

Lesson Plan 3

Title: Interpret and Respond

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.

- Have you heard of the Getty Art Challenge? How are people recreating famous artworks?

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 create a recreation of a chosen artwork with household / nature objects.

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.**

Interpreting, recreating, composition, technique, influence, style, elements and principles, history, context

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 ideation and mindfulness, creating a connection between observation and planning.

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 discussing the Getty Art Challenge, SWBAT analyze artworks submitted and answer these questions for 10 min: If you had to use objects near you right now, how would you create these images? What would be different? What would be the same? (-Co Visual Art Standard: *Observe and Learn to Comprehend*- **GLE:** 1. *Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.* -**SHoM:** *Understand arts community* **Art learning:** *Students develop visual literacy to discuss art*)

After discussing questions regarding the Getty Art Challenge, SWBAT ideate a list of ideas for how they could recreate different types of artworks in their homes, with unique materials of nature or household objects. (-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:** *Envision* **Art learning:** *Students practice ideation*)

After class, SWBAT recreate one of their three chosen images using unique materials from their homes or nature, making five visual connections to the artwork. (-Co Visual Art Standard: *Invent and Discover to Create*- **GLE:** 1. *Establish a practice of planning and experimentation to advance concepts and technical skills.* -**SHoM:** *Develop Craft* **Art learning:** *Students create through the making process*)

After a short introduction to critiques, SWBAT show their artwork and critique each others' works with constructive criticism for fifteen to twenty minutes. (-Co Visual Art Standard: *Relate and Connect to Transfer* - **GLE:** 2. *Develop proficiency in visual communication skills that extends learning to new contexts.* -**SHoM:** *Observe* **Art learning:** *students learn to constructively criticize each others' works to help each other improve.*)

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.

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)
	Students can utilize materials they are comfortable with, as opposed to completely new materials	Students can instead create smaller or larger compositions as their needs dictate.

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students utilize natural and household items, trying to balance the composition with both.	Students can create something that has specific connections to two different pieces of art, or that creates specific connections to the elements of art and principles of design.

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.**

- Numeracy: Critical thinking with analyzing and creating new solutions to unique problems.
- Literacy: Vocabulary, writing a reaction in their portfolio, arguing their case in critique, writing a few sentences on the background of their reference piece.

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.**

- Miscellaneous around the house found objects
- Camera, laptop

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.**

- Twitter Getty Art Challenge:
- Roxanne Davies, 2020
- Fiona Griffin, 2020
- Madeleine Portland, 2020
- Andy Goldsworthy, various years

Preparation:

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

- StArt
- Slideshow
- Rubric / assignment

Safety:

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

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.

- Posing some questions about the Getty Art Challenge, showing artwork from Getty Art Challenge

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.

- Have you heard of the Getty Art Challenge? How are people recreating famous artworks?
- What materials do you have in your household to recreate an image? What natural materials will you use?

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	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	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	Time
Day 1	StArt - What was the most interesting sense you explored in your thumbnails? This day is more about the students setting up portfolios, and putting their ideation thumbnails on the portfolios. Closing to introduce them to the idea of using household products to create art	<ul style="list-style-type: none"> • -- 	StArt - 5 min Explaining portfolios/leading them through: 25 min

	(Getty Art challenge, etc) and informing them to choose one of their three chosen artworks to recreate.		
Day 2	<p>StArt: Have you heard of the Getty Art Challenge? How are people recreating famous artworks?</p> <p>Show students images of Getty art challenge, ask high level questions - "If you had to use objects near you rn, how would you create these images? What would be different? What would be the same?"</p> <p>Make a list of objects available to work with and/or brainstorm ideas. Ideate the entire live session and break off for them to create. Explain to them to update their portfolio with the artwork and submit so we can share on mon / tues.</p> <p>Conclusion: What are you using to create your piece?</p>	<ul style="list-style-type: none"> • Students will begin considering simple ways to recreate images with a twist. • Students will analyze and interpret artwork, proposing alternative solutions • Students will ideate through many problems and create a list of solutions. 	<p>StArt: 5 min</p> <p>Short explanation on getty art challenge / ideation: 5-10 min.</p> <p>Ideate different ways to create art at home / with nature.5 min</p> <p>Figure out what qualities of their reference artwork that they want to focus on. - 5 min</p> <p>Conclusion:3 min</p>
Day 3	<p>5 min StArt - What materials are you using for your piece?</p> <p>7 min upload / explain upload to the portfolios.</p> <p>10 min critique on their reference artwork.</p> <p>5 min for students to investigate the history of the reference piece. Short assignment to write 5 sentences on the history of the reference artwork.</p>	<ul style="list-style-type: none"> • Students learn the repetition and practice of activities. • Students will learn visual literacy through observing and interpreting their reference work, potentially influencing how they create their final product. 	<p>5 min StArt - What materials are you using for your piece?</p> <p>7 min upload / explain upload to the portfolios.</p> <p>10 min critique on their reference artwork</p> <p>5 min investigate history.</p>

	3 min Kirsty and I will create examples to show, dismiss.		3 min example showing and dismissal.
Day 4	<p>StArt: Write down one highlight, one improvement, and one question to ask others.</p> <p>What is constructive criticism?</p> <p>Mock critique to model between Kirsty and I.</p> <p>Critique? Explain quick critique expectations? I share the artworks from my slideshow?</p>	Students will critique and give constructive feedback to each other on their work.	<p>StArt: 5 min</p> <p>Introduction to critique / rules: 5 minutes.</p> <p>Critique: 15-20 min</p>
Day 5	Potential critique extension.	Same as above.	See above.

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 discuss what they discovered when they created the images on their portfolio when they post their thumbnails.

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>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.</p>
<p>After discussing the Getty Art Challenge, were students able to analyze artworks submitted and answer these questions for 10 min: If you had to use objects near you right now, how would you create these images? What would be different? What would be the same?</p> <p>After discussing questions regarding the Getty Art Challenge, were students able to ideate a list of ideas for</p>	<ul style="list-style-type: none"> • Rubric on google classroom. • Satisfactory: Student recreated an artwork in their own style / with surroundings. Student incorporated 5 different aspects of the work in their recreation; ranging from subject matter to the elements and principles to color palette. They used unique materials. Students created two

<p>how they could recreate different types of artworks in their homes, with unique materials of nature or household objects?</p> <p>After class, were students able to recreate one of their three chosen images using unique materials from their homes or nature, making five visual connections to the artwork?</p> <p>After a short introduction to critiques, were student able to show their artwork and critique each others' works with constructive criticism for fifteen to twenty minutes?</p>	<p>thumbnail sketches to ideate their placement of objects.</p> <ul style="list-style-type: none"> • Needs improvement: Student either plagiarized an artwork without any adjustment, or students' response to the artwork has between 2-4 connections to the piece. Used some unique materials, but also used a majority non-unique materials. • Unsatisfactory: Student either did not attempt creating response to the art, or student only made one connection to the original artwork. Student did not use unique materials.
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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 lesson objectives were achieved somewhat sufficiently. The problem was lack of student engagement; not many students turned this project in by the time I left. Of the projects that were turned in, most of the parameters were met; most students only missing some portions of the writing tasks. If I were to teach this again, I would have more concrete progress checks and consequences than I had; I only asked verbally if they were making progress and they were always providing excuses. The next lesson would be potentially some at home video creation; stop motion, claymation, etc. with their home environment.

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

https://docs.google.com/presentation/d/1p3gPp-2Hz6NAuRNtaMX8SIWcFMDCdYQ17XQiY_DuPO4/edit?usp=sharing

Artists INTERPRET and RESPOND Assignment

/10 X

<p>Qualities of Google Artwork Used</p> <p>Student used qualities of the google arts and culture artwork or recreated the piece with unique materials.</p> <table border="1"><tr><td><p>5+ Qualities Used 2.5 pts</p><p>Student used 5 or more qualities of their reference artwork, including anything from elements / principles to color palette to content. Student stated the qualities shared between the pieces on their portfolio.</p></td><td><p>2-4 Qualities Used 1 pt</p><p>Student only used 2-4 qualities of their reference artwork in their final piece. Student stated a few of the qualities shared between the pieces on the portfolio, but perhaps not all.</p></td><td><p>0-1 Qualities Used 0 pts</p><p>Student did not attempt to use qualities from their reference artwork, or only used one quality of the artwork in their final piece. Student didn't write about these qualities in their portfolio.</p></td></tr></table>	<p>5+ Qualities Used 2.5 pts</p> <p>Student used 5 or more qualities of their reference artwork, including anything from elements / principles to color palette to content. Student stated the qualities shared between the pieces on their portfolio.</p>	<p>2-4 Qualities Used 1 pt</p> <p>Student only used 2-4 qualities of their reference artwork in their final piece. Student stated a few of the qualities shared between the pieces on the portfolio, but perhaps not all.</p>	<p>0-1 Qualities Used 0 pts</p> <p>Student did not attempt to use qualities from their reference artwork, or only used one quality of the artwork in their final piece. Student didn't write about these qualities in their portfolio.</p>	/2.5 ^
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<p>Thumbnail Sketches</p> <p>Student made thumbnail sketches to plan artwork.</p> <table border="1"><tr><td><p>Made two or more... 2.5 pts</p><p>Student created two or more thumbnail sketches of their work. Sketches must be 2" x 2" or larger, do not need to be detailed.</p></td><td><p>Made 1 thumbnail 1 pt</p><p>Student made one thumbnail, or the two thumbnails were smaller than 2" x 2".</p></td><td><p>Made no thumbna... 0 pts</p><p>Student did not make thumbnails.</p></td></tr></table>	<p>Made two or more... 2.5 pts</p> <p>Student created two or more thumbnail sketches of their work. Sketches must be 2" x 2" or larger, do not need to be detailed.</p>	<p>Made 1 thumbnail 1 pt</p> <p>Student made one thumbnail, or the two thumbnails were smaller than 2" x 2".</p>	<p>Made no thumbna... 0 pts</p> <p>Student did not make thumbnails.</p>	/2.5 ^
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<p>Experiment and Challenge</p> <p>Student experimented with new materials and challenged themselves.</p> <table border="1"><tr><td><p>Student experimented / challenged themselves with the materials they chose, integrating their challenge object well and experimenting with at least two different materials together.</p></td><td><p>Student did not challenge themselves to use multiple materials or with the types of materials, but still created a recreation / interpretation of the artwork. Student experimented with one material.</p></td><td><p>Did not experiment ... 0 pts</p><p>Student did not attempt to experiment with a new material, or did not challenge themselves with the difficulty they could handle. Student did not integrate challenge object.</p></td></tr></table>	<p>Student experimented / challenged themselves with the materials they chose, integrating their challenge object well and experimenting with at least two different materials together.</p>	<p>Student did not challenge themselves to use multiple materials or with the types of materials, but still created a recreation / interpretation of the artwork. Student experimented with one material.</p>	<p>Did not experiment ... 0 pts</p> <p>Student did not attempt to experiment with a new material, or did not challenge themselves with the difficulty they could handle. Student did not integrate challenge object.</p>	/2.5 ^
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<p>Submission on Portfolio</p> <p>Student submitted artwork and process images on portfolio</p> <table border="1"><tr><td><p>Student took photos of the finished product and thumbnails. Student uploaded photos on the portfolio, and included a caption of the connections and other relevant descriptions of their</p></td><td><p>Few Images and Cap... 1 pt</p><p>Student did upload one photo or caption. All photos uploaded without captions, or there is text describing process without photos.</p></td><td><p>No Images and Cap... 0 pts</p><p>Student did not upload images nor captions on their portfolio.</p></td></tr></table>	<p>Student took photos of the finished product and thumbnails. Student uploaded photos on the portfolio, and included a caption of the connections and other relevant descriptions of their</p>	<p>Few Images and Cap... 1 pt</p> <p>Student did upload one photo or caption. All photos uploaded without captions, or there is text describing process without photos.</p>	<p>No Images and Cap... 0 pts</p> <p>Student did not upload images nor captions on their portfolio.</p>	/2.5 ^
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Critique!

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/10 ✕

Artwork Shown

/5 ^

Student showed artwork to the class and answered questions: "What was something that went well, what was a challenge, what was something you'd change about your recreation? A question for the class?"

Presented and Ans... 5 pts

Student presented their artwork and answered all or most of the above questions.

Presented 2.5 pts

Student presented their artwork, but did not answer a majority of the questions above.

No presentation 0 pts

Student was not able to present their artwork.

Feedback given

/5 ^

Student participated in at least two other students' critiques, giving constructive feedback.

Constructive Feedb... 5 pts

Student gave constructive feedback to two or more artworks.

Some Feedback ... 2.5 pts

Student provided feedback to one other artwork, but not two. Student's feedback was not constructive.

No Feedback Given 0 pts

Student did not attempt to give feedback.

Reference Artwork Critique and Summary

/10 ✕

Summary of Context

/5 ^

Student investigated the context of their reference artwork and wrote a 5 sentence summary on the artwork's background.

5 sentence summ... 5 pts Student created a five sentence summary of their reference artwork, explaining the context or historical significance / background of the artwork.	2-4 sentence su... 2.5 pts Student created a two to four sentence summary of their reference artwork.	0-1 sentence sum... 0 pts Student did not create a more than one sentence summary for their reference piece, or did not make any attempt.
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Answers to Critique Questions

/5 ^

Student answered at least 12 questions from the critique sheet referring to their reference work, three from each box.

12+ Answers 5 pts Student answered twelve or more questions from the critique worksheet when looking at their reference artwork. Student included all answers on their portfolio.	4-11 Answers 2.5 pts Student only answered 4-11 critique questions when looking at their reference artwork, or did not answer three questions from each box and instead answered more questions from one	0-3 Answers 0 pts Student did not answer more than three critique questions, or did not submit their responses on their portfolio.
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Artists INTERPRET and RESPOND Assignment



Kyndall Thompson • Sep 23 (Edited Sep 30)

10 points

Due Sep 30, 5:00 PM

Artists are Interpreters and Responders!

1. Choose one of your three chosen artworks (from Google Arts and Culture, under the Artists are Investigators assignment) to recreate with your surrounding materials (You may choose a different artwork if you need).
2. Decide on 5 qualities of the chosen artwork to keep in your final recreation. Could be as vague as the elements / principles, or specific as 'tiger'. (Example: Tiger, line, contrast, sun, chiaroscuro)
3. Look around your room/house, or in nature and decide on what you can include. Include ONE challenge object that has nothing to do with the artwork or recreation and include it somehow. (Ex: challenge object being a toothbrush, trying to include the toothbrush with a turtle.)
4. Sketch out a plan with your decided materials - make two thumbnails at least to decide how you are positioning the materials / how you are using your materials.
5. Create! Using your materials, recreate the image, or make a new image using the five ties you decided in step 2.
6. UPLOAD! Take a photo, upload to your portfolio! Using the laptop camera is fine. Refer to the lesson 9/21-9/22 for instructions.



Rubric: 4 criteria • 10 pts



Week 3: Artists are Explorers
Google Slides



76.2-50ArtMaterialsToTryAt...
PDF



Ideation Sheet
Google Docs



Reference Artwork Critique and Summary



Kyndall Thompson • Sep 28 (Edited Sep 30)

10 points

Due Oct 1

Student investigated the background of the reference work, and documented the background / context of the artwork in five sentences on the portfolio. Student also uploads their musings when they CRITIQUED their reference work in class using the form below.

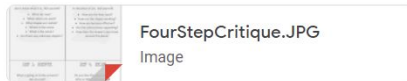
5 sentence summary of work instructions:

1. Look at the Google arts and culture page for your artwork.
2. Summarize in 5 sentences what the google arts and culture says about the history / context of the artwork.
3. If you need more content to fill 5 sentences, investigate the artwork on google and see what else you can find about that artwork or the time period it was made in.

Critique of reference artwork instructions:

1. Look at the file below and respond to the questions while looking at your reference artwork.
2. Answer at least 3 questions from each box. You should have 12 responses at least.
3. Upload your responses to the questions on the portfolio.

 Rubric: 2 criteria • 10 pts





Critique!



Kyndall Thompson • Sep 29

10 points

Due Oct 6, 5:00 PM

During class, did you:

1. Show your work and explain the context of the historical piece / explain the process of making and answer these questions:
 - What was challenging? What went well? What would you change? What is one question for the class?
2. Participate in giving constructive feedback to at least two others' works.
 - Question, Suggestion, Compliment and Connection.



Rubric: 2 criteria • 10 pts



FourStepCritique.JPG

Image

50 ART MATERIALS TO TRY AT HOME

<p>STEP 1: describe</p> <p>List everything you see, even if you don't know what it is. Ask yourself:</p> <ul style="list-style-type: none"> • What do I see? • What colors are used? • What shapes are visible? • Where is the scene? • What is the scene? • Are there any unknown objects? 	<p>STEP 2: analyze</p> <p>Explain how what you see is being used in the piece of art. Ask yourself:</p> <ul style="list-style-type: none"> • How are the lines used? • How are the shapes working? • How are textures effective? • Are the colors/values appealing? • How does the viewer's eye move around the piece?
<p>STEP 3: interpret</p> <p>What is going on in the artwork? Ask yourself:</p> <ul style="list-style-type: none"> • What do I see happening? • How does this make me feel? • What is the most important part of the piece? • Why did the artist create this piece? • What does this art "say" to me? 	<p>STEP 4: decide</p> <p>Do you like this piece of art? Why or Why? Ask yourself:</p> <ul style="list-style-type: none"> • What do I like about this piece? • What did the artist do best? • What do I dislike about this piece? • What would I change if I were the artist?

PAINTING MATERIALS

PAINT

- Food coloring mixed with water
- Coffee grounds mixed with water
- Spices mixed with water
- Dirt mixed with water
- Water-based markers mixed with water

BRUSHES

- Toothbrushes
- Cotton swabs
- Small bundles of leaves, grass, or twigs
- Pencils or sticks with fabric wrapped around the ends
- Small bundles of string or yarn



DRAWING MATERIALS

- Pencils
- Ballpoint pens
- Colored pencils
- Crayons
- Markers
- Sidewalk chalk
- Sticks

COLLAGE MATERIALS

PAPER

- Magazines
- Newspaper
- Junk mail
- Paper bags
- Scrap paper
- Receipts
- Stickers
- Small found objects
- Cardboard
- Packaging materials
- Scrapbook paper
- Sticky notes

ADHESIVES

- White glue
- Glue stick
- Invisible tape
- Packaging tape



3D MATERIALS

- Cereal boxes
- Cardboard
- Packaging materials
- Bubble wrap
- Packaging tape
- Painter's tape
- Notecards
- Playdough
- Modeling clay
- Homemade salt dough
- Sticks
- Paper towel tubes
- Toilet paper tubes
- Recyclable materials
- Tinfoil
- Found objects
- Objects from nature

