

**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 artwork, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

**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.

Determine the skill and knowledge level that the students, this would be asking What are your student community projects about? Who knows what social justice issues are?

- What information do you have done for your community projects in your core classes?
- Please draw some visuals associated with your community projects on drawing paper, (with name to turn into teacher)

**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)

Students will become art activists to address and create artwork based off of their chosen 8th grade community project. The students will be shown artwork from different artists that create art based on their own community issues or service projects. After the lesson students will be able to look at their daily lives and how they interact with the world around them.

**Concepts:**

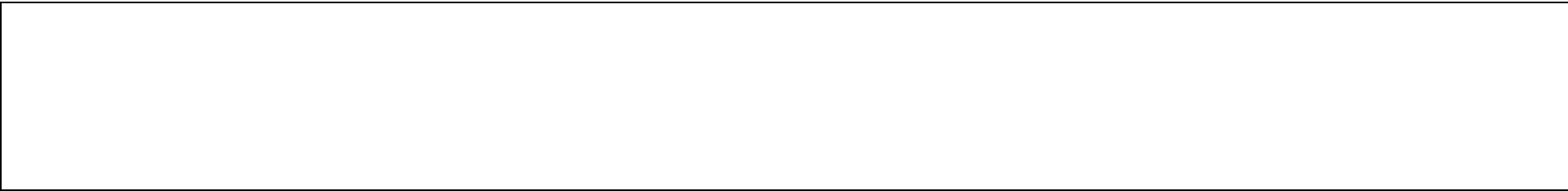
List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions,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

The main concepts from this would be for the students 8th grade community project, in order to address emotions, show empathy or make something known about our community.

Ex. of a topic; Hunger --how it affects people in our surrounding community either at our school, neighboring schools, or even at the state or national level.

Emotion ----how affects emotions. Expression, regarding how people express themselves through art to convey those emotions and

Observations----looking at and analyzing the artist and students artwork



**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.

Students will take what they learn from this lesson and reflect on how they can create a visual poster for their community project. The students can/will reflect on how they can create a visual poster expressing their community project through the creation of a poster in order to bring awareness to their chosen topic. Students will be able to see each other's topics for their peers' projects, and how they/others feel about community issues.

- 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**

**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)

The students will be able to create a mixed media poster addressing a social issue. Standards for this project will include;

**Standard 1. Observe and Learn to Comprehend:3. Practice critical and analytical skills by using academic language to discuss works of art and visual culture.** After a short lecture about how the artists Alejandro Duràn create contemporary artwork regarding a social issue the students will learn how to

visualize a social issue. (Bloom's 2.:Understand;Explain ideas or concepts) **GLE 1.** *Interpret works of art using the language of visual art and design and conceptual art frameworks.*

**Standard 3. Invent and Discover to Create:7. Allow imagination, curiosity, and wonder to guide inquiry and research.** After giving time to brainstorm ideas for their social issue poster, students will be able to explore with different materials and discover what mixed media they will use for the final poster.(Bloom's 6. Create;Produce new or original work) **GLE 2.** *Demonstrate technical skills and processes to achieve desired results.* **Art Learning:** Materials(s)/technique(s)Mixed Media(s)

**Standard 2. Invision and Critique to Reflect: Connect ideas or concepts in a work of art to their visual elements.** During the creation process, the students will be able to connect what their social issue is using visual narratives in their posters to represent their chosen social topic. (Bloom's 4. Analyze; Draw connections among ideas) **GLE 1.** *Utilize visual literacy skills to establish personal meaning and interpret the artistic intent of others.* **Art learning:** Conceptual/ideation/personal grounding

**Standard 4. Relate and Connect to Transfer:10. Develop new knowledge by actively doing and making (artistic praxis) acknowledging relationships between materials, objects, ideas, and lived experience.** During the end half, after the students' final posters have been created, students will be able to explain their social issue to peers, and how it relates and connects to the world around them. (Bloom's 5.Evaluate;Justify or stand a decision) **GLE. 3.** *Demonstrate an understanding that art can be a vehicle for social change.*

**Differentiation:**

Explain specifically how you have addressed the needs of exceptional students at both the 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.**

<b>Differentiation:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
(Multiple means for students to access content and multiple modes for students to express understanding.)	<p>Utilizing the chromebooks to help them create, extended time for working on drawing out the outline. As well printing out reference images for students to be able to look back on.</p> <p>Compositions template that's provided for students that are really struggling with how to compose their ideas, visually.</p>	<p>The use of the chromebooks gets rid of the feeling of creating something straight from the students mind, and not having to worry about the time limit for the drawing process. Printing out references for the students that struggle with creating from a computer screen and can always have a hard copy version.</p> <p>Composition templates allow students that struggle with creating a nice composition to look at the template version.</p>

	Students that are really having a hard time drawing or creating visuals from looking at a reference image may cut out the reference to use on their poster, only after they have attempted to draw the image.	This allows for students that might be losing interest in the project quickly to bring them back and lower the frustration to draw continued interest in the project.
<b>Extensions for depth and complexity:</b>	<p><b>Access</b> (Resources and/or Process)</p> <p>With more advanced students, they can combine start working on the outline on final copy paper during the introduction of materials, they will also create a small work of art showing how they might use the mixed media materials in the final project. Having larger paper. Also having the higher learners think using abstract thoughts on the ideas for the social issue project, so going beyond symbols and into emotions.</p>	<p><b>Expression</b> (Products and/or Performance)</p> <p>students can play using the materials in different ways and figuring out different ways the materials may be layers, created and added to the final project. Students can use the larger paper to work more using the larger paper, filling the space with more abstract thoughts.</p>

<p><b>Literacy:</b> List terms (vocabulary) specific to the topic that students will be introduced to in the lesson <b>and describe how literacy is integrated into the lesson.</b></p> <p>vocab: Posters, art for a purpose, empathy Integration:</p> <ul style="list-style-type: none"> <li>- Researching and reading about art for a purpose</li> <li>- Reflection</li> <li>- pre-assessment</li> </ul>
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<p><b>Materials:</b> Must be grade level appropriate. <b>List</b> everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) <b>List all materials in a bulleted format.</b></p> <ul style="list-style-type: none"> <li>- Sharpies (for outline only)</li> <li>- Powerpoint</li> <li>- Mixed media material bins <ul style="list-style-type: none"> <li>- Oil pastels, Chalk pastels, Acrylic paint, Watercolors, Scrap colored paper, found materials from students</li> </ul> </li> <li>- Drawing paper ( 11x14 )</li> </ul>
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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.**

- powerpoint
- Listed artist
- Brainstorming worksheet for ideas [Brainstorming Worksheet](#)
- Video of artist found in the slideshow presentation: **Alejandro Duràn**
  - [https://youtu.be/4tSI\\_LPD8Vo](https://youtu.be/4tSI_LPD8Vo)
- Exit slip: Feb, 18, 2020
  - [Exit Slip:2/18/2020](#)
- Reflection Worksheet: 2/26/2020\*
  - [Reflection Worksheet](#)

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Cutting paper (11x14 & 9x5)
- Getting sharpies limited ready\*
- Adding the learning objectives to the powerpoint every week(day) before the class
- Getting the Mixed media bins accessible to the students to grab at the beginning of each class
- Having the scrap paper box accessible to students, incase materials run out in bins
- Asking students to bring in newspapers, magazines, and other materials they are thinking of using

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

- Scissors stay in the bins, along with paint cups and any other materials that might cause harm or a distraction to the class during announcements and after class.

**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.

Ask students if they have a community project? As all of them (or most of them should) this lets them already know what the projects going to be about

Have students create a list in table groups of topics they can do relating to art for a purpose, this allows for students that are struggling with thinking of ways to visualize their community projects into a poster, they can do another topic that serves an art for a purpose.

**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.

- Have students create a list in table groups of 8th grade community projects, social issues, community/state issues, national issues, world issues.
- Having a group discussion after table groups conversations with students brainstorming a list of 8th grade community projects, social issues, community/state issues, national issues, world issues.
- Creating visuals associated with these topics after the group discussion in order to get them thinking of visuals rather than words
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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

<p>Day 1</p>	<p>The teacher will introduce the project of art for a purpose to students,</p> <ul style="list-style-type: none"> <li>- Showing students artwork that was done before by past students in different formats of the project</li> <li>- Show them artists that create artwork to serve a purpose</li> </ul> <p>Teacher will introduce the ideation project for the students to brainstorm ideas relating to their 8th grade projects, and work time will be given to create a rough draft of the final poster.</p>	<p>Students will be introduced to art for a purpose through images and short conversations about contemporary artists that create art for a purpose.</p> <p>Students will create a list of different things that they could draw to represent their 8th grade projects. When they have some ideas, they can sketch their poster ideas on a rough draft.</p>	<p><b>Time 65min</b></p> <p><b>20min</b></p> <p><b>45min</b></p>
<p>Day 2</p>	<p>During the second day, the teacher will start class introducing and demonstrating the materials for this project</p>	<p>Students will listen to the announcements</p>	<p><b>10min</b></p>

	<p>Teacher will introduce the techniques page after the announcements, showing a teacher example and allowing the students to interpret the social issue.</p> <p>Teacher will then let the student create a materials practice page as well as the students' social idea.</p> <p>Teacher will start cleaning up the students 5 minutes before the end of class.</p>	<p>The students will then create a techniques page that will be turned in to check students understanding Students will be able to practice mixed media material to help them decide and apply to their projects. Students will be able to learn the material techniques for the project, being able to practice this before starting the final project creating a poster.</p> <p>Students will practice proper studio habits by cleaning up the materials after the techniques day.</p>	<p><b>50min</b></p> <p><b>5min</b></p>
Day 3-5	<p>Teacher will start class everyday doing daily announcements of the day, addressing any issues or rules that need to be reminded</p> <p>Teacher will spend the rest of class working with students on creating their posters, drawing out</p> <p>Teacher will start cleaning up the students 5 minutes before the end of class.</p>	<p>Students will listen to the announcements from the school, then listen to the class announcements, learning about when the</p> <p>Students will get the mixed media bins and are allowed to spend the rest of class time working on their projects.</p> <p>Students will practice proper studio habits by cleaning up the materials after the techniques day.</p>	<p><b>5min</b></p> <p><b>50min*</b></p> <p><b>5min</b></p>
Day 6 Wed, 26th 2020 (Short Day)	<p>Teacher will introduce the critique the day after the announcements have been given from the school.</p> <ul style="list-style-type: none"> <li>- Starting the final days slide, with the objective, learning objective, and assessment for learning.</li> <li>- Staying in groups: The teacher will direct the time for peer table group sharing of the students final posters. (3min sharing with 6 people peer table)</li> <li>- Teacher will provide sentence starters for the group sharing: <i>"In my project I used...materials"</i> <i>"I think this turned out nice using...because..."</i> <i>"My social issue was...I showed this by..."</i></li> </ul>	<p>Students will listen to the announcements</p> <p>Students will stay in their table groups, getting out the final poster project to share at their table groups.</p> <p>Students will be given sentence starters to help multiple levels of students, and help get the conversation started.</p>	<p><b>5min</b></p> <p><b>20min</b></p>

<p>The teacher will then have 3 questions for students to answer on a worksheet, regarding their final project poster, checking for understanding regarding their <b>social issue, use of mixed media materials, and reflecting on peers.</b></p>	<p>Students will be able to reflect on their whole experience using the <b>mixed media</b>, how they <b>represented</b> their chosen <b>social issue</b> and reflecting on their peers' poster projects.</p>	<p><b>20min</b></p>
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<p><b>Student reflective/inquiry activity:</b>  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.)</p>
<p>The reflection activity will be after the last final work day for the students, (this can fluctuate given the students projected finish date)  Students will be given a table group critique, in these groups they will have prompts as to help them talk about their posters. These questions will be the same in the post assessment they will be answering after the table group critiques.</p> <p style="text-align: center;"><b>How did you use the mixed media materials in your poster?  What is one thing you like about your final poster? And Why?  What was your social issue? How did you represent this issue?</b></p>

<p><b>Post-Assessment (teacher-centered/objectives as questions):</b>  Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p><b>Post-Assessment Instrument:</b>  How well have students achieved the objectives and grade level expectations specified in your lesson plan?  Include your rubric, checklist, rating scale, etc.</p>
<p>If students are able to form a sentence answering questions and using these sentence starters to answer the given questions.  <b>How did you use the mixed media materials in your poster?</b>  <b>What is one thing you like about your final poster? And Why?</b>  <b>What was your social issue? How did you represent this issue?</b>  <i>“In my project I used...materials” “I think this turned out nice using...because...” “My social issue was...I showed this by...”</i>  And one question about,  <b>What social issue did you see at your table group make you think more about that represented issue?</b>  <i>“I saw my table group .... social issue, it made me think about...”</i>  <a href="#">Reflection Worksheet</a></p>	<p><a href="#">Art for a Purpose Rubric</a></p>

<p><b>Self-Reflection:</b></p>
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***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, reteaching content, etc.)

**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey