

# Example of creative writing on lesson plan

[War](#), [Intelligence](#)



**Age/Grade Level** \_\_\_\_\_ **grade III** \_\_\_\_\_ **Subject**  
**Area** \_\_\_\_\_ **Art**

Lesson Title

\_\_\_\_\_ Painting \_\_\_\_\_

Length of Time and Date(s) \_\_\_\_\_ One

Lesson \_\_\_\_\_

Anticipatory Set

The teacher will relate the topic to the students' prior knowledge by asking them to list their favorite colors, and why they love such colors. The teachers will also engage the students' prior knowledge by asking them whether or not they had participated in painting previously. From the students' responses, the teacher will be able to gauge the students' eagerness to learn and, consequently, the possibility of comprehending the lesson. Another potent way, through which the teacher can draw information from the students' past knowledge, is asking why they think painting is an easy or strenuous exercise. From this, the teacher will be able to assess the learning needs of the children. In order to motivate the children to learn, the teacher will let the children go for their favorite colors. Choosing the colors for them could have detrimental effects on the willingness to learn. As a matter of fact, children love bright colors. For this reason, the teacher should let the children opt for whichever color they please.

### **Standards/Grade Level Expectations**

According to the Sunshine State Standards, the children at the grade three levels of learning ought to use the art making process to come up with ideas that motivate self expression. In straightforward terms, the children at this

level should be at a position to associate such elements as color with mood. They should be able to use such colors to express merry moods and the dark ones with somber mood. Secondly, it is expected that children at this level should reflect and interpret works of art made by other people, especially the simple ones made by their peers. Worth of note, also is the reality that the children at this level are expected to use prior knowledge, and other observational skills and experiences to understand what the artists intended to communicate when he or she was making the piece of art. The teacher will use these standards and expectations to get a relative picture of whether or not the children are learning. Such standards and expectations act as milestones in the learning process. For this reason, the teacher must strictly observe the students' performance by such standards.

## **Long-term Goals**

At the end of the entire exercise, the teacher should evaluate the attainment of these goals. Foremost, all students should be at a position to differentiate the different materials used. For instance, the students should effortlessly identify the colors used in painting. They should know such colors by name and the inner meaning of such a color. Secondly, the teacher should ensure that, by the end of the lesson, the students can reflect on and interpret the works of art in that area – painting. Thirdly, the students should effectively select precise vocabulary to describe art works. By appropriate vocabulary, it means that students should narrate what is going on in a picture or a drawing that adopts different colors. The broad picture revolves around the aim to have all students sustainably meet the required standards because these are the milestones used in evaluating the performance. The long-term

goal should be to nurture creativity in the children, such that they can innovatively develop their skills in art, especially painting.

## **Objectives**

### Instruction

The teacher will divide the students into pairs. Such pairs will be informally formed as the teacher will ask the students to pick their partners. In the pairs, the teacher will provide two brushes and a couple of boxes. The teacher will also provide different colors, both bright and dull. The students will be supplied with the following requirements.

1. Using the brushes and the colors provided, paint random designs on the boxes.
2. The first box should be painted in such a way that it will be used as a decoration at a birthday ceremony.
3. The second box should be painted with designs that reflect a somber mood such as mourning.
4. The pairs will then make a two minute presentation explaining their choices of color and designs.

## **Proactive Classroom Management Planning**

In order to manage the classroom effectively preventing potential problems, the teacher will ensure that each pair of students has adequate space and adequate materials. This will minimize the potential competition for the paints and brushes – competition that could have detrimental results on the lesson.

## **Accommodations**

### **Monitoring**

The teacher will monitor the students by walking around the working pairs so as to establish whether they will be experiencing any difficulties. The teacher will also ask them to feel free to ask for assistance whenever they get stuck. This way, the teacher will assist them overcome any difficulties.

In assessing the students, the teacher will use two strategies. First, the teacher will ask all the pairs to do a presentation of their work. From the explanations, he or she will effortlessly gauge their understanding and evaluate their potential. Secondly, the teacher will ask questions after the exercise. The questions, which will be handled orally, will be essential in helping the teacher identify further learning needs.

## **Closure**

In closing the lesson, the teacher will use questions and open discussions to review the day's learning. Such questions and open discussions will help students learn from peers.

## **Reflections**

After the lesson, the teacher will reflect on the exercise through evaluation of the answers and the discussions by the students. From such information, he or she can identify the successes and failures of the lesson. Additionally, the teachers will identify the learning needs that will be addressed in the future.

## **Addressing the multiple intelligences**

Intelligence is a multifarious word, especially taking into consideration the subjective nature with which it is connected. Subjectivity in the standard definition of intelligence is essential because people use various metrics in describing intelligence (Etim 185). An individual may be considered sharp by one assessor and seen as dumb by a different individual. This is where debate begins. In fact, a student that tops the class at the closure of a learning term is seen to be more intelligent than all the other students. Howard Gardner, a renowned PhD professor from the University of Harvard forwards a contrary opinion. In the understanding of Gardner, there are various types of intelligence.

The kid that emerges top in the class is not exceptionally intelligent, but has what can be referred to as above-average mastery of most or all the intelligences put to the test. It is probable, argues Gardner that the child coming last in class work is exceptionally good at art or even music (Ting 90). Such a student holds diverse intelligences, which probably the number one child does not possess. According to Professor Gardner, there are seven indispensable intelligences namely, Logical-mathematical, Spatial, Linguistic, Bodily-kinesthetic, Musical, Interpersonal, and Intrapersonal (Baum 3). He further explained the potentiality of there being two other intelligences, which are Naturalistic and Existential intelligences (Armstrong 67).

The lesson plan outlined above will seek to address multiple intelligences by introducing children to some extracurricular activities. For instance, the kid that will deliver the best painting is not the best child in mathematics. This intelligence is associated with exceptional mastery of art – something that

the best child in mathematics does not possess. As a matter of fact, it is possible to have children exhibit their mastery of presentation skills, which come under the linguistic and interpersonal intelligences (Hoerr 317). Classroom presentations bring out a form of intelligence that is untested in formal examinations. Making the students work in pairs will as well test the interpersonal and team-player skills. Such intelligences may be extremely different from the logical-mathematics intelligences, but are equally important. Overall, the lesson plan will comprehensively address the multiple intelligences.

## **Works Cited**

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