



Co-Teaching Lesson Plan Template

School: West Hazleton Elem/Middle School	Classroom Teacher: Terri Smith	Teaching Artist: Lindsay Barrett George
Grade Level: 4 th Grade	Project: Drawing From Life	
Number of classroom sessions for this project: 1		
Date: June 1, 2022	Core content: ELA	
Core Content Learning Objective: -demonstrate understanding the term 'observational drawing' by doing just that – drawing what you see -understand and discuss the differences of drawing what you see as opposed to drawing from one's imagination	Assessment: -the accuracy (true to life) of observational drawing -the focus of observational drawing - how well did the students look	
Arts Learning Objective: -understand the role still lifes hold in the history of art -develop observational skills – a definite skill set -create a still life from objects found in classroom or brought in from home	Assessment: -the creation of a still life from objects found either in the classroom or from home - was it fun to look carefully and closely at objects – from life? -was it in any way -meditative? (It is for me).	
Summary of the Lesson: -I introduced the lesson by showing examples of still lifes; I held up sample objects to draw FROM LIFE – by looking with our eyes, not from our imaginations, or from a photograph -the importance of drawing from life – designed to develop our observational skills -review of materials needed for lesson -presentation of keynote -students were divided into groups of 4 or 5 – then drew the objects that their group arranged in the middle of their group of desks -I drew along with students: as they drew from life, I drew my still life from the objects I chose in my house -sharing of the students' still lifes		



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

Attention: How will you prepare the students for the lesson?

Teacher

- discuss what a thing looks like from direct observation
- how observation is important
- to take pride in your work

Artist

- by introducing the concept of observational drawing
- by showing objects that one could draw- anything found in the classroom or brought from home
- by asking if anyone knew what a still life was?
- review of materials needed for lesson

Review: What will you review? What is the academic vocabulary for the lesson?

Teacher

Artist

- observation
- observational drawing
- still life
- composition

Teach: What will you do to teach the content?

Teacher

Artist

- presentation of keynote
- modelling how to create a still life
- review of materials needed for lesson

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

Teacher

Artist

- students in each group were asked to choose an object;
- students then arranged their chosen objects in the middle of the desks in their group;
- each student was asked to keenly observe the arrangement of objects with their eyes – to ‘draw from life’ - to draw ‘what they saw’

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

It became apparent that the concept of ‘observational drawing’ might have been an unfamiliar concept to some or most of the students.
 Either I did not make it clear, or there was a misunderstanding of what ‘drawing what you see’ really means. The students all arranged their objects in a group, in the middle of their desks.
 So I knew that they were all looking at an arrangement of objects.
 But many of the students drew objects separate from each other on their papers.
 Clearly - they were seeing the whole arrangement, but still chose to draw separate objects.



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I can only conclude that the 'zooming in' was a factor in the teaching of this particular lesson.
I could not expect the teachers to 'correct' the 'looking' or the drawing - the execution of the still lifes.
Another 'learning curve' for me.

So – to reinforce learning?

I was appreciative in my comments to the students on their drawings of their objects.

This was not the time for a criticism of their observational skills.

Date to PAEP for approval: