

Name: Will Whitten

Date: Oct. 24th, 2018

Subject: Balfour Arts Collective

Unit: Unit I: This is Me

Lesson: Mental Health and The Arts Workshop (with guests from Understand Us)

Quick Overview:

In this first unit the students have been crating, exploring, reading and responding to work surrounding the theme "This is Me". Students have explored the concept of identity through engagement with multiple art forms and exploration of literature (The Curious Incident of the Dog in the Nighttime). In today's lesson students will further explore and respond to the theme and ideas of identity in relation to the concept of positive mental health. Through out the course of today's lesson students will engage in conversation about positive mental health and create and share artistic response to the lesson.

Outcomes & Indicators:

ELA:

CR9.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity social responsibility, and efficacy

CRA10.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity social responsibility, and efficacy

Arts Ed:

CP9.1 Create dance compositions that express perspectives and raise awareness about a topic of concern to youth.

CP9.2 Investigate and use choreographic processes (e.g., individual and collaborative choreography).

CP9.6 Express perspectives and raise awareness about a topic of concern to youth in a collective creation.

CP9.10 Create visual art works to express perspectives and raise awareness about a topic of concern to youth

Dance 10 FO: 1. Develop their dance technique, 2. Develop their performance abilities 3. Increase their understanding of choreography in relation to their own work and the work of others.

Drama 10 FO: 1. Acquire increased knowledge of others, themselves and the world around them 2. Acquire understandings and abilities in group processes 3. Develop an understanding of the processes and elements involved in creating works of dramatic art

Vis Art 10 FO: 3. 3. Initiate and develop ideas for art-making, transpose these ideas into art forms

Assessment:

Formative:

1. Gather notes from small table discussion,
2. Informal observation of creative process,
3. Observation and assessment of final art sharing,
4. KWL chart on Google classroom

Professional Development Goal:

Clear Instructions:

Prep (before students arrive):

Materials (handouts, books, etc.):

Technology Needs:

Presentation:**Set (5 minutes): Large Group in Library**

Word Cloud- the results of the KWL charts from yesterday

Think, pair, share (2-3 min)

Why is balance important in life? What are some of the things you need to balance in your life?

Large Group Share (3-5 minutes)

What did you talk about at your tables?

Development (30-40 minutes): Large Group in Library

1. The medicine wheel and the balanced individual- Why is balance important?
 - a. Many indigenous cultures use the medicine wheel to teach many things; how does it teach the importance of balance?
 - b. How do we strengthen the physical part of ourselves, the mental?
2. The compass exercise- mental health and mental illness- Agree, Disagree, Neutral, Don't know
3. Introduce Jim Demeray of Understand Us to talk about how to address and support the idea of positive mental health

Creative Process (35 Minutes): In break out spaces

1. Students will be divided into passion areas from previous project. Each passion area will be divided into 5 small groups. The groups will create a piece in their chosen arts area that is a response to the lesson and the cup metaphor.
2. Each section will be given an assignment sheet with their task and their prompt
3. Students will work in groups to create one piece per group

Closure (35 minutes): Large Group in Library

1. Share some creative responses; finish sharing and debrief next class

Classroom Management Strategies:

Intentional groupings, active monitoring, change of focus, change of space

Instructional Strategies Used:

Think, pair, share; Large group discussion; Four Corners; Group work; Multi-modal exploration (drama, art, dance); Direct Instruction; Guest speaker

Professional Development Plan:

Subject: BAC (Arts Ed/Drama)	Date: September 24, 2018
Teacher: Will Whitten	Observer: Kathryn Ricketts
Lesson Title: Curious Incident Carousel Review	

1. Skill/PDP Goal to Observe:	2. Planned Steps to Achieve Goal:
Spatial Management: management of groups and use of space to keep the lesson flowing and effective so that students are on task and retain information from each carousel station.	Through verbal and physical cues I will travel through out the space to ensure students are on task and answer any questions that they may have.

Instructions for Observer: Please note times that I use verbal cues to manage the space and time that I use non-verbal cues and whether or not they are effective.

Verbal Cue:	Effective (y/n)	Non-verbal Cue:	Effective (y/n)

Other Comments (What worked, Opportunities for next time):

Reflections For Future Teaching:

Subject: BAC (Arts Ed/Drama)	Date: October 15, 2018
Teacher: Will Whitten	Observer: Kathryn Ricketts
Lesson Title: Curious Incident Carousel Review	

What Worked:	
<p>Students were engaged in the role on a hanger, tableau and plot mountain, sketch the symbol needed more time. Moving through the classroom was good for some. For the most part students understood what was asked of them, good way to assess what students took from the reading.</p>	
What to try differently:	
<p>Smaller groups, double up stations, less to accomplish at each station (?),</p>	
General Notes:	Optional Strategies/Extensions

Drama Artistic Response: Single Line Tableau

Focusing on the ideas shared in today's lesson, your task as a group is to create 5 tableaus that tell the story of a moment that slows the drip, drains your cup or builds a bigger cup. Each tableau will be accompanied by one line of dialogue (each member of your group must deliver one line of dialogue).

Some key concepts to keep in mind while you are creating:

- **Balance and Symmetry:** are your tableaus well balanced, does the blocking use multiple levels, are all members of your group visible to the audience?
- **The Cup Metaphor:** does the story you're telling do one of the three things that help promote positive mental health (slow the drip, drain the cup, build a bigger cup)?

What we are assessing your tableaus on:

1. Are your tableaus frozen?
2. Are your tableaus well blocked? (See balance and symmetry above)
3. Facial Expressions (do they match the scene?)
4. Did each member of your group deliver a line of dialogue?
5. Did it tell a story? (beginning, middle and end)

Dance Artistic Response: Short Choreography

Focusing on the ideas shared in today's lesson, your task as a group is to create 16-32 counts of choreography that responds to concepts that we discussed during today's lesson.

Some key concepts to keep in mind while you are creating:

- **Balance and Symmetry:** is your choreography well balanced, does it use multiple levels, how do the members of your group interact with one another?
- **The Cup Metaphor:** does your response address one of the three things that help promote positive mental health (slow the drip, drain the cup, build a bigger cup)?

What we are assessing your choreography on:

1. Does it respond to the lesson?
2. Are your movements balanced and clear? (See balance and symmetry)
3. Expressions (do your facial expression and quality of movements match the tone of your choreography?)
4. Do you work cohesively as a group?
- 5.

Visual Art Artistic Response: Group Illustration

Focusing on the ideas shared in today's lesson, your task as a group is to create one collaborative drawing (using pencil and markers) that responds to concepts we discussed in today's lesson. Each member of your group must create one element of your drawing and the drawing must interweave each element.

Some key concepts to keep in mind while you are creating:

- Balance and Symmetry: is your overall image balanced, does it show examples of use of symmetry or intentional asymmetry?
- The Cup Metaphor: does the overall image relate to one of the three things that help promote positive mental health (slow the drip, drain the cup, build a bigger cup)

What we are assessing your drawing on:

1. Is it well balanced?
2. Is there an obvious and intentional use of symmetry or asymmetry?
3. Does it use engaging imagery?
4. Did each member of your group contribute an element?
5. Did it relate to the cup metaphor?