

## Technology-Integrated Lesson Plan Template

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*Title:* Identity Sculptures

### Lesson Plan Summary

#### Grade Level

**What grade level does this lesson target?** Grade 6

#### Content Area(s)

**What content areas are targeted?** Visual Arts – 3D, painted name sculptures  
Students will create the letters of their name out of objects that represent them.

#### Objectives

**What objectives will you target in this lesson?**

- Students will learn that visual imagery is a language that communicates.
- Students will work collaboratively to experiment with various building materials in order to construct a form that is structurally sound with sharp edges and smooth curves.
- Students will analyze their own and peers' models and discuss what materials and structures work best.
- Students will brainstorm multiple options for each letter of their name.
- Students will pair share their best ideas via MarQueed for a peer critique.
- Students will develop technical skills to construct a structurally sound paper sculpture.
- Students will create letters out of transformed objects to build their 3-D name sculpture.

#### Procedure

- **What are the lesson steps?**
  - View a slide show, as a class, of pop culture imagery that conveys meaning.
  - Class discussion about visual meaning and identity.
  - Students will brain storm a long list of characteristics or objects that describe them as an individual. Pair share for more ideas.
  - Show example project and divide students into teams to experiment with different materials to recreate the structure. (scientific method worksheet)
  - Groups will analyze other group work and determine the best materials and procedures.
  - Students will brainstorm multiple ideas for each letter of their name.
  - Students will sketch their best idea, upload it to MarQueed and share it with peers for a critique.
  - Students will make design decisions based off of their peer review.
  - Students will draw, cut, and build their paper sculpture.
- **How might you use technology to encourage collaboration?**
  - MarQueed will be used for students to easily collaborate in pair share and peer critiques. Students will be able to mark up each other's work in digital layers adding imagery, notes, sketching, color swatches, textures... while maintaining the original layer of initial work.
- **How might you use technology to engage students in reflection?**

-MarQueed will allow students to review peer critiques in layers as they make design decisions based off of their peer's notes and ideas. Students will also have to reflect on lesson objectives when reviewing peer work and when reviewing their own work's notes.

### **Technology**

#### **What technology is necessary to complete this lesson?**

Students have personal devices that they will need. MarQueed is an online tool that can be used from the website or as an app.

### **Evaluation**

**Create and include a rubric you will use for assessment.** –Attached

## **REFLECTION**

### **ISTE Standards for Students**

#### **What ISTE Standards for Students will be met through this lesson?**

ISTE Standards: 1a, 1b, 4c, 4d, 5b, 6a, 6b, 6d

Students will be brainstorming new ideas, using technology to share their ideas, comment and add to other's ideas, and reflect upon peer responses.

#### Reference

International Society for Technology in Education. (2007). *ISTE standards: Students*.

Retrieved from [https://www.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-S\\_PDF.pdf](https://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)

### **SAMR**

#### **Identify the level of SAMR that is being reached in this lesson.**

Modification and Redefinition SAMR levels are being reached. MarQueed allows students to take their idea out into the world, have time to reflect and process, and then make adjustments, additions, or changes. Students will now be able to efficiently layer ideas from various realms: pencil sketches, digital sketches, photographs, color samples... Students could even pull color pallets from nature and use color sample tools to get the exact hues they need. It allows students to analyze their thoughts, evaluate their ideas, and create and expound upon their ideas individually and collaboratively through shared work (Puentedura, 2013).

This could not be achieved quickly and easily in a paper sketch book. It would have involved a lot of time and tracing paper. Multifunctional digital technology is portable, not reliant on a constant power source or Internet connectivity, and is often accessible through the school or the student (Selwyn, 2011). Students can take their multifunctional device with them into the world and record their experiences and ideas!

#### Reference

Puentedura, R. (2013). The SAMR ladder: Questions and transitions. Retrieved from [http://www.hippasus.com/rrpweblog/archives/2013/10/26/SAMRLadder\\_Questions.pdf](http://www.hippasus.com/rrpweblog/archives/2013/10/26/SAMRLadder_Questions.pdf)

Selwyn, N. (2011). *Education and technology: Key issues and debates*. London, UK: Bloomsbury.

## TPACK

**Describe the TPACK reflected in this lesson. How are the technology, pedagogy, and content strongly connected?**

Content: Identity in Imagery (3D Name Sculpture)

Pedagogy: Pair Share

Technology: MarQueed

When young students (grade 6) are developing their identities it is helpful to reflect upon who they currently are and who they want to become. This project provides an opportunity for students to identify what characteristics and objects might describe their personality and interests. Sometimes our thoughts about our identity do not align with what others may think of us, maybe we forget an important aspect, or maybe we do not even realize a particular characteristic.

Therefore, the pair share is a great match for the idea development part of this project. Students can help identify characteristics and objects that help to define one another and also help one another brainstorm various design solutions for transforming objects into letters.

MarQueed will be an excellent tool for pair share and peer critiques because it allows students to quickly make marks or notes on original work, but in a different layer. It also allows for the layering of outside sources such as color swatches from nature. It is a quick and easy way to brainstorm together while preserving the original work and it is great to flip through the multiple layers of ideas as imagery develops.

### Reference

Hervey, L. (2013, January 28). *TPACK Game* [Video file]. Retrieved from [https://www.youtube.com/watch?v=7z3aP\\_Chj6c](https://www.youtube.com/watch?v=7z3aP_Chj6c)

## Technology Integration Matrix

**What levels of integration (i.e. entry, adoption, adaptation, infusion, transformation) and characteristic of the learning environment (i.e. active, collaborative, constructive, authentic, goal-directed) are reflected in this lesson?**

### Explain.

Constructive - Adaption Level: Digital technology plays an integral role in building the students' understanding of the project objectives. Not only do they peer review another student's work based on the objectives, but they must consider the review they received and make design choices based on those suggestions. This is adapted from a former process, which consisted of only verbal explanations or multiple layers of tracing paper. For this project, I provide the digital tool the students will be using to collaborate, critique, and reflective.

### Reference

University of South Florida. (2015). The technology integration matrix [Website]. Retrieved from <http://fcit.usf.edu/matrix/index.php>