

# Art Teaches



**Lesson Title: The Flying Tiger Banner**

Anticipated Grade Level: 4-6

Lesson # in Sequence: 2

Total Lesson Time: 60-80 minutes

## Lesson Agenda

*Standard Addressed:*

### **Common Core**

5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### **Oregon State Visual Arts Standards**

VA.3.CR3.5: Creating-Refine and complete artistic work.

VA.7.RE1.5: Responding-Perceive and analyze artistic work.

*Learning Objective:*

- Students will be able to identify, explain, and represent a symbol that represents themselves.

*Language Objective:*

Students will be able to understand and employ symbolism.

## Beginning the lesson

1. The teacher will begin by introducing the topic of the “Flying Dragon Banners.”
2. The teacher will review classroom discussion norms and any expectations for note-taking.
3. The teacher will prepare students to look for vocabulary words that may be difficult in the video

*Academic language supports:*

- Students who need it can be provided with the video script
- The video will include subtitles

*Assessing for understanding:*

- The teacher can use checks for understanding while discussing the norms and expectations
- The teacher can have a student leader conduct the reminders

*Adaptations for student support:*

See above.

Students can be sent a link to the video allowing them to watch it on their own.

### **Middle of the lesson (Small Group/Individual Work/Whole Class Discussion)**

1. The teacher will begin the video
2. The teacher will **pause the video at 0:52.**  
**Discussion Question: “I would like to draw your attention particularly on the two objects that are hanging right behind me, and invite you to pause for a moment, take a good look at them, and write down some observations about what you see, and then be ready to discuss if the setting is appropriate.”**
3. The teacher has students conduct a write-pair-share giving students enough time to write down 3-5 observations about the artwork.
4. The teacher has students share their observations and attempts to draw conclusions about their observations. (ex: I see that the artwork is made of cloth so I think that it is a banner). This conversation can take as much or as little time as the teacher thinks is valuable. Students are encouraged to refer to each other’s comments and conclusions. The teacher should try to avoid steering the conversation and allow the students to be creative.
5. The teacher restarts the video.
6. The teacher will **pause the video at 2:35.**  
**Discussion Question: “Let’s take a moment to think about the meaning of this tiger on a banner? What might be the hidden message? What were these banners used for? This is a good time for you to jot down some of your ideas, and then share them in a discussion.”**
7. The students conduct a second write-pair-share focused on the message of the banners. The share portion should be similar to the previous discussion of observations.
8. Once the share is completed the teacher will discuss the term “symbolism” and its meaning. This can include the creation of an anchor chart for the classroom or having students write the term and its definition in a notebook. If possible, the teacher should relate this use of “symbolism” to other readings done by the students.
9. The teacher restarts the video.
10. The teacher will **pause the video at 4:27.**  
Discussion Question: “Let’s take another closer look at one of these banners. What medium or material do you think was used to make these two objects? What might have been the pros and cons of carrying a banner like this into a battle?”
11. The teacher will have students discuss the first question (what medium or material do you think was used to make these objects?) in small groups. Then, the teacher will have each group share their ideas.
12. The teacher will have each student choose whether they are “pro” or “con” carrying a banner into battle and write three reasons why they chose that side.
13. Divide students into pros and cons (the teacher should be prepared to support one side or the other if the numbers are uneven).
14. Each group will meet and decide on an order of reasons why their side is correct.
15. The teacher will hold a “reason-off” where each side takes turns sharing one reason why they are correct. The side that doesn’t run out of reasons or repeat themselves is the winner. The teacher is the judge.
16. The teacher restarts the video.
17. The video concludes.

#### *Academic language supports:*

- Students who need it can be provided with the video script
- The video will include subtitles

#### *Assessing for understanding:*

- The teacher will use two write-pair-shares and can collect answers
- The teacher will conduct one “reason-off”

- The teacher can check in on group discussions

*Adaptations for student support:*

See above.

Students can be sent a link to the video allowing them to watch it on their own.

**End of the lesson:**

1. The video concludes with an activity: “Now, it is your turn to think of an animal you would like to draw if you had to create your own banner. What would that animal symbolize or represent? And how would you position that animal to help the representation. Sitting? Standing? Jumping? Flying. I am sure you already have a good idea, so/and I wish you to have fun with this art project.”
2. The teacher reviews the meaning of “symbolism.”
3. The teacher has students make a list of 3 or more possible animals they might draw and why those are good symbols for them. Then, the students will select the animal they would like to draw.
4. Students will complete their drawing. They will also write a short paragraph explaining: 1. What their animal is, 2. Why it is positioned the way it is, 3. What it symbolizes about them. This activity can be completed as homework or in class.

*Academic language supports:*

- Students will have notes explaining key terms (symbolism)
- Students will have access to the script of the video for reference

*Assessing for understanding:*

- The teacher will check for understanding before beginning the activity.

*Adaptations for student support:*

- Students will be able to dictate the description of their symbol.
- Students will be able to type their paragraphs
- Students will be able to refer to images when drawing their animal.