

Lesson Plan 1

Title: Investigate, Identify, Explain\_\_\_\_\_

Length: 2 hours

High school level: Grades 8-12

**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.

- What do you know about the elements of art and principles of design?
  - Proficient: Understanding the elements of art and principles of design, being able to discuss what elements and principles are present in artworks found.
- How can artists have a range of artworks, but all utilize the same elements and principles?

**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)

Students will investigate historical art pieces on google arts and culture, research the principles of design and elements of art, and compare and contrast the elements of art and principles of design in 3 pieces. They will discuss with each other about their findings and create a class-wide google slides presentation wherein they explain why their chosen artwork is there, who made it, title, and year.

**Concepts:**

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Elements of Art, Principles of Design, basics of art, art history, compare and contrast, law/rules (pattern, unity, balance, emphasis, contrast, movement, rhythm, line, shape, color, value, form, texture, space)

**Enduring Understanding (s):**

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will learn the basic elements of art and principles of design, allowing students to effectively utilize them in their own artwork. Students will learn how to compare and contrast, allowing them to discern differences and similarities between objects.

**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**

**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. (-Co Visual Art Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -SHoM: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology)

After a unit introduction and instructions, students will be able to FIND three different artworks that interest them on google arts and culture and investigate the principles of design and elements of art. (-**Co Visual Art Standard:** *Observe and Learn to Comprehend*- **GLE:** *Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.* -**SHoM:** *Understand Art Worlds Domain* **Art learning:** *Connections between artworks, researching and ideating through investigating art history*)

After investigating the principles of design and elements of art, students will be able to CONNECT the three pieces of art in a venn diagram to the elements and principles of art / design. (-**Co Visual Art Standard:** *Envision and Critique to Reflect* - **GLE:** *1. Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.* -**SHoM:** *Observe* **Art learning:** *Observing and discerning the elements of art and principles of design and how they are used in historical pieces*)

After comparing and contrasting the elements of art and principles of design used in the three artworks examined, students will be able to ADD their discovered artworks to a collective google slides presentation to represent each Principle of Design and Element of Art. (-**Co Visual Art Standard:** *Invent and Discover to Create*- **GLE:** *3. Articulate and demonstrate that the making and study of art and design can be approached from a variety of perspectives.* -**SHoM:** *Understand Art Worlds* **Art learning:** *Observing and discerning the elements of art and principles of design and how they are used in historical pieces, organizing the artworks to follow the order of the elements of art and principles of design*)

After creating a venn diagram on the second day, students will be able to DISCUSS their venn diagram with each other, explaining how their artworks relate to the elements of art and principles of design and which elements / principles they share with each other. (-**Co Visual Art Standard:** *Relate and Connect to Transfer* - **GLE:** *2. Develop proficiency in visual communication skills that extends learning to new contexts.* -**SHoM:** *Reflect - Question and Explain* **Art learning:** *Artists collaborate to understand, Artists seek other opinions before they fully understand*)

**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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| <b>Differentiation:</b><br>(Multiple means for students to access content and multiple modes for student to express understanding.) | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | Can discover art on different sites, can use speech to text on the essay. Can do it on paper and send a photo.  | Can write out the comparisons, only 1-2 chosen artworks discussed / compared, utilizing different visual aid to compare / contrast the artworks.   |
| <b>Extensions for depth and complexity:</b>   | <b>Access</b> (Resources and/or Process)  | <b>Expression</b> (Products and/or Performance)  |
|   | Can integrate multiple sources to develop an argument on what elements of art / principles of design are arguable in pieces.<br>Can utilize more than three artworks to integrate | Can create an argumentative piece on which elements of art and principles of design are present.<br>Can explain how the history of the artist / artwork relates to the elements / principles used. |

**Literacy and Numeracy:**

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.**

- Literacy is integrated as the students are tasked with utilizing a graphic organizer (venn diagram) to compare/contrast their chosen pieces, much like the first steps in writing an argumentative piece.

Terms used:

- Principles of design (Balance, Contrast, Emphasis, Movement, Pattern, Rhythm, Unity)
- Elements of art (Point, Line, Shape, Form, Color, Value, Space, Texture)
- Compare and Contrast

Numeracy:

- The students will utilize a venn diagram to visually compare and contrast multiple items, much like in statistics.

**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.**

School laptops and wifi, google teams, google slides, google sheet instructions

**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.**

Google slides where the elements of art and principles of design are listed for them to add pieces to. Google Arts and Culture. Various of Kirsty's elements of art / principles of design handouts.

[http://www.fredgriffinart.com/PORTFOLIO/Popups/d\\_wheretoputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUjvWCD8jLPUzoneKA3L2EiswGgikHk80](http://www.fredgriffinart.com/PORTFOLIO/Popups/d_wheretoputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUjvWCD8jLPUzoneKA3L2EiswGgikHk80)

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

A google slides for students to submit their work on

[https://docs.google.com/presentation/d/1myluuoBq1TFmRT5Ow4jZUIxuMBQON8SYaxYx0PTjP\\_Y/edit?usp=sharing](https://docs.google.com/presentation/d/1myluuoBq1TFmRT5Ow4jZUIxuMBQON8SYaxYx0PTjP_Y/edit?usp=sharing)

A google slide for instructions on the classrooms

<https://docs.google.com/presentation/d/13kbk-0RwefuxYQuiJbB25WuebPr2w1nxCc9PCF9Nmdw/edit?usp=sharing>

Prepare research on the production of the list of elements of art and principles of design - see above

[http://www.fredgriffinart.com/PORTFOLIO/Popups/d\\_wheretoputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUjvWCD8jLPUzoneKA3L2EiswGgikHk80](http://www.fredgriffinart.com/PORTFOLIO/Popups/d_wheretoputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUjvWCD8jLPUzoneKA3L2EiswGgikHk80)

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

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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.

- How can I connect many artworks together?
- How do artworks integrate basic ideas and create such unique pieces?

**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.

- I will show them photos and get ideas about what the students believe the artworks have in common (and boil down to the elements of art and principles of design).

**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

| Days  | <b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b>   | <b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b>   | <b>Time</b>   |
|-------|---|--|---|
| Day 1 | <p>StArt:What are the Elements of Art and Principles of Design, and how do they unite pieces that are complete opposites?</p> <p>Introduction to the unit: Artists are Explorers; Artists are Investigators slideshow</p> <ul style="list-style-type: none"> <li>• Overview of unit</li> <li>• Memes about Internet Explorer</li> <li>• Ask what three very different artworks have in common</li> <li>• Explain elements of art and principles of design</li> <li>• Revisit the three different artworks and reask, narrow down.</li> <li>• Show Google Arts and Culture               <ul style="list-style-type: none"> <li>○ Explain that they can look for their favorite</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Students will ideate different scenarios in which art pieces are united by the elements of art and principles of design</li> <li>• Students will synthesize the scope of this mini-unit, ideate on the different applicable elements of art and principles of design together with teamwork.</li> </ul> | <p>StArt time: 5 min</p> <p>Powerpoint time: 20min</p> <ul style="list-style-type: none"> <li>- 6 interaction minutes on the artwork slides (2)</li> <li>- Explain the google slides and google art and culture.</li> </ul> <p>Questions / revisiting the assignment / starting: 10 min</p> |

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|       | <p>color or time period, but they could look in mediums to discover art that isn't just 2d</p> <ul style="list-style-type: none"> <li>● Explain how to utilize google slides <ul style="list-style-type: none"> <li>○ Comment function,</li> </ul> </li> <li>● Explain the assignment while showing google arts and culture, then review it on slides, then show where it is on classroom.</li> </ul> <p>Explain snipping tool</p> |  |   |
| Day 2 | <p>StArt - What is something you learned? Potentially longer time because they might not have history quickly available</p> <p>Venn Diagram between the three artworks</p> <ul style="list-style-type: none"> <li>- Model creation of one while explaining.</li> </ul> <p>Students show and discuss the three artworks chosen and their elements of art and principles of design.</p>  | <ul style="list-style-type: none"> <li>● Students will compare and contrast their artworks and connect the ideas of elements of art and principles of design with them.</li> </ul> | <p>5-7 min start - investigate background of one of your artworks and summarize</p> <p>10 min explanation of venn diagram, show three artworks and work through with students</p> |

**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 restate what the expectations are before the live session on day 1 ends.

In the second day, students will reflect by summarizing the elements of art and principles of design and what they see they utilize most and least in their own art / what they want to experiment with more.

**Post-Assessment (teacher-centered/objectives as questions):**

**Post-Assessment Instrument:**

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| <p>Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>   | <p>How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>   |
| <p>After a short introduction to the unit, did students find three different artworks that interest them on google arts and culture and investigate the principles of design and elements of art?</p> <p>After investigating the principles of design and elements of art, were students able to CONNECT the three pieces of art in a page to three pages worth of dialogue dependent on their grade level, comparing and contrasting how the elements and principles are utilized?</p> <p>After comparing and contrasting the elements of art and principles of design used in the three artworks examined, were students able to ADD their discovered artworks to a collective google slides to represent each Principle of Design and Element of Art?</p> <p>After creating a venn diagram in the second day, were students able to DISCUSS their venn diagram with each other, explaining how their artworks relate to the elements of art and principles of design and which elements / principles they share with each other.?</p> | <ul style="list-style-type: none"> <li>● Rubric on the google classroom assignments</li> <li>● Satisfactory: Students created a venn diagram that included all three artworks and explains which elements of art / principles of design they include. Students commented on their artworks in the slides, explaining why they belong under that element of art etc. Students found three artworks to utilize and placed the title, name of artist, and year in pt 9 font under their chosen artworks .</li> <li>● Needs improvement: Students had incomplete boxes on their venn diagram, only found 1-2 artworks to discuss, did not discuss findings.</li> <li>● Unsatisfactory: Students did not attempt to compare and contrast artworks, did not find any artworks nor investigate the elements of art and principles of design, and did not share any findings.</li> </ul> |

**Self-Reflection:**

**After the lesson is concluded** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.)

The powerpoint explanation went well, and when I asked questions for clarification, I was able to get affirmation that they understood. Some students lost focus halfway through, so if I were to do it again perhaps I would add some sort of break to do something to get blood moving (jumping jacks?) or I would break up the lesson more. I was surprised with how confusing the venn diagram was to them, and I am going to ask them the week after how I could make that more understandable / how they figured it out / what was most helpful when tackling that task. Next lesson I am going to revisit the venn diagram and potentially the slideshow and clarify further.



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

[http://www.fredgriffinart.com/PORTFOLIO/Popups/d\\_whereputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUvWCD8jLPUzoneKA3L2EiswGgikHk80](http://www.fredgriffinart.com/PORTFOLIO/Popups/d_whereputcow.htm?fbclid=IwAR1sLY9LKL0C64VuX45jeC8wUBdpUvWCD8jLPUzoneKA3L2EiswGgikHk80)

<https://docs.google.com/presentation/d/13kbn-0RwefuxYQuiJbB25WaeBPr2w1nxCc9PCF9Nmdw/edit?usp=sharing>

[https://docs.google.com/presentation/d/1g0h3lq-BpnmILT4\\_5hxwfjEuN19LHXpT0WA0ebx9RMc/edit?usp=sharing](https://docs.google.com/presentation/d/1g0h3lq-BpnmILT4_5hxwfjEuN19LHXpT0WA0ebx9RMc/edit?usp=sharing)





# Artists are INVESTIGATORS assignment



Kyndall Thompson • Sep 8 (Edited Sep 23)

6 points

Due Sep 15

1. Find THREE artworks that interest you on google Arts and Culture - found here: <https://artsandculture.google.com/>
2. Use the Snipping tool on your computer to copy and paste the picture onto the corresponding Google Slides in the "Elements and Principles" slideshow attached.
3. Use each picture MULTIPLE TIMES: under all the Elements of Art that it corresponds to, and again under all the Principles of Design it corresponds to.
4. Cite ARTIST, TITLE, and YEAR on the first slide your artwork appears on in the comment.
5. Put a COMMENT for your picture to explain WHY you put it under each Element / Principle it belongs under.

Feel free to reference the below resources and slides. Utilize the "P1 Elements and Principles" slideshow below.



Rubric: 3 criteria • 6 pts



P1 Elements and Principles  
Google Slides



Artists are Explorers  
Google Slides



elements-principles.jpg  
Image



original-3775082-1.jpg  
Image



Fred Griffin Art: Where to Pu...  
<http://www.fredgriffinart.com/PO...>

# Artists are INVESTIGATORS assignment



16 ✕

## Found and Utilized Artwork

12 ^

Students found and utilized THREE artworks on MULTIPLE slides in the slideshow

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| <b>THREE artworks u...</b> 2 pts<br>Students found and utilized THREE artworks on THREE elements and THREE principles. | <b>1-2 ARTWORKS US...</b> 1 pt<br>Students only utilized one to two artworks, did not put on more than two slides on the slideshow. | <b>0-1 ARTWORKS U...</b> 0 pts<br>Students did not find any artworks, or found one and only utilized one slide on the slideshow. |
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## Commented Reasoning

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Students used the 'comment' feature on google slides to comment on EACH OF THEIR three artworks every slide they believed the artwork fit under.

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| <b>ALL artworks have ...</b> 2 pts<br>Each of your 3 artworks has a comment that explains WHY it suits that element of art / principle of design. | <b>SOME artworks have...</b> 1 pt<br>2+ artworks have an explanatory comment but not all, or all artworks have comments but not all of the comments explain why the artwork suits the element / principle well. | <b>NO artworks have e...</b> 0 pts<br>None of the artworks placed have a comment, or the comments that are put do NOT explain why the artwork suits the element / principle |
|---|---|---|

## Included Title, Artist, and Year

12 ^

Students included the title, artist, and year of each artwork underneath.

|  |   |   |
|--|---|---|
| <b>Included Title, Artis...</b> 2 pts<br>Student copy / pasted the title, artist and year in pt. 9 font under each artwork on the first slide it appears on. | <b>Somewhat Included ...</b> 1 pt<br>Student copy / pasted title or artist or year under each artwork in pt. 9 font on one of the slides it appears on. Not all three "artist, title, year" are included. | <b>Did Not include Titl...</b> 0 pts<br>Student did not include title / artist / year with their three chosen artworks. |
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