

Lesson Plan Template- 2021

Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of Creating, Connecting, Responding and Presenting. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect of teaching.

Lesson Title: Prejudice

Targeted grade Level: High School 9-12th grade Anticipated Time Frame: 1-2 weeks

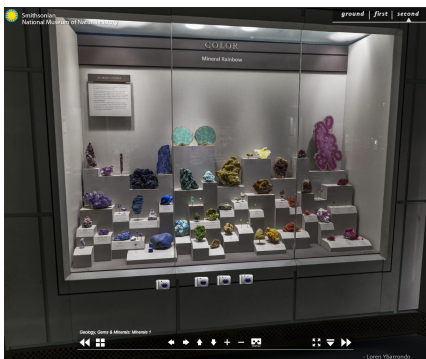
	Lesson Plan	Rationale
1.	Conceptual Structure/Big Idea: Prejudice	Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context? This concept is incredibly important to cover due to its constant presence in society and in our lives. Navigating the role of prejudice and how we continue to hold preconceived notions others and the things around us is something that can help students find autonomy in their thinking. Self-awareness and social-awareness is a development at this stage in their lives, therefore, having a guided discussion about this subject can help them understand their own thought processes when it comes to experiencing the world around them.

<p>2.</p>	<p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <ol style="list-style-type: none"> 1. The role of prejudice in art making. 2. How prejudice towards inanimate objects can translate to prejudices towards human individuals. 3. How prejudice towards inanimate objects can translate to prejudices towards human cultures. 4. The gap between inference, knowledge, and ignorance. 5. The importance of research and questioning. 	<p>Why is it important for students to know these concepts?</p> <p>Art making is almost always subjective, meaning the artist's voice is in their work. Students can understand how their thoughts can affect the drawing that they make.</p> <p>When students can connect their experiences with objects to also understand interhuman relationships, as an example, that will help them navigate through their own experiences.</p> <p>When students can connect their experiences with objects to also understand social norms and the societal perspective, as an example, that will help them navigate through their own experiences.</p> <p>If they understand the separation and the gap between these three ideas, they will have a better chance at getting to an idea of how to bridge the gaps.</p> <p>Researching and questioning are always important practices in any form of study.</p>
<p>3.</p>	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> 1. Still Life Drawing Skills 2. Foreground, Mid-Ground, Background in Illustration 3. Collage of Ideas and Media 4. Writing/Presenting Clear Argument for Artistic Choices 5. Presentation and Public Speaking 	<p>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</p> <p>The still life drawing skills help provide students with an understanding of what they're seeing, with their own eyes, from their own perspectives.</p> <p>The separation of the different parts of an illustration help students understand perspective and how to differentiate between what is nearby and what is far away.</p> <p>Collaging ideas is a great way for students to learn about how to compare and contrast ideas, and to see how ideas look when they coexist on one plane of view.</p> <p>Writing and presentation is extremely important when it comes to knowing how to back up your own choices.</p> <p>Presentation and Public Speaking are key items that are needed for any subject or career field.</p>

<p>4.</p>	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. How does prejudice affect the way we make our art? 2. How can we use prejudice to our advantage when making socially-aware artwork? 	<p>How are these questions meaningful to the student? How do you know?</p> <p>These questions will help students become more aware of their own thought processes. They will find prejudices in their daily living and find more autonomy in understanding how to think more critically and make informed decisions when creating artworks.</p>
<p>5.</p>	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1. VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors. 2. VA:Cr1.2.HSI Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design. <p>Michigan:</p> <ol style="list-style-type: none"> 1. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions. (21st Century Skills: I.2, I.3, I.4) 2. ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process. (21st Century Skills: I.4, II.7, III.3, III.4) 	

**6. Connecting and Responding:
Teaching Resources: (art work, videos, books, etc)
Art: (Artists and insert thumbnail photo of examples
shared)**

Smithsonian National Museum of Natural History
The Geology, Gems & Minerals Exhibit



Explain how the students will explore the concepts of the big idea through artists and their artwork. *What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist's work in your presentation.*

The students will look into their own sources and create artworks without seeing others' interpretations of this theme until after this project is completed to reference their own works in contrast and comparison to them.

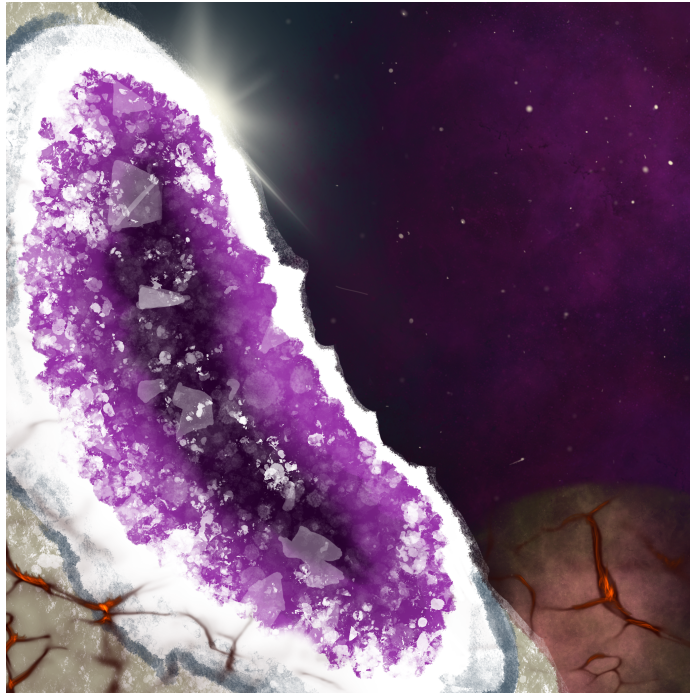
The museum is a great place to show inanimate objects that are unable to tell you about itself, so you have to work to find out how it was made and where it came from yourself. This will charge the love of learning.

	<p>Students may use credible books and credible sources on the internet for their findings.</p>	
<p>7.</p>	<p>CREATING Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) <i>How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary</i></p> <p>Day 1: Exquisite Corpse. Viewing the exhibit. Discussion. Writing initial prejudices.</p> <p>Day 2: Mapping an image Demo. Research day. Work day.</p> <p>Day 3: Collage Demo. Work day.</p> <p>Day 4: Still Life Demo. Work day.</p> <p>Day 5: Final touches and presentation to the class day.</p>	<p>Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?</p> <p>The exquisite corpse will be a great introduction to get students to understand the idea of not being able to see an entire picture. They will view the exhibit like normal. Then we will discuss what we saw, what we think about it, what we learned, what we know, what we don't know. We will all choose our rock/gem. We will all write where we think it came from.</p> <p>I will demonstrate mapping an image with values or lines while students begin their research. This will be a work day, while students begin ideating about their collages.</p> <p>Collaging in different ways demonstration. Working.</p> <p>Still life ideas, different approaches to drawing what is in front of you. Working more.</p> <p>Presenting to the class artworks and how it came to be, and describing the artistic choices behind it.</p>

<p>8.</p>	<p>Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)</p> <p>No need for exact replica of object. No homework. Ever. Only end of day questions to ponder. Assignments will be spoken to the class as well as typed for the class. Many forms of media welcome for choice.</p>	<p>Share rationale for each</p> <p>Some students are unable to replicate objects due to certain different abilities. Homework puts students in SES households at a disadvantage. Some students may be hard of hearing or hard of seeing. Some students may have allergies to certain elements, or certain extra abilities so they need to be challenged with a different medium.</p>
<p>9.</p>	<p>Assessment Strategies: (Connecting and Responding) What <u>evidence</u> from performances and products demonstrate deep understanding and generalizable new knowledge?) What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Summative Assessment. Student included all 3 elements (subject, the idea of where it came from, and the real place it came from) with sound reasoning to back it up in written format. Points for participation.</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it? How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other art work •How will the students' voices be represented in the assessment and presentation of their work? <p>This will establish that students have taken the time to ponder on each of the elements of the lesson. This will reveal their findings and the accuracy in what they've discovered. This will also show me that they've applied the knowledge of certain artistic objectives taught in this lesson.</p>

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Insert photo of teacher created exemplar here:



Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.

I was able to juxtapose the idea of where I thought the rock came from, versus where the rock actually came from. I was able to form a pretty image, as well as use knowledge about lighting and illusion to bring the illustration to life.

Prior knowledge would not need to include anything. We will be working together to learn more about these objects ourselves.

11.

Materials/Tools/Art supplies needed

Paper, Colored Pencils, Markers, Paints, Construction Paper,
Colored Paper, Pens, Pencils, Pastels, other 2D media.

What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)

Prior knowledge includes drawing at an intermediate level, and gluing and cutting knowledge. Or any other areas of knowledge they want to bring to the table.

<p>12.</p>	<p>Materials Distribution/Clean Up</p> <p>Communal materials Everyone cleans up their own areas and leaves everything back where they got them from.</p>	<p>Describe possible systems and management strategies</p> <p>The students will not be able to do work if they do not take care of their supplies. If there is a shortage of something, the students must hold themselves accountable. Everyone should learn to take after their own areas, but they will be encouraged to help other students.</p>
<p>13.</p>	<p><u>PRESENTING</u> How will your students' work be PRESENTED and curated?</p> <p>The work will be placed on desks and there will be sticky note feedback given in reference to things learned and compositional comments to give.</p>	<p>Who is the audience? What kind of feedback will the artists receive?</p> <p>The audience are each other and the teacher. They will receive feedback from each other on their sticky note messages when they do a silent critique after presentations.</p>