

Lesson Plan Template

Your Name: Caroline Nadler
Grade Level: 9-12

Date: Day 1 of 3
Subject: Art 1, connected to PBL

Standards Addressed:

VAPA Standards:

CREATING—Anchor Standard 2:

2.3 Enduring Understanding:

Prof.VA:Cr2.3: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

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.

CTE Pathway Standards: Media and Design Arts Pathway

A1.1: Artistic Perception (1.4) Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

A1.2: Creative Expression (2.1) Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

21st Century Interdisciplinary Theme: Global Awareness

Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.

Content Objective(s):

Students will be able to:

- analyze and describe how the principles of design and art elements, *specifically the incorporation of balance*, affects artworks in an oral class discussion
- analyze and describe how the principles of design and art elements, *specifically the incorporation of balance*, affects artworks in written critique
- draw sketches supporting the use of balance in the design
- determine the purposeful design intent of an artwork

Language Objective(s):

Students will be able to:

- orally demonstrate art vocabulary and concept knowledge in Visual Thinking Strategies (VTS) exercise class discussion

- articulate insightful reasoning behind applied principles of design and art elements within artworks in a VTS class discussion
- describe effective use of principles of design and art elements, *specifically the incorporation of balance*, within presented artwork in a written critique
- reflect and discuss how the sketches drawn support the use of balance in designs

Required Materials and Equipment:

- Digital Projector & computer
- Visual examples of artists that support applied elements of balance for VTS class discussion & independent written reflection/ critique
- Student sketchbook journals- for individual written reflection/ critique/ relatable inspired sketch(es)
- Pencils, erasers, blue or black pen.

Literacy Focus:

Students will focus on analyzing concept and terminology connections with the elements of balance. They will practice reading an art piece with all the elements that entail a balanced art piece. Students will be able to demonstrate the connections of art terms and conceptual understandings in oral class discussions and in written form. Students will practice their individual language use with expression of interpretations and critiques behind design decisions observed in professional artworks.

General Literacy Strategies:

1. *Vocabulary development:* Teacher will guide student understanding of the elements of balance with using the support of pre-existing student knowledge of art elements and principles of design with a review word-image association card game. Class will be broken up into groups of 4 and students will keep “score” of the elements and principles that need more review time and to be revisited for those individuals.
2. *Text-based comprehension:* Teacher will prompt a Guided Practice artwork class discussion/ critique- VTS exercise.
 - Students are encouraged to orally identify the use the elements of balance and additional art elements and principles of design represented within an art piece.
 - Students will articulate the effective use of these elements and principles within the art piece, whether successful or not.
 - Students will orally determine the purposeful design intent of an art piece that may or may not translate a concept to be represented clearly.
3. *Writing/ communicating understanding:* Teacher will prompt student Independent Practice with a separate VTS exercise specific for individual written reflection/ critique in their Sketchbook Journals.
 - Students will identify the use the elements of balance and additional art elements and principles of design represented within an art piece.

- Students will describe the effective use of these elements and principles within the art piece, whether successful or not.
- Students will determine the purposeful design intent of an art piece that may or may not translate a concept to be represented clearly.

Student Challenge: Once students finished the independent written critique, they may draw relatable inspired sketch(es) of the recently critiqued art piece in their Sketchbook Journal. These sketches are to be button pin designs that advertise and/or represent the painting for an art show the painting is participating in. Students will get extra points if they create 6 complete sketches that all use elements of balance within design.

Anticipatory Set (10 minutes):

Focus Review: Students will participate in a table sketch warm-up exercise similar to how Exquisite Corpse Drawings are executed. (One student draws one aspect, and then another student goes, and keeps on going for all students at the table to participate as many times as possible).

Drawing exercise theme: What would you bring to a picnic?

- This is a quick, fast-paced exercise, where perfection and details are not needed.
- Students may use loose gestural sketches which may be abstract, cartoonish, and/ or symbolic.
- Encouraged to use shapes, forms, colors and linework to express applied balance.

Each table will have a large paper on their table with a variety of colored markers. The table team will have 5 minutes to apply different elements of art to create a balanced piece of art work.

Once time is up, each table team will have 1 minute to explain to the whole class the use of balance and art elements within their quick design art piece.

Rationale

This exercise is an introduction to the focus theme of the art elements of balance within a design. The students experience **collaborating** for a small project as a warm-up to the eventual PBL group project starting on day 2 of this lesson. The students are physically creating a design together to demonstrate their understanding of balance and other relatable art elements and principles of design. Also, as a form of informal check for understanding, students will show understanding of related art terminology being used within their design with their explanation of their work's effective use of balance to the class.

Direct Instruction/Modeling (15 minutes):

Teacher will display on a projection screen an artwork for class discussion and critique.

Art for Guided Practice:

Wassily Kandinsky, *Rose With Gray*

VTS Exercise - Teacher Prompted Questions:

- What’s going on in this picture?
- What do you see that makes you say that?
- What more can we find?

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.

Guided Practice (15 minutes):

(simultaneous with Instruction/ Modeling)

Text-based comprehension: Teacher will prompt a Guided Practice artwork class discussion/ critique- VTS exercise.

- Students are encouraged to orally identify the use the elements of balance and additional art elements and principles of design represented within an art piece.
- Students will articulate and describe the effective use of these elements and principles within the art piece, whether successful or not.
- Students will orally determine the purposeful design intent of an art piece that may or may not translate a concept to be represented clearly.

Transition & Prepare: Teacher will model for students with this VTS example, how they should write their own individual critiques for the next VTS example.

Sentence Prompt examples:

Rationale:

Students are analyzing and orally sharing perspectives as a whole class to gain diverse points of views on artwork. This is an opportunity to orally demonstrate knowledge of art vocabulary and concept understanding while critiquing this artwork. Students are describing the effective use of principles of design and art elements as their pre-existing knowledge and the insightful reasoning behind the use of balance as their introduced topic of the day.

This activity connects the art terms being introduced in this lesson and concepts and terminology as pre-existing knowledge of students to visual representation examples of what these concepts and terms look like. Students have been given the opportunity to speak with a group about their perspective towards reading an image, as a group to learn from each other, and from the example that the teacher is setting as well. This is a collaborative way to practice oral communication on how to critique a piece of art work. The teacher is able to see how students relate what they strongly know and what information needs to be reviewed or revisited.

Rationale:

Same rationale as Instruction/ Modeling. This activity gives the teacher an idea of where individuals are in their understanding of art concepts and terminology. A teacher will also get an inside look to how a student thinks and puts words together to articulate their thoughts, observations, and perspectives.

<ul style="list-style-type: none"> ● “<u>Expressive line</u> was <i>demonstrated</i> in...” ● “The artist’s choice of <u>color placement</u> was <i>intentional</i> because...” ● “This art piece <i>shows the effective use</i> of <u>balance</u> through...” ● “When looking at this art piece, a viewer may see _____” ● “The lack of _____ shows...” ● _____ affects the overall piece by... ● _____ <i>creates... (what)</i> ● _____ <i>demonstrates... (what)</i> ● _____ <i>defines... (what)</i> ● _____ <i>persuades the viewer to...</i> ● _____ <i>describes... (what)</i> ● _____ <i>supports... (what idea)</i> ● _____ <i>compared to _____...</i> 	
<p><u>Check for Understanding:</u> <i>Vocabulary development:</i> Teacher will guide student understanding of the elements of balance with using the support of pre-existing student knowledge of art elements and principles of design with a review word-image association card game. Class will be broken up into groups of 4 and students will keep “score” of the elements and principles that need more review time and to be revisited. Each individual will have a score card to where they are to fill out in reference to which elements and principles they fully understand, would like to review, and don’t recognize at all.</p>	<p><u>Rationale:</u> Reviewing recently taught information alongside pre-existing information gives students a chance to connect how information is related to each other and an opportunity for a teacher to check-in with their students’ progress and processing strategies. Working together in a game-like setting keeps an engaging energy with the students and peer to peer teaching moments on topics that individuals might not be clear with yet.</p>
<p><u>Independent Practice</u> (20 minutes): Teacher will display on a projection screen an artwork for independent reflection and critique. Art for Independent Practice: Aliza Nisenbaum, from the series <i>Immigrant Movement International</i></p>	<p><u>Rationale:</u> Students will take what they just experienced as a group in the Guided Practice, to practice as individual thinkers now. Practice critical thinking by themselves. As individuals, they analyze and critique an artwork in a written description of how the principles of design and art elements are being used. Students will specifically focus on explaining the effective</p>

<p><i>Writing/ communicating understanding:</i> Teacher will prompt student Independent Practice with a different separate (from the Guided Practice image) VTS exercise specific for individual written reflection/ critique in their Sketchbook Journals.</p> <ul style="list-style-type: none"> ● Students will identify 3 ways the elements of balance were used, and at least 3 additional art elements and 2 principles of design represented within an art piece. Students will describe where and how these aspects were applied in the art piece. ● Students will describe the effective use of these elements and principles within the art piece, whether successful or not. Students will determine how and why these aspects affect the art piece. ● Students will determine the purposeful design intent of an art piece that may or may not translate a concept to be represented clearly. <p><i>Student Challenge:</i> Once students finished the independent written critique, they may draw relatable inspired sketch(es) of the recently critiqued art piece in their Sketchbook Journal. These sketches are to be button pin designs that advertise and/or represent the painting for an art show the painting is participating in. Students will get extra points if they create 6 complete sketches that all use elements of balance within design.</p>	<p>use of balance within the design within this written reflection.</p> <p>This is an important exercise for students to connect to their own words and their relationship to the academic and art specific concept words.</p> <p>The Student Challenge is an opportunity for students to motivate themselves to put their understanding of the language of art concepts taught and put into a visual form of language.</p>
<p><u>Closure</u> (7-10 minutes):</p> <ul style="list-style-type: none"> ● Students will share with the class what they wrote for their independent critique reflection. They will point out elements and effective use of balance that they observed. ● Those students that sketched for the Student Challenge will share sketches and describe how they incorporated 	<p><u>Rationale:</u> Students vocalizing to their peers what they observed is good practice opportunity to use content specific terminology and concepts and how the art piece relates and read by that individual. After practice as a group and with modeled expectations from the teacher, a student will be able to take that previous experience and connect to the art piece on a</p>

<p>balance and the purpose behind their design</p> <p>The teacher will announce the next days' activities of the PBL Logo Design project. The instructor will connect the similarities that the sketch exercise experienced today in comparison with the PBL project. Teacher will select any volunteers who wish to share their sketches with the class for perspective.</p>	<p>more personal level when writing and then articulating their point of view. Physically speaking as a way of communicating these written points of view allows these words to become more real and alive through triggering class discussions of opening to more peers' perspectives.</p> <p>Whether a student actually gets to the point of creating a button design or a student observes their peers in action and through the class share, this leads into the actual PBL design project. This activity warms them up to a general idea of what they are about to do the next day. Students also have experienced a purpose then behind why balance as an element is important for a design and its connection to how it could be used in a real-world scenario, but also to excite them about the future PBL project to further demonstrate their ideas and understandings.</p>
<p><u>Assessment(s):</u> Teacher will do informal assessments throughout class time based on participation and demonstration of applying understanding of the review of art elements and design principle. Mostly focusing on the understanding of the execution of balance in art work in oral, written, and visual forms.</p> <p>During the Checking for Understanding card game exercise, each student will have a score card to where they are to fill out in reference to which elements and principles they fully understand, would like to review, and don't recognize at all.</p> <p><u>Follow-Up/Next Steps:</u> Students have been reviewing and gaining a stronger sense of how to perceive balance and other art elements and principles within art pieces to prepare them for a Project Based Learning project. This scaffolding will assist students with their upcoming assignment of</p>	<p><u>Rationale:</u> Informal Assessments benefit both the teacher and the students. The teacher gets to observe and note their students' progress and learning process to influence further helping their students in their learning journey and what they need to improve on as an educator as far as communicating their curriculum ideas. The students get in the moment feedback which is powerful because they have a stronger connection to the information and the tasks when the teachers acknowledge and observed guidance happens in real time.</p> <p><u>Rationale:</u> Building student background knowledge of ways for them to communicate what and how they read a piece of artwork helps to create a deeper connection when applying the same knowledge to actually creating a piece of art that supports such elements and principles of art and design.</p>

creating logo designs for companies in group collaborative settings.

Challenging students to draw sketches of button pin designs that advertise and/or represent the painting of the Independent Practice critiqued art piece prepares them to start thinking of how they would as artists execute balance within a design. This exercise is an opportunity to engage in critically thinking in a specific design mentality for their future PBL group design project.

Because students will be working collaboratively in groups for Day 2, the teacher will ask them to reflect about their first activity with the quick warm-up group exercise for the class discussion with the next time they meet.

Next class discussion includes-

Essential question:

What conditions, attitudes, and behaviors support creativity and innovative thinking?

Notes:

Art terms for review and clarification at beginning of class, throughout class, and at the end of class to prepare for next day in this PBL project scaffolding.

Elements of Art: line, shape, forms, space, color (hue, value, intensity), and texture.

Principles of design: balance, emphasis, movement, pattern, repetition, proportion, rhythm, variety, and unity.

Visual weight.

Academic vocabulary: analyze, determine, concept, incorporation, critique, reflection, relatable, effective, purposeful, intent, effect vs affect

Art example for Guided Practice VTS exercise
Wassily Kandinsky, *Rose with Gray*



Art example for Independent Practice VTS exercise
Aliza Nisenbaum, from the series *Immigrant Movement International*



Word-Image Association Card Game

side A

Student
Score Card

Really Know:

Want to review:

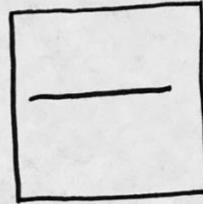
Need to review:

side B

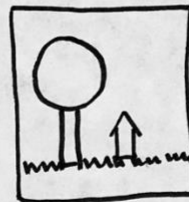
Notes:

Draw or write notes
if want to.

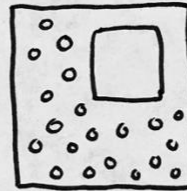
Cards : Match them!



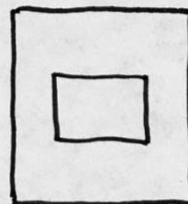
line



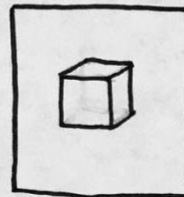
proportion



emphasis



shape



form