

## UMSL Art Education Unit Template - Secondary Unit

### UNIT OVERVIEW

**Teacher Name:** Shannon Edwards

**Subject:** Art I

**Grade Level:** 9<sup>th</sup> - 12<sup>th</sup>

**Unit Title:** "We're In This Together"

**Enduring Concept/ Big Idea:** Emotion

**Essential Questions:** What is an emotion? What are some emotions we experience? Why are emotions important? What makes a person feel like they have had an authentic experience? Why is it important to respect the emotions artists share through their work? How can we use emotions to share our inner selves? What artists have you seen in history that share their emotions through their artwork?

**Unit Rationale:** Emotions are a common unifying experience for all human beings and exploring what they are and how to respect them in ourselves and in each other will help students accept others, themselves, and the world around them while learning to express these emotions through art.

#### **Unit Objectives**

##### **Art Development and Production:**

1. The student will learn: Craftsmanship by creating their own art to express their emotions.
2. The student will investigate their own lives and analyze emotional moments of meaning to draw conclusions from their experiences and share images that portray those ideas.
3. The student will use art mediums of today to produce artwork and designs that reflects the idea of their own personal emotions and inner selves.

##### **Art History and Culture**

1. The student will identify works of art and artists from the United States and specifically from Missouri researching on their own and presenting 2 names to share with the class along with a location on the web to find them.
2. The student will compare emotions and learn how to express emotions in their own artwork by viewing emotions in other's art works.
3. The student will Identify their own cultural identities and what they value in their own daily lives through discussion and examples of artists in the world.

##### **Art Criticism and Aesthetics:**

1. The student will revise artwork in progress based on insights gained through self-evaluation and open discussion along with artist exploration.
2. The student will describe emotions and recognize what they value in themselves that they feel is relevant for sharing in an artistic manner.
3. The student will describe the use of shapes and forms in artworks exploring the concepts of "Elements of Art".

##### **Art Development and Production Standards**

###### National Core Arts Standards:

1. INVESTIGATE: HS Proficient **VA:Cr1.2.1a** Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
2. INVESTIGATE: HS Advanced **VA: Cr1.2.IIIa** Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, ideas, or concept.

##### **Art History and Culture Standards**

###### Missouri Learning Standards:

1. RESPOND: HS Proficient **VA:Re7B.II** Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.
2. CREATE: HS Proficient **VA:Cr3A.11** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

##### **Art Criticism and Aesthetics Standards**

###### Missouri Learning Standards:

1. RESPOND: HS Proficient **VA:Re7A.I** Hypothesize ways in which art influences perception and understanding of human experiences.
2. CREATE: HS Proficient **VA:Cr3A.11** Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
3. RESPOND: HS Proficient **VA:Re8A.I** Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**Unit Cross-Curricular and Interdisciplinary Connections:** English – Literacy Reading and reflecting, analyzing, evaluating, and sharing through the written word on their worksheet, verbal literacy through classroom discussions with questions and answers.

These will all be incorporated in the unit on a daily basis. Being able to read and discuss will be a part of the process along with the literal written name that will be used for the base of their art project.
<b>Unit Vocabulary:</b> Emotion, Identity, Inner self, Expression, Human Experience, Critique
<b>Number and Titles of Lessons in Unit:</b> 3 Lessons – “Who Am I? (Lesson 1), “How Do I See the World?” (Lesson 2), and “What Do I Want to Give the World?” (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> Who Am I? - Lesson 1
<b>Lesson Standards</b> <u>National Core Arts Standard:</u> <ol style="list-style-type: none"> <li>1. Investigate: HS Proficient <b>VA:Cr1.2.1a</b> Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.</li> <li>2. Investigate: HS Advanced <b>VA: Cr1.2.IIIa</b> Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, ideas, or concept.</li> </ol> <u>Missouri Learning Standard:</u> <ol style="list-style-type: none"> <li>1. RESPOND: HS Proficient <b>VA:Re7A.I</b> Hypothesize ways in which art influences perception and understanding of human experiences</li> </ol>
<b>Lesson Objectives:</b> <ol style="list-style-type: none"> <li>1. Craftsmanship</li> <li>2. Investigate and analyze their own lives to draw conclusions from events they have experienced or values that they hold dear.</li> <li>3. Use art mediums of today to produce artwork.</li> <li>4. Understand expressing emotions about themselves and their ideas.</li> <li>5. Respecting that others have self-expression, ideas, and different emotions.</li> </ol>
<b>DOK Level:</b> Level 4 (Extended Thinking - analyze, critique, create, design, apply concepts.)
<b>Pre-Assessment:</b> Discussion over topic to see where students are in the thought process of emotions and their understanding along with a work sheet of questions that will help me evaluate their understanding of the topic.
<b>Formative Assessments:</b> Self check with rubric, visual confirmation, direction, or correction from the teacher as they work on their projects.
<b>Summative Assessment:</b> Rubric and completed Art assignment as proof that all was understood and achieved.
<b>Number of Days in Lesson:</b> 4
<b>Lesson Vocabulary:</b> Emotion, Identity, Inner Self, Expression, Human Experience
<b>Artist(s) or Artwork(s) Being Covered:</b> Thomas Hart Benton - Missouri Artist <a href="https://www.thomashartbenton.com/">https://www.thomashartbenton.com/</a> This will be used to show how Thomas Benton shared his beliefs and who he was through his artwork.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Who Am I? – Lesson 1

Day in Lesson: [Day 1 of 4](#)

Technology Requirements: Chrome Books

Art Supply Materials: Poster Boards, pencils, masking tape, permanent marker, colored pencils, markers, watercolors, acrylics

Other Resource Requirements: Worksheet

Health or Safety Concerns: Nontoxic items

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, acrylics, conte’ crayons, and watercolor pencils

Bellringer: (Minutes 1-10) Daily Sparks, an outline only color sheet that they will work on the first 10 minutes of class to warm up.

Motivational Activity/Strategy: (Minutes 10-20) engage students in a discussion about emotion, identity, inner self, expression, and human experience.

Learning Activities: (Minutes 20-30) Pass out and go over worksheet for pre-assessment and have students complete and turn it in.  
(Minutes 31-40) Share the link for Thomas Hart Benton. Ask students to use their Chrome books to go there. Discuss the fact that he used his art as a platform to express his ideas about the human experience and that he was a champion of mid-western rural America because of his emotional expressions that came from his identity and inner self. Look at several of his 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 for themselves.  
(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 15 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 will sit in their chairs and may leave when the bell rings.

**Free Time Activity:** Students who finish their work 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: Lesson 1** - Discussion over topic to see where students are in the thought process of emotions and their understanding along with a work sheet of questions that will help me evaluate their understanding of the topic.

**Pre-Assessment Worksheet Lesson 1:**

Name:

Lesson/Project:

Period:

1. What is an Emotion?
2. What are some emotions we experience?
3. Why are emotions important to us?
4. What makes a person feel like they have had an authentic experience?
5. Why is it important to respect the emotions artists share through their work?
6. How can we use emotions to share our inner selves?
7. What artists have you seen in history that share their emotions through their artwork?

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Who Am I? – Lesson 1

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

Technology Requirements: Chrome Books

Art Supply Materials: Portfolios, Pencils, Erasers, Black Permanent Markers, Paints: Watercolor or Acrylic, Colored Pencils, 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, acrylics, conte’ crayons, and watercolor pencils

Bellringer: (Minutes 1-10) Daily Sparks, an outline only color sheet that they will work on the first 10 minutes of class to warm up.

Motivational Activity/Strategy: (Minutes 11-15) 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 16- 25) 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 10 inner self objects. I will explain to the class that once their letters are in place; they can begin drawing their 10 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 26- 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 will stand beside their chairs and may leave when the bell rings.

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.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Who Am I? – Lesson 1

Day in Lesson: Day 3 of 4

Technology Requirements: Chrome Books

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

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, acrylics, conte’ crayons, and watercolor pencils

Bellringer: (Minutes 1-10) Daily Sparks, an outline only color sheet that they will work on the first 10 minutes of class to warm up.

Motivational Activity/Strategy: (Minutes 10-15) Students will be allowed to get up and walk around the room and look at fellow classmate’s work.

Learning Activities: (Minutes 15-20) Pass out the Rubric and explain how it is set up.  
(Minutes 20-30) 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, markers, watercolors or a mixture as they creatively choose 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 and chrome books. They will also collect their bookbags.  
(Minutes 87-90) Students will sit in their chairs until the bell rings, and they may go.

Free Time Activity: Begin writing ideas down for what their 10 inner self objects mean to them and why they chose them. This will help on their exit slip.

## Formative Assessment: Lesson 1 Day 3 for self-assessment - 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.	Polished Finish	Skillful Finish	Some care indicated in finish.	Limited, basic, simple, not sophisticated.	No Evidence of Skill
<b>Composition-</b> Drawing is effectively balanced using all the Elements of Art showing understanding. Aesthetically pleasing visually.	Mastery Excellent	Mastery Proficient	Apprentice, Average	Novice, Beginner	Very Little Evidence to Score
<b>Design/Creativity-</b> Final drawing is an unusual and inventive combination of all the Elements of Art, and detail is evident and demonstrated.	Alive, Inventive, Imaginative	Expressive and Interesting	Moderate Risk of Expression	Uninspired, Ordinary	No imagination Demonstrated, Does not follow Criteria.
<b>Production-</b> Project demonstrates several drawing techniques.	Created sophisticated construction / modifications with intention	Created construction / modifications with some intention	Construction / modifications incomplete.	Almost no modifications were demonstrated in construction.	No modifications demonstrated in construction.
<b>Use of Class Time/ Work Process -</b> Effective utilization of class time. criteria to artistic	Thoughtful, Thorough, Independent, Above and Beyond. Enthusiastic and Self-Motivated.	Meets Expectations	Incomplete, hit and miss. Very little enthusiasm	Unprepared, Incomplete, Class time not utilized.	No idea development evident. No motivation or enthusiasm displayed in class.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: Who Am I? – Lesson 1

Day in Lesson: Day 4 of 4

Technology Requirements: Chrome Books

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

Other Resource Requirements:

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, acrylics, conte' crayons, and watercolor pencils

Bellringer: (Minutes 1-10) Daily Sparks, an outline only color sheet that they will work on the first 10 minutes of class to warm up.

Motivational Activity/Strategy: (Minutes 10-15) Students will be allowed to get up and walk around the room and look at fellow classmate's work.

Learning Activities: (Minutes 16-70) Students will work on their art projects completing them.

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

(Minutes 87-90) Students will sit in their chairs until the bell rings, and they may go.

Free Time Activity: Students who finish their portfolios may use their chrome books to explore art museums online, artists and/or artworks.

## Summative Assessment Lesson 1 day 4 : Finished art project and 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.	Polished Finish	Skillful Finish	Some care indicated in finish.	Limited, basic, simple, not sophisticated.	No Evidence of Skill
<b>Composition-</b> Drawing is effectively balanced using all the Elements of Art showing understanding. Aesthetically pleasing visually.	Mastery Excellent	Mastery Proficient	Apprentice, Average	Novice, Beginner	Very Little Evidence to Score
<b>Design/Creativity-</b> Final drawing is an unusual and inventive combination of all the Elements of Art, and detail is evident and demonstrated.	Alive, Inventive, Imaginative	Expressive and Interesting	Moderate Risk of Expression	Uninspired, Ordinary	No imagination Demonstrated, Does not follow Criteria.
<b>Production-</b> Project demonstrates several drawing techniques.	Created sophisticated construction / modifications with intention	Created construction / modifications with some intention	Construction / modifications incomplete.	Almost no modifications were demonstrated in construction.	No modifications demonstrated in construction.
<b>Use of Class Time/ Work Process -</b> Effective utilization of class time. criteria to artistic	Thoughtful, Thorough, Independent, Above and Beyond. Enthusiastic and Self-Motivated.	Meets Expectations	Incomplete, hit and miss. Very little enthusiasm	Unprepared, Incomplete, Class time not utilized.	No idea development evident. No motivation or enthusiasm displayed in class.

LESSON 2 OVERVIEW	
Lesson Title and Number in Unit Sequence: How Do I see the World? – Lesson 2	
<u>Lesson Standards</u>	
<u>Missouri Learning Standard(s):</u>	
<ol style="list-style-type: none"> <li>1. Interpret: High School Proficient VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.</li> <li>2. RESOND: HS Proficient VA:Re7B.II Evaluate the effectiveness of an image or images to influence ideas, feelings and behaviors of specific audiences.</li> </ol>	
Lesson Objectives:	
<ol style="list-style-type: none"> <li>1. Students will be able to look at a group of artworks and analyze the work so they can express how the artist sees the world. Students will also be able to tell the class why they believe the artist was saying this specific thing about their present world.</li> <li>2. Student will be able to explain why the silhouette collage image of their chosen artist influences ideas and feelings in specific audiences. They will be able to express why they chose the images, colors, and the shapes that they chose and what the idea is behind their created silhouette.</li> </ol>	
DOK Level: 4	
Pre-Assessment: Classroom discussion. (Do you know what it means to “interpret” an artwork?)	
Formative Assessment(s): I will assess student work as I walk through the room and observe their process and application of the collage pieces. I’ll also ask them questions as we go to recognize where they are mentally in the work assignment.	
Summative Assessment: Exit ticket worksheet and finished art project.	
Number of Days in Lesson:3	
Lesson Vocabulary: Impressionism, Silhouette, Collage	
Artist(s) or Artwork(s) Being Covered: George Caleb Bingham (Missouri Artist) known for his everyday life paintings which show how he saw the world around him. <a href="https://historicmissourians.shsmo.org/george-caleb-bingham">https://historicmissourians.shsmo.org/george-caleb-bingham</a> Berthe Morisot, a French Impressionist Painter who painted everyday life in France. <a href="https://www.worldhistory.org/Berthe_Morisot/">https://www.worldhistory.org/Berthe_Morisot/</a>	

DAILY OVERVIEW	
Lesson Title and Number in Unit Sequence: How Do I see the World? – Lesson 2	
Day in Lesson: <a href="#">1 of 3</a>	
Technology Requirements: Chrome Book, Printer, projector	
Art Supply Materials: 14x16 sheet of quality sketch paper, pencil, glue, scissors	
Other Resource Requirements: none	
Health or Safety Concerns: scissors are sharp	
Differentiation for Students Who Struggle: If the shape of the artist is too much for a struggling student, they may use the entire page to share their idea of how they see the world. If this still proves too much, struggling students can express an emotion instead of an actual idea from their lives that expresses how they see the world. The theme would be “How do I feel the world?”	
Differentiation for Students Who Excel: Student’s will be encouraged to create a hidden image inside their collage.	
Bellringer: (Minutes 1-5) Slide show at the beginning of class that is already playing of George Caleb Bingham’s and Berthe Morisot’s art works.	
Motivational Activity/Strategy: (Minutes 6-10) Students will be asked to think of how they see the world. They will need to brainstorm and write words down on a piece of paper that represent their viewpoint of the world. This paper will be saved for their art project ideas.	
<b>Learning Activities:</b>	
(Minutes 11- 30) Classroom discussion over George Caleb Bingham and Berthe Morisot. Discussion will include the fact that both artists created art from how they saw the world. I’ll share the links on the projector along with art works that both created.	
(Minutes 31- 45) Students will research artists on the internet using their chrome books and choose one to share through their artwork. The only requirement will be that the chosen artist must present artwork that represents their viewpoint on how they see the world. Students will need to support that fact with proof by sharing a link about the artist that verifies this.	
(Minutes 46-50) Students will be instructed and shown how to create a drawing of a silhouette outline on the board.	
(Minutes 51-65) Students will need to draw a bust outline of their artist on their sketch paper. They may look at their chrome books to see the likeness and replicate it. They will need to draw it from the side view. The outline will need to take up	

most of the space of their 14x16 sheet of paper.

(Minutes 66-79) Students will need to look at images of the works that were created by their chosen artist. They may print 5 full pages each. These 5 pages can be 5 different art creations from their artist in their entirety, or they may place several works of art on each page and print them that way. Once the images have been chosen to create their idea, and I've approved it, the students can send the 5 pages to the printer and collect them.

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

(Minutes 87-90) Students will sit in their chairs until the bell rings, and they may go.

Free Time Activity: Students may work on their line work in their personal sketchbooks.

## **Pre-Assessment: Lesson 2**

Classroom discussion. (Do you know what it means to "interpret" an artwork?)

DAILY OVERVIEW	
Lesson Title and Number in Unit Sequence: How Do I see the World? – Lesson 2	
Day in Lesson: 2 of 3	
Technology Requirements: Chrome Books	
Art Supply Materials: 14x16 sheet of quality sketch paper, pencil, glue, scissors	
Other Resource Requirements: none	
Health or Safety Concerns: scissors are sharp	
Differentiation for Students Who Struggle: If the shape of the artist is too much for a struggling student, they may use the entire page to share their idea of how they see the world. If this still proves too much, struggling students can express an emotion instead of an actual idea from their lives that expresses how they see the world. The theme would be “How do I feel the world?”	
Differentiation for Students Who Excel: Student’s will be encouraged to create a hidden image inside their collage.	
Bellringer: (Minutes 1-5) sketch in sketch book of real object in classroom	
Motivational Activity/Strategy: (Minutes 6-10) Standing beside chair and doing stretches that the teacher will lead. Fun music in background.	
<p><b>Learning Activities:</b></p> <p>(Minutes 11-79) Students will begin creating a collage of the artist’s works in whatever size or shape of cutouts that they choose. They may use pieces of artwork or the entire work. The collage pieces will be glued inside the artist’s bust, creating the actual silhouette feel. The outside of the silhouette will be left white. Students will need to have everything covered inside of the silhouette, and they will need to work creatively and intently to choose what colors or shapes – along with what images they choose to include from the researched artist to make you see something new about how the student sees the world.</p>	
<p>Cleanup Procedures: (Minutes 80-86) Students will put their art projects in the cabinet for their class period and put away their art mediums and chrome books. They will also collect their bookbags.</p> <p>(Minutes 87-90) Students will sit in their chairs until the bell rings, and they may go.</p>	
Free Time Activity: Students may work on their line work in their personal sketchbooks.	

**Formative Assessment: Lesson 2**

Formative Assessment(s): I will assess student work as I walk through the room and observe their process and application of the collage pieces. I’ll also ask them questions as we go to recognize where they are mentally in the work assignment.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: How Do I see the World? – Lesson 2

Day in Lesson: 3 of 3

Technology Requirements: Chrome books.

Art Supply Materials: 14x16 sheet of quality sketch paper, pencil, glue, scissors

Other Resource Requirements: none

Health or Safety Concerns: scissors are sharp

Differentiation for Students Who Struggle: If the shape of the artist is too much for a struggling student, they may use the entire page to share their idea of how they see the world. If this still proves too much, struggling students can express an emotion instead of an actual idea from their lives that expresses how they see the world. The theme would be “How do I feel the world?”

Differentiation for Students Who Excel: Student’s will be encouraged to create a hidden image inside their collage.

Bellringer: (Minutes 1-5) sketch in sketch book of real object in classroom

Motivational Activity/Strategy: (Minutes 6-15) Allow students to get up and walk around the classroom to look at each other’s artworks.

**Learning Activities:**

(Minutes 16-40) Students will continue creating their image of how they see their world in collage form finishing the project in its entirety. The prints that they sent me the day before are what they will collage with, cutting out parts of the images to fill in the bust form as they creatively see fit to design their art piece.

(Minutes 41-70) Artist Statement will need to be written explaining the importance of the student’s design of images for their collage and if there are any special meanings behind the overall image. Students will also need to include the artist that they portrayed and list the art works that they included in their collage.

(Minutes 69-79) Exit Ticket worksheet.

Cleanup Procedures: (Minutes 80-87) Students will turn in their exit tickets and will put their art projects in the cabinet for their class period and put away their art mediums and chrome books. They will also collect their bookbags.

(Minutes 88-90) Students will sit in their chairs until the bell rings, and they may go.

Free Time Activity: Students may work on their line work in their personal sketchbooks.

**Summative Assessment for Lesson 2: Finished project, Artist Statement , and EXIT TICKET:**

**EXIT TICKET:**

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

Lesson 2 Exit Ticket

1. Who were the two artists that you investigated for this lesson?
2. Which one did you identify with more and why?
3. What do you think the artist from Missouri tries to express in their paintings and why?
4. What was the artist from France painting to share with the world and why?

\*Please give the definition of the following words:

5. Impressionism:
6. Silhouette:
7. Collage
8. Why did you choose the colors you chose for your collage?

9. Why did you choose the images you chose for your collage?

10. Why did you choose the shapes you chose for your collage?

11. What is the idea or meaning behind your silhouette? Meaning what did you want to express?

LESSON 3 OVERVIEW

Lesson Title and Number in Unit Sequence: What Do I Want to Give the World?

**Lesson Standards**

Missouri Learning Standard(s):

1. CREATE: HS Proficient VA:Cr3A.11 Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
2. RESPOND: HS Proficient VA:Re8A.I Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

**Lesson Objectives:**

1. Students will be able to critique their own artworks and those artworks of fellow students.
2. They will evaluate and interpret artworks and give thoughtful responses and feedback to one another based on those works.
3. They actively will rework their own projects as needed based on those critiques.
4. Students will be able to critically think through their creative ideas and apply them to a finished piece of art based on their own personal vision.

DOK Level: 3

Pre-Assessment: Open classroom discussion on critiques.

1. What do you think a critique is?
2. Why do you think a critique is important?
3. What are some important things to ask or state during a critique?

Formative Assessment(s): Classroom critique where I will correct and revise as we openly talk – leading students into the correct prompts for assertive and affective critiquing with one another.

Summative Assessment: Exit Ticket of presented artwork and worksheet explaining what they changed in their art project after the critique and why.

Number of Days in Lesson: 2

Lesson Vocabulary: Critique, interpret, evidence

Artist(s) or Artwork(s) Being Covered: Georgia O’Keeffe <https://www.okeeffemuseum.org/art-and-research/> “My painting is what I have to give back to the world for what the world gives to me.”

DAILY OVERVIEW
Lesson Title and Number in Unit Sequence: What Do I Want to Give the World? – Lesson 3
Day in Lesson: <a href="#">Day 1 of 2</a>
Technology Requirements: Chrome Books
Art Supply Materials: none
Other Resource Requirements: Work Sheet for Critiques
Health or Safety Concerns: None
Differentiation for Students Who Struggle: Worksheets will not be required, and one on one groupings can be used instead of larger groups for students who need a more focused approach to grasp concepts and actively take part in the discussions.
Differentiation for Students Who Excel: Students will be asked to help those that are struggling writing their critiques down.
Bellringer: (Minutes 1-5) Draw a letter or number in 5 different ways.
Motivational Activity/Strategy: (Minutes 6-15) Class discussion over artists the students know about, and a running list posted in the classroom that is large enough to be viewed by everyone for further investigation.
Learning Activities: (Minutes 16-30) Georgia O’Keeffe discussion over a few of her works and what she was giving back to the world of herself. (Minutes 31-50) Learning how to critique by talking about Georgia’s works. (Minutes 51-80) Students will verbally talk about lesson 2 finished artworks of classmates and critique their projects. Worksheets will be filled out with suggestions for each art piece to help students consider their work and revision.
Cleanup Procedures: (Minutes 81-87) Students will put their art projects in the cabinet for their class period along with their worksheets and chrome books. They will also collect their bookbags. (Minutes 88-90) Students will sit in their chairs until the bell rings, and they may go.
Free Time Activity: Free time folders.

**Pre-Assessment: Lesson 3**

Open classroom discussion on critiques.

1. What do you think a critique is?
2. Why do you think a critique is important?
3. What are some important things to ask or state during a critique?

## CRITIQUE WORKSHEET for lesson 3 day 1: Formative Assessment

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.

DAILY OVERVIEW

Lesson Title and Number in Unit Sequence: What Do I Want to Give the World? – Lesson 3

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

Technology Requirements: chrome books

Art Supply Materials: pencil, glue, scissors

Other Resource Requirements: Critique worksheets

Health or Safety Concerns: none

Differentiation for Students Who Struggle: These students did not have to do the worksheet so they may verbally share with the Students critiqued.

Differentiation for Students Who Excel: Student will be asked to add to their own art project by drawing around their collage piece. Drawings should symbolize what the student wants to give back into the world through art.

Bellringer: (Minutes 1-5) Read and respond in journal to art quote: “Every artist was first an amateur.” – Emerson

Motivational Activity/Strategy: (6-15) Students will brainstorm and write down ideas for their next art project and put them in the jar on my desk.

Learning Activities:

(Minutes 16-20) Students will share written critiques from previous day with one another, turning over the papers that were written on each artist’s works to the student that created the work.

(Minutes 21-30) Artists will read over the suggestions and consider modifications and revisions to their work based on what they envisioned for their art. They will be instructed to have chosen at least one thing to modify, either from the critique or of their own understanding of what they intended after reading and hearing the critique.

(Minutes 31-65) Students will work to revise their art piece and may need their chrome books to gather more images.

(Minutes 66-79) Exit Ticket worksheet

Cleanup Procedures: (Minutes 80-87) Students will turn in their art projects along with their worksheets and chrome books. They will also collect their bookbags.

(Minutes 88-90) Students will sit in their chairs until the bell rings, and they may go.

Free Time Activity: Free time folders

## Summative Assessment Lesson3 day 2:

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

### CRITQUE Worksheet EXIT TICKET

**Directions:** Please explain what you changed and reworked in your art project after the critique. Make sure you explain why you changed it and what your personal vision for your artwork was.

- WHAT YOU CHANGED

- WHY YOU CHANGED IT

- MY PERSONAL VISION FOR MY ARTWORK