

Teacher: Parker Browne

Date: 11/23/24

School: Thompson Valley Highschool

Grade Level: 10-12

Content Area: Art

Title: Awakenings

Lesson #: _1_ of _1_

Lesson Idea/Topic and Rational/Relevance:

What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

This lesson teaches students to engage and persist. Students will revisit old art work of theirs and breathe new life into it. This is a great way to show students how far they have come with their artwork in style and craftsmanship. This is relevant because young artists often struggle with self confidence about their art and it's difficult to feel like you're making progress. This shows their progress and encourages them to keep working.

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

Standard 1 Observe and Learn to Comprehend- Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

Standard 2 Envision and Critique to Reflect- Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

Standard 3 Invent and Discover to Create- Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.

-Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.

Understandings: *(Big Ideas)*

Evaluating, observing, and changing old artwork and ideas.

Persistence

Experimenting with new ideas and materials

Explains reasons for changes to artwork.

Inquiry Questions: *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from standard)*

Why did you choose this artwork to breathe new life into?

What do you like about this piece and what do you want to add or change?

How does the changed piece better reflect you as an artist and or person now?

Evidence Outcomes: *(Learning Targets) AND (Success Criteria)*

I can:

Analyze old work with a critical eye.

Create a new art piece that reflects my style and abilities.

Apply the technical skills I have learned to my new piece.

This means:

Revisiting old art pieces and picking one to change and develop.

Adding new aspects and or changing old aspects of the piece that you don't connect with anymore.

Revisiting past learned techniques and or experimenting with new ones.

List of Assessments: *(Note whether the assessment is formative or summative)*

Summative assesment- Looking at students finished piece, with a before and after picture, and artist statement and seeing that it meets the requirements for the project. The requirements are

Formal- KWL exit ticket at the end of class

- Dramatic change in before and after
- Meaningful/expressive use of line, shape, texture, color to convey emotion
- Clear addition of two "New" mediums within the chosen work
- Execution of materials (Craftsmanship and professionalism)
- Studio time and Artist reflection

Planned Lesson Activities

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| Name and Purpose of Lesson <i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.</i> | Title: Awakenings Purpose: To encourage students to engage and persist wth their work as an artist. | |
| Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i> | My lesson is 90 minutes total but most of the time will be student work time starting the project. I estimate my intro will be 10 to 20 minutes at most | |
| Anticipatory Set <i>The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.</i> <ul style="list-style-type: none"> • To focus student attention on the lesson. • To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers) <i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i> | What are some examples of strategies to use? I plan on looking at the word awakening. I want to ask students what that word makes them think of and how it could relate to art. I call this a group think or a think and share. I think showing examples is a great way to communicate expectations with students while getting them interested in the possibilities of the project. | |
| How do you intend to engage your students in thinking during the Anticipatory Set? Why are you using it at this point in your lesson? | The strategy I intend to use is _____ Group think and share _____ I am using this strategy here because: Students have a lot of different ideas and sharing those with the class helps people get ideas and inspiration | |
| | Teacher Actions | Student Actions |
| Procedures <i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the</i> | Welcome students in 2 mins Introduces the project 5 mins | Get settled in their seats Listens to intro and maybe takes notes |

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| <p>minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</p> <p>Indicate whether each is:</p> <ul style="list-style-type: none"> -teacher input/actions, student actions -modeling -questioning strategies -guided/unguided: <ul style="list-style-type: none"> -whole-class practice -group practice -individual practice -check for understanding -other | <p>Show project examples 5-10 mins</p> <p>See if they have any questions 2 mins</p> <p>Support students getting started with their projects and or coming up with ideas if they need. Rest of class around 60 mins</p> <p>Ask students to fill out KWL on scratch paper and turn it in 10 mins before class ends</p> <p>Tell students to clean up 5 mins before class ends</p> | <p>Look at project examples and maybe take notes</p> <p>Ask any questions they have</p> <p>Come up with an idea and get started on the project</p> <p>Fill out KWL 5 min</p> <p>Clean up 5 mins</p> |
| <p>How do you intend to engage your students in thinking during the PROCEDURE?</p> <p>Why are you using it at this point in your lesson?</p> | <p>The strategy I intend to use is _____ Lecture and Independent practice_____</p> <p>I am using this strategy here because: The lecture will be to inform students on the objectives of the assignment and then students will have time to start working.</p> | |
| <p style="text-align: center;">Closure</p> <p>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. "Any Questions? No. OK, let's move on" is not closure. Closure is used:</p> | <p>As you're coming up with ideas for your project think about why you choose that specific piece to change.</p> <p>remember the lesson objectives <i>Summative assesment</i>- Looking at students finished piece, with a before and after picture, and artist statement and seeing that it meets the requirements for the project. The requirements are</p> | |

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| <ul style="list-style-type: none"> • To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson. • To help organize student learning To help form a coherent picture and to consolidate. | <ul style="list-style-type: none"> • Dramatic change in before and after • Meaningful/expressive use of line, shape, texture, color to convey emotion • Clear addition of two “New” mediums within the chosen work • Execution of materials (Craftsmanship and professionalism) • Studio time and Artist reflection • KWL at the end of class |
| <p>How do you intend to engage your students in thinking during CLOSURE?</p> <p>Why are you using it at this point in your lesson?</p> | <p>The strategy I intend to use is _____ Restate objectives _____</p> <p>I am using this strategy here because: This assignment is very broad and shows a lot of examples so it’s easy to get ideas that may not fit all of the objectives during that time so reminding them at the end will stop students from fully developing an idea that doesn't fit the objectives</p> |
| <p>Differentiation:</p> <p><i>Differentiation should be embedded throughout your whole lesson!!</i></p> <p><i>This is to make sure you have met the needs of your students on IEPS or 504</i></p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p> | <p>Students who feel they may have trouble breathing new life into recent art can choose art from their childhood. The medium of the piece can be changed to almost anything a student wants.</p> <p>Students can make their artwork larger and more detailed than the original, adding new mediums.</p> <p>Students can learn new techniques and do research for new inspiration</p> |
| <p>Assessment Reflection: (data analysis)</p> <p><i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p> | <p>For the assessment of the awakenings project, we will be assessing a before and after picture of the art after being changed as well as the</p> |

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| | <p>students use of time in the studio and their written artist statement. The requirements shown to the students are:</p> <ul style="list-style-type: none">• Dramatic change in before and after• Meaningful/expressive use of line, shape, texture, color to convey emotion• Clear addition of two “New” mediums within the chosen work• Execution of materials (Craftsmanship and professionalism)• Studio time and Artist reflection |
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Post Lesson Reflection

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.)*