Lesson Plan Title: Polaris Art Exhibit Length: 2 Classes (6 Hours)

**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. |
| * can teachers explain the steps and processes of mounting and matting artwork correctly? * do teachers have student artwork and supporting materials that show students art making and planning? * Can teachers explain how to successfully take active steps to advocate for their art programs? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| You are the art teacher at Polaris Expeditionary School where you have been teaching a class for an entire semester. Now, it is finally time to show off what your students have done! You will be creating an exhibit that displays student work and the documentation of their process. We must show how important and valuable the art class was for the students because parents, teachers, and administration will be there, so be thoughtful in what you choose to display. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferable. 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.** |
| Exhibiting, arts advocacy, |

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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, transferable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Documentation and final art exhibits can advocate for the arts in education. |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| Given supplies and art work, TWBAT to professionally mount or matte all works of art they choose to display in their gallery show. (Bloom’s: create / Standard: create / GLE: / Art learning: materials and techniques )  Using mounted and matted art works, TWBAT securely display students works of art that are neatly arranged and organized to show student learning. (Bloom’s: applying / Standard: comprehend / GLE: / Art learning: materials and techniques )  Using sketchbooks, documentation, and, students artwork, TWBAT display students process of learning, by including supporting text, documentation, and images that are free of mistakes. (Bloom’s: understanding / Standard: transfer/ GLE: / Art learning: )  Given ideation worksheet, TWBAT organize and plan a cohesive format that includes descriptions of unit, lesson, and standards to create a newsletter.(Bloom’s: analyzing / Standard: transfer / GLE: / Art learning: ideation )  Given prompts, TWBAT explain the importance of art advocacy including purpose of visual art education, transferrable skills students learn, and how to advocate in their own programs.(Bloom’s:evaluating / Standard: reflect / GLE: / Art learning: reflection ) |

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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) |
| Ideation Worksheets  Printouts of examples | two completed worksheets based on individual classroom learning/teaching: newsletter and exhibition planning |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| advanced students can use more advanced technology programs to create newsletter and student displays. | students will need to have printed hard copies as well as safe displays of artwork.  student needs to get permission from school if they want to include technology during art show. |

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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.** |
| Teachers are critically thinking about art advocacy in their programs.  Teachers are applying what they learned from teaching at polaris to create a final art show displaying student growth.  using computer programs in creating a professional newsletter free of grammatical errors. |

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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.** |
| Butcher paper  Poster Board  Construction Paper  Scissors  Glue  Tape  Tables  Markers  X-acto knives  Ideation worksheets  powerpoint |

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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.** |
| Guest speaker (Jennie Maydew), power point, worksheets,  Ted Talks video clip : Why art is important | Katerina Gregos | TEDxGh (<https://www.youtube.com/watch?v=UPk56BR1Cmk&authuser=0>)  teacher blog site : advocateforart.weebly.com |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Create ideation worksheets (make copies), prepare slideshow presentation, Print copies of rubric |

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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.** |
| Be careful if using hot glue or x-acto knives. Artwork needs to be securely mounted to walls. |

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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. |
| You have been working hard each week to teach your class at Polaris Expeditionary school. Now, we are going to create an art exhibit to display all of the hard work your students and you put in. While doing so, you will be advocating for art education in the school.  show student ted talks video clip on art advocacy to motivate and hook them into day two lesson. |

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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. |
| Exhibition worksheet, newsletter worksheets.   1. questions:    1. Why is art important?    2. What transferrable skills does art teach students?    3. How can teachers advocate that their art programs are important.   Discuss the answers as a class and introduce the topic of art advocacy. What are common themes? Write on the whiteboard. |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**   1. Start class with sticky-note activity. Give students sticky notes to the class. Have them answer three questions:    1. Why is art important?    2. What transferrable skills does art teach students?    3. How can teachers advocate that their art programs are important.   Discuss the answers as a class and introduce the topic of art advocacy. What are common themes? Write on the whiteboard.  2. Introduce guest speaker, Jennie Maydew. She will give presentation on how documentation and technology using social media displays student learning and progress.  3. After presentation, discuss as a group why it is important to show student learning through process and final work. Transition by explaining our documentation and final exhibit is how we are going to show what our students did.  4. Start slide show about exhibit and newsletter. For arts advocacy, discuss different ways to advocate through documentation, art shows, displays, gaining parent support,social media, invite admin and faculty into your room, etc. For exhibit talk about whose work will be displayed and how, where will you display work, what will you include on your labels, and how will you demonstrate student learning? For newsletter, how will you organize your letter, what important information will you include, how will you introduce your art show, what photos will you use, anything else?  5. Hand out and let class work on exhibit worksheet and newsletter worksheet.  6. Brief demo on mounting and matting(if needed). Attach the papers with masking tape, sticky-o hot dog way, hang on walls with duck tape.  7. Work time for the class to begin organizing their art work. | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**  exploring thoughts and developing insight  reasoning dialectically  listening critically  comparing analogous situations.  transferring insights into context  clarifying and analyzing the meanings of art advocacy, documentation.  generating or assessing solutions | **Time**  **5:00**  5:20  5:45  5:50  6:10  6:25  6:25 |
| Day 2 | 1. Start class with Ted Talks video clip : Why art is important | Katerina Gregos | TEDxGh 2. Have a short reflective discussion readdressing art advocacy. Why is art important? What did you think of art described as a ‘soft power’? Do agree that ice is not the icing on the cake? 3. Check for understanding by asking the class what is going well, what they need help on, or what they wonder about. 4. Let class work on exhibit or newsletter. 5. Bring class together to talk about and questions or concerns they have about the exhibit or newsletter. Talk about how they will distribute the newsletters and promote the show. Clarify any final questions about the exhibit. Make sure they know due dates and when exactly to set up the exhibit.   Look online for advocacy websites and materials. Use NAEA’s website as a good example. |  | **5:00**  **5:10**  **7:30** |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Students will complete the worksheet and participate in a class presentation where they talk about what they drew, how that connects to the concepts from the Great Depression and why. |

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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. |
| Given supplies and art work, did student professionally mount or matte all works of art they choose to display in their gallery show.  Using mounted and matted art works, did student securely to display students works of art that are arranged and organized to show student learning.  Using sketchbooks, documentation, and, students artwork, did student display students process of learning, by including supporting text, documentation, and images that are free of mistakes.  Given ideation worksheet, did student organize and plan a cohesive format that includes descriptions of unit, lesson, and standards to create a newsletter. | Rubric |

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