

Mini-Lesson Template

Name: Caroline Nadler	Content Area/ Topic: Art/ Visual Thinking Strategies Exercise- Focal Point
Grade Level/ Standard: High School RESPONDING—Anchor Standard 8: Enduring Understanding: Prof.VA:Re8: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.	Literacy & Language Strategy/ Strategies: <ul style="list-style-type: none"> • Group sharing • Collaborative teams • Sentence frames (scaffolded notes) • key word handout • Visual reference handout • Essential question (real life scenarios) • White boards (Check for Understanding) • Share out
<p>Sequence of Instruction: What knowledge should students have coming into this lesson? What did you teach just before this? What will you teach after this?</p> <p>Students should have a basic understanding of <i>elements of art</i> and <i>principles of design</i> they will be using to articulate reasons behind their interpretation of the art examples.</p> <p>I will have introduced the concept of a <i>focal point</i> within an art work before this VTS exercise.</p> <p>This activity will be a way for students to work in <i>collaborative teams</i> and <i>share</i> with the class how they perceive a focal point within an art piece. This will lead into their next independent practice of creating an art piece <i>demonstrating their understanding of the use of a focal point</i>.</p>	
<p>Instructional Plan: Describe the activity and how long each part of the activity should take</p> <p>Teacher will ask an <i>Essential Question</i> to prompt a class discussion: (10-15 minutes)</p> <ul style="list-style-type: none"> - How does the presenting and sharing of artworks influence and shape ideas, beliefs, and experiences? <p>Teacher will display on a projection screen an artwork for class discussion and critique. Teacher will prompt appropriate relatable questions for deeper thinking in written and orally formats. (25-30 minutes)</p> <p>VTS Exercise - Teacher Prompted Questions:</p> <ul style="list-style-type: none"> • What’s going on in this picture? • What do you see that makes you say that? • What more can we find? <p>Focal Point Questions:</p> <ul style="list-style-type: none"> ▪ Can there be/ is there more than one focal point? Explain. ▪ Can a background or part of a background be a focal point? Why? ▪ What elements of an art piece helps us to see the focal point? <p>After a student’s response to a question, the teacher acknowledges the student through repeating what they just said and reiterates the idea back to the class- “So you are saying...”. The teacher incorporates art terminology to encourage students to practice art vocabulary knowledge within these exercises and to model effective use of terms.</p>	

- As a class VTS exercise, the teacher will show students multiple images showing different contexts such as photographs, paintings, and sculptures that have a focal point that they will discuss where and what the focal point is of a piece and why. Focal points will be age appropriately challenging and will range in how challenging to include all in the discussion and build knowledge with complexity.
- Students will be put into pairs. All students will be put together in pairs that best fits their strengths, personalities, and needs.
- Each pair will be given a dry erase board and marker. These mini teams will have to write down their answer and wait for everyone to finish writing what they think the focal point is before all students hold up their board and show the teacher. Students take turns writing on the mini boards. Teacher will model what is being asked of the students to give an example of their task.
- When a pair is called on, they explain their reasoning behind picking their focal point.
- The teacher will write down on a board in front of the class, all the different focal points the students had picked out to show the variety of ways and subjects that can be a focal point.

Throughout instruction, I will Total Physical Response during art work discussions to point out what we are talking about for everyone to know what part to focus on about a piece. I will also practice speaking with longer and natural pauses allowing for wait and think time. Repetition will occur naturally throughout VTS exercise as I repeat and summarize every students' perspective and interpretation. Also, through demonstrating enthusiasm for the subject matter and topic, I aim to model a positive classroom attitude for students to follow with as well.

The teacher will have VTS image handouts available for students to keep, refer to, and take notes to their liking. Having these images all at once available will be helpful when looking at the words all together on the board. Additionally, gives students the opportunity to be able to revisit the connection between the written words and the images they represent.

In additional, there will be handouts with the elements of art and principles of design as organized graphs with the key terms, drawn examples, and simple written descriptions to reference for this activity and to keep to be used again later in the lesson and for future lessons.

For any handouts or video clips, I will give advanced access to these tools for students to spend as much time as need to prepare for this activity.

Differentiation for Joshua: How would you differentiate and how would this support specific parts of Joshua's student profile?

To support Joshua, I would pair him with a student that has a strong sense of the core concepts that he feels comfortable and friendly with. Strategic pairing to similar content level understanding will help students to be able to relate at the same level. He will have the supplemental visual aids of the elements of art and principles of design reference handouts, so he can compare the terminology with the projected visuals while discussing the piece with his

Differentiation for Jennifer: How would you differentiate and how would this support specific parts of Jennifer's student profile?

To support Jennifer, I would modify the visual handouts to be less text related and more simple key words with the represented elements and principles as visuals. I would give her a color wheel chart as well, to become more familiar with the relationships between colors and the connections between their labels and visually what they look like. I would give her a few visual examples of labeled focal points within the art pieces, so she starts to see a visual pattern of what

partner. I will let him know before class that I will be calling on him to share when we are doing our class VTS so he can prepare himself and not feel anxious. I will show him in advance the image that he is to talk about and specifically choose an image that is relatable and a topic of interest to him, since I know him as an individual, to be able to create engagement with the task for him.

we are discussing and looking for. Since she might not be able to say or write where a focal point is within an art piece, she can come up and gesture and point to where she feels the main focus is within an art piece. She can also write down what that word is in her native language and then write down the equivalent of that word that has been displayed on the classroom board in English in her sketchbook journal. She will be paired up with a peer she feels comfortable with and has the character to help her to participate to the best of their abilities. Strategic pairing to similar content level understanding will help students to be able to relate at the same level. Her group will be given extra time to be able to brainstorm and organize thinking. Google translate will be a supplementary tool available.