

**CODE/MOE/UOIT Makerspaces Project--Lesson Planning Template**

**School Board: Lakehead Public Schools**

**Grade 7/8 Visual Arts—Making Hats and Scarves**

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| **Lesson Objectives:** Creating 3D representations.  **Curriculum Expectations:**  Overall Expectations:  Visual Arts - apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies. | |
| **Learning Goals:**  “We are learning to…”  ...create hats and scarves using various materials and templates. | **Success Criteria:**  “We will be successful when…”  **...w**e can wear our creations. |
| **Lesson Overview:**  Students will learn to use patterns and various sewing tools such as: shears, chalk, rulers, needles and thread, and sewing machines. | |
| **Materials and Technology:**  Sewing machines  Pins  Patterns  Material  Thread  Needles  Miscellaneous materials (buttons, patches, bejewelled, etc.) | |
| **Student Accommodations/Modifications:**  Students will choose simple patterns or work with a partner. | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?  Students have volunteered previously at The Shelter House. In class discussions, the students identified the need for functional winter garments by the families that use the facilities. The students wanted to make hats of various sizes, that were “cool” so that the younger people would wear them. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?   1. Students will get an introduction to sewing safety and procedures. 2. They will choose a pattern and begin the process of tracing the pattern on their material. 3. Students will cut the pattern out and pin the edges that will be sewn. 4. They will use the sewing machines to fasten edges together. 5. Students will add pom-poms and other material to “dress up” their hats and scarves.   Students will be assessed from anecdotal evidence and through their learning journal reflections. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?  At the end students can display their hats and scarves. We will take photos of their creations and post on social media. The students can choose whether or not their project is worth donating.  Teachers can ask students about the process and some of the difficulties they may have experienced while making their hats and scarves. | |

