Lesson Plan Title:­­­­­­­­­­­­­ **Architecture**  Length: About 2 weeks Date: February 17th (Tuesday 45 min)

**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. |
| Are students able to successfully use a film camera?  Are students able to develop film?  Are students able to produce a quality print in the darkroom? |

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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) |
| You are going to explore the mind of an architect and capture their creations using film photography. |

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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.** |
| Composition  Observation  Influence  Characteristics and expressive features of art |

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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. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Artists use **observations** to *develop* new **compositions**. (Standard: Create, GLE: Make judgments from visual messages)  The use of **characteristics and expressive features of art** *influence*new designs.(Standard: Comprehend, GLE: Art and design have purpose and function) |

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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) |
| * **Given film, students will be able to capture images of architecture.** (Bloom’s: Create, Standard: Comprehend, GLE: Visual art has inherent characteristics and expressive features Art Learning: conceptual/ideation/personal grounding) * **Given developing materials, students will be able to follow all of the necessary steps to develop their roll of film successfully.** (Bloom’s: Applying, Standard: Reflect, GLE: Reflective strategies are used to understand the creative process, Art Learning: Materials/Techniques, Numeracy: Sequence of steps) * **With developed film and dark room equipment, students will be able to create a print of their best photo on their film.** (Bloom’s: Applying/create, Standard: Create, GLE: Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas, Art Learning: Materials/Techniques, Numeracy: Sequence of steps) * **Using printed images students will be able to mat them correctly on tag board.** (Bloom’s: Create, Standard: Create, GLE: Assess and produce art with various materials and methods, Art Learning: Materials/Techniques, Numeracy: Sequence of steps) * **Using completed photograph, students will be able to interpret each other’s work and discuss artistic decisions from different points of view.** (Bloom’s: Analyze, Standard: Reflect, GLE: Interpretation is a means for understanding and evaluating works of art. Art Learning: critical reflection/aesthetics/transfer, Literacy: discussion) |

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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) |
| Provide camera for students without access to one | Able to explore any aspect of architecture |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| If students finish they can continue to improve their print quality using a different negative  Could print 2 contrasting buildings and write reasoning | Build something to photograph or to display printed image using architectural qualities |

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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.** |
| Vocab:  Architecture – the art of designing and constructing buildings, a carefully designed structure  Written response for student reflective activity  Explanation for paired images |
| **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.** |
| * 400 speed film with 36 exposures * Chemicals to develop film and images * Photographic paper * Mat board (tag board) * Dry mount tissue |

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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. |
| Magazines for activity  Imagery of architecture: buildings, details, exterior  Resources for imagery in PowerPoint:  https://s-media-cache-ak0.pinimg.com/736x/87/cd/18/87cd1824d97e65218f1e159160e8d871.jpg  https://s-media-cache-ak0.pinimg.com/736x/ee/1b/29/ee1b29fe522f2f0719b1d16dcbff9382.jpg  https://s-media-cache-ak0.pinimg.com/736x/db/9b/26/db9b26f39495ec34a40903771884730f.jpg  https://s-media-cache-ak0.pinimg.com/736x/f9/f4/42/f9f4425895295f9db55b8bbf0556067e.jpg  https://s-media-cache-ak0.pinimg.com/736x/f9/f4/42/f9f4425895295f9db55b8bbf0556067e.jpg  https://s-media-cache-ak0.pinimg.com/736x/52/5a/fc/525afc2fe95dcb8617c7562f7aeba3aa.jpg  https://s-media-cache-ak0.pinimg.com/736x/87/cd/18/87cd1824d97e65218f1e159160e8d871.jpg  https://s-media-cache-ak0.pinimg.com/736x/95/e9/d9/95e9d9c9f3d41abe320e7e90fa911316.jpg  https://s-media-cache-ak0.pinimg.com/736x/7e/6b/87/7e6b876db7951097554c7cc98d3b8033.jpg  https://s-media-cache-ak0.pinimg.com/736x/7e/6b/87/7e6b876db7951097554c7cc98d3b8033.jpg  http://digital-photography-school.com/wp-content/uploads/2013/03/Valerie-Jardin-Eiffel-Tower-1.jpg  http://t0.gstatic.com/images?q=tbn:ANd9GcSKYK-PZJwKF5L5IArKpJ5IhM-wAizkfsqZBeCZAnf-lrHXTUCmIz3FRA5rQA  http://aminus3.s3.amazonaws.com/image/g0001/u00000002/i00003760/224d0c19f051a316c237c933d77044cb\_large.jpg  https://s-media-cache-ak0.pinimg.com/736x/3b/38/20/3b3820c9a1114c8b36ffd06d9cb09c5a.jpg  https://s-media-cache-ak0.pinimg.com/736x/8a/42/d5/8a42d5d9d4c45bd9e9734b471f6b8ba0.jpg  http://vanimg.s3.amazonaws.com/arch-4.jpg  http://vanimg.s3.amazonaws.com/arch-5.jpg  http://vanimg.s3.amazonaws.com/arch-8.jpg  http://vanimg.s3.amazonaws.com/arch-24.jpg  http://blog.daminion.net/wp-content/uploads/2012/02/Scott-DuBose-Architectural-Photographer13.jpg  http://blog.daminion.net/wp-content/uploads/2012/02/Scott-DuBose-Architectural-Photographer5.jpg  http://www.freeinteriorimages.com/wp-content/uploads/2015/01/architecture-photography-031.jpg  http://imagesci.com/img/2013/04/old-architecture-photography-9205-hd-wallpapers.jpg  https://cdn.tutsplus.com/photo/uploads/legacy/356\_architecture/abstractarchitecture-56.jpg  https://cdn.tutsplus.com/photo/uploads/legacy/356\_architecture/abstractarchitecture-60.jpg  https://cdn.tutsplus.com/photo/uploads/legacy/356\_architecture/abstractarchitecture-81.jpg  https://img1.etsystatic.com/036/0/9256102/il\_570xN.599694623\_htuz.jpg  https://img1.etsystatic.com/008/2/5900797/il\_570xN.384557747\_j8e4.jpg  http://thumbs.dreamstime.com/x/architectural-detail-grunge-roof-tiles-11966617.jpg |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Create PowerPoint * Find example images * Prepare /supply film, chemicals, and paper |

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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. |
| * Chemicals – wash off hands when finished in the darkroom, do not spill * Do not pour fixer down the sink * Paper cutter (darkroom and classroom) – be aware of finger, sharp edges * Be cautious in dark, state when entering and leaving darkroom |

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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. |
| Provide images or mini structures at each table and have students work in pairs discussing the structures as if they were the architects. Answer and discuss inquiry questions below. |

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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. |
| If you were an architect, what would you want people to see and notice?  How can you use photos to show that?  What part of the building did you choose and why?  What part of the building do you think the architect wanted to focus on?  Is there something that stands out in the design? |

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| **Procedures:**  Give a detailed account **(in bulleted form)** of how you will present the lesson logically and sequentially **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate. |

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| **Day 1**  Tuesday February 17 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.**   * Welcome students to class and begin PowerPoint. * Begin by saying, “let’s say you are all architects, designing buildings, bridges, and structures around town.” (have images or mini structures at each table to use as examples.)   Cooperative Learning   * Have students do a pair share with partners writing down their answers briefly to review later: * What would you want people to notice about your designs? And why? * Are their certain areas you would want to draw their attention to? * “Now because we are all photographers, we are going to use what we just discussed about what architects think to create great photographs.” * Introduce/ explain performance: “You are going to explore the mind of an architect and capture their creations using film photography.”   Presentation   * Begin showing imagery and explain different possibilities and examples of how to photograph architecture. * Ask periodically if students can guess or explain what the photographer was trying to show about the architecture or if an architect would want this image to be a representation of their designs. * Continue looking at example imagery. * Pass out architecture scavenger hunt handout and explain that an architect wants you as photographers to photograph these different images to help in ideation. * Suggest finding multiple for each on the list because you have at least 24 exposures to use on your film. * Suggest places to go to photograph: Old Town, Fort Collins, Denver, Loveland.. Ask for suggestions from students. * Ask if they came up with any other ideas that a photographer would want to be noticed and photographed from pair share activity to add to the scavenger hunt list for ideation. | **Learning** - Students will... i.e.: brainstorm to generate ideas; describe detail to develop observation skills, etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.)   * Students will begin to generate ideas of important elements of architecture and how they can be addressed. * Students will relate their discussion with the performance of the assignment. * Students will generate more ideas of how to capture architectural photography. * Students will brainstorm possible places and buildings to photograph. | **Time**    15 min  20 min  10 min |
| **Day 2- 5**  Wednesday Feb 18 –Monday Feb 23 | * Have students work on previous assignment during class and remind them to be taking photographs as homework for this assignment. | * Students will use their studio skills to continue creating their photographic print. | 45 min |
| **Day 3**  Tuesday Feb 24 | Work day:   * Students will have their images captured on their film * Have students work in partners to roll their film in the left darkroom each using a reel and sharing a canister to save chemicals * After students have their film rolled and it safe in the light safe canister, have them begin going through the process of developing their film | * Students will arrive to class prepared with film and the knowledge of how to process film * Students will work together in the dark room to get their film ready * Students will use their notes/ handouts to follow the specific process of developing film | 45 min |
| **Day 4- 11**  Wednesday  Feb 25– Monday March 9 | Work day(s):   * Have students work on printing a contact sheet of their film * Assist students in selecting which photograph they should print though questioning and explanation of quality negatives. * Have students use test strips to find the proper exposure needed to make a quality print that fits the assignment * Have students mat their images on tag board using the proper dimensions. 2 in on each side and 2 ½ in on the bottom. * At the end of class, have students turn in their matted photograph and contact sheet with name, assignment and class period written on the back and clean up all materials used | * Students will practice their studio skills in order to create two final printed photographs. | 45 min  (each class period)  95 min  (each block day class period) |
| **Day 12**  Tuesday March 10 | * Have students pull out their printed images and pair up. Pass out Architect Review handout. One student will be the role of an architect whose building/structure was photographed and the other the photographer. The “architect” will review the photograph and answer questions in both a written and discussion format. Then students will switch roles.   Questions:   * Did the photographer express your building/structure in an interesting way? * What elements or principles were expressed in the image? * Is their print quality the best it could be to show your building/ structure? * Did the photographer use lighting to enhance the image? * Is the photograph presented in a clean, precisely measured way? * Switch and do again with a new partner. * Turn in prints and written Architect review handouts | * Students will interpret each other’s work and discuss artistic decisions from different points of view. | 45 min |

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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 work in pairs; one will be the role of an architect whose building/structure was photographed and the other the photographer. The “architect” will review the photograph and answer questions in both a written and discussion format. Then students will switch roles.  Questions:   1. How did the photographer express your building/structure in an interesting way? 2. What elements or principles were expressed in the image? How were they used? How do they enhance to the image? 3. What did the photographer do well in this image including how it was composed and printed? 4. How did the photographer use lighting to enhance the image? Would it have been different with a different kind of lighting? 5. What could the photographer have done to improve this image? |

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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. |
| * Are students able to capture images of architecture? * Are students able to follow all of the necessary steps to develop their roll of film successfully? * Are students will be able to create a print of their best photo on their film in the darkroom? * Are students able to mat their print correctly on tag board? * Are students able to interpret each other’s work and discuss artistic decisions? | Class rubric attached |

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

8/9/14 Fahey

* Images due - Tuesday Feb 24
* Matted photos due – Monday March 6 (end of period)