

Tech Integration Art Lesson Plan

Kyndall Thompson

Title: Tech Integration with Art Lesson

Date: N/A

Expected audience: 9-12th grade, intermediate or advanced art class

<p>Lesson Idea and Relevance: What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</p>	<ul style="list-style-type: none"> - Students will play an app in their free time / as homework, titled “A Blind Legend,” discuss what art can be without visuals, and will create a sculpture entirely focused on the sense of touch, possibly combined with smell or audio. Students can also create soundscape art or action art if interested. <p style="text-align: center;">~ This is relevant to the students as many students have played videogames before. Students may have been to art museums where there is a strict ‘no-touch’ rule, and as such a fresh concept of a sculpture made to be touched could be intriguing. Students have some experience with clay or other building materials and can use some background knowledge to work on this project.</p>
--	--

<p>Essential Understanding (s): What are the “big ideas”? What specific understandings about them are desired?</p>	<p>Essential Question (s): What provocative questions will foster inquiry, understanding, and transfer of learning?</p>
<ul style="list-style-type: none"> - Artists and designers do not always make art that is not to be touched. - Art is not always just a visual experience 	<ul style="list-style-type: none"> - When is art not art? - What senses are more challenging to be included in our traditional concept of ‘art’?

<p>Outcomes and Standards - Students will be able to...What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?</p> <p>Condition...Students will be able to (measure)...criteria (assessment)</p>
<ul style="list-style-type: none"> ● After discussing and playing “A Blind Legend,” SWBAT ideate at least five sketches for a proposed project, with at least one sketch for different senses involved with touch. ● After discussing proposed sketches with the teacher, SWBAT create three reinterpretations of their ideas for sound art, tactile art, or action art. ● After gathering materials, SWBAT begin working on their art piece over several class periods until finished.

Standard:

- Observe and Learn to Comprehend
 - GLE: 2. Interpret, analyze, and explain the influence of multiple contexts found in visual art and design.

Literacy and Math:

Students will learn new terms related to art and artmaking, dissecting the meaning of common terms such as ‘art.’

Students, depending on the avenue they take the project, will need to integrate dimensions in their calculations for how large to make physical objects. If using sound art, the different programs needed will incorporate a mathematical sine waves and / or technological concepts that incorporate math.

Student Reflective Activity: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?	Assessment Instrument (s): By what criteria will “performances of understanding” be judged?
<ul style="list-style-type: none">● Students will have a critique and submit their art pieces with a page reflection on the process as well as sketches and process notes.	<ul style="list-style-type: none">● Satisfactory: Student investigated at least three different avenues of artmaking, fully developing their piece and having reasoning behind their artistic choices. Artwork successfully integrated with the topic of illustrating a favorite board or videogame without solely relying on visuals.● Needs improvement: Student investigated two or less different avenues of artmaking, somewhat developed their piece without clear reasoning behind their artistic choices. Artwork unsuccessfully integrated with the topic of illustrating a favorite board or videogame, possibly somewhat relying on visuals.● Unsatisfactory: Student did not investigate different avenues of artmaking. Did not develop their piece, and did not have reasoning behind their artistic choices. Artwork did not integrate the topic of illustrating a favorite board or videogame, or relied on visuals to convey message.

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

- What does everyone STW about:
- Sound art

- Tactile art
- Action art
- After playing A Blind Legend, answer the following:
 - What was unusual about the experience?
 - Did it affect how engaged you were in the play?
 - Did you visualize the characters in different ways?

Motivation: How will you hook all students and hold their interest?	Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?
<ul style="list-style-type: none"> ● Introduction of three uncommon art forms. <ul style="list-style-type: none"> ○ Engaging discussion on whether or not they still fall under ‘visual art’. ● Powerpoint slide of the different artists that fit in the various categories. ● Introduction of the audio-based game, “A Blind Legend” 	<ul style="list-style-type: none"> ● Students will do a STW on sound, tactile, and action art, and will have a discussion on the differences between those and traditional visual art / museums. ● Students will create sketches of various project ideas they have

Instruction: How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy?
<p>Introduction: (5 mins)</p> <ul style="list-style-type: none"> ● Have discussion about what makes art ‘art,’ and if art is still art when visuals are not included or not the main focus. <p>Pre-assessment: (Included in Studio Instruction)</p> <ul style="list-style-type: none"> ● What does everyone STW about: <ul style="list-style-type: none"> ○ Sound art ○ Tactile art ○ Action art ● After playing A Blind Legend, answer the following: <ul style="list-style-type: none"> ○ What was unusual about the experience? ○ Did it affect how engaged you were in the play? ○ Did you visualize the characters in different ways? <p>Ideation: (Included in studio instruction)</p> <ul style="list-style-type: none"> ● Students will do a STW on sound, tactile, and action art, and will have a discussion on the differences between those and traditional visual art / museums. ● Students will create sketches of various project ideas they have <p>Motivation: (Included in studio instruction)</p>

- Introduction of three uncommon art forms.
 - Engaging discussion on whether or not they still fall under ‘visual art’.
- Powerpoint slide of the different artists that fit in the various categories.
- Introduction of the audio-based game, “A Blind Legend”

Studio Instruction: (25 mins) (first class of project)

- Students will be given presentation on the different sound, tactile, and action artists. Students will be instructed on downloading app and playing game. Students will discuss and fill out a STW chart for sound, tactile, and action artists.
- Day two of the project will lead to different ‘stations’ of learning action, sound, and tactile artmaking practices, as well as to allow students creating projects of different types to communicate at each station and learn. Sound art will have a set up of different computers and programs, tactile art will have clay and other textured items to consider, action art will possibly have a guest from the theatre department explaining emotion or conveying character concepts.
 - If students need participation of other peers in their project (Specifically, action art and noise art) they can form a group and cycle through different project ideas as a group.

Student Reflective Activity: (45 mins) (last class of project)

- Students will have a critique and submit their art pieces with a page reflection on the process as well as sketches and process notes.

Clean up Time: (5 mins)

- Each student will clean their area, wiping down the tables and sweeping the floors if needed.

Materials and Resources: What is needed to complete the learning plan? List materials and resources in a bulleted format.

- Smartphones to play the game “A Blind Legend”
- Various materials for specific projects; wood, glue, clay, plaster, etc.
- Various color lights for possible project uses.
- Sketchbooks
- Pencils

Preparation and Safety: What do you need to prepare for this experience? What safety issues need to be addressed? List steps of preparation and safety in a bulleted format.

- Playing through the game’s entirety to provide proper content warnings.
- Sending a letter to parents about the game’s slight violence
- Powerpoint slide of sound, tactile, and action art.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...Access (Resources and/or Process) and Expression (Products and/or Performance)?

- Provide ear covers for students who are sensitive to loud environments
- Provide aprons to students who prefer them while working

- Students without iphones could find playthroughs on youtube of the game, or could play a different game of similar nature
- Students could create a more involved technology for sound art or create a complex tactile or action artwork.