Lesson Plan Title:­­­­­­­­­­­­­\_\_\_\_\_\_\_Raising Awareness\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Length:\_\_\_\_\_\_\_\_\_2 weeks\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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) |
| As people that live in a diverse and ever changing society, you have a lot of ideals, expectation, responsibilities, and respects placed upon your shoulders by society, your peers, your family, and everything you do. In these times, you have a chance to fight for what you believe should be supported. There are so many things being overshadowed by news stories and happenings every day. As the future of your generation, you owe it to yourself and others to speak out and challenge these ideals. Think of something that hits close to home, something you’re affected by, or something you’re passionate about and what you can do to raise awareness. Your challenge is to create a poster that catches the eyes of the masses and reflects the message you want people to walk away with and talk about with others. Make an impact in a society with their heads looking down at their phones and avoiding today’s issues.  R—Social Justice Advocate  A—Society  F—Awareness Poster  T—Social Justice |

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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.** |
| * Symbols/Symbolism * Culture * Observation, Reflection, Synthesis * Color * Lines |

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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 investigate different happenings in their society and use the culture and interests to synthesize interesting art meanings.**  **Students will be able to think about the impact that symbols have on society and how they can hold different interpretations.** |

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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 investigate and synthesize common symbols used for representing ideas.**  (Bloom’s: Create; Standard: Observe and Learn to Comprehend; GLE: Interpret, analyze, and explain the influence of multiple contexts found in visual art and design; Art Learning: Symbols, Culture;)  **Students will be able to discuss how representation is used in art and how it creates meaning.**  (Bloom’s: Understand; Standard: Envision and Critique to Reflect; GLE: Examine the nature of diverse aesthetic experiences to build a language of representation that can be used to respond to the world; Art Learning: Culture, Line, Color;)  **Students will be able to design and plan a social awareness poster utilizing different skills by researching and topic and planning the layout.**  (Bloom’s: Create; Standard: Invent and Discover to Create; GLE: Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media; Art Learning: Line, Color, Symbol, Synthesis;)  **Students will be able to describe the purpose in their design choices and reflect upon how they came to the decisions they made.**  (Bloom’s: Understand; Standard: Relate and Connect to Transfer; GLE: Develop proficiency in visual communication skills that extends learning to new contexts; Art Learning: Reflection, Observation;) |

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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) |
| Students that are excelling in getting the project handled are more than welcome to practice more difficult techniques with their poster and challenge themselves with various materials for mixed media. | The student could use 3-point perspective with a wax-resist painting style, watercolor mixed with acrylic, or other challenging techniques that were discussed in prior lessons. This project is the final accumulation of skills. |

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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.** |
| * Social justice * Representation * Composition * Balance * Symbols |

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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.** |
| * Drawing paper * Watercolors * Acrylic paint * Colored Pencils * Rulers * Scissors * Scratch paper |

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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. |
| * Posters representing social justice issues (resource folder/presentation) * Teacher example (resource folder/presentation) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Remind students to bring their laptops to use for research * Ensure that the wi-fi connection is working properly * Create a presentation with the information needed and with the necessary announcements * Cut paper to the necessary size and have extras available for those that may be absent * Ensure that the various materials that are available are ready for use * Set-up a time table for the students to track out their own time and to use for pacing |

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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. |
| * “What are things that you have struggled with in society?” * “Have you been targeted by something in society?” * “If you could take action to support a cause, then what would you do? What could you do?” * “If you were to see someone being directly affected by something in front of you, what would you do?” |

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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. |
| Take a moment to think about all the happenings that are happening today, in the past, and what will be part of the future. What have people been affected by, how have things affected you, how can things be changed? Research something that is personal to you, you have interest in supporting, or something that you have been affected by in your life. Research all that you can to expand your knowledge of the topic and then use that to formulate the best way to represent your cause. If you’re struggling with finding a topic or you have little interest, then chances are that it’s not something you want to advocate for. Pause for a moment to step back and look at things. If nothing hits, then you’ll just have to dive in to something. |

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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:   * **Final Project Introduction and Breakdown:** The teacher will introduce the poster project’s requirements and review each section of the project: Research Proposal, Poster Sketches & Drafts, Advocation Poster, Artist Statement & Research Synopsis. The teacher will discuss these things from the information in the presentation. There are some examples of a previous project, as well, and a list of possible ideas to work from, but the students are not limited to this list. * **Setting up your work time:** The teacher will explain the purpose behind the use of a spreadsheet time table so that the students can plan out their use of time. They should be able to be responsible for their own time use and be their own child leash. The teacher can remind students of the time left, but ultimately it is the student’s responsibility to get things done on time and do the work. * **Sketchbooks:** The teacher will talk about how they’ll start grading sketchbooks in the coming week. Students should refer to the prompt list to make sure they have all the prompts and dates written next to them, as well. * **Getting Started:** The teacher will have the students start off by filling out the spreadsheet with what their plans are for organizing their time. Afterwards, they are free to start researching their topic of choice to start generating some 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** |
| 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:  **Late Work for Previous Projects & Sketchbooks:** The teacher will go over the current plans for late work and when everything is due for the end of the semester so that it can be graded. Let the students know to e-mail the teacher if they don’t see any changes because sometimes the e-mail will sort them weirdly. Sketchbooks are the same policy.  **Research Proposals & Poster Drafts:** The teacher will explain the due date process for both the proposals and the drafts as midway points to see where the students are at. Optimally, they are to be turned in, in a week, but can be turned in earlier. After the week, they should be working on their final poster and research synopsis.  **Where to Begin:** The teacher will outline an optimal process for getting their information ready for the research proposal. The intention when researching is to answer six things: the who, what, when, where, why, and how of their topic. These are meant as guidelines for the research process, but the students are free to go about the best way for them.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to research their chosen topic or settle on a topic. |  |  |
| 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:  **Research Proposals:** The teacher will inform the students that their research proposal should be broken up into paragraph chunks instead of being a bulleted list or one single paragraph. Make sure it is clear for when each question is answered. The teacher will inform the students that they should turn this in via Google Classroom and to reread and edit it to save themselves the trouble later down the road when they need to make corrections.  **What to include with Poster Sketches & Drafts:** The teacher will go over the requirements of what is expected with the poster sketches and drafts (listed in the presentation). Ideally, this should be a synthesization of all the skills used throughout the semester. The teacher will be reviewing these and offering advice and corrections that should be made before the students can move on to their final poster.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to research their chosen topic or settle on a topic. |  |  |
| Days 4-6 | 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:  **Research Proposals:** The teacher will remind the students about the requirements for their research proposals and what is expected.  **What to include with Poster Sketches & Drafts:** The teacher will remind the students about the requirements for their poster sketches & drafts and what is expected.  **Advocate Posters:** The teacher will begin checking the students’ proposals and drafts to make sure they have a good plan before starting on their final poster.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to research their chosen topic or settle on a topic. |  |  |
| Day 7 | 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:  **Research Proposals and Poster Drafts:** The teacher will inform the students that they should have these finished and turned in today so that they can be approved. This is intended to see if they are truly looking into the topic or just skimming through it.  **Advocate Poster:** The teacher will talk about what’s expected with the advocate poster: choice of materials to use, the message that it has, does it work better with portrait vs. landscape, and other things that are to be included.  **Beginning Sketchbook Check-in:** The teacher will notify the students that they will begin checking their sketchbooks. Those that are ready to have them checked can have that taken care of.  **Optional Sketches:** If you have missed any prompts, and don’t want to go back, then the next couple days of sketches are optional. Good things to practice, but would be best to still practice.  **Work you don’t want to hang on to:** For students that don’t want to hang on to any work, they can give them to the teacher to hang on to.  Following the announcements, the teacher will show other examples of social justice advocation posters and have them discuss the different meanings of them and how the artists achieved this. These may give them some ideas on how to go about designing their poster, but the intention is to show how symbols, colors, and imagery can be used to represent and evoke the message.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to research their chosen topic or settle on a topic. |  |  |
| Day 8 | 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:  **Research Proposals and Poster Drafts:** The teacher will inform the students that they should have these finished and turned in so that they can be approved. This is intended to see if they are truly looking into the topic or just skimming through it.  **Advocate Poster:** The teacher will remind the students that they should be getting started on these.  **Continuing Sketchbook Check-in:** The teacher will notify the students that they will continue checking their sketchbooks.  **Work you don’t want to hang on to:** For students that don’t want to hang on to any work, they can give them to the teacher to hang on to.  Following the announcements, the teacher will talk about the way the artist statement and research synopsis should be structured. This is intended as a good outline to follow, but not the only way it can be done. (information in the presentation).  The teacher will talk about how these are used to present any information they want the viewer to have access to and talk about their design process. They’re an opportunity to have an indirect conversation with whomever is looking at your work.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to work on their projects. |  |  |
| Day 9 | 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:  **Research Proposals and Poster Drafts:** The teacher will inform the students that they should have these finished and turned in by now.  **Advocate Poster:** The teacher will remind the students that they should have the paper for these by the end of the day.  **Continuing Sketchbook Check-in:** The teacher will notify the students that they can hopefully get these finished up.  **Work you don’t want to hang on to:** For students that don’t want to hang on to any work, they can give them to the teacher to hang on to.  **Late Work:** Any late work can be turned in up until next Friday.  Following the announcements, the teacher will present two styles of artist statements and the videos that they go with to show how the statement relays different information than if one were just to watch the video by itself. These are not the only way to make artist statements, but they do what they need to in order to inform the viewer.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to work on their projects. |  |  |
| Day 10-11 | 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:  **Advocate Poster:** The teacher will remind the students that they should have the paper for these by the end of the day.  **Work you don’t want to hang on to:** For students that don’t want to hang on to any work, they can give them to the teacher to hang on to.  **Late Work:** Any late work can be turned in up until next Friday.  **Work-time:** Following the breakdown and announcements, the students will have the rest of the class to work on their projects. |  |  |
| Day 12 | 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:  **Advocate Poster:** The teacher will remind the students that they should have the paper for these by the end of the day.  **Work you don’t want to hang on to:** For students that don’t want to hang on to any work, they can give them to the teacher to hang on to.  **Late Work:** Any late work can be turned in up until next Friday.  **Reflective Activity—Group Presentation:** The teacher will inform the students that today is the last day to work on their posters. When there are thirty minutes left in class, they are to clean up the space and have their posters ready to share with their table groups.  The teacher will inform the students that it is time to clean up their tables to get ready for the reflective activity. Similarly, to the Color Theory Project where they swapped album covers, the students are to swap posters and make a couple observations pertaining to what they think the poster is about. Then they will provide some feedback to things that were working well with their design and some areas that could use some adjustment.  **Work-time:** Following the breakdown and announcements, the students will have the first half of the class to finish their advocate posters. |  |  |

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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 tasked with organizing their research information into a short and concise summary of their chosen topic. The focus in this first part will be about:   * Summarize what your topic is about and why you chose it * Important aspects of the issue at hand * Who is affected? * Why is it important to talk about this topic?   Then the second chunk will focus on:   * If you were to look at your own poster, having never seen it before, what would you think it was about? * What do you think is working well in your poster? * What is something you think could be changed or worked on? |

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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 investigate and synthesize common symbols used for representing ideas?**  **Were students able to discuss how representation is used in art and how it creates meaning?**  **Were students able to design and plan a social awareness poster utilizing different skills by researching and topic and planning the layout?**  **Were students able to describe the purpose in their design choices and reflect upon how they came to the decisions they made?** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Advanced | Proficient | Developing | Basic | | **Students able to investigate and synthesize?** | Student used symbols with purpose and excellent representation. | Student used symbols with purpose and good representation. | Student used symbols with some purpose and decent representation. | Student used symbols with little purpose and some representation. | | **Students able to discuss how representation is used?** | Student described their plan of action for their poster with excellent reasons. | Student described their plan of action for their poster with good reasons. | Student described their plan of action for their poster with some reasons. | Student described their plan of action for their poster with little reasoning. | | **Students able to design and plan?** | Student designed and planned a poster that used several skills and expansive research. | Student designed and planned a poster that used a few skills and adequate research. | Student designed and planned a poster that used a couple skills and decent research. | Student designed and planned a poster that used one skill and little research. | | **Students able to describe the purpose?** | Student reflected and described the choices they made with excellent reasons. | Student reflected and described the choices they made with good reasons. | Student reflected and described the choices they made with decent reasons. | Student reflected and described the choices they made with little reasoning. | |

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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.) |
| It seemed to be a general trend where some people would turn things in on time, some later on having “forgotten” things were due, or just not turning anything in despite multiple reminders. Overall, those that were on top of their work and using time wisely, were able to meet the objectives of the lesson. They successfully created advocacy posters for their chosen topics and researched the topics that they needed to. They had posters with appropriate symbols, reasoning behind them explained in their research proposals, and problem solved using their sketches on what would work best.  Some things I would change around would likely be taking a full day or half a day to discuss the topic of social justice and then another one in talking about the project aspects itself. This way they are given an introductory crash course into the importance of talking about social justice issues and then a day to flesh out the project and talk about questions, concerns, and other potential things that relate to the project’s topic. The key point would be to really get into things and talk about the meat and potatoes of the project.  For the next lesson, I would prefer to have an actual mock exhibition for the posters where the students would be able to hang them up and observe them as if on display. Another thing I would like to do, to cement the seriousness of the topic, is to have a small group of teachers to review and jury the posters to give the students some feedback. This way it’s not just from the perspective of an art teacher but from other people that are experience social justice issues on a day to day basis. One of the key points to keep in mind is how art is not just limited to the art room, but how it is viewed in society and can influence people’s thinking. |

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

8/9/15 Fahey