

School: West Hazleton Elem/Middle School	Classroom Teacher: Terri Smith	Teaching Artist: Lindsay Barrett George
Grade Level: 4 th Grade	Project: What's Your Line?	
Number of classroom sessions for this project: 1		
Date: May 23, 2022	Core content: ELA This was a tricky project, as it dealt with the concept of 'Conceptual Art'. I realized that the students would probably never encounter this kind of project – so that was reason enough to attempt the project.	
Core Content Learning Objective: -understand the concept of 'conceptual art' -for each student to contribute one descriptive instruction in a conceptual class drawing project	Assessment: -that each student effectively contribute one line of instruction to the conceptual drawing class activity/project	
Arts Learning Objective: -to think about and create one line of ART instruction to the whole conceptual class drawing activity/project -understand Sol Lewitt's process in creating his conceptual 'Wall Drawings'	Assessment: -that each student effectively contribute one ART instruction in a conceptual collaborative art activity/project -that each student at least 'got' or understood the concept of 'conceptual art' – an 'anti-traditional art movement'	
Summary of the Lesson: -I introduced the lesson by warning the students that this was going to be one weird lesson/project. I realized that the concept was pretty 'abstract' – that the term 'conceptual art was probably totally foreign to this population of students. I barged ahead – explaining with a simplified definition of conceptual art – and the pictures/examples of conceptual artworks hopefully helped. -review of materials needed for the project -a quick example of a conceptual art piece – 'what if I were to build a bridge from Hazleton to NYC...' -presentation of keynote: Sol Lewitt's art and process; examples of his Wall Drawings; instructions for project; examples of some possible art instructions; and then the 'ask' for the students – 'How different are all the students' drawings, even though they were made with the same instructions? What is it like to see the result of your instructions? These questions were posed at the end of the keynote.		



Co-Teaching Lesson Plan Template

ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

Attention: How will you prepare the students for the lesson?	
Teacher -compare and contrast shapes, instructions, positional words	Artist -I explained the project, the concept of 'conceptual art' at length before presenting the keynote. I knew it was going to be a 'tough sell' – but I thought worth the effort. -examples of conceptual artworks shown in my introduction -review of materials needed for the lesson/project
Review: What will you review? What is the academic vocabulary for the lesson?	
Teacher	Artist -concept -conceptual art -corner -center/middle -side -vertical -horizontal -primary color -secondary color

Co-Teaching Lesson Plan Template

Teach: What will you do to teach the content?

Teacher

-Teacher went over geometric shapes & directions;
how to explain something - a direction - in detail;
how to be specific

Artist

-review of materials for the lesson
-presentation of keynote
-modelled example of a conceptual artwork

Support: What will you assign the students to complete and how will you support their learning?

Teacher

Artist

-students challenged to contribute
'one drawing instruction'
for the collaborative class conceptual drawing
-each students' 'drawing instruction' should be clear
and specific, in terms of colors to be used and shapes to
be used in the instruction
-suggested 'drawing instructions' displayed in keynote
-different types of lines and shapes for suggested
drawing instructions listed in keynote

Closure: What will we do to reinforce learning and close the lesson for today?

-admire and comment on the different drawings made by the students, even though we all heard the same
instructions contributed by each student

Date to PAEP for approval: