

Program Title: Unity Canvas

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED	
Joe Mastrocola		Estimated: 30 minutes	Actual 1 month	4/14/15	
CURRICULUM AREAS		PROGRAM SUMMARY			
	Lifelong Learner	<p>The purpose of this program is to allow students to express themselves and their relation to the wing by painting a part of a shared canvas that will then be displayed in the wing, hopefully, for years to come.</p>			
X	Identity				
	Ethical decision Making				
	Goal Setting and Planning				
	Time Management				
	Study Skills/Test Taking Strategies				
	Personal Wellness				
	Positive Risk Taking				
	Relationships				
	Appreciation on Differences				
	Community Membership				
PROGRAM SIZE					
		3-10 students			31-40 students
		11-20 students			41-50 students
	X	21-30 students			50+ students
SSL:					
<p>A.2 understanding that group and cultural influences contribute to human development, identity, and behavior [MCSBS-1] C.2 working independently and interdependently. [CASHRL-2.5I] C.3 identifying, developing, and/or confirming one's own sense of identity. [ACUHOI-A11] C.4</p>					
LEARNING OBJECTIVES (Audience, Behavior with action verb, Condition, Degree) Essential knowledge, concepts, skills, performances...					
<p>Students will be able to express themselves and their identity through the art of painting.</p> <p>Students will be able to work with others to paint pieces of a whole canvas to express their individuality but also create a unifying piece of art for the wing.</p>					
MATERIALS			PREPARATION / MANAGEMENT		
Attach copies of materials designed/selected for student/instructional use					
Large Canvas, paint brushes, paint			Get the supplies.		
INSTRUCTIONAL PROCEDURES					
INTRODUCTION (hook, focus, key question, motivation)					

	<p>Introduce the program by telling students that they have the opportunity to leave an A-Wing legacy and start a tradition. They can leave their mark in A-Wing on a canvas that could potentially be hung in the wing for years.</p>
<p>BODY OF PROGRAM (Active, student engagement, learning, developing)</p>	
	<p>Once you have introduced the program idea, get started. Give students access to paint brushes and paint and explain to them that they can add their own appropriate mark to the canvas but keep in mind that others need working space as well.</p>
<p>CLOSURE (summary, wrap-up)</p>	
	<p>Once the canvas is completed, hang it up in the wing so that all can see the glorious work of the canvas.</p>
<p>EXTENSIONS AND/OR RELATED ACTIVITIES List and describe</p>	
<p>You could make this an annual event towards the end of the year.</p>	
<p>SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe</p>	
<p>NA</p>	
<p>REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently and next steps)</p>	
<p>This program took infinitely longer than I expected. The first two students to paint the canvas took nearly an hour. It became a longstanding program where I would take the canvas and paint out when I had free time and chill in the commons with it so students could work on it. Another big aspect, I should have told students outright that they cannot paint over things others have already painted. I thought that rule would be innate, but the third student to paint, partially painted over the "A-Wing" on the canvas. I stopped him immediately but I still had to go back and fix what he had done. I also probably would not allow students to write letters on the canvas (it's boring), pictures are more interesting. Overall, students enjoyed the program and it was a nice bonding activity, though it would have been better if all students participated.</p>	