

Learning/Lesson Plan

Title: COVID and Lost Connections (Exemplars of artwork are placed at the end of the lesson plan)

Instructor: Christie Boyd, Wanda LeClerc, Michele Soderstrom

Schedule/expected lesson time: 1-3 lesson class periods at each level based on 45-55 minute periods.

Grade(s)/Age(s): Elementary, Middle, and High School

Lesson Description: An all ages group collaboration project of personal student response to dealing with the covid pandemic. Artwork begins at the Elementary age level and is passed to the Middle School and lastly the High School.

Materials & Space: pre-drawn templates, pencil, colored pencil, fine-tip black felt pen. Templates are on 12" x 12" 140# hot press. Diagram of template is placed at the end of this lesson plan with visuals.

Big Idea: Students have experienced many emotions and challenges due to the pandemic including using a screen to communicate with teachers and peers. Understanding how to express one's self through images and drawing can be a very powerful tool for students to learn and practice.

Essential Questions

1. In what ways has COVID impacted you and your connections with others?

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>
1. Students Close your eyes for a moment and remember what it was like before covid, after covid.	1. Students write down some specific images and words that came mind, from time before covid. Think about things that maybe felt hard. Or sad. Or challenged your identity.
2. Students will communicate emotions around the pandemic using art.	2. Students draw pictures of what they saw their reality as before and during the pandemic.

<p>3. Students will create in the space allocated to their age group and respond to the work of previous students, visually.</p>	<p>3. Students will show care in maintaining the integrity of the work of previous students on the original artwork.</p>

Vocabulary:

Emotions, isolation, pandemic, respond, visual representation.

INSTRUCTIONS:

DAY 1

Lesson Title: **Pre-brainstorming visualization exercise.**

Opener: Think about what the last year has been like for you. We have lived in this covid existence for an entire year.

Activity: Close your eyes for a moment and remember what it was like before covid. When you open your eyes, write down some specific images that came to your mind, from that time before covid. You don't need to draw them yet, just write down the words. Did you imagine hugging someone at school? Write it down. Did you imagine a Christmas party or school dance? Write it down. Now write down feeling words that you associate with the connections you had with people before covid.

Now, close your eyes again, and think about this time during covid. Think specifically about things that have been different. Think about things that maybe felt hard. Or sad. Or challenged your identity. When you open your eyes, you're going to write some of these things down. Think about specific images associated with those things. What are the things you missed the most? I am going to read some questions and I want you to write notes down (or draw images!) as you think about the questions. What do we lose when we are not physically and emotionally connected to other people? What do we gain when we are able to be connected to others, physically and emotionally? In what ways was this last year difficult for you? In what ways did you find joy in unexpected places? What are you yearning for? What do you look forward to when we return to a more "normal" existence? The screen has been a vital tool to keep us connected and learning during this time. But how does the screen limit us? What is missing when we have school through the screen? What do you wish people knew or understood about what this last year has been like for you?

⇒ **Assessment Checkpoint for Objective # 1, 2**

Closer – Students share verbally one thought about their experience during the last year. Names on papers and hand in.

Learning/Lesson Plan

DAY 2 -3

Lesson Title: Create your Artwork

Opener: Will your artwork consist of images only, words, or both? What do you see your final composition as? Will you use colored pencil?

Activity:

Students sketch out their composition in the space provided or on a rough draft paper, using the same dimensions as the summative piece. Students use this time to finalize their composition in pencil. Students will use their own personal experiences to guide their artistic choices and with craftsmanship and attention to detail (age appropriate). Mediums used are pencil, fine point marker, and colored pencil.

⇒ **Assessment Checkpoint for Objective #:** 1,2,3

Closer: Students may respond to this question, verbally, “What do you look forward to when we return to a more “normal” existence?”

Assessment:

Common Core Visual Arts Standards:

VA:Cr3.1.3

Elaborate visual information by adding details in an artwork to enhance emerging meaning.

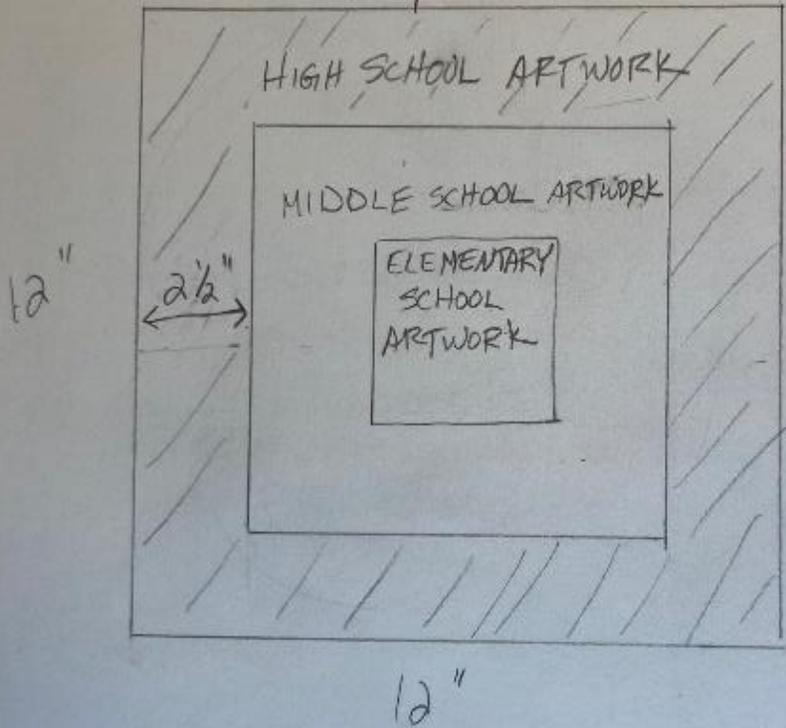
VA:Cr1.2.8 a. Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.

VA:Cr1.2.HSI

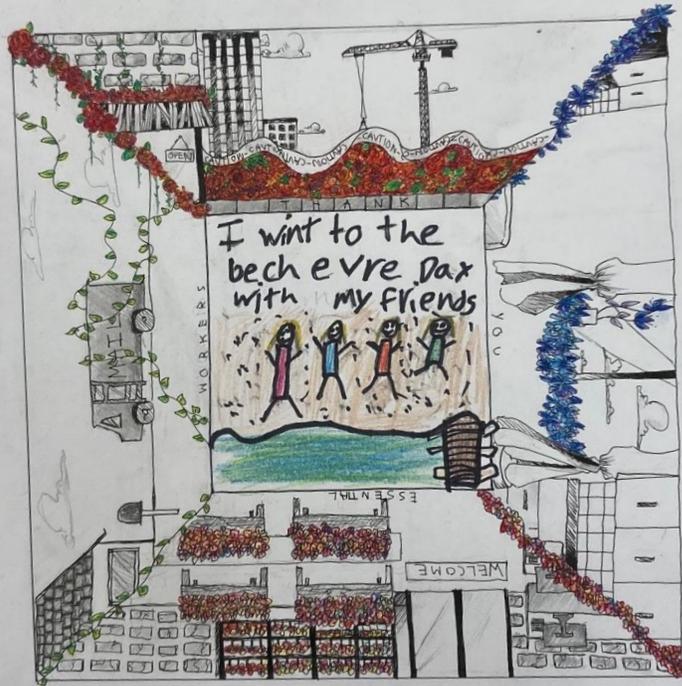
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

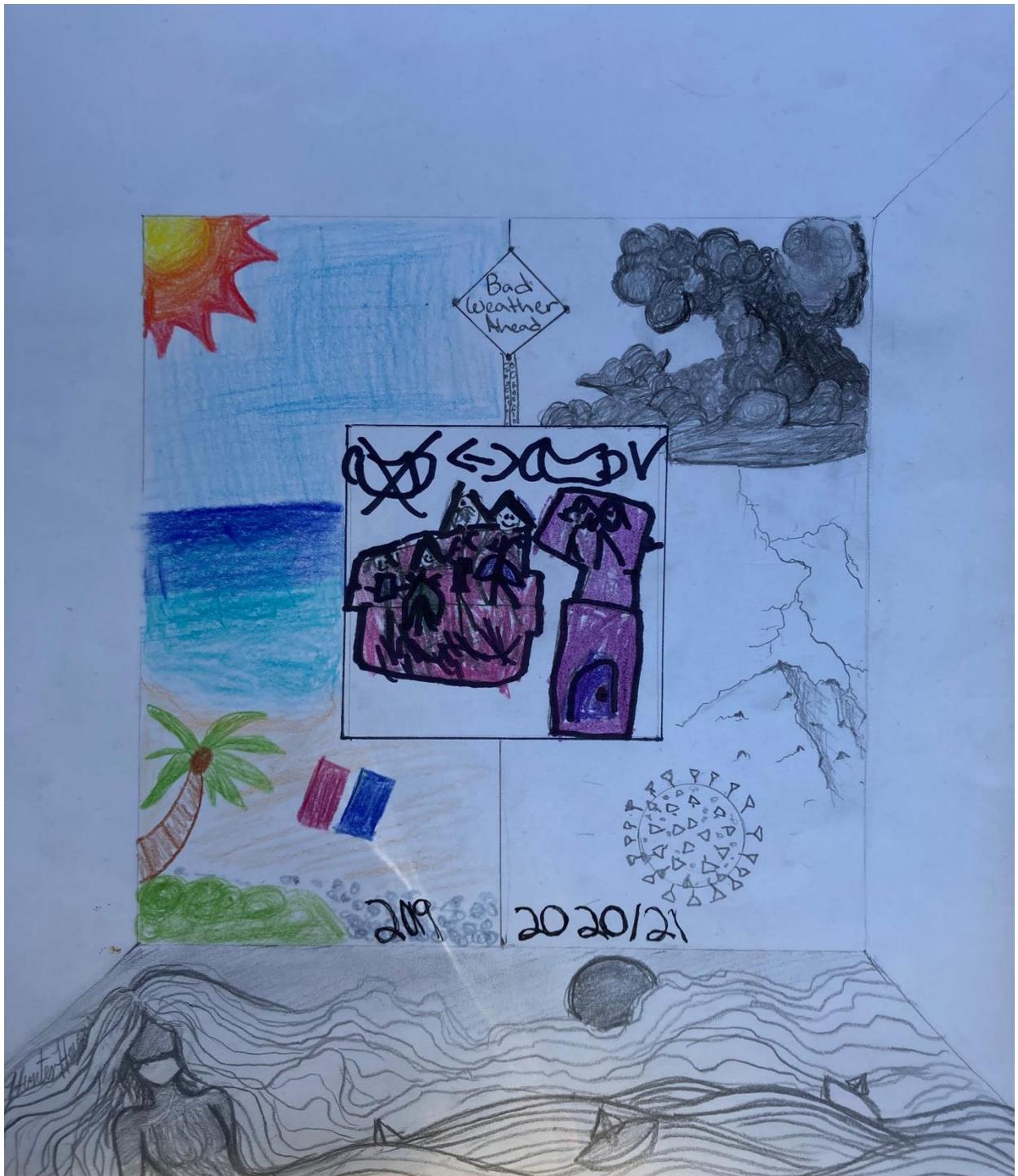
Student choice of Step # 2:

- 1) Refine and add detail to your 4" x 12"
- 2) Add to a current composition created by Elementary and Middle School kids.



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