Lesson Plan Title:­­­­­­­­­­­­­\_\_\_\_Custom Album Cover Art\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_4 days\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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. |
| **Interactive Pretest:** The goal with this pretest is to design it to be less of a multiple question form and more of a demonstration of where the students currently stand. With the focus in the unit on developing color theory, lines, and value/light skills, the questions allow for the student to create their answer versus writing one out.  An example question is as follows: *To your best knowledge, what does the term “Balance” mean to you? Write out a short response and then draw an illustration for your answer below.*  It is important to be able to describe what they are studying but is, also, important to know where they are in terms of skill and representing that skill. The pre-assessment questions will be designed with as many illustration questions as possible. |

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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) |
| There is a new performer in the music industry looking for someone to work on some cover art for their new single. As up and coming designers in the field this would be the perfect opportunity to make a name for yourself in the business. The request is as follows:  “I am looking for new ideas to represent and interpret my music. That being said, what I’m looking for in my single’s cover art is not a direct image pertaining to the lyrics, but a symbolic image of the music that relies on different colors. I want my listeners to see the cover and then be able to see it in the song.”  R—Graphic Designer  A—Performer, Public  F—Album Cover  T—Color Theory & Palettes |

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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.** |
| * Shape * Color * Symbol * Composition * Theme * Mood |

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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. |
| **Students will be able to identify different meanings, moods, and purposes behind the usage of color.**  **Students will be able to apply different meanings and emotions through the application of art.** |

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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) |
| **Students will be able to identify the different types of colors based on families, temperature, and neutrality.**  (Bloom’s: Understand; Standard: Observe and Learn to Comprehend; GLE: Use artmaking processes as forms of inquiry to increase independent reasoning and perception skills to increase knowledge.; Art Learning: Theme, Mood;)  **Students will be able to incorporate different meanings to varying colors based on their own interpretations.**  (Bloom’s: Apply; Standard: Envision and Critique to Reflect; GLE: Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived; Art Learning: Symbol, Color, Shape;)  **Students will be able to design an album cover for a song by pulling moods, meanings, and emotions from the song.**  (Bloom’s: Create; Standard: Invent and Discover to Create; GLE: Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives; Art Learning: Color, Mood, Theme, Composition;)  **Students will be able to relate how colors can convey different meanings to different people.**  (Bloom’s: Analyze; Standard: Relate and Connect to Transfer; GLE: Utilize the practice of art making, and research historical and cultural contexts, to discern between different viewpoints, critique social problems, and effect social change; Art Learning: Mood, Theme, Composition;) |

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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) |
| For students that have trouble working through the project, they will be able to ask the teacher for assistance and clarification, extension in time, and/or do the best that they can to their abilities. | However it ends up, depending on their needs and requests, the student’s project would be reflective of their capabilities as a student and not based upon specific criteria levels of accomplishment. They are being graded on their skill level. |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| For students that have grasped the concept wholeheartedly, they are invited to create a mixed-media piece that incorporates different ways to layer the materials. | Students will have an album cover that incorporates different medias to add meaning through texture and varying color appearances. |

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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.** |
| * Complementary Colors * Composition * Balance * Theme * Mood |

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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.** |
| * Paper (cut to 4.5 by 6 inches) * Colored Pencils * Acrylic Paints * Watercolor * Pencils * Erasers * Sharpies |

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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. |
| * Various album covers (Lesson Archive/Presentation) * Previous Student Examples (Lesson Archive/Presentation) * Color Pencil Demo (Teacher will present) * Acrylic Paint Demo (Teacher will present) * Color Wheel (Lesson Archive/Presentation) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Put together slideshow for a color theory crash course * Link it to PearDeck so that students are able to interact with the presentation * Test the presentation to ensure that it works * Cut paper to the size of 4.5 inches and 6 inches * Collect materials so that they are ready and available * Put together a slideshow for the day and the expectations/learning targets for the day |

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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. |
| * Do not stab yourself, your classmates, or the teachers with sharp objects (pencils, paintbrushes, or anything else with the potential) * Do not destroy, abuse, or steal yours, your classmates, or the teachers’ materials * When using a pencil sharper make sure that it is the pencil you are sharpening and not your finger * When working with materials that could affect your classmates’ work, make sure that you are aware of your surroundings (spilling water, marking their papers with ink, etc.) * Do not create any marks on your classmates work without their permission (you very well could get chewed out, punched, stabbed, mauled, and/or suplexed depending on their mood) * Do not punch, stab, maul, and/or suplex yourself, classmates, or teachers. * Thou shalt not yeet any object not meant to be yeeted. |

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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. |
| As up and coming designers, this is the big break you’ve been looking for. The opportunity to create an album cover for a musician would mean that people would see your artwork most every time they look for the song and spread your name.  While this is a hypothetical situation, it is a very real situation that could happen in the business world. If you’re looking to be a graphic designer, illustrator, architect, fashion designer, or even a salesman, then it will be important to understand how color can influence the potential buyer. |

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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. |
| * Have the students determine the song they’d like to use for the project and then listen to it several times. * While they are listening, have list out different meanings, moods, and emotions they think that the song has. * Aim for about ten of these and then choose a max of four. * From there, have the students experiment with different colors to see which ones best fit for the chosen meanings and utilize different shapes to help enhance those meanings. * Do this a couple times to help solidify ideas, problem solve, and see what would be the best route to take. |

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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)**  The teacher will have the sketchbook prompt for the day on the board as students walk into the room.  As students are working, the teacher will take attendance to see who all is in class and then keep an eye out for those that arrive late.  Once the warm-up sketch is done, the teacher will move on to general announcements:   * **Color Theory Crash Course:** Students will need laptops in order to participate or they can use paper and join the teacher at the front of the room. (Make sure you mention this prior to the first day!) * **Album Cover Project Introduction:** Highlight what the next project will be. * **Getting Started on the Project:** If you finish the presentation on color theory and there’s still time in class, the students can start working on figuring out their album cover idea.   Following the announcements, the teacher will have the students open up their laptops and navigate to the website “joinpd.com” where they will be able to access the presentation.  While they are doing this, the teacher will launch the Peardeck section so that the students can join when they are ready.  Once the students have all joined the session (you should be able to tell how many have joined when on the website) the teacher can start the color theory crash course:   * The teacher will start by asking “What is color theory?” * Students will have a little time to think about this and then be able to share what their thoughts are on the matter through the Peardeck session. * The teacher will then move on to the general definitions of “color theory” and what pertains to it. * Via Peardeck, the teacher will ask the students to list out the **primary** colors and the **secondary** colors. * Once the responses have been collected, the teacher will say what the colors are as a way for students to see if they were correct or incorrect. * The teacher will also that this time to talk a little bit about the tertiary colors on the wheel (blue-violet, yellow-orange, etc.) * Following the color wheel, the teacher will introduce the warm and cool colors to talk about their descriptions and how they can be used to determine some meanings or emotions * The teacher will then have the students write down examples of things that are examples of warm and cool colors via Peardeck * Following that, the teacher will talk about how complementary colors work together, create contrast, and add emphasis to their artwork * Students should be able to draw a line directly across from where they are on the color wheel to get their complementary color * The teacher will then have the students draw a line on the color wheel via Peardeck to connect complementary colors together * Following the complementary colors, the teacher will talk about neutral colors and how they do not exist on the color wheel. * These can be used to ground colors as they do not lean one way or another in terms of emotions. * These colors can be used to, also, add emphasis within a piece. * The teacher will then have the students rate themselves how they’re feeling about the various color sections. * Afterwards, the teacher will then review the sections of primary, secondary, tertiary, warm vs. cool, complementary, and neutral colors and have students give examples of their definitions.   Following the crash course on color, the teacher will allow the students to take a 5-minute break to stretch and get a drink of water if they need to before they get into the project breakdown.  After the break, the teacher will break down what their Album Cover project will be about:   * What their role is in this project (see presentation) * Sections of the project and point breakdown (see presentation) * Song Selection & Sketches (see presentation) * Custom Album cover (see presentation)   If there is time, then the students can use the rest of the class to start sorting through songs and pick the one they want to use. From there they can start pulling different meanings, emotions, and ideas that they think are present in the song and start sketching out ideas. | **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** | **Time**  **8 minutes**  **Announcements: 10 minutes**  **Crash Course: 30-40 minutes**  **Break: 5 minutes**  **Project Breakdown: 10 minutes**  **Work-time: 17 minutes** |
| Day 2 | The teacher will have the sketchbook prompt for the day on the board as students walk into the room.  As students are working, the teacher will take attendance to see who all is in class and then keep an eye out for those that arrive late.  Once the warm-up sketch is done, the teacher will move on to general announcements:   * **Song & Paint Demo:** Breaking down the design process and working with Acrylic Paints & Watercolor * **Song Selection & Sketches:** Keep working on choosing your song, pulling meanings, emotions, & moods from it, and putting colors to those. Play with some of the shape sets to test out different ideas. * **Project Breakdown:** Song selection & sketches, custom album cover, self-critique reflection.   After the announcements, the teacher will have the students gather around the front table to practice pulling meanings, emotions, and moods from songs and applying colors to them.   * Teacher’s choice of song or can take a request from the group. * The teacher will have the students listen to the song in its entirety first and then wait a couple minutes to think. * Afterwards, they will ask the students for what meanings, emotions, and moods they found along with the colors they think best match for them making sure to follow one of the color theme choices (1 warm, 2 cool, 1 neutral or 1 cool, 2 warm, 1 neutral) * The teacher will then demonstrate how to use base colors to mix and create the colors that are close to what they are planning for and how to practice mixing colors to adjust as they need to. * Once the demo is finished, the students will have the rest of the class to work.   **Rest of class will be Work time** |  | **Warm-up Sketch: 8 minutes**  **Announcements: 10 minutes**  **Demo: 20 minutes**  **Work-time: 42 minutes** |
| Day 3 | The teacher will have the sketchbook prompt for the day on the board as students walk into the room.  As students are working, the teacher will take attendance to see who all is in class and then keep an eye out for those that arrive late.  Once the warm-up sketch is done, the teacher will move on to general announcements:   * **Colored Pencil Demo:** Masking your marks and creating layers of color. * **Moving into Paint use:** Hang on to paper mats and paint plates. Clean the plates in the sink and store them in your drawer; let your paper mat dry and fold it or place it gently in your drawer if the paint is still wet. * **Song & Sketches:** Finish them up today and turn them in on Google Classroom. Ideally, you should be finished with them by the end of today and looking at getting started on the final * **Monday:** Use class to finish your Album Cover, in-class critique, Album Cover is due. * **Tuesday:** Introducing the finial project, critique reflection due. * **Sketchbooks:** Start making sure you are all caught up with the prompts, and if you haven’t, the please put the dates next to them using the prompt list. Within the next two weeks, the turn in process will begin. * **Final Project Seriousness and Warning:** The topics are going to be very serious and may cause triggers for some people as it all pertains to tough subjects in society. Anyone who thinks this project is a joke or laughs about someone’s, then they will immediately fail.   After the announcements, the teacher will have the students gather around the front table to practice pulling meanings, emotions, and moods from songs and applying colors to them.   * Teacher’s choice of song or can take a request from the group or they can use the one from the day before. * **If using song from before, skip italicized** * *The teacher will have the students listen to the song in its entirety first and then wait a couple minutes to think.* * *Afterwards, they will ask the students for what meanings, emotions, and moods they found along with the colors they think best match for them making sure to follow one of the color theme choices (1 warm, 2 cool, 1 neutral or 1 cool, 2 warm, 1 neutral)* * The teacher will then demonstrate how to use base colors to layer and create the colors that are close to what they are planning for and how to practice masking their marks with pencils * Once the demo is finished, the students will have the rest of the class to work.   **Rest of class will be Work time** |  | **Warm-up Sketch: 8 minutes**  **Announcements: 10 minutes**  **Demo: 20 minutes**  **Work-time: 42 minutes** |
| Day 4 | The teacher will have the sketchbook prompt for the day on the board as students walk into the room.  As students are working, the teacher will take attendance to see who all is in class and then keep an eye out for those that arrive late.  Once the warm-up sketch is done, the teacher will move on to general announcements:   * **Finish up your Custom Album Cover Art:** You will be turning them in today, so make sure they are finished or can finish it within the next couple of days if needed. * **Song Selection & Sketches:** If you haven’t already, then please turn these in so you’re not worried about them during the next project. * **Small Group Critique & Reflection:** Reflection will be due by tomorrow but please get it done today and out of the way. * **Final Project Remind for Tomorrow:** Reiterate the seriousness of the project and what could happen if they don’t take things seriously.   After the announcements, the teacher will let the students take the first chunk of class to use as class time.  Thirty minutes before the end of the class, the teacher will ask for the students to stop working and explain the process for the small group critique.   * Depending on the class size, number the students off into specific groups and let them know where to meet. * Once they get in their groups, the students are to split into pairs, or trios depending on size, and swap album covers. * Students will record what they think the moods, meanings, and emotions might be for the song and then listen to it after. * They will then record any changes they noticed in their initial observation. * Afterwards, the students will write their observations into a Google Doc and then add the second part of the critique where they need to reflect on their own album cover.   After the students are finished with the critique, they may finish up their album covers or start on the self-critique reflection for the rest of class. |  | **Warm-up Sketch: 8 minutes**  **Announcements: 10 minutes**  **Work-time: 42 minutes**  **Group Critique: 30 minutes** |

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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.) |
| Students will be numbered off into groups (amount may vary) and then pair up with another person once they’re in those groups. The students will swap their album covers with one another and record their initial thoughts from the album cover (moods, meanings, ideas). They will then be asked to listen to the song their partner chose and record any changes in ideas that they had initially to see if they matched with their partner’s thoughts. Afterwards, they will move onto the second part of the reflection.  Students will be asked to write a 4-6 sentence, self-critique reflection when they are completely finished with their self-portrait. This will consist of three aspects:   * From a neutral standpoint, seeing this for the first time, what do you think this is about and why? * What is something that is working well in this piece? * What is something that could be worked on or changed within the piece? |

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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. |
| **Were students able to identify the different types of colors based on families, temperature, and neutrality?**  **Were students able to incorporate different meanings to varying colors based on their own interpretations?**  **Were students able to design an album cover for a song by pulling moods, meanings, and emotions from the song?**  **Were students able to relate how colors can convey different meanings to different people?** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Advanced | Proficient | Developing | Basic | | **Identify different types?** | Student was able to identify all of the colors based on families, temperature, and neutrality. | Student was able to identify most of the colors based on families, temperature, and neutrality. | Student was able to identify a few of the colors based on families, temperature, and neutrality. | Student was able to identify a couple of the colors based on families, temperature, and neutrality. | | **Incorporate different meanings?** | Student was able to come up with several different meanings with a diverse variety of colors. | Student was able to come up with a few different meanings with a variety of colors. | Student was able to come up with some different meanings with a few colors. | Student was able to come up with some meanings with a couple colors. | | **Design an album cover?** | Student was able to design an album cover with several moods, meanings, and emotions in the colors. | Student was able to design an album cover with a few moods, meanings, and emotions in the colors. | Student was able to design an album cover with a couple moods, meanings, and emotions in the colors. | Student was able to design an album cover with a mood, meaning, or emotion in the colors. | | **Relate how colors convey different meanings?** | Student was able to explain their color palette choice with amazing reasons and connections. | Student was able to explain their color palette choice with good reasons and connections. | Student was able to explain their color palette choice with some good reasons and connections. | Student was able to explain their color palette choice with some reasons and connections. | |

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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.) |
| By far, this was the smoothest lesson from the semester. The same idea remains present that those who did the work and turned it in met the objectives easily and without issue. Those that did not turn anything in, despite several promptings, were unable to achieve the objectives in place. While I reminded them every day and discussed the due dates in class, they still neglected to turn things in let alone get started on them.  In terms of what would make things a little easier in the future is to focus more on the color usage with a particular palette choice. I went with two base ideas where the students could choose between two palettes: “two warm, one cool, one neutral color” or “two cool, one warm, one neutral color” along with different sets of shapes to use as a starting point for their designs. A lot of the students asked if they could do more than the shapes to which I explains that the sets were starting points for people having a hard time coming up with ideas. If they wanted to create an elaborate drawing, then they could certainly do so. I’d likely omit the shape sets and have them create whatever imaginary that comes to mind in relation to the assignment. For students struggling with ideas, then I’ll offer the shape sets. Otherwise, they will only need to focus on the color palettes.  One more change that I’d include would be the addition of a third color palette option: “one warm, one cool, two neutrals” so that they would have a bit more variety with the removal of the shape sets. This way their focus is just on the colors that they’re using.  For the next lesson, I am looking to make one that brings everything from the quarter together since it will be the last project. That being said, I’ll have to make sure I talk about the importance of the project’s topic and make it clear that it is to be a compilation of everything they’ve been learning about: symbols, perspective, line quality, light/value, and color theory. |

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

8/9/15 Fahey