Lesson Plan Title:­­­­­­­­­­­­­ The World Reflected (mirrors/reflection) (digital) Length: About 3 weeks Date: Tuesday February 10th (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 function a digital camera? |

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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 interesting compositions and add dimension to your photographs.  |

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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.** |
| ExpressionPerspective Intent  |

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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**. |

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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 a digital camera, students will be able to capture creative images using mirrors and reflections to enhance their composition.** (Bloom’s: Create, Standard: Comprehend, GLE: Visual art has inherent characteristics and expressive features Art Learning: conceptual/ideation/personal grounding)**Using Photoshop, students will be able to edit their photos to improve their images in order to make them ready to be printed.** (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, Technology)**Using matting materials, students will be able to mat their photo according to specific measurements.** (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 photographs, students will be able to interpret each other’s work and discuss artistic decisions.** (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 |  |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Photoshop to edit multiple photos together | Create mirror instillation to photograph or include mirror someway in final presentation of Image (print photo on mirror/glass) |

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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  |

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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.** |
| Digital cameras – for students without access to oneInkjet paperInkjet printerMat board (tag board)Spray adhesive Provide a few mirrors to borrow (suggest finding unique mirrors at thrift stores)Materials for ideation activity (listed below in motivation) |

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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. |
| * Images of photography using mirrors and reflections
* Mirrors for activity
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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 imagery of photography successfully using mirrors or reflections
* Collect mirrors
* Make copies of rubric to handout to students
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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. |
| * Paper cutter – do not put fingers near blade
* Be very cautious if mirrors are broken, sharp edges
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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. |
| Have bags of materials and a variety of small mirrors and have students work in pairs, groups of 3 to create an interesting composition and photograph with digital camera. Then switch stations with different materials if time allows. Show images on projector if time allows. blocks, bowling pins, small mirrors, CD, spoon, bubbles, balloon, allow outside |

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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 students create a list of what they could photograph for this assignment.What photos that you saw or took today did you find interesting?What could you do to take those ideas and make them your own?What could you create, build, design to make this assignment more than just a photograph? |

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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 Feb 10 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.*** Welcome students to class. Have them pull out their digital cameras and supply cameras for students who do not access to one
* Have different stations set up at each table grouping with a bag of materials and mirror(s)

Cooperative Learning* Have students get into a group of 2-3 and open their bag of materials and begin to arrange materials and mirrors to create multiple interesting compositions and photograph them. Each group can use one camera, but be sure each group member takes a chance to photograph.
* Have students collect their materials and switch with another group to arrange and photograph new compositions.
* Have one member from each group upload the images on the main class computer while the rest of the students clean up the materials.
* Briefly present each group’s images

Presentation* Begin PowerPoint. Begin showing images of photography using mirrors and reflections
* Discuss different ways mirrors can enhance images, create new meaning, intrigue the viewer, and create repetition…
* Have students write down ideas that they want to try to photograph
* Hand out a rubric so students are aware of expectations
 | **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 develop observation skills and practice arranging a composition for photography.
* Students will generate ideas of how to incorporate mirrors and reflections in their imagery.
* Students will see examples of photographs with mirrors and reflections to continue brainstorming.
 | **Time** 10 min20 min |
| **Day 2**TuesdayFeb 17 | Lab Work* Images due at the beginning of the period
* Bring students to the lab to begin uploading images
* Have each student use Photoshop to create a contact sheet of their images (at least # of their best images)
* Have students “drag and drop” their finished contact sheet into the creative photo folder.
* Have discussion with student about which image(s) they want to edit and print for their assignment. Guide them through questioning.
* Once decided, have students begin editing photographs.
* Assist students with explaining different functions of Photoshop that could improve their images.
* Have students save all of their work and make sure their computer area is cleaned up.
 | * Students will arrive to class prepared with images on a flash drive to be transferred to a computer.
* Students will review the process of creating a contact sheet Photoshop and create one of their images.
* Students will discuss their reasoning behind choosing which photo(s) they want to pursue for the assignment.
 | 45 min |
| **Day 3**Wednesday Feb 18 – Wednesday Feb 25 | Work day(s)/ Lab work:* Bring students to the computer lab and have them continue to edit their images.
* Look at students final images to suggest any other changes they could make to improve image.
* Once finished, have students “drag and drop” images into creative photo folder to be printed.
* Once images have been finished and printed, have students mat their photographs
 | * Students will practice their studio skills in order to create completed photographs.
 | 45 min  (each class period)95 min (each block day class period) |
| **Day 4**Friday Feb 27 | **Student reflective activity** | * Students will interpret their peers’ artwork and discuss the artistic decisions that were made.
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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.) |
| Gallery walk - have students display their matted photographs around the room (use black bulletin board to pin up a few at a time?) OrSticky note critique with list of questions |

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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 creative digital images using mirrors and reflections to enhance their composition?
* Are students able to edit their photos in Photoshop to improve their images in order to make them ready to be printed?
* Are students able to mat their photo according to specific measurements?
* Are students able to interpret each other’s work and discuss artistic decisions?
 | Rubric |

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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 25th

Book design element -