

## Activity Plan

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<b>OVERVIEW/FRAMING</b>													
<b>This Activity Plan is part of a larger Learning Experience Unit on:</b>													
<p><b>TOPIC</b> <i>Explain how the topic of this activity is developmentally and culturally appropriate for the group of learners for whom you are designing it.</i></p>	<p>This exercise is developmentally and culturally appropriate for the group of students I am working with since it allows them to be aware of who they are and how they seem while sketching all their characteristics. Furthermore, they may compare contrasts as a group, such as how each one appears so different and has various facial expressions, as well as how each one is or is not unique in their own way. They have the option of giving their artwork a title. There will be sentences for them to fill on their own, like a biography</p>												
<p><b>BIG IDEAS/OVERARCHING QUESTIONS</b> <i>What kinds of questions will be explored and/or what new connections and ideas will be engaged through this activity?</i></p>	<p style="text-align: center;">What are some features that you want to capture in your drawing?</p> <ul style="list-style-type: none"> <li>• Why you chose that color?</li> <li>• How you did that?</li> </ul> <p style="text-align: center;">-</p> <p style="text-align: center;">Why you chose that color?</p> <p style="text-align: center;">-</p> <p style="text-align: center;">How you did that?</p> <p style="text-align: center;">What are some features that you want to capture in your drawing?</p>												
<p><b>CONTENT FOCUS:</b> <i>Identify which content area(s) will be addressed in this activity</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Visual Arts</td> <td style="width: 25%; text-align: center;">Music</td> <td style="width: 25%; text-align: center;">Movement/Dance</td> <td style="width: 25%; text-align: center;">Drama</td> </tr> <tr> <td>Emergent Literacy</td> <td style="text-align: center;">Mathematics</td> <td style="text-align: center;">Science</td> <td style="text-align: center;">Social</td> </tr> <tr> <td>Studies</td> <td></td> <td></td> <td></td> </tr> </table>	Visual Arts	Music	Movement/Dance	Drama	Emergent Literacy	Mathematics	Science	Social	Studies			
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<b>KNOWING THE LEARNERS</b>	
<b>AGE RANGE:</b>	Pre-K

<p><b>CURRENT DEVELOPMENT:</b> <i>What do you know about the current growth of learners in this age range for the content focus?</i></p>	<p>Basics of DAP Basics of DAP: learn about the present growth of learners in this age range for content concentrate on engagement, and with engagement it connects the two 5 years old to have the language development the kid should have developed to have about 10,000 words in vocabulary.</p>
<p><i>What misunderstandings might children in this age have about the topic/content and how do you plan to address this?</i></p>	<p>Know about this group of children in terms of their cultural backgrounds, learning styles, favorite things, and learning experiences to date that each child has a different education background.</p>
<p><b>SOCIO-CULTURAL CONTEXT:</b> <i>What do you know about this group of children in terms of their cultural backgrounds, learning styles, languages spoken, and learning experiences to date?</i></p>	<p>In terms of their cultural background, I know that this group of youngsters speaks a variety of languages and that they occasionally need someone to explain things to them in their own language. And their experiences may range from one person to the next. For example, following a lecture, some students complete the task and check everything without asking questions, while others may want further explanation and examples</p>

<p><b>MATERIALS &amp; LEARNING ENVIRONMENT PREPARATION</b></p>		
<p><b>MATERIALS</b> <i>What, if any, materials, including set-up and clean-up, will be needed? List all materials, including any used during the launch/reflection.</i></p>	<p><b>LEARNING ENVIRONMENT</b> <i>What, if any, modifications will you need to make to the classroom to support this activity?</i></p>	<p><b>EVENTS/RESOURCES</b> <i>What events or resources, including people, might you need to arrange in advance?</i></p>
<p>Students will collage a self portrait Student will use papers that they created in class as collage paper Skin tone paper glue Sharpies there will be mirror for them to see how they look so they can capture their features.</p>	<p>This book will assist my students in my classroom by providing a thorough knowledge of self-portraiture. What is the purpose and concept behind it? anytime during their feelings-portrait.</p>	<p>I will take them to the Long Island Children's Museum</p> <p>I will give them books that is related to the activities we are doing</p> <p>I will tell them to talk with their families more about the sub-themes we are doing to understand it better from their experience</p>

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<p><b>THE LEARNING EXPERIENCE</b></p>	<p><b>Multimodal Engagement</b> <i>Identify and explain the ways that this activity offers opportunities to use multiple senses and intelligences.</i></p>	<p><b>Differentiation</b> <i>How will you modify this activity for learners with assorted styles and needs? (e.g., children who have special needs, very physically active, or emergent bilingual, etc)</i></p>
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<p><b>The spark/launch/intro</b>  <i>What will you say or do to engage the children in this experience? To define specific vocabulary, concepts, or procedures, describe how you would introduce them.</i></p>	<p>An Art History Primer by Joan Holub</p> <p>I will give them small papers that has the vocabulary with a picture next to it that explains it, and I will explain more about each vocabulary one by one each</p>	<p>This exercise will provide students with extra possibilities to learn about various terminology that they have never studied before in an easy-to-understand manner. And make the task they are doing enjoyable and necessary, so they will like doing it in the future.</p>	<p>I will adapt this activity for students with different learning styles and needs by going to them and explaining the project step by step, trying to give them examples of how I did it and allowing them to do it first so I can see how they did and what mistakes they made so I can focus more on explaining it to them</p>
<p><b>The activity</b>  <i>What will the children be doing? List the procedure step-by-step. What will you say or do to support their process?</i></p>	<p><b>I will give them small papers that has the vocabulary with a picture next to it that explains it, and I will explain more about each vocabulary one by one each. Give them examples of how I did the project or the work so they could understand it better</b></p>		

<p><b>Reflection</b> As the activity wraps up, what opportunities will you offer the children to respond to and reflect on this activity?</p>	<p>As the activity ends, the chances I will provide for my students to react to and reflect on this activity will include the opportunity for them to have independent time to sketch their own portrait.</p>		
<p><b>Possible Extensions</b> What could you do on another day to build on this activity?</p>	<p>I will complete on another day to build on this activity by the end of the Because that is where they are going to do their self-portrait, we have designated our center. The books and my clipboard will be placed in the meeting center, where they will be subjected to questioning by the participants.</p>		

<p align="center"><b>GROWTH AND LEARNING</b> <i>How will this learning experience support the children's growth and learning be in the following domains?</i></p>	
<b>Cognitive/thinking</b>	Choose what colors they like and shapes
<b>Physical</b>	<ul style="list-style-type: none"> <li>- Draw the shape of a person</li> </ul>
<b>Social/emotional</b>	asking each other for ideas about the work, colors they chose... and be social
<b>Language/literacy</b>	<p>the ability to make specific shapes - such as an oval face; Consider, how many more details the child observes - hair, teeth, eyelashes, eyebrows</p>
List 3-5 target vocabulary words: Mark, target area, aim	
<b>Content Area(s)</b>	Visual arts, music, and emergent literacy

<p align="center"><b>STANDARDS/GOALS</b> <i>What Pre-K Common Core Learning Standards (CCLS)* are addressed in this activity?</i></p>	
<p><b>Domain 1: Approaches to Learning</b></p>	<p>3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities. a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</p>

Domain 2: Physical Development and Health	Physical Development: 6. Engages in a variety of physical fitness activities. c) Participates in activities designed to strengthen major muscle groups.
Domain 3: Social and Emotional Development	2. Regulates his/her responses to needs, feelings and events. b) Appropriately name types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.
Domain 4: Communication, Language, and Literacy	1. Demonstrate that they are motivated to communicate. a) Participates in small or large group activities for storytelling, singing or finger plays.
Domain 5: Cognition and Knowledge of the World	2. Responds and react to visual arts created by themselves and others. a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.

AUTHENTIC ASSESSMENT	
<p><i>What will you do to determine whether the children are getting the Big Ideas and/or exploring the Overarching Question? (This may be a conversation, a group project, a performance, etc...)</i></p>	<p>By helping them with more clear information and reading a clear information or showing my drawing to he or she has a guide. and I will <b>ask essential questions by</b></p> <p><b>What can artworks tell us about a culture or society? • What influences creative expression? • To what extent do artists have a responsibility to their audiences? • Do audiences have any responsibility to artists?</b></p> <p><b>And I would know that students met the objective by Explaining something in their own words. Asking questions. Making connections. Recreating (rather than reproducing) information. Justifying their decisions. And Explaining their own thinking.</b></p>

<b>POST-ACTIVITY REFLECTION</b>
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<p><i>What aspects of this activity were most successful in supporting the children's growth and learning?</i></p> <p><i>What, if any, surprises were there?</i></p> <p><i>What, if any, challenges were there?</i></p> <p><i>Record the results of your authentic assessment activity.</i></p> <p><i>How would you modify this activity the next time to make it more successful?</i></p>	<p>This exercise, I believe, will be the most effective in terms of encouraging children's development and teaching them that sketching anything is a means of learning something new and interesting. For example, kids might learn a lot about why risers appear the way they do.</p>
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