Lesson Plan Title:­­­­­­­­­­­­­ The World Reflected Critique Length: 45 min Date: March 3

**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. |
| Do students know what a critique is? Proficient knowledge includes knowing basic art language and the ability to discuss artistic decisions. |

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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 will explore the possibilities of using mirrors and reflections in your photos to create compositions with dimension and add conceptual meaning to your photographs.  You will be able to reflect on your photograph as well as your peer’s photographs in terms of inspiration, intent and process. |

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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.** |
| Reflection  Expression |

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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.** |
| An artist’s **perspective** can help them to *express* their **intent**. (Standard: Reflect, GLE: Reflective strategies are used to understand the creative process. PGC: Critique personal work and the work of others with informed criteria.) need PGC |

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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) |
| **Using completed photographs, students will be able to interpret their own and each other’s artwork and discuss artistic decisions that were made.** (Bloom’s: Analyze, Standard: Reflect, GLE: Interpretation is a means for understanding and evaluating works of art. Art Learning: critical reflection/aesthetics/transfer, Literacy: written reflection and spoken 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) |
| Guided questions | Basic answers about art decisions |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Able to provide in depth responses and further questioning | Detailed written explanation of their own work discussing artistic decisions and process. Provides an insightful response to their peer’s artwork. |

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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:  Reflection  Perspective  Critique  Written reflections about personal work and classmates work |

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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.** |
| * Completed student artwork * Reflection handout with questions |

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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. |
| * Rubric |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Make copies of assignment rubric to handout to students – given when project was assigned * Create assessment for critique |

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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. |
| * N/A |

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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. |
| Ask students: Are you proud of the work you created? Do you want others to see it? Do you want to see how others explored this assignment? Do you want to see their work? |

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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. |
| What is a critique? – a chance to talk about artwork, what was done, different processes, give feedback to become better artists  How can feedback be useful?  What was your inspiration?  What process did you use to create this image?  What was your overall concept you wanted to show or express in your photo?  What is your first reaction to this photograph?  How do you think the artist created this image, including while taking the photo and in the editing process?  Does this image remind you of anything or make you think about what you are seeing?  Does this image express a meaning or concept?  What did the photographer do that makes this image successful? |

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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**  Friday Feb 27 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.**   * Welcome students to class and have them retrieve their matted reflection images. * Say that this assignment is all about reflections so we are going to be reflecting about your photographs. * Handout the reflection activity worksheet (one to each person). Begin having the students write a statement about their artwork including what they were inspired by, what process they did and what they wanted to show in their images. * Students who do not have a completed matted photograph write about the process they have completed and will do to finish the assignment. * Then have all students turn over the handout and get up from their desks and sit at someone else’s desk with their artwork and reflection sheet. * Discuss the importance of being an audience. Talk about how it can be beneficial to hear the audience’s reaction and opinions to see if the artist intent was expressed clearly. * Have the students then look at their partner’s artwork and write a description with answers to questions: *What is your first reaction to this photograph? How do you think the artist created this image, including while taking the photo and in the editing process? Does this image remind you of anything or make you think about what you are seeing? Does this image express a meaning or concept? What did the photographer do that makes this image successful?* * (If students complete this quickly, have each student rotate to a new desk and write another response for a different classmate.) * If not enough completed works for each student to review one, allow students to review the same piece of artwork but individually write their reflection. * Then have all students return to their original desks and artwork and read the responses about their artwork written by their peers. * Have all students bring their stools and artwork to the front of the room for a group discussion. Have each student show their work and state a few things about what they reflected on. (Students may read what they wrote if they would be more comfortable). Also have them say the similarities and differences between what their peers wrote and their opinions and decisions for their artwork. * Allow students to provide more feedback and comments on each other’s images in the group presentation/discussion format. * Have the students return their stools to their desks and leave their images and reflections in a stack to be graded and displayed in the hallway. | **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 reflect on the creative process they went through while completing this project. * Students will interpret their peers’ artwork and write about artistic decisions that were made. * Students will reflect on their peer’s response on their artwork from a different point of view. * Students will describe their creative process and ideas and others will provide feedback to further understand and improve their artwork. | **Time**  7 min  7 min  4 min  25 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.) |
| Self reflection, peer reflection, and group overview critique |

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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 interpret their own and each other’s artwork and discuss artistic decisions? | 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 Feb 17th

Printed/matted photos due Feb 26th

Book design element – symmetry or reflective materials