

Lesson Plan: Bringing Plant Life to Urban Areas

Lesson Title: Living Street Art!
Grades 9-12

Communicative Objective/Standards	<p>Students will discover the importance of adding living organisms to a section of city that is void of plant life. Students will learn how to make seed glue that will grow into artistic moss art.</p> <p><u>Standards Addressed</u></p> <p>3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>7. Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.</p> <p>10. By the end of the respective grade student is currently in, read and comprehend science/technical texts independently and proficiently.</p>
Anticipatory Set	<p>Students write their idea of what "living art" is. After approximately 3 minutes, examples of fungus and moss are displayed in an artistic way, chosen by teacher.</p>
Review	<p>Teacher asks students to access notes on fungus and moss characteristics, asking students to clearly identify what sustains these organisms. Teacher will lead question prompts so that students arrive to the understanding of the possibility of growing various organisms with minimal maintenance, such as on walls!</p>
Input/Modeling/ Presentation	<ul style="list-style-type: none">➔ Slideshow and/or video describing process for creating and installing seed art. Link here: http://www.instructables.com/id/Moss-Graffiti/ Slideshow examples here: annagarforth.co.uk/work.html➔ A sample of pre-made seed glue will be shown and passed around for students to examine and discuss possible uses.➔ Within small groups chosen by the students, they will brainstorm a plan for creating and installing seed artwork and share with class.
Check for Understanding	<p>Through one on one discussion, the students will meet with the instructor to discuss their ideas for the piece, as well as any portion of the assignment that they are not clear on. Notes shall be taken on each group based on the individual conversations. Students will also share their vision with the rest of class.</p>

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Guided Practice	Working in groups, students will create thumbnail sketches of their artwork and how it will appear on a wall. Students will create procedural steps outlining their goals and processes for completing their task on time, including a specific schedule and timeline for installing art.
Independent Practice/Evaluation	Students will be required to complete a minimum of two seed art pieces per week and document what went well and what failed. Independent work will be incorporated into final installation.
Enhancing Transfer and Retention	Students will gain knowledge of unique growing environments for various organisms and the benefits of adding plants to urban areas.
ELL Modification	ELL's will be paired accordingly in groups of strong leadership. Individualized assignment modification will vary. Accommodations will include: Google translate for research component, audio and, or video support in native language for additional support and tutoring on every facet of project.
GT Modification	Students that show a mastery for content and complete the task at an accelerated rate may have the opportunity to dig deeper into the content. Encourage students to research other methods for creating the project being studied, as well as the history and direction of this art form.
SPED Modification	Students struggling to complete the task may have a modified workload, dependent on their IEP. If a GT student shows strong leadership skills, this is a great opportunity to encourage peer to peer teaching.