

## Japanese Notan Lesson Plan

**Teacher Candidate: Stefani Sumption**

**Cooperating Teacher: Barb Newman**

**Grade Level: 8th**

**Subject: Art**

**Date: 3/7/16**

In this lesson rhythm/movement will be introduced through Japanese Notan Art. This technique involves cutting out organic and geometric shapes and “flipping” the designs. This teaches the students to think about the positive and negative space they will be creating, as well as contrasting designs. Since this lesson will require the students to pick colored paper for their Notan designs, a color scheme will also be required of the students to explain what color scheme they chose. This lesson will also focus on how paper cutting is a valued form of Japanese folk art, explaining why most Notan pieces are collaged and not painted.

**Common Core/State Standard(s):**

**National Art Standard: 1- Understanding and applying media, techniques, and processes.**

**National Art Standard: 2- Using knowledge of structures and functions.**

**National Art Standard: 4- Understanding the visual arts in relation to history and cultures.**

**Learning Objective(s):** Students will be able to...(SWBAT)

- demonstrate an understanding of rhythm/movement through the placement of their organic and geometric cut out Notan designs.
- recognize and develop positive and negative space with the “flipping” and layout of their designs.
- identify which color scheme they chose in their Notan designs.
- identify the Japanese style of folk art through the use of collage.

**Rationale: Describe how this lesson is developmentally appropriate:**

- What skills and content are needed to master the lesson objective(s)?
  - The students will use prior knowledge of the elements and principles of design to complete each lesson in this unit. They will connect each principle to each other through the different techniques they already know.
- How is this objective relevant to students, their lives, and/or the real world?
  - Knowing how to differentiate between the different examples of each principle, and how to achieve them, is important when creating designs in art. Knowing these objectives will also help the students to identify different designs outside of the classroom.
- What types of instructional strategies will you use to deliver the content?
  - The teacher will model previously done examples of each project. These example could be from students completed in the past, or from the teacher completed before the lesson is present.
  - Q&A will be used to start each discussion in the lessons. Holding discussions and critiques will broaden the students’ understanding of each principle presented.
  - The computers in the room, along with the projector to present Powerpoints, will be used for most of the lessons in the unit to better present what is needed to complete each project. References, examples, and directions will be used in the Powerpoints.
- How does your lesson reflect educational theories/theorists?
  - According to Elliot Eisner, art provides children with opportunities to solve problems using their imaginations. Each assignment presents the students with the opportunity to choose a design they want to use for each project and how to construct it.

**Pre-Assessment**

- How will you measure students' readiness/level of understanding prior to teaching this lesson? (e.g., KWL chart, SMARTboard responder quiz, whole-class Q&A with response cards, individual student pre-test, etc.).
  - ✓ The teacher will hold a Q&A discussion with the students to assess their knowledge on the principle of rhythm/movement, as well as contrast and positive and negative space. The students will also explain what organic and geometric shapes and what some color schemes are so the teacher knows that they understand what is needed to pass the assignment.
  - ✓ The teacher will continue the discussion going over Japanese folk art and how Notan is included in that.

**Assessment**

- How will the students demonstrate that they have attained the goals of the lesson?
  - ✓ The students will then create their own Japanese Notan design out of the paper and tag board provided for them. The students will model positive and negative space, organic and geometric shapes, and will be able to explain what color scheme was chosen and why.

**Post-Assessment**

- How will you evaluate the students' work/performance? ( e.g., rubric, weighted responses, checklist)
  - ✓ A checklist will be used to evaluate the students' work/performance of the Japanese Notan design that they created. They will be graded on their use of positive and negative space, the shapes they used, and if they explained the color scheme chosen for their design.

**Key Vocabulary:**

List words that you will either introduce or review which build background/schema relevant to the content area.

- ✓ Rhythm
- ✓ Movement
- ✓ Negative space
- ✓ Positive space
- ✓ Notan
- ✓ Contrast
- ✓ Color scheme
- ✓ Organic
- ✓ Geometric

**Technology needed:**

- ✓ Projector
- ✓ Cooperating teacher's computers
- How will you use technology to engage students in authentic learning experiences?
  - In today's world students are constantly referring to the internet to give them answers and/or examples of what they need. I will allow the students to go on the computers to use the internet to get inspiration for their Notan designs. By providing examples of designs as well as examples of the correct positive and negative space and shapes needed in the assignment, I hope to spark the students' interest from the start of the project with the use of a PowerPoint.
- How will you address diverse learning needs through technology?
  - By having the examples and concepts on the projector, this allows the students to constantly see an example so they are confident in what is assigned and expected of them.
  - By providing examples for the visual learners with the use of the PowerPoint on the projector.

**Other required materials:**

- ✓ 5x5 colored paper
- ✓ 22x22 black tag board
- ✓ X-acto knife
- ✓ Rubber cement
- ✓ Scissors
- ✓ Tape

**Accommodations:**

- What accommodations/modifications will you include for students with special needs? (use contextual information ) How will you make accommodations for the identified students during each phase of the lesson?
  - There are no students with special needs in this classroom. If there were I would allow a longer time to address what tools work best for project area. I would also allow an extended time to allow the students to practice with the tools on a large practice sheet. I would also pre-cut everything so they would be ready to go.
  - For the rest of the students in the classroom:
  - ✓ Input: After witnessing the students respond to the first assignment my cooperating teacher gave them, I noticed a couple of students who needed further instruction until they understood the project. For these students I would stand beside them and walk them through the instructions or demonstration until they were able to show me that they understood.
  - ✓ Guided Practice: With the PowerPoint projected on the screen, I would be able to show the students exactly what is required of them to get an A on the project. I would also have step by step procedures at the end of the PowerPoint to make sure they understood how to get started on the right track.
  - ✓ Independent Practice: Using my example as a model, I will demonstrate how each step is to be achieved correctly. I will walk around the room for easy access while the students are working.
  - ✓ Assessment: After looking over the final scores of the project I will discuss with my cooperating teacher the trends I found and if they make sense.

**Lesson Opening:**

- How will you...
  - ✓ activate student interest?
  - ✓ present the learning objective(s) in an engaging and student-friendly way?
  - ✓ make connections to past learning?
  - ✓ convey the importance of the learning objective and make it relevant to your students' lives?
  - ✓ explain to students the sequence of instruction? (preview the activities for the period)
  - ✓ communicate what knowledge or skills students will be expected to produce by the close of the lesson?
- The teacher will ask the students if they are familiar with Japanese Notan Art.
- The teacher will review the principles of design and highlight how they will be focusing on rhythm/movement for this project.
- The teacher will introduce the culture of Japanese Folk Art and how Notan is a part of that.
- The teacher will explain how the students will create their own Notan design using contrasting designs with positive and negative space. The students will create a design showing good use of rhythm/movement as well as organic and geometric shapes and a chosen color scheme.

<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you model/explain/demonstrate all knowledge and skills required of the objective? <ul style="list-style-type: none"> <li>✓ Restate the objective</li> <li>✓ Introduce new material (describe what types of instructional supports you will use: visuals, manipulatives, artifacts, etc.)</li> <li>✓ Model and demonstrate procedural and behavioral expectations required to meet the objective?</li> </ul> </li> <li>○ The teacher will explain that the students will create their own Japanese Notan design.</li> <li>○ The teacher will pull up the PowerPoint that explains the practice of Notan art through Japanese culture. Japanese Folk Art will also be explained during this slide.</li> <li>○ The teacher will show some examples of Notan art and point out the contrasting designs in each example. Positive and negative space will also be pointed out in the designs and will be discussed in every day examples as well, in order to relate this concept to the students on a deeper level of understanding. With this the teacher will explain that they need to show both organic and geometric shapes in their Notan designs.</li> <li>○ The teacher will go over what exactly organic and geometric shapes are.</li> <li>○ The teacher will go over the principle of rhythm/movement and explain that this will be demonstrated in their finished design.</li> <li>○ The teacher will also go over different color schemes and explain that the students will chose a color scheme for their Notan design.</li> <li>○ The students will be encouraged to go beyond what is assigned and create an original project.</li> <li><input type="checkbox"/> How will you check for understanding before moving on to guided practice? <ul style="list-style-type: none"> <li>○ The teacher will ask the students how they will create their Notan designs with the use of positive and negative space.</li> <li>○ The teacher will have the students explain the difference between organic and geometric shapes.</li> <li>○ The teacher will have the students describe what rhythm and movement are and how this can be portrayed in their Notan designs.</li> </ul> </li> </ul>
<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will students practice, with your support, all content and skills required to continue to internalize the objective? (How will students be engaged?)</li> <li><input type="checkbox"/> How will you ensure that all students have <i>multiple opportunities</i> to practice new skills/content?</li> <li><input type="checkbox"/> How are students practicing in ways that align to independent practice?</li> <li><input type="checkbox"/> How will you provide guidance to all students as they practice?</li> <li><input type="checkbox"/> How will you check for understanding before moving on to independent practice? <ul style="list-style-type: none"> <li>✓ The students will begin sketching out their design ideas on a scratch piece of paper.</li> <li>✓ The teacher will check the students' sketches and determine whether they understand the concept of shapes and space.</li> <li>✓ The teacher will let them chose their color scheme and paper once they understand what is needed for the assignment.</li> </ul> </li> </ul>

	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you clearly state and model academic and behavioral expectations?</li> <li><input type="checkbox"/> How will students independently practice the knowledge and skills required by the objective?</li> <li><input type="checkbox"/> How will you support student learning during this practice? <ul style="list-style-type: none"> <li>✓ The students will decide on their color scheme and chose the paper that best reflects their choice.</li> <li>✓ After getting approval from the teacher the students can begin drawing their design on the chosen 5x5 paper.</li> <li>✓ The students will draw their organic and geometric shapes of choice.</li> <li>✓ After the designs are all drawn out and the students lay out their plan for their design they can tape down their 5x5 sheets of paper on the tag board so they get an idea on how their design will look.</li> <li>✓ The students will check with the teacher for approval and advice.</li> <li>✓ After this the students can carefully take off the 5x5 paper that is to be cut out first, and begin cutting with the handed out X-acto knives.</li> <li>✓ The students will get a cardboard pad and begin carving out their designs with the X-acto knife.</li> <li>✓ Once the shapes are cut out the students can begin gluing them onto the black tag board.</li> <li>✓ The students finished product should look like a Japanese Notan design with positive and negative space, organic and geometric shapes, and a chosen color scheme.</li> </ul> </li> </ul>
	<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will you... <ul style="list-style-type: none"> <li>✓ Review the skills/content taught in an interactive manner (whole/small group, individually)</li> <li>✓ Reemphasize and clarify the objective</li> <li>✓ Reassess students' mastery of, or progress toward the objective? (if not already assessed)</li> </ul> </li> <li>○ The teacher will have some of the students share with the rest of the class what their color scheme is and what their plan for the rest of the project is.</li> <li>○ This will allow them to talk about their designs and to gain insight on what others are doing for more ideas of their own.</li> <li>○ The teacher will have the students point out where their organic and geometric shapes are in their designs.</li> <li>○ The teacher will explain that positive and negative space are needed in this project as well as geometric and organic shapes.</li> <li>○ The color schemes can also be explained during this time.</li> <li>○ The teacher will explain that the students will be graded with a checklist.</li> <li>○ The teacher will explain that this project is due in a couple of weeks, depending on how far everyone gets as a whole class.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Analyze</b></p>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"> <li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)? <ul style="list-style-type: none"> <li>○ The students could've concerned themselves with craftsmanship throughout the project better. A lot of them were very sloppy while cutting out their Notan designs with the x-acto knives. All of them did very well with the layout of their designs, it was the craftsmanship that needed work.</li> </ul> </li> <li>✓ How will you provide opportunities for remediation and extension? <ul style="list-style-type: none"> <li>○ During study halls or free time, the students could work on perfecting their lines on their Notan designs to make up for craftsmanship points. In future lessons it will be emphasized how the students need to concern themselves with neat designs.</li> </ul> </li> </ul>

<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"> <li>✓ List two things you feel you did well to plan, implement, or assess instruction. <ul style="list-style-type: none"> <li>○ At the beginning of the lesson Japanese Notan were explained and the different processes for which they could be accomplished were explained. I think this was a good way to let the students see different ideas and ways to accomplish one task.</li> <li>○ I think providing the materials to create the Notan designs was a good idea to give them options on completing their design. The students could use scissors or X-acto knives to cut their paper. They were also provided with cutting boards for their X-acto knives.</li> </ul> </li> <li>✓ Describe the changes you would make if you were to teach this lesson again. <ul style="list-style-type: none"> <li>○ If I were to teach this lesson again I would do a demonstration on how to cut the Notan designs. A lot of the students got started on the cutting of the designs before practicing, probably adding to the problem of poor cutting.</li> </ul> </li> </ul>
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### Japanese Notan Design Checklist

Assessment Items	Accomplished	Needs Work
Student showed understanding of principle rhythm/movement in completed Notan design.		
Student used a variety of both organic and geometric shapes throughout design.		
Student demonstrated good use of positive and negative space.		
Student used original designs and creativity in designs.		
Student chose a color scheme and was able to explain why the color scheme was chosen.		
Student applied chosen color scheme to the project with the provided paper.		
Student used time wisely and participated in any class discussions that took place.		

Comments