

<p>Lesson Idea / Topic: Rational / Relevance:</p>	<p>Value of Songs - Choose a song, represent with one line to show value and intensity of the music. Consider how the instrumentals and chorus would look versus the bridges. After filling their paper with lines, they will fill each area bordered by lines with a shade indicated by the darkness of their line.</p> <p>They will be entering a unit in which value is important to pay attention to, and the music they choose will be relevant for them because they can choose any song. The high schoolers have a wide range of backgrounds with drawing, so this is an activity that can be completed by many of varying degrees.</p>
<p>Student Profile: (Students that are there, students this lesson is great for)</p>	<p>Students who are in Drawing 1, entering a unit where shading is crucial. They can listen to music relevant to them and their personal interests. This will be a more exciting activity than a value chart, and after they shade the segments, they can label each shade by a pencil labelling.</p>

**Content standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)*

Standard 3. Invent and Discover to Create

Ideate and build works of art and design to demonstrate growth and proficiency in traditional and new art media.

**Understandings and Essential Questions:** *(Big Ideas)*

Artists and designers consider value and environment (such as music) when creating works of art.

**Inquiry Questions:** *(Essential questions relating knowledge at end of the unit of instruction, select applicable questions from the standard, one from each of the six facets of understanding)*

How does music replicate art? Is music a form of visual art that translates to values and images?

- Explanation: What are examples of artists and designers who solely focus on music to make art?
- Interpretation: How do the instrumentals or vocals lend to darkening or lightening of values?
- Application: How might interpretation of music be relevant to other subjects? Do other subjects relate to music in this way?

- Perspective: What are the reactions to artists and designers using sound as an art? Is it backwards compatible? (Can you make noise art based off of an image? Consider Luigi Russolo)
- Empathy: What would it be like to create this song from scratch with line and value?
- Self-knowledge: How are my views about the interpretation of music shaped by others' reactions to the music?

**Evidence Outcomes:** *(Learning Targets)*

After being given instructions, students will be able to make a work based off of listening to a song of personal significance involving a mostly singular line of charcoal ranging in value.

After creating a work with a continuous line of varying value, students will be able to shade each segment of their drawing with a shade informed by the value of the lines around it, shading until the entire page is varying shades.

After finishing their artwork with varying shades of lines and values, students will be able to orally reflect on at least one of their noticings of the process with a discussion led by the teacher.

**List of Assessments:** *(Formative and summative, whether the summative occurs in this lesson or not)*

Formative assessment (discussion of noticings) as their uses and experimentations with value will always be improving. Pre Assessment will include asking students what experiences they have with value and if they have ever made a value chart before.

*CEP Lesson Plan Form*

**Planned Lesson Activities:**

<p><b>Name and Purpose of Lesson</b></p>	<p><b>Value of Songs -</b> Choose a song, represent with one line to show value and intensity of the music. Consider how the instrumentals and chorus would look versus the bridges. After filling their paper with lines, they will fill each area bordered by lines with a shade indicated by the darkness of their line.</p>
<p><b>Co-Teaching</b> <i>Will co-teaching models be utilized in this lesson?</i> Yes__ No_x_</p>	<p><b>If co-teaching- What will be your role? What will the co-teacher's role be?</b> <b>Not co-teaching</b></p>
<p><b>Approx. Time and</b></p>	<p>Approx. 45 min</p>

<b>Materials</b>	Charcoal pencils, charcoal sticks, compressed charcoal sticks. Paper towel. Optional: chalk pencils, chalk sticks. White, gray, and black papers cut to 8.5"x11".								
<b>Anticipatory Set (Mini-lesson and intro)</b>	<p>Build the need-to-know, set the purpose: Ask students who has used charcoal before, and who has made value scales before. Show examples. Demonstrate using charcoal sticks to make dark or light lines. Explain to students that they can listen to any of their favorite songs, and to make a work that is one (or mostly one) continuous line that overlaps and interacts with itself. The line is to have a varying value, and that once the students finish, they are to fill in the shapes made by the line with a shade indicated by the line value.</p> <p>How will you model thinking, conduct a think-aloud, minilecture, demonstration? The demo will be me using the different charcoals and chinks under the doc cam while a song of my choice is playing, demonstrating the different lines that I make and then demonstrating the shading. I will show how I am holding the chalk / charcoal to shade, and explain that there will be time to clean up afterward. Each time I want to use a different pencil or material I will start at the end of the line I left off on (which is why it is only mostly one line) When done shading, I will label based on the lightest to darkest shades I had, and I'll explain that these are the values that I must base the mid tones off of.</p>								
<b>Procedures (Workshop Time)</b>	<p>The strategy I intend to use is: Workshop model</p> <p>I am using this strategy here because: Most art lessons are framed in this way, as the student work is essential.</p> <table border="1" data-bbox="403 792 1963 1177"> <thead> <tr> <th data-bbox="403 792 735 966">Teacher Actions What will you be doing while the kids do the work?</th> <th data-bbox="743 792 1302 966">Student Actions What will the students be doing? (We do or you do?)</th> <th data-bbox="1310 792 1963 966">Data Collected While you are conferring or monitoring, what data will you (or did you) collect for future lessons?</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 972 735 1177">I will be walking around offering comments and documenting.</td> <td data-bbox="743 972 1302 1177">The students will be listening when I am doing my demonstration, and when they are working their earphones should be in and their phones <b>upside down</b> while they use their charcoal / chalk</td> <td data-bbox="1310 972 1963 1177">I will be documenting with photos, videos (of the artmaking, no faces), and recording what I hear with notes.</td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. Introduction/Icebreaker (3 min.) <ol style="list-style-type: none"> <li>a. Introduce self</li> <li>b. Ask the students if anyone has used charcoal / chalk before and some things to keep in mind while using them (how to keep clean? Possible paper towel use? Different types? Line qualities?)</li> <li>c. Ask students if anyone has made value charts before.</li> </ol> </li> </ol>			Teacher Actions What will you be doing while the kids do the work?	Student Actions What will the students be doing? (We do or you do?)	Data Collected While you are conferring or monitoring, what data will you (or did you) collect for future lessons?	I will be walking around offering comments and documenting.	The students will be listening when I am doing my demonstration, and when they are working their earphones should be in and their phones <b>upside down</b> while they use their charcoal / chalk	I will be documenting with photos, videos (of the artmaking, no faces), and recording what I hear with notes.
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2. Pre-assessment:
  - a. ^^ Same activity
  - b. I will write down some of their tips as reference on the doc cam.
  - c. Ask students if anyone doesn't have headphones. Students without headphones would have to either listen with a partner or I could play music.
3. Essential Questions: (4 min)
  - a. Artists and designers consider value and environment (such as music) when creating works of art.
  - b. Interpretation: How do the instrumentals or vocals lend to darkening or lightening of values?
  - c. How does music replicate art? Is music a form of visual art that translates to values and images?
4. Ideation (included in Demonstration)
  - a. Asking students how the background elements of the song - the beat, the bass, the vocals, the rhythm - correlate to line shape or darkness.
5. Motivation: (Included in Demonstration)
  - a. Music they use (or I use in my demo)
  - b. Varying types of charcoal leading to varying outcomes
  - c. Paint-by-numbers nostalgia feel of filling in shapes caused by lines.
6. Demonstration: 5 min
  - a. The demo will be me using the different charcoals and chalks under the doc cam while a song of my choice is playing, demonstrating the different lines that I make and then demonstrating the different types of shading. I will show how I am holding the chalk / charcoal to shade, and explain that there will be time to clean up afterward. Each time I want to use a different pencil or material I will start at the end of the line I left off on (which is why it is only mostly one line) When done shading, I will label based on the lightest and darkest shade.
  - b. Explain to students that they can listen to any of their favorite songs, and to make a work that is one (or mostly one) continuous line that overlaps and interacts with itself. The line is to have a varying value, and that once the students finish, they are to fill in the shapes made by the line with a shade indicated by the line value. Explain that the chalk is optional, but could cause an interesting shift of how value will operate in their line.
7. Have students choose paper type and materials. (2 minutes)
8. Students work until projects are completed or attempted (15 minutes)
  - a. I will be walking around offering comments and documenting.
  - b. The students will be listening when I am doing my demonstration, and when they are working their earphones should be in and their phones **upside down** while they use their charcoal / chalk
9. Student Reflective Activity (5 minutes)

	<p>a. Students will reflect with the class about at least one thing they noticed about the activity, charcoal, line quality, or shading.</p> <p>10. Clean up (10 min)</p> <p>a. Ask students to put all materials back and clean up their tables if needed or pick up something from the floor.</p>				
<p><b>Closure (Debrief)</b></p>	<p>How will students share understandings, how will teachers label and hold thinking for future learning, and how will teachers build momentum for the next class period?</p> <p>Documentation of learning will be made in the form of videos that do not identify students and only use their voices and their actions. Students will reflect with the class about at least one thing they noticed about the activity, charcoal, line quality, or shading. I will ask students to consider how other songs would be visualized, perhaps even with color in mind.</p> <p>Which closure activity will you use and how will you inform your instruction? Ditto to above.</p>				
<p><b>Differentiation</b></p>	<p><b>Modifications:</b></p>	<p><u>Content</u></p> <p>Students could use either chalk or charcoal depending on their level of discovery.</p>	<p><u>Process</u></p> <p>The supplemental materials given could be different (ie instead of white paper, they could have grey or black paper with white colored pencils</p>	<p><u>Product</u></p> <p>The amount of shapes fully shaded will be lessened if needed.</p>	<p><u>Environment</u></p> <p>The student could be given a larger work space, a more secluded and quiet work space (visually and noise level wise). Student could be moved near students that increase their confidence and safe risk taking as well. Students could be offered music over the speakers.</p>

	<b>Extensions:</b>	Students could be asked to make another artwork with the opposite material (chalk on black paper) to extend their knowledge of value.	Students could be challenged to use both chalk and charcoal on a grey piece of paper.	Students could be encouraged to write two paragraphs explaining the implications of creating a work of art based on music, and whether sound art is visual art reinterpreted.	Students could be placed near other advanced students to encourage higher level conversations around the artmaking.
<b>Assessment</b> <b>(Describe both the formative assessment(s) and summative assessment(s) used)</b>	<p>Formative: Students will share their noticings with the class and ideas about future use.</p> <p>Summative assessment: Rubric of behavior, final product value variety, final product line quality.</p>				

### Post Lesson Reflection

1. **To what extent were lesson objectives achieved?** (*Utilize assessment data to justify your level of achievement*)
  - a. All students utilized varying shades to fill in their drawings with value. The students utilized different line qualities to represent different aspects of their songs, and the students were able to discuss their noticings at the end of the lesson. In this measure, the lesson objectives were achieved, however some students needed more clarification on utilizing just a single line.
2. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**
  - a. If I were to teach again, I would emphasize the different techniques on blending, different types of charcoal, the idea of using a single line, and extend the demonstration. I would also add a written component at the end for students to reflect personally before they share. I would also have black paper and chalk available if I were to teach again in order to extend for the students who were advanced.

3. **What do you envision for the next lesson?** (*Continued practice, reteach content, etc.*)
  - a. The next lesson, I would have the students choose a song for which to base a project. The same concept of line quality and shading would be expected, and the immediate next lesson would have the students ideating with charcoal on a sheet of paper the same size as the practice to make a connection between the medium and the songs. They would then create a project with charcoal on a large piece of paper.
4. **If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**
  - a. **I did not co-teach for this lesson, but if I did, it would be a matter of passing out materials and perhaps choosing a song for the other person to use in our demonstration.**