

MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Template

| John Rose | Shakespeare's Life & Works--Art | Date-- (June 6-10, 2016) | Grade Level 6 th -8 th |
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| Objective | Procedures | Materials | Evaluation |
| <p>[MAI1a] Recognize and apply elements and principles of art and design in specific works of art.</p> <p>[MAI1b] Practice safety and conservation in the use of tools, materials, and equipment.</p> <p>[MAI1c] Identify and apply appropriate techniques for using specific tools.</p> <p>[MAI1d] Work cooperatively with others.</p> <p>[MAI3c] Plan and execute individual and group projects employing a</p> | <p>Day 1: Illustrating an Idiom— Teacher will:</p> <ol style="list-style-type: none"> 1) Write idiom and its definition on the board. 2) Read with students about idioms from BARD OF AVON. A list of these is located in the book's Postscript section. 3) Display some examples of illustrated idioms from the list to students. Talk with students about creating their own drawings of these. 4) Offer help and instruction if needed during independent work. <p>Students will:</p> <ol style="list-style-type: none"> 1) Learn what an idiom is 2) Read idioms listed in BARD OF AVON (Postscript) 3) View some illustrated idioms 4) Select from a list of Shakespearean idioms and create their own works illustrating these idioms. The drawings may be done in cartoon style if preferred. 5) Offer help and instruction if needed during independent work. <p>Day 2: Drawing Characters From Shakespeare Teacher will:</p> <ol style="list-style-type: none"> 1) Give instruction to students in drawing the human head and features. 2) List some characters from Shakespeare's plays (examples: Hamlet, Romeo, Juliet, King Lear, Sir John Falstaff, etc.) Talk with students about how they think these characters look. | <ol style="list-style-type: none"> 1) Dry erase board 2) Dry erase markers 3) Text: BARD OF AVON by Diane Stanley and Peter Vennema (one copy per student) 4) List of idioms from BARD OF AVON (appears in Postscript section of book) 5) Pencils 6) Paper 7) Crayons/color ed pencils | <ol style="list-style-type: none"> 1) Oral response 2) Observation 3) Worksheets (idiom list) 4) Performance assessments: Students will create drawings of idioms from Shakespeare, characters from Shakespeare plays and drawings of their own self-created theatre. 5) Effort in work (teacher will circulate and make sure students are working. Teacher will also offer help and suggestions throughout independent work periods. |

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| <p>variety of means to achieve different effects.</p> <p>[1] Differentiate among techniques and unique properties of media to determine the expressive potential of each. (CP)</p> <p>[1a] Understand and demonstrate appropriate handling of tools used in a variety of media.</p> | <ol style="list-style-type: none"> 3) Give out pencils and paper to students for creating their own drawings of Shakespeare's characters. 4) Offer help and instruction if needed during independent work. <p>Students will:</p> <ol style="list-style-type: none"> 1) Review drawing the human head 2) Create pictures of characters from famous Shakespeare plays <p>Day 3: Shapes In The Globe</p> <p>Teacher will:</p> <ol style="list-style-type: none"> 1) Give examples of various geometric shapes used in buildings. The most common will obviously be rectangle and square, but teacher will explain that there are other shapes used to create buildings. 2) Read with students from BARD OF AVON about the Globe Theatre. 3) Have students turn to the illustration of the Globe Theatre in BARD OF AVON. Tell students to find and list shapes in the illustration. 4) Give students paper to draw geometric shapes found in the illustration. 5) Offer help and instruction if needed during independent work. <p>Students will:</p> <ol style="list-style-type: none"> 1) Review geometric shapes 2) Read from BARD OF AVON about the Globe Theatre 3) Find, list and draw shapes within a picture of the Globe Theatre <p>Day 4-5: Building A Theatre (Note: This exercise is expected to take at least two class periods)</p> <p>Teacher will:</p> <ol style="list-style-type: none"> 1) Read about the Globe Theatre from BARD OF AVON with students 2) Present students with a list of terms used in theatre | | |
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| | <p>(proscenium, stage, curtain, etc.) Discuss these terms with students and define most important parts of a theatre setting.</p> <ol style="list-style-type: none"> 3) Review geometric shapes of buildings, as shown yesterday. Explain that the Globe Theatre was a “theatre-in-the-round” since it was constructed in the shape of a circle. 4) Give paper and crayons/colored pencils to students for them to create a drawing of a theatre with. Explain that this must be based on a geometric shape. 5) Offer help and instruction if needed during independent work. <p>Students will:</p> <ol style="list-style-type: none"> 1) Read about the Globe Theatre 2) Discuss and list terms of parts of theatre (proscenium, stage, curtain, etc.) 3) Review geometric shapes 4) Create a drawing of a theatre and indicate parts <p>Reteach:</p> <ol style="list-style-type: none"> 1) Geometric shapes 2) Steps in drawing human head and facial features 3) Basic drawing techniques of form and structure (may be needed if students have to illustrate animals for the idioms lesson). <p>Enrichment Students will watch the following video, a mini-walking tour of the Globe Theatre:</p> <p>https://www.youtube.com/watch?v=m3VGa6Fp3zI</p> | | |
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For each lesson plan, do the following:

- 1). Identify the domain 2). Align with the standards 3). State the benchmark 4). Address diversity 5). Infuse technology