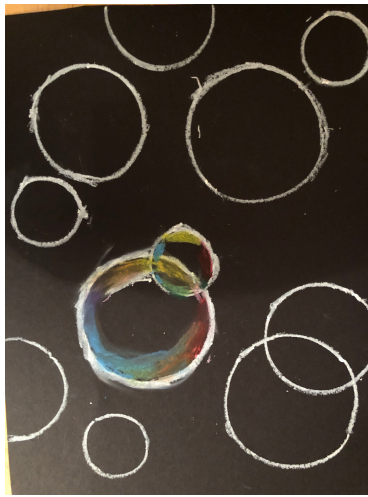
A. Assessment: *How will you collect information on what students gained from this lesson? How will you evaluate that information? (Refer back to Learner Outcomes to decide how you will know if students learned what you hoped they would learn. Assessment strategies can include exit tickets, list of questions you will ask students at the closure of the lesson, short quiz on vocab- artists- process, etc. Remember to include assessment in your lesson sequence)*

I will collect the information based on the responses I receive during my initial questions, when I talk to the students and when I read their journal entries.

B. Documentation: *What evidence of children's learning will you collect during the class? How will you share this evidence with other teachers, parents, and children?*

The will have a binder or folder that they will put their journal entries and artwork in that will be shown to teachers, parents, and children showing all of the work that they have created over the year.

3-5 process images with captions from creating your teaching samples. Once you teach a lesson update by adding several images, with captions, of the student's work to be submitted with your final lesson at the end of the semester.



1. Draw various-sized circles with different sized cylinder containers.

2. Draw at least 9-10 various-sized bubbles.

3. Retrace circle lines to make circles thicker
Use at lease 6 colors for medium and large containers (not including white) and four color for small bubbles. Smudge colors together.

4. Final project .

****This Template has been created, developed and continues to be modified by Dr. Natalia Pilato. All rights reserved**