Lesson Plan Title:\_\_\_Market Me Art \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_2 class Periods\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| What do you know about digitalizing images?  What techniques have you used in photoshop so far?  Have you ever created an advertisement? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| **Congratulations!** You have just been hired by **Juxtapoz** magazine as a digital designer. In order for your new team to get to know you, you must show them your professional skills while also incorporating a personal subject. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Composition  Technique  Media  Culture  Shape  Line  Color  Graphic Design  Digital Communication  Expressions |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| Using ideation worksheet, students will be able to brainstorm a plan for artwork. (Blooms: Evaluating - Standard: Comprehend - GLE: 1 - Art Learning: Ideation - Literacy)  Using paper, photography, or painting, students will be able to create a work of art that is personal to them. (Bloom’s: Creating - Standard: Create - GLE: 1 - Art Learning: Inherent Characteristics and Expressive Features)    Using their work of art, students will be able to scan the art and create a digital file that will be a book cover or poster. (Bloom’s: Creating - Standard: Create - GLE: 1 - Art Learning: Materials and Techniques)  Using guided worksheet, students will be able to reflect on their artwork. (Bloom’s: Evaluating - Standard: Reflect - GLE: 1 - Art Learning: Reflect - Literacy)  Using artistic references, students will be able to discuss artistic decisions that influence art. (Bloom’s: Analysing - Standard: Transfer - GLE: 2 - Art Learning: Art History) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Choices in base material. (Students get the choice of materials to work with) | 1. Students have choices in base materials of 2D and 3D. Students can build 3D objects and then photograph them to use as their base material. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Realistic vs. Abstract  (Students can challenge themselves further and try to achieve a realistic self-portrait) | 1. Students have the option to choose whether or not they would like to do a realistic or abstract depiction. |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| * Students will have the option to add text to their artwork in photo shop. * Students will write and research through ideation worksheet. * Students will write reflection. |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Ideation Worksheet * Reflective Worksheet * Xacto Knives * Paint Brushes * Watercolor Paint * Watercolor Pencils * Acrylic Paint * Paint * Paper * Scissors * Glue * Tape * Matte Board * Ink * Pencils * Rulers * Rubber Cement * Computer * Scanner * Adobe Photoshop cs6 * Photoshop cheat sheet worksheet   Optional Materials not provided:   * Camera * Found Materials/Personal Objects * Sketchbooks |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| Naja Conrad-Hansen (Artist) [www.meannorth.com/naja\_conrad-hansen](http://www.meannorth.com/naja_conrad-hansen)  Mia Pearlman (Artist) MiaPearlman.com/cut\_paper/cut\_paper  Eiko Ojala (Artist) <http://www.ploom.tv/>  Cut-Paper Examples <http://blog.patternbank.com/dimosthenis-prodromou-exploring-the-human-form-in-collage/>  **Visual Templates:**  **BOOK**: <http://blog.epubandebookhelp.com/category/book-elements/>  **POSTER**: http://www.zazzle.com/24x36\_blank\_template\_poster-228217521122358673 |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Find photoshop guide sheet, prepare demonstrations, test materials and processes |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| * Correct and safe xacto/utility knife usage. * Correctly using paper cutter. |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| **Congratulations!** You have just been hired by **Juxtapoz** magazine as a digital designer. In order for your new team to get to know you, you must show them your professional skills while also incorporating a personal subject.  **How and why is art used as a vehicle for communication?**  **How can information be shared artistically?** |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| Ideation worksheet (in Appendix) |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**   1. Introduce hook: **Congratulations!** You have just been hired by **Juxtapoz** magazine as a digital designer. In order for your new team to get to know you, you must show them your professional skills while also incorporating a personal subject. 2. Review selected artists with class.    1. Artists: Naja Conrad-Hansen: Graphic Designer; Mai Pearlman: Cut Paper Artist; Eiko Ojala: Cut Paper Artist.    2. **What do you think this artist was trying to say? How did they communicate that? What visual cues led you to these conclusions?**    3. **Are there any other artists that you found and would like to share with the class that relate to communication design or any of the artists we presented?**    4. Inquiry questions to discuss:       1. **How and why is art used as a vehicle for communication?**       2. **How can information be shared artistically?** 3. Pass out ideation worksheet and allow 15-20 minutes for completion or until all students are mostly complete.      1. Introduce material table:    1. Paper cutting supplies    2. Painting materials    3. Found objects bin 2. Chandon: Paper cutting demo.    1. Connect Eiko Ojala example to lesson. Show how he achieved certain angles and cuts.    2. Show class materials that they can use (Xacto, scissors, ripping)    3. Demonstrate edges and layering of colors    4. **Ask: How else/what else could I do on this work?** 3. Remainder of class is dedicated to work time. 4. With 15 minutes left in class, warn students that we have 5 minutes left until we need to clean up! Tell students that if they have not completely finished, they can take time outside of class to finish, but their artwork needs to be back to class on the morning of 10/21 READY TO SCAN! \*\*Teachers will scan and save all images to be manipulated for night class on 10/21.\*\* | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**  **Thinking independently**  **Developing confidence in reason**  **Developing one’s own perspective: creating or exploring beliefs, arguments or theories; making interdisciplinary connections; evaluating the credibility of sources of information**  **Generating or assessing solutions; making plausible inferences, predictions, or interpretations** | **Time** |
| Day 2 | 1. Start class in computer lab. 2. Bring up files as a class.    1. Explain and show students how to gather their electronic art file and merge it with one of the two templates provided. 3. Rachel: lettering demo    1. Show lettering examples. demonstrate how to place lettering on an image with manipulation (opacity, angles, alteration).   4. Show students possible outcomes/examples  5. **Ask class: Does anyone have ideas they would like to share with class?**  **Any questions?**  6. Work time  7. Break down/student reflective activity  Students will receive a worksheet made up of questions that will facilitate them to reflect on their artwork (in Appendix). | **Generating or assessing solutions; making plausible inferences, predictions, or interpretations**  **Questioning deeply; developing one’s perspective; developing intellectual good faith or integrity; clarifying issues, conclusions or beliefs.** |  |
| Day 3 |  |  |  |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Worksheet (in Appendix) |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Did student brainstorm a plan for artwork?  Did student create a work of art that is personal to them?    Did student scan their art and create a digital file that will be a book cover or poster?  Did student reflect on their artwork?  Did student discuss artistic decisions that influence art? | In Appendix |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey