

## UMSL Art Education Unit Template - Elementary Unit

### UNIT OVERVIEW

**Teacher Name:** Shannon Edwards

**Subject:** Art

**Grade Level:** 6th

**Unit Title:** “You-er Than You” (NOTE TO SELF TO BE REMOVED ONCE WORKSHEET IS CREATED: Dr. Seuss quote “Today you are you, that is truer than true. There is no one alive who is you-er than you. Shout aloud, I am glad to be what I am. Thank goodness I’m not a ham, or a clam, or a dusty old jar of gooseberry jam. I am what I am, what a great thing to be. If I say so myself, happy every day to be me!”)

**Enduring Concept/ Big Idea:** Identity

**Essential Questions:**

1. What makes you – you?
2. What are we talking about when we talk about our “inner self”?
3. What kind of things do you share about yourself to help others know who you are and what you stand for?
4. If you had to think about your identity – what are some words you would use to describe yourself?
5. How does engaging in creating art enrich people's lives?
6. How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
7. How do artists and designers learn from trial and error?

**Unit Rationale:** Students will explore and learn about their own identity understanding that they are valuable and have a voice in the world while also learning to be inclusive by allowing and respecting other people’s voices and identities as well – all while sharing these concepts through creating art.

**Unit Objectives**

**Art Development and Production:**

1. The student will brainstorm multiple approaches to a creative art and investigate personally relevant content for creating art analyzing how they create art that shares their own identity.
2. The student will create works of art that reflect their own community cultural traditions and self-expression.
3. The student will identify and create art that expresses their own identity and will investigate creating art that has meaning based on their perceptions, knowledge, and experiences.
4. The student will be able to try new ideas, materials, methods, and approaches to create their artwork.

**Art History and Culture:**

1. The student will identify works of art and artists from Missouri, noting what piece(es) of the artists’ identity they believe the artist was trying to express.
2. The student will collaborate and compare in a classroom discussion – the purpose of identity and how it might be shown through artworks from the past finding examples to back their claims.
3. The student will explore historical artists (I’ll decide how many – note to self) in the world (for variety) that showcase cultural examples. They will describe identities that they can recognize and discuss in historical works from the artists’ cultural background and explain what they are.

**Art Criticism and Aesthetics:**

1. The student will revise artwork in progress on the basis of insights gained through peer discussion and self-critiquing making sure that their work conveys what they intended to mean.
2. The student will describe the use of outlines, shapes, and forms in their own artwork and explain why they chose the images and designs that they chose for their art piece expressing the cultural reasons and moods that they are conveying.
3. The student will write about their own identity and explain what they would like to share with the world from their inner self and should comprehend why their own identity is valid and important.

**Art Development and Production Standards**

Missouri Learning Standards:

1. CONNECT VA:Cn10A.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.
2. CREATE VA:Cr2A.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design

**Art History and Culture Standards**

Missouri Learning Standards:

1. RESPOND VA:Re7B.6 Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.
2. CONNECT VA:Cn11A.6 Analyze how art reflects changing times, traditions, resources, and cultural uses.

**Art Criticism and Aesthetics Standards**

Missouri Learning Standards:

1. CREATE VA:Cr3A.6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

2. RESPOND VA:Re8A.6 interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.
<b>Unit Cross-Curricular and Interdisciplinary Connections:</b> English – Literacy: During the beginning of the lesson, we will be reading Dr. Seuss’ birthday quote and discussing what it means and understanding what he is expressing through the written word about identity. Students will understand why English literacy is important to express their ideas and thoughts. The first lesson will use their name as the written word to build art and create self-expression of their own identities. We will also be using literacy to read the articles that we find on the internet and discuss artists, culture, and ideas for their self-expression of “identity”.
<b>Unit Vocabulary:</b> Identity, Expression, Inner self
<b>Number and Titles of Lessons in Unit:</b> 3 Lessons – “Me, Myself, and I” (Lesson 1), “It Takes All of Us” (Lesson 2), “Global Sharing is Caring” (Lesson 3)
<b>Pre-Assessments:</b> Work sheet and open discussion to evaluate if students understand that ideas and concepts that we are about to learn about.
<b>Formative Assessments:</b> self-assessed mid project comparison to the Rubric in each lesson and teacher evaluation, direction, and correction throughout the project.
<b>Summative/Post-Assessments:</b> the final project and artist statement along with the Rubric

<b>LESSON 1 OVERVIEW</b>
<b>Lesson Title and Number in Unit Sequence:</b> Me, Myself, and I – Lesson 1
<b>Lesson Standard</b> Missouri Learning Standards: <ol style="list-style-type: none"> <li>1. INVESTIGATION VAL Cr 1B.6 Formulate an artistic investigation of personally relevant content for creating art.</li> <li>2. CONNECT: VA:Cn10A.6 Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making.</li> </ol>
<b>Lesson Objectives:</b> to explore who the student is an individual, how to choose the important things that they want to express about themselves through art, and then how to create that art with the information they have learned about themselves.
<b>DOK Level:</b> 4 (Extended Thinking - analyze, critique, create, design, apply concepts.)
<b>Pre-Assessment:</b> worksheet
<b>Formative Assessment(s):</b> Self check with rubric, visual confirmation, direction, or correction from the teacher as they work on their projects.
<b>Summative Assessment:</b> Rubric, Artist Statement, and completed Art assignment as proof that all was achieved. Students will make a portfolio and draw their name in the center of it. They will be required to include at least 7 objects that represent themselves. First, they will draw the entire thing with pencil. Then they will outline it with Sharpie, thin and thick as needed. Then they will color it in with colored pencils and markers. They will need to identify the 7 elements of art as part of their exit ticket.
<b>Number of Days in Lesson:</b> 4
<b>Lesson Vocabulary:</b> Inner self, Expression, Identity
<b>Artist(s) or Artwork(s) Being Covered:</b> Patterson and Barnes <a href="https://www.angelakingallery.com/patterson-barnes">https://www.angelakingallery.com/patterson-barnes</a> example of collaboration, using today’s mediums and finding something in your own inner self that you want to express and put out in the world. They love the passion of jazz music, and they express that in many mediums.

DAILY OVERVIEW	
Lesson Title and Number in Unit Sequence: Me, Myself, and I – Lesson 1	
Day in Lesson: <a href="#">Day 1 of 4</a>	
Technology Requirements: Chrome Books	
Art Supply Materials: Poster Boards, Pencils, Masking Tape, Black Permanent Markers, colored pencils, markers	
Other Resource Requirements: Worksheet	
Health or Safety Concerns: none	
Differentiation for Students Who Struggle: Student’s needs vary and will be determined based on their specific circumstances.	
Differentiation for Students Who Excel: Students will be allowed to use other mediums of their choice to explore: gelatos, watercolors, acrylics, conte’ crayons, watercolor pencils	
Bellringer: (Minutes 1-5) Daily Doodles in sketch book. 5 min. Duration for self-expression and warm up. Boxes will have already been drawn in 3x3 shapes on sketch paper to fill in.	
Motivational Activity/Strategy: (Minutes 6-15) engage students in a discussion of what “inner self” means and ask them for examples while exploring ideas for their drawings. Also discuss the terms expression and identity.	
Learning Activities: (Minutes 16-30) Pass out and go over worksheet for pre-assessment and have students complete and turn it in. (Minutes 31-40) Share the link for Patterson and Barns and ask students to use their Chrome books to go there. Discuss the fact that these two artists are collaborating and using art to express their feelings about jazz and blues. Also share that they use several mediums, not just one such as: acrylic, watercolor, India ink, and others. Look at several of their art creations. (Minutes 41-65) Model how to create the portfolio by folding the poster board evenly in half and taping the two sides with masking tape. Share the assignment sheet, giving them a copy also, of the details of the assignment. Have them create the actual portfolio envelope. (Minutes 66-79) Ask students to brainstorm objects that show their inner self and to write them on a piece of paper so that they will have a list for the next class when they begin drawing their images. Students should have at least 10 ideas.	
Cleanup Procedures: (Minutes 80-86) Students will put their art projects in the cabinet for their class period and put away their art mediums. They collect their bookbags. (Minutes 87-90) Students line up according to teacher instruction.	
Free Time Activity: Students who finish early may start drawing their name in the center of the portfolio if they are comfortable or they can work in their free time folder.	

### Pre-Assessment Worksheet for Lesson 1 day 1:

#### Pre-Assessment Worksheet for Elementary Lesson 1

Name:

Period:

Date:

1. When we talk about our inner self, what do you think we are speaking of?

2. What do you think it means to “express”?

3. What does the word identity mean and what makes up your identity?

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Me, Myself, and I – Lesson 1

Day in Lesson: [Day 2 of 4](#)

Technology Requirements: Chrome Books

Art Supply Materials: Portfolios, Pencils, Erasers, Masking Tape, Permanent Marker, Paints: Watercolor, or Acrylic, Colored Pencils, Colored Markers.

Other Resource Requirements: none

Health or Safety Concerns: none

Differentiation for Students Who Struggle: Student’s needs vary and will be determined based on their specific circumstances.

Differentiation for Students Who Excel: Students will be allowed to use other mediums of their choice to explore: gelatos, watercolors, acrylics, conte’ crayons, watercolor pencils

Bellringer: (Minutes 1-5) Daily Doodles in sketch book. 5 min. Duration for self-expression and warm up. Boxes will have already been drawn in 3x3 shapes on sketch paper to fill in.

Motivational Activity/Strategy: (Minutes 6-10) I will share a pre-made portfolio with students as an example of what they might create. Students may pass it through the class to look at it closer.

Learning Activities: (Minutes 11- 20) I will share on the board modeling how to create 3D and 2D letters with students, explaining that they will be drawing their name in the center of their portfolios just like the sample I showed them, and that I’d like for it take up a large area but that they need to leave space around it for their 7 inner self objects. I will explain to the class that once their letters are in place; they can begin drawing their 7 inner self objects and that they need to make them large enough to see them clearly and have them touching their letters in some way.  
(Minutes 21- 79) Students will draw their name in pencil only and work to create Either 3D or 2D fonts in their own style. Students will be allowed to use their Chrome Books to explore fonts if they want too during their drawing time so that they have an example in front of them. Students will freely begin drawing their inner self objects, with pencil only, as they finish their fonts.

Cleanup Procedures: (Minutes 80-86) Students will put their art projects in the cabinet for their class period and put away their art mediums. They collect their bookbags.  
(Minutes 87-90) Students line up according to teacher instruction.

Free Time Activity: Brainstorm what colors they want to use to give meaning to their 7 inner self objects and write them down.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Me, Myself, and I – Lesson 1

Day in Lesson: [Day 3 of 4](#)

Technology Requirements: Chrome Books

Art Supply Materials: Portfolios, Paints: Watercolor, or Acrylic, Colored Pencils, Colored Markers, Pencils, Erasers

Other Resource Requirements: Rubric for self-critique during process

Health or Safety Concerns: none

Differentiation for Students Who Struggle: Student’s needs vary and will be determined based on their specific circumstances.

Differentiation for Students Who Excel: Students will be allowed to use other mediums of their choice to explore: gelatos, watercolors, acrylics, conte’ crayons, watercolor pencils

Bellringer: (Minutes 1-5) Daily Doodles in sketch book. 5 min. Duration for self-expression and warm up. Boxes will have already been drawn in 3x3 shapes on sketch paper to fill in.

Motivational Activity/Strategy: (Minutes 6-10) Students will be allowed to get up and walk around the room and look at fellow classmate’s work.

Learning Activities: (Minutes 11-15) - Pass out the Rubric and explain how it is set up.

(Minutes 16- 30) Ask students to do a self-assessment using the rubric. Once they have evaluated their own progress ask them to correct anything, they feel they need to in their portfolio drawings with pencil before we begin outlining in permanent marker.

(Minutes 31- 50) Students will outline their letters and images in either thin, thick, or a combination of permanent black marker.

(Minutes 51-79) Students will decide and implement the use of colored pencils and/or markers into the drawings and fill them in completely, taking creative liberty with the background.

Cleanup Procedures: (Minutes 80-86) Students will put their art projects in the cabinet for their class period and put away their art mediums. They collect their bookbags.

(Minutes 87-90) Students line up according to teacher instruction.

Free Time Activity: Begin writing ideas down for what their 7 inner self objects mean to them and why they chose them. This will help on their exit slip.

## Formative Assessment: Lesson 1 day 3 – Self Check with Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Project: Who Am I? Lesson 1 Creating a Portfolio that reflects the student themselves.

Final Project worth 100 points

Elements of Art: Line, Shape, Form, Value, Color, Space, and Texture

Rubric/Grade Points:	A 100-90	B 89-90	C 79-70	D 69-60	F 59-0
<b>Craftsmanship:</b> No apparent mistakes in the drawing techniques used. Clean lines, crisp edges, sooth shading is demonstrated.	Amazing Finish	Good Finish	Some care indicated in finish.	Limited, basic, simple, not sophisticated.	No work that shows Skill
<b>Composition-</b> Drawing is effectively balanced using all the Elements of Art showing understanding. Pleasing visually.	Excellent	Good	Average	Beginner	Very Little work to Score
<b>Design/Creativity-</b> Final drawing is a creative combination of all the Elements of Art, and detail is evident and demonstrated.	Imaginative and Creative	Interesting and shows some creativeness	Barely shows creative designs	No creativeness but design is there.	No imagination Demonstrated, <u>Did</u> not follow directions.
<b>Production-</b> Project demonstrates several drawing techniques.	Did an excellent job using art techniques	Did a good job using art techniques	Didn't use all the art techniques instructed.	Almost none of the art techniques were used.	None of the art techniques were used.
<b>Use of Class Time/ Work Process –</b> Effective utilization of class time. criteria to artistic	Excited and Self-Motivated. Used classroom time well and completed the project.	Did good to stay on task and complete the project.	Did not stay on task well and was not enthusiastic about the project.	Unprepared. Incomplete project. Class time not utilized.	Project not done, appears to not have been worked on much. No motivation displayed in class.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Me, Myself, and I – Lesson 1

Day in Lesson: [Day 4 of 4](#)

Technology Requirements: Chrome Books

Art Supply Materials: Portfolios, Paints: Watercolor, or Acrylic, Colored Pencils, Colored Markers, Pencils, Erasers

Other Resource Requirements: Exit Slip worksheet

Health or Safety Concerns: none

Differentiation for Students Who Struggle: Student's needs vary and will be determined based on their specific circumstances.

Differentiation for Students Who Excel: Students will be allowed to use other mediums of their choice to explore: gelatos, watercolors, acrylics, conte' crayons, watercolor pencils

Bellringer: (Minutes 1-5) Daily Doodles in sketch book. 5 min. Duration for self-expression and warm up. Boxes will have already been drawn in 3x3 shapes on sketch paper to fill in.

Motivational Activity/Strategy: (Minutes 1-5 also) instrumental music in the background while they doodle.

**Learning Activities:** (Minutes 6-60) Students will continue to work on adding color to their portfolios.

(Minutes 61-79) Upon completion of the portfolios, students will get the Artist Statement worksheet from me and complete it.

Cleanup Procedures: (Minutes 80-86) Students bring their art projects to me so I can collect them and grade them along with their exit slips. They put away their art mediums. They collect their bookbags.

(Minutes 87-90) Students line up according to teacher instruction.

Free Time Activity: Students who finish their portfolios and exit slip may work in their free time folder.



## Summative Assessment Lesson 1 day 4: Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Project: Who Am I? Lesson 1 Creating a Portfolio that reflects the student themselves.

Final Project worth 100 points

Elements of Art: Line, Shape, Form, Value, Color, Space, and Texture

Rubric/Grade Points:	A 100-90	B 89-90	C 79-70	D 69-60	F 59-0
<b>Craftsmanship:</b> No apparent mistakes in the drawing techniques used. Clean lines, crisp edges, sooth shading is demonstrated.	Amazing Finish	Good Finish	Some care indicated in finish.	Limited, basic, simple, not sophisticated.	No work that shows Skill
<b>Composition-</b> Drawing is effectively balanced using all the Elements of Art showing understanding. Pleasing visually.	Excellent	Good	Average	Beginner	Very Little work to Score
<b>Design/Creativity-</b> Final drawing is a creative combination of all the Elements of Art, and detail is evident and demonstrated.	Imaginative and Creative	Interesting and shows some creativeness	Barely shows creative designs	No creativeness but design is there.	No imagination Demonstrated, <u>Did</u> not follow directions.
<b>Production-</b> Project demonstrates several drawing techniques.	Did an excellent job using art techniques	Did a good job using art techniques	Didn't use all the art techniques instructed.	Almost none of the art techniques were used.	None of the art techniques were used.
<b>Use of Class Time/ Work Process –</b> Effective utilization of class time. criteria to artistic	Excited and Self-Motivated. Used classroom time well and completed the project.	Did good to stay on task and complete the project.	Did not stay on task well and was not enthusiastic about the project.	Unprepared. Incomplete project. Class time not utilized.	Project not done, appears to not have been worked on much. No motivation displayed in class.



## Artist Statement Worksheet for Lesson 1 Day 4:

# ARTIST STATEMENT

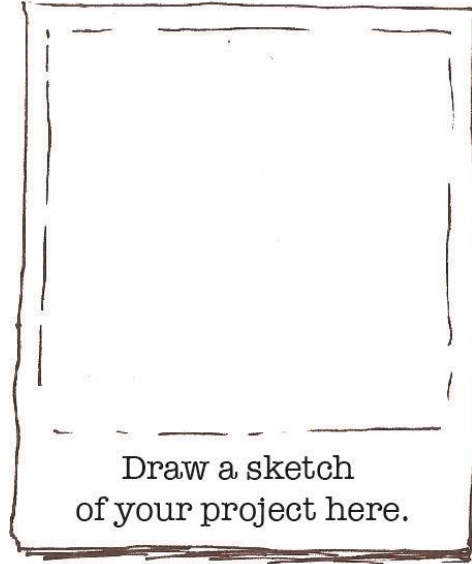
### Let's get sTARTed!

Please make sure you include the following things in your artist statement:

**Title:** \_\_\_\_\_

**Artist:** \_\_\_\_\_  
(That's You!)

- Describe your piece.  
What does it look like?  
What media (paint, colored pencils, etc.) did you use to create it?
- What inspired you to make this piece?  
Were you inspired by an artist or something you saw in nature?
- What made you choose this topic or subject?
- Did you have any trouble creating this piece? If so, what happened? How did you overcome those challenges?
- Does this piece have a message? What are you trying to say with this piece?
- What did you do well? What could you have done better?
- What did you learn?



**These ideas are a great start, but some may NOT apply to YOUR work.**

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LESSON 2 OVERVIEW	
Lesson Title and Number in Unit Sequence: It Takes All of Us – Lesson 2	
<b>Lesson Standards</b>	
Missouri Learning Standard(s):	
<ol style="list-style-type: none"> <li>1. CREATE VA:Cr2A.6 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design</li> <li>2. PRESENT VA:Pr5A.6 Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.</li> </ol>	
<b>Lesson Objectives:</b>	
<ol style="list-style-type: none"> <li>1. Students will be able to design their color pages expressing their own style and coming up with their own approaches and ideas to be creative when coloring their color pages.</li> <li>2. Students, as a group, will work to place the pages together, taping them on the wall in the order that they need to be in. They will visually see the bigger picture and understand the plan for displaying this work of art. They will help analyze how many sheets we need in a row (4 rows of 8) to create the right layout for this artwork.</li> </ol>	
DOK Level: 3	
Pre-Assessment: Classroom discussion - questions and answers.	
Formative Assessment(s): classroom observation	
Summative Assessment: Final Art piece and journal entry.	
Number of Days in Lesson: 2	
Lesson Vocabulary: Refresher over - Inner self, Identity. Introduce the understanding of belonging and style.	
Artist(s) or Artwork(s) Being Covered: Giuseppe Arcimboldo – video 2 minutes 44 seconds <a href="https://www.youtube.com/watch?v=FrUbFyz7Zus">https://www.youtube.com/watch?v=FrUbFyz7Zus</a> This artist will be shared to show that everyone is different and that's a good thing! Arcimboldo had his own very unique style.	

DAILY OVERVIEW	
Lesson Title and Number in Unit Sequence: It Takes All of Us – Lesson 2	
Day in Lesson: 1 of 2	
Technology Requirements: none	
Art Supply Materials: color sheet, crayons, colored pencils, watercolors, markers, pastels	
Other Resource Requirements: none	
Health or Safety Concerns: none	
Differentiation for Students Who Struggle: Student's needs vary and will be determined based on their specific circumstances.	
Differentiation for Students Who Excel: Student may use acrylic paint if they wish and/or, have the option to cut paper or fabric textures to fill in the color sheet.	
Bellringer: (Minutes 1-5) Daily Zentangle Doodle in Doodle sketch book.	
Motivational Activity/Strategy: (Minutes 6-15) A discussion on how different we are from one another but that it takes all of us to make up the classroom and how that helps us create more authentic artwork (safe, safe to express, etc.)	
<b>Learning Activities:</b>	
(Minutes 16-20) Students will be asked to line up at my desk.	
(Minutes 21-30) Students will be given 1 color sheet that is preprinted, and I will record the number that is written on the color sheet and the name of the person who received it. The students will recognize that no one's color sheet is the same, but I won't tell them that when the images are placed together, they create one big picture.	
(Minutes 31-79) Their instructions will be to color it in in anyway they creatively want to with the supplies in our art classroom. Yes, they can use multiple art mediums. This is their expression of themselves. I'll remind them that their coloring or painting should share their own identity. They will also be told they only have this art period to do it in so manage their time wisely. Examples of art mediums: crayons, colored pencils, markers, pastels	
Cleanup Procedures: (Minutes 80-86) Students will put their art projects in the cabinet for their class period and put away their art mediums. They collect their bookbags.	
(Minutes 87-90) Students line up according to teacher instruction.	
Free Time Activity: Free time folder.	

## Pre-Assessment: Lesson 2

Classroom discussion - questions and answers.

DAILY OVERVIEW
Lesson Title and Number in Unit Sequence: It Takes All of Us – Lesson 2
Day in Lesson: 2 of 2
Technology Requirements: none
Art Supply Materials: color sheet, crayons, colored pencils, watercolors, markers, pastels
Other Resource Requirements: none
Health or Safety Concerns: none
Differentiation for Students Who Struggle: Student’s needs vary and will be determined based on their specific circumstances.
Differentiation for Students Who Excel: Student may use acrylic paint if they wish and/or, have the option to cut paper or fabric textures to fill in the color sheet.
Bellringer: (Minutes 1-5) Daily Zentangle Doodle in Doodle sketch book.
Motivational Activity/Strategy: instrumental soft music in the background throughout class period.
<p><b>Learning Activities:</b></p> <p>(Minutes 6-10) Students will cut the boarders off of their color pages (the coloring area is framed)</p> <p>(Minutes 11-15) I’ll ask students to line up at the door in the order of their color sheets. 1-32.</p> <p>(Minutes 16-20) I’ll then explain to the students that we are going to go into the hallway, and we are going to create an image out of the color sheets on the hallway wall. I’ll share that the pieces are actually part of a bigger picture and “it takes all of us” to create the full image.</p> <p>(Minutes 21-31) I’ll grab the tape and we will go in the hallway and assemble the full image as a group. First, we will work through how many color sheets it will take in one row and how many rows we will need by laying the pieces on the hallway floor and moving them around as we need to. Then we will tape the images on the wall so we can see the big picture.</p> <p>(Minutes 32-40) I’ll ask students to really ponder and assess what they are seeing and how it makes them feel to see all the unique ways that their fellow students colored their portion of the picture. I’ll ask them to note that even though everyone has created their images so differently, how amazing the artwork is as a complete grouping and remind them again that it takes all of us!</p> <p>(Minutes 41-79) Students will return to their seats and write a journal entry on what conclusion they can draw from this experience, and I will ask them to assess what would happen to the image if some of the pieces weren’t there to be apart of the bigger picture.</p>
<p>Cleanup Procedures: (Minutes 80-86) Students will put away their art mediums. They collect their bookbags.</p> <p>(Minutes 87-90) Students line up according to teacher instruction.</p>
Free Time Activity: Free time folder.

**Formative Assessment Lesson 2 day2:** I’ll evaluate by watching and listening as students work in the hallway with my instructions.

**Summative Assessment Lesson 2 Day 2:** The finished collaborative work in the hallway will serve as an assessment and testimony to their ability to work together, follow directions. They will also turn in a journal entry that will summarize their ideas on this project and thoughts.

LESSON 3 OVERVIEW	
Lesson Title and Number in Unit Sequence: Global Sharing is Caring – Lesson 3	
<b>Lesson Standards</b>	
Missouri Learning Standard(s):	
<ol style="list-style-type: none"> <li>RESPOND A:Re8A.6 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</li> <li>RESOND VA:Re9A.6 Develop and apply relevant criteria to evaluate a work of art.</li> </ol>	
<b>Lesson Objectives:</b>	
<ol style="list-style-type: none"> <li>Students will be able to identify relevant “elements of art” in fellow student’s works of art. They will be able to share what the subject matter is and what makes up the content of the artwork. They will also be able to explain the mood of the image.</li> <li>Students will be able to evaluate the artwork and know what matters, and what they should comment on during a critique.</li> </ol>	
DOK Level: 4	
Pre-Assessment: Classroom discussion	
Formative Assessment(s): Worksheets, as a work in progress. I will be continuing to advise and correct, lead students into understanding what should be written on their worksheets and how to critique and evaluate artworks verbally as I walk around the room. I’ll also address the whole class when it is relevant and will help the group.	
Summative Assessment: The final finish worksheet will be turned in and it will be graded.	
Number of Days in Lesson: 1	
Lesson Vocabulary: analyze, interpret, the elements of art, critique, relevant	
Artist(s) or Artwork(s) Being Covered: fellow students in the classroom.	

DAILY OVERVIEW	
Lesson Title and Number in Unit Sequence: Global Sharing is Caring – Lesson 3	
Day in Lesson: 1 of 1	
Technology Requirements: Chrome Books	
Art Supply Materials: Portfolios from previous lesson 1 in unit.	
Other Resource Requirements: Critique worksheet	
Health or Safety Concerns: none	
Differentiation for Students Who Struggle: Student’s needs vary and will be determined based on their specific circumstances.	
Differentiation for Students Who Excel: Students will also investigate principles of design in the portfolio critique taking their understanding to the next level.	
Bellringer: (Minutes 1-5) Daily Zentangle Doodle in Doodle sketch book.	
Motivational Activity/Strategy: (Minutes 6-15) Classroom discussion on why it is so important to share with the world and not just inside of our own little bubbles.	
<b>Learning Activities:</b>	
(Minutes 16-35) Class discussion over the terms and what it means to critique someone’s artwork. (Pre-Assessment)	
(Minutes 36-75) Students will write their own critique using the worksheet provided to evaluate one fellow student’s portfolio from the first lesson in this unit. They must choose a student who does not have someone already critiquing them. (Formative Assessment while this is going on. I’ll walk around and ask questions, correct anything that needs to be redone, and help make sure students are on target.)	
(Minutes 76-80) Students will turn in their final finished Art Critique Worksheet.	
Cleanup Procedures: (Minutes 81-86) Students will turn in worksheets and put away any sketchbooks. They collect their bookbags. (Minutes 87-90) Students line up according to teacher instruction.	
Free Time Activity: Free time folder	

## Pre-Assessment: Lesson 3

Pre-Assessment: Classroom discussion

**Formative Assessment: Lesson 3 day 1- Critique Worksheet:** I'll walk around and ask questions, correct anything that needs to be redone, and help make sure students are on target while they work on their own written critiques for a fellow student.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Art Critique

**AFFIRMATION:** Positive things about the artwork:

**REFLECTION:** In your opinion what did you observe (see)?

**TECHNIQUE:** How well did the artist use the elements of design?

**INQUIRY:** What questions do you have for the artist? (at least 2)

**SUGGESTION:** What do you recommend should be modified or revised in the artwork?

**ILLATION:** What are your final thoughts (conclusions and judgements) on this artwork?

**Bonus:** What Elements of Design did the artist use and explain where you found them in his/her artwork.

**Summative Assessment Lesson 3 day 1:** Students will turn in their Critique worksheet and it will be proof that they understand how to write a Critique.