

VISUAL ART LESSON PLAN

UWM METHODS TEMPLATE

UNIT TITLE: Earth, Art, and Innovation

Big Idea: Environmentalism and Sustainable Art forms

(3-4 sentences describing the core concepts for the unit and why it matters)

Considering sustainable art forms for any age group when teaching is important. New exciting ways to be more conscious of the environment and change is a key part of helping students grow their artistic practices and conceptual ideas. With the ever changing aspects of environmental issues around the globe students can explore sustainable art and also apply it to future projects of ideas.

LESSON OVERVIEW

Lesson # 1 Recycled crochet placemats

Number of Teaching Days Planned for this Lesson: 2-3

Lesson Description: (Include concepts, artists and art activities that will be introduced in this lesson)
This unit introduces students to sustainable art practices by transforming plastic bags into functional crocheted placemats. Through hands-on learning, students will develop basic crochet skills while exploring the impact of upcycling on the environment. The project encourages creativity, problem-solving, and patience as they repurpose waste materials into something purposeful. Additionally, an origami crane name tag activity will serve as an engaging icebreaker, fostering a sense of community and introducing foundational crafting techniques.

Knowledge of Students To Inform Teaching

Age Group of Students: 11-14

How does this lesson connect with and build on students' previous/subsequent knowledge ?

This lesson builds on students' previous knowledge by drawing on their familiarity with basic crafting skills, such as cutting, folding, and tying materials. Many students may have prior experience with fiber arts, such as knitting, sewing, or braiding, which will help them grasp the fundamental techniques of crochet. Additionally, they may have encountered discussions about recycling and sustainability in other subjects, allowing them to connect this project to broader environmental themes. The origami crane name tag activity also reinforces fine motor skills and pattern-following, easing them into the more intricate process of crocheting with plastic strips.

What are the developmental characteristics of these learners that are relevant to this lesson? (physical, social/emotional, cognitive). Describe how this lesson meets the developmental characteristics of your age group and why they might find this lesson engaging and appropriate?

This lesson supports students' physical development by refining fine motor skills through cutting, tying, and crocheting. It enhances cognitive skills like pattern recognition, sequencing, and problem-solving. Socially and emotionally, it fosters patience, teamwork, and a sense of accomplishment. The hands-on nature of the project, combined with its sustainability focus, makes it engaging and meaningful, while the origami name tag activity helps build community and ease social anxieties.

What are common misconceptions or challenges in relation to this lesson and how will they inform your planning for instruction?

- Believing crochet is too difficult or only for advanced crafters. To address this, the lesson will start with simple, guided steps and visual demonstrations.
- Struggling with hand coordination and tension control. Students will practice with larger loops first and receive one-on-one support as needed.
- Thinking plastic bags are not useful for art. Discussing upcycling and showing real-world examples will help shift this perception.
- Losing patience or getting frustrated with mistakes. Encouraging a growth mindset and emphasizing the process over perfection will keep students engaged.

These challenges inform instruction by ensuring the lesson is structured with clear demonstrations, gradual skill-building, and a supportive learning environment.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

- For the whole class:

- Provide visual aids and step-by-step written instructions for clarity.
- Use a variety of materials (e.g., different colored plastic strips) to keep students engaged.
- Incorporate group work to encourage peer support and collaboration.

- For individuals:

- Offer additional time and one-on-one support for students who need help mastering the crochet technique.

- Allow students to work at their own pace while offering challenges for those who progress quickly.

- Provide alternate materials or methods for students who may struggle with manipulating plastic strips (alternative: weaving).

- For students with specific needs:

- For students with fine motor difficulties, use larger crochet hooks or practice with thicker materials to make handling easier.

- Provide alternative seating or tools for students with physical disabilities (e.g., adaptive scissors or hooks).

- For students with ADHD or attention difficulties, incorporate short breaks or sensory tools to maintain focus.

- For students with sensory sensitivities, offer different textures of plastic bags or materials to ensure comfort while working.

WISCONSIN CORE ART STANDARDS (list grade level specific number and text)	LEARNING OBJECTIVES (Aligned with 4 core Artistic Processes identified in NCAS: Creating, Responding, Presenting, & Connecting)
<p>A.A.R.11.m: Describe – Students will describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.</p> <p>A.A.R.12.m: Analyze – Students will compare and contrast the use of media, design principles, and context to influence ideas, emotions, and actions.</p> <p>A.A.R.13.m: Interpret – Students will interpret the formal and expressive qualities in a work of art or design and integrate those qualities into their own work.</p> <p>A.A.R.14.m: Inquire – Students will compare and contrast the intent of art based on an analysis of subject matter, details, media, and context.</p> <p>A.A.R.15.m: Evaluate – Students will create a convincing argument critiquing artwork and design utilizing established criteria, considering style, process, media, and artistic goals.</p>	<p>Interpreting Works of Art:</p> <p>(For example: Students will demonstrate an understanding of (Big Idea) by interpreting the works of (Artists/Visual & Material Culture).</p>
<p>A.A.Cr.5.m: Experiment – Students will experiment with various materials, methods, and approaches to develop artistic skills and express their ideas.</p> <p>A.A.Cr.6.m: Organize – Students will apply artistic knowledge to organize and plan artworks, considering media, techniques, and design principles.</p> <p>A.A.Cr.7.m: Develop – Students will refine and revise their artwork based on feedback and self-reflection.</p> <p>A.A.Cr.8.m: Synthesize – Students will use multiple approaches and media to develop personal expressions and artistic solutions.</p> <p>A.A.Cr.9.m: Realize – Students will create, refine, and complete an artwork that demonstrates technical skill, creative problem-</p>	<p>Developing Works of Art:</p> <p>(For example: Students will effectively create/skillfully apply (technical skill or medium).</p>

solving, and thoughtful decision-making.	
<p>A.A.Cn.1.m: Investigate – Students will investigate how art reflects and is influenced by history, culture, and societal issues.</p> <p>A.A.Cn.2.m: Relate – Students will analyze and interpret how personal, social, cultural, and historical contexts influence artistic decisions and the meaning of artworks.</p> <p>A.A.Cn.3.m: Synthesize – Students will create artwork that demonstrates an understanding of how visual art relates to personal experiences, cultures, and global perspectives.</p>	<p>Relating Art to Context:</p> <p>(For Example: Students will demonstrate an understanding of (Big Idea) through the creation of (Artmaking Outcome).</p>

KEY VOCABULARY

(List & define in developmentally appropriate language key vocabulary for the lesson. Include relevant conceptual and art-specific language to be taught.)

Crochet: A method of creating fabric by making loops with yarn or other materials using a hooked needle.

Plarn: A term for "plastic yarn," which is made by cutting plastic bags into strips and using them as yarn for crafting.

Hook: A tool with a curved end used for crocheting.

Chain Stitch: The basic crochet stitch that creates a chain of loops.

Single Crochet: Type of stitch to continue on the original chain stitches

Tension: The tightness or looseness of the yarn or plastic strips when crocheting.

Upcycling: The process of taking old or unused materials and turning them into something new or useful.

Pattern: A repeated design or sequence used in crafting.

DETAILED PLANS FOR INSTRUUCTION

The following sections are detailed, chronological descriptions of teacher and student activities and learning tasks in your lesson. For each you must plan for how to **transition** from one activity to the next
These will usually include:

Review (where appropriate),

Motivation/introduction -often a children's book, video, game, or some other motivator for learning

Looking and talking about art -Teacher and the children look closely at an artist's work and use words to describe and analyze it

Demonstration, Teacher shows how to use new tools and techniques

Studio practice and art making, Students are making art using these tools and techniques

Closure activities Review learning, clean up,

ACTIVITY #1

Title: Paper Crane Name Tags

Description: students learn how to fold and create an origami paper crane out of recycled paper. They will then be able to write their names with paint pen markers on the wings of the paper crane.

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this part of your lesson)

Learning how to fold an origami paper crane. (demoing alongside class paired with a visual aid anchor chart of folding steps). Having students write their names so as instructors we can pair faces with names on the first day. A fun way to pair making name tags with origami.

Materials: Recycled pre-cut paper and paint pens

(Instructional, art making, and organizational materials required for this lesson)
Origami Name Tags:

step by step folding print outs for students to reference while demoing folding steps. Paint pens and paper all together students can come and get supplies off of table. Count paint pens before hand

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this activity, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:00-1:20	having students get supplies (one pre-cut paper, instruction sheet, paint pen). Take attendance and nicknames/pronouns. one teacher demoing one passing out step-by-step sheet on tables	students get materials and sit down, following paper crane demo, writing name	folding a name tent if paper crane is too difficult

	for students to reference.		
Transition			
teacher collect paint pens while students get new materials			
Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative) initial: By a show of hands has anyone ever folded a paper crane or other origami... summative: Students completed the paper crane to the best of their abilities and wrote their name somewhere on the crane.			

ACTIVITY #2

Title: Unit overview and getting materials

Description: discussing the following days for first lesson

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this stage of the lesson)

Explain unit overview so students can reference what the following weeks will look like.

Materials:

(Instructional, art making, and organizational materials required for this lesson)

plarn, crochet hook, learning support print outs.

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:20-1:35	talk about lesson overview and artist resources.	listen, provide feedback and/or questions.	printed papers in case of limited tech. resources
Transition			

**1:35-
1:50**

Crochet
placemats... talk
about vocab sheet,
demo tying bags
and corchet

introduce other
artists who crochet
with sustainable
materials.

students can get
materials in
designated area
after demo is
complete. plarn,
crochet hooks, sign
out on crochet
hook sheet.

video of crochet
and step by step
instruction sheet.
weaving option if
crochet is too
difficult for a
student.

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

formative/summative

feedback/questions... what are students looking forward to?

ACTIVITY #3

Title: Plastic crochet placemats

Description: Learning how to up-cycle plastic bags into a placemat

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this stage of your lesson)

Students learn how to create plarn (plastic yarn) as well as how to crochet the plarn into placemats. Learning a new sustainable form of crochet practices. Learning material usage and crochet basics.

Materials: Plastic bags, 10 mm crochet hooks, scissors, step by step handout, in person demo, video replay demo

(Instructional, art making, and organizational materials required for this lesson)

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and art making, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
1:50-2:20	making sure students have correct materials from material station, walking around to make sure students are understanding the processes of creating plarn and crocheting	Worktime: have correct materials, following along with given instructions and step-by-step handouts, creating!	step by step handouts, demo replay video, weaving option if student is struggling with the concept of crocheting

Transition			
2:20- 2:30	making sure all materials are back (crocheting hooks, scissors...), explain exit ticket questions	clean up and exit ticket	
Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative) Students display beginner concepts of crocheting and have participated in starting their project. Using crochet hooks appropriately. Exit ticket, a few fun fact questions about themselves. Showing organization and time management when cleaning up. They participated in clean up and followed directions to complete exit ticket before finishing class.			