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Art Education Core Lesson Plan Template

Art Lesson Title: Monochromatic Portrait Critique

Grade Level: High School # of Classes: 2 , 45 minutes in length

Class 1- Students were given time to continue working on their projects. We repeated the objectives of the project and the students were sent the questions we are talking about for the following critique so the students could start to relate the questions with the artwork they have created.

Class 2- Students will take out the portraits they have created and sit at the 4 tables in the art room. Students are given a fortune teller which was previously created for them. In the fortune teller there are the same questions students were previously given. Each student will have a chance to pick a color, then from there a number and then choose another number which will reveal the question they need to answer in front of their peers about the monochromatic portrait. After the students have done this for two/three rounds they will begin to fill out the other questions not answered on their handout. This handout will then be used to help create their artist statement which is on their second handout. Their artist statement will be completed then sent to the teacher on Google Classroom.

I. Setting the Stage:

The measurable objectives and assessment for this project will be the students ability to identify different types of values. The ability to mix paints to create a value scale, tints and shades. This project will be after a lesson of learning about colors and color mixing. Can students identify the value scale created. Did they successfully create tints and shades which will add dimension to their final artwork.

Key Ideas: Color, Primary, Secondary, Portrait, Monochromatic, Tint, Shade, Brush, Palette, Photoshop, Filter Gallery, Posterize, Contrast, Subject, Color Scheme.

The students will create a project starting with pencil they will trace their hands. They will then divide their fingers using lines and within each finger use different types of lines to create patterns. They must also use their choice of line for the background. The students will then be given black marker to trace their lines. As a class we will talk about the use of colored pencils, the different techniques like using hard or soft pressure. Also the importance of craftsmanship and covering all the white in the paper.

A. Art Curriculum Framework Standards:

Standard 2- Elements and Principles of Design

Students will demonstrate knowledge of the elements and principles of design.

2.1 For Color

-Explore and experiment with the use of color.

-Identify a wide variety primary and secondary colors along with monochromatic color schemes

Standard 4- Drafting, Revising, and Exhibiting

Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: Drafts, critique, self- assessment, refinement, and exhibit preparation.

4.4 Produce work that shows an understanding of the concept of craftsmanship

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing.

VISUAL THINKING QUESTIONS:

- What makes your artwork unique to you?
- What do you think was successful in your artwork?
- Why did you pick the person you chose to paint?
- Why did you choose the color you chose?
- If you did this project again would you choose the same color? Why or why not?
- What would you do different if you did this project again? Why?
- What did you like about this project?
- What did you dislike about this project?

BLOOMS TAXONOMY:

Knowledge-

Keywords_ How, Identify, locate, name, list, recognize, remember, repeat,observe, duplicate, find,remember, reproduce, show, tell, trace, what, when, where, which.

Actions: Describing, Finding, Identifying, Listing, Naming, Recognizing,

Comprehension-

Keywords: Ask, classify, compare, contrast, demonstrate, discuss, give examples, illustrate, indicate,observe, show, paint

Actions: Classifying, comparing, explaining, value scales

Application-

Keywords: Choose, classify, connect, associate, plan, show , select, use, relate

Actions: Executing, using , implementing

B. Generative Topic: *What is the Big Ideas or key concept of the lesson?*

The big idea and the key concepts of this lesson is for students to be able to reflect on their work. To help discuss their ideas during an unconventional critique. The plan for this critique is for students to talk in small groups so they feel a little less pressure answering about their work in front of the entire class. There are questions given to help the conversation run smoothly and most importantly questions that makes them look at their work differently. After the critique students are asked to use these questions and answers to help them complete an artist statement. We will discuss the importance of an artist statement and why it is so important to be able to reflect on your work.

C. Measurable Objectives:

Content Objectives: Student will think and know about how to reflect on their work. Being able to verbalize and write why they chose to create a work of art.

Studio/Outcome Objectives: Students will make, create, design...

- A monochromatic portrait

Affective Objectives: Students will value & appreciate:

- The importance of a value scale and how it makes work look more 3D versus 2D and flat. The reasons why we use a value scale and the importance of reflecting on the work we have created. If I did the project again what steps would I not repeat? Or what would I do again? Are important questions to ask yourselves again in the future.

Content Objectives: Gain skills, in mixing paints, reflecting on their artwork, talking to their peers, creating an artist statement.

D. End of Lesson Assessment:

Review to Rubric at end of lesson plan

Rubric discusses student ability to:

- Craftsmanship, use of materials and techniques
- Engagement and Persistence
- Observation
- Creativity and Design

Expectations-

- Students receive instruction that builds on previous knowledge and skills prior to the assessment.

- Knowledge and skills in the assessment taught in the classroom
- Students will have adequate time to learn what is expected of them and of their finished assignment.
- The assessment represents what has been taught or will be taught.

II. Art Content of the Lesson

A. Content and Skills: What do you know about what you are planning to teach?

- **Key concepts:** Map or outline the skills, art elements & principles in an organized fashion.
- Define key terms (vocabulary for the lesson) using your own words.

Critique- A detailed evaluation of something or work of art

Artist Statement- Artists written decryption of their work

Color- Created by light and made up of three properties hue which can be the color name (such as red) Value which represents the color light and dark, and intensity representing strength and purity of the color.

Primary Colors- Blue, Red and Yellow. These three colors can be used to mix the primary colors (purple, orange and green.)

Secondary Color- Purple, Orange and Green - The three colors created when mixing two primary colors together.

Craftsmanship- A skill in one particular craft. The quality of work created.

Background- An area behind a main object

Foreground.- An object closest to the viewers sight.

Portrait- Painting drawing or photograph of a person only showing from the shoulders up.

Monochromatic- Using one color and its shades and tints.

Tint- The lightness of a color or value scale. When pertaining to paint- mixing white to a color to create its lightest value.

Shade- The darkness of a color or value scale. When pertaining to paint- mixing black to a color to create its darkest value.

Palette- An area where you hold paint and mix colors

Photoshop- Image editing software

Posterize- Print or display using a large range of tones

Contrast- A striking difference between something

Subject- The main idea represent in an artwork

Color Scheme- A combination of colors

o **Essential Question(s)**

- What makes your artwork unique to you?
- What do you think was successful in your artwork?
- Why did you pick the person you chose to paint?
- Why did you choose the color you chose?
- If you did this project again would you choose the same color?
Why or why not?
- What would you do different if you did this project again?
Why?
- What did you like about this project?
- What did you dislike about this project?

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B. Rationale: Why teach the lesson?

G. It is extremely important to be able to discuss your work and why you created something. As an artist we are often asked why we did something.. you should be able to explain why you did something so your artwork had a purpose and is meaningful. There is a reason why you chose this person/subject to paint and there is a reason why you decided to work with the small brush then switch to the larger.

H. When students critique their own work they have the ability to critically think about why they did something and their outcomes because of it. Being able to discuss and critique your work also gives students the opportunity to reflect on mistakes or find success in their art and others. Also the more and more we do public discussions and critiques students will build a confidence which will also help further their linguistic abilities.

III. Knowledge of Students:

Knowing your student is important in all aspects of teaching. Using strong visuals to help students with comprehension along with helping students with who speak different languages can visualize the word being repeated to them. No matter who the student it is important to understand how each child learns, each need different tools to grow and succeed in their own ways.

- One challenge with this project could be participation. At the high school age students are hesitant to speak in front of their peers. Working in small groups I hope would minimize some of those insecurities and allow students to answer a little more freely. Students were also given a preview of the lesson questions so when the lesson happens it will not be the first time they see these questions.

I. Describe the class characteristics, including grade/age level, class/group size, and any other relevant details.

The class is made up of 22 10-12th grade students.

J. The students need a small class size with high teacher to child ratio. I often divide the room into two small groups of 8- these 3 children will site in one of the groups with their aides. Language must be presented a slow pace with repetition and strong visuals (2 handouts) Students need to have their attention secured before presenting verbal and visual information. Cues for vocal volume (verbal or visual) and allowing of extra processing time with questions and directions.

IV. Preparation for the Procedures:

Materials:

Visuals, handouts, and critique fortune teller

Materials needed to be prepared in advanced the two handouts with questions and the critique fortune tellers

V. Sequence of Teaching-Procedures

A. Beginning the Lesson:

- Students will enter room and sit in 4 groups (5 minutes) and then move into demonstration to show how to start the project.(10-15)

Talk about, the purpose of a critique and our objectives.

- Students will sit at the four tables and pass around the fortune teller asking each other about their work and being asked to talk about it.

-Show strong visuals to help students follow the directions of the current class project

B. Middle of Lesson:

Students will be in discussion with their table mates answering 2/3 rounds of the critique questions and jotting down some answer to later help them write their artist statement.

C. Extension and Enrichment Activities:

- Once the critique is complete the students will be taking that time to write up their artist statement which will take up the remainder of the class.

D. End of Lesson: How will you help all students process the experience?

o **Clean up**

- Let the students know they have a few minutes before the class ends... Give them the opportunity to ask questions or reflect back on the current class.

- Ask to help pick up critique materials. Clean up their work area and return fortune tellers to the front of the room.

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Art Lesson Plan Rubric

Lesson Plan Template Salem State University	Level 4: Target	Level 3: Proficient	Level 2: Developing	Level 1: Unacceptable
IA. Art Curriculum Frameworks: Connect to your goals:	Lists complete MA Art Framework Standards that connect to the lesson's goals. Topic, question and objectives align with the frameworks.	Lists MA Frameworks that connect to the lesson's goals. BOTH strand and age appropriate standard is jointly listed.	Lists MA that are at least somewhat connected to the lesson's goals. Standards are missing parts.	Frameworks standards are incomplete or are not connected to the lesson's goals.
IB. Generative Topic: What is the focal concept or skill of the lesson?	The topic interests the teacher and is meaningful to students' experience. The Big Idea is based on the curricular goals and connects to curriculum frameworks.	The topic interests the teacher and is meaningful to the students. Generative topic is based on curricular goals and specific to the lesson.	Generative topic is connected to the frameworks but is too broad and/or not specific enough to focus the lesson and/or does not build on student interest.	The generative topic is unfocused/ unwieldy/ unimportant/unconnected to generate student background or interest. The connection to the frameworks is strained.
IC. Measurable Objectives: What do you want students to know and be able to do?	Presents measurable, observable outcomes, demonstrates what students will know and be able to do by the end. Are developmentally appropriate and promotes inquiry & deep learning.	Presents the measurable, observable outcomes (i.e., student performances of understanding) that demonstrate what they will know and be able to do by the end of the lesson.	Student outcomes are stated, focus on performance but are not measurable/ comprehensive/ specific enough.	Student outcomes are unclear and/or do not emphasize student performance.
ID. Final Assessment: How will you evaluate student's understanding	Summative assessment (s) is closely aligned with objectives and standards. Used to plan, evaluate and strengthen instruction; promotes intellectual/ social/ emotional/and physical development of students.	Summative assessment (s) is aligned with lesson's measurable objectives and standards and/or is used to plan, evaluate and strengthen instruction for students' continuous learning and development.	Summative assessments are limited and/or only loosely address student learning objectives.	Summative assessments are narrow in scope and effect and/or not connected to student learning objectives.
IIA. Content and Skills: What do you know about what you are planning to teach?	Map or outline scaffolds the key concepts or principles of the topic students are to acquire. Defined in the candidates' own words; demonstrate they understand and can use the concepts; are defined in terms that are meaningful to	Map or outline scaffolds the underlying concepts, or principles, students are to acquire. The content and skills are defined in the candidates' own words, demonstrating that he or she knows and can use the concepts in their implementation.	Map or outline scaffolds the underlying principles, concepts, or strategies students are supposed to acquire.	Few or no concepts or skills listed and/or do not build upon one another or connect to objectives.
IIB. Rationale: Why teach the lesson?	Writes an explanation of why the student needs to know the content/skills presented in the lesson. Strong connection to the generative topic, essential question(s), and objective(s). Connects the reasoning to students' lives and to goals of the content area.	Writes how he or she would explain to a student why he or she needs to know the content/skills presented in the lesson. Connects the reasoning to students' lives and to the overarching goals of the content area.	Explains why the students need to know the content and skills, but does not connect the content to students' lives and the overarching goals or connects to their lives but does not explain why they need to know the content or skills.	Does not clearly explain why information is relevant/ rationale does not address the content learning objectives.

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III. Knowledge of Students: Why does knowing your students matter?	Provides information about cognitive, social, emotional, and physical developmental levels of students. Demonstrates understanding of the cultures, academic levels, and interests of the students and shows how the lesson plan adapts instructional opportunities for diverse learner	Provides comprehensive information about students, including their cognitive, social, emotional, and physical developmental levels.	Basic information about students is provided.	The statement describing student(s) is inadequate, uninformative or not included.
IV. Materials: What materials, resources, and technology will you need?	Lists the student and teacher supplies needed to implement the lesson. Note what materials need to be prepared in advance.	Lists the student and teacher supplies needed to implement the lesson.	List is not complete or includes materials for teachers or students only.	List does not represent materials that will or may be needed.
VA. Beginning of the Lesson: How will you immediately engage all of your students in the content?	Describes how students will be grouped. Plans a hook or activity that will motivate visual learning, bring misconceptions to the surface, and promote inquiry. Provides clear and sequential directions. Addresses timing.	Describes how students will be grouped. Plans a hook or activity that will motivate learning, bring misconceptions to the surface, and promote inquiry. Provides clear and sequential directions.	Describes how students will be grouped. Plans a hook or anticipatory set that will motivate learning, bring misconceptions to the surface, and promote inquiry.	Introduction is inadequate or not evident.
VB. Middle of Lesson: What are students DOING to explore ideas (drawing, reading, observing.....)	Challenges varying skill and developmental levels. Activities promote critical thinking & problem solving, use a variety of instructional strategies for active engagement. Activities connect to essential question(s), are carefully sequenced.	Lesson presents suitable challenges to learners at varying skill and developmental levels. Substantive learning activities link and build on previously acquired concepts. Instruction is carefully sequenced with diverse methods of inquiry	Lesson provides sequenced instruction linked to the essential question and lesson objectives, integrated or interdisciplinary learning engages students in generating knowledge, using varied methods of inquiry.	Lesson activities are not logically sequenced and/or do not address the essential question and/or do not provide integrated or interdisciplinary learning experiences and/or do not engage students or promote critical thinking or inquiry.
VC. Extension and Enrichment Activities During Class Time: What Back up activities are provided for early finishers.	Develops extension and enrichment activities with materials that clearly link to the concepts/skills taught for early finishers. Promotes enrichment of the content, based on the students' developmental level and needs. Reflects knowledge of how to motivate students and assist them to improve upon their artworks.	Develops extension and enrichment activities clearly linked to the concepts and skills taught in the lesson for students who complete their work early. May not promote enrichment of the content, based on the students' developmental level and needs. Materials needed for activity may not be developed.	Develops extension and enrichment activities.	The extension activities are missing or not connected to the content of the lesson. May limit description to homework assignment.

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VD. End of Lesson: How will you help process this experience? and keep class room clean & organized?	Summarizes and reinforces content taught. Provides clear, sequential directions for clean up, and closure activities & experiences. Links to past and what's coming next. Addresses timing.	Summarizes and reinforces content taught. Encourages reflection and connection to past and future lessons and to the lesson objectives. Provides clear, sequential directions to allow for clean-up & closure.	Summarizes and reinforces content taught. Encourages reflection and connection to past and future lessons. Provides clean up tasks.	Ends the lesson without reference to the content taught or to lesson objectives or past/future learning.
VIA. Reflection: Looking at Student Performance	In-depth reflection on the plan with regard to student performance. Looks at art outcomes and formative assessments. Answers: To what extent were measurable objectives met? Evidence? What were common student misconceptions, what areas of instruction / topics / activities need revision or elaboration?	Reflects in depth but misses 1 of the three questions posed: Answers the following questions: To what extent did students meet measurable objectives? What is the evidence? What were some common student misconceptions? Based on student performance, what areas of instruction / topics / activities need improvement.	Reflects on the lesson plan without attention to all the questions posed and without depth of review and analysis of student work.	Little or no reflection or too brief, lacking depth and analysis.
VIB. Reflection: Looking at teaching	Reflects in-depth on the lesson plan: What went well? What were the challenges? What did you learn (about yourself, students, and content) from doing the lesson? What would you do differently?	Reflects in depth but misses one of the four questions posed: What went well? What were the challenges? What did you learn (about yourself, students, and content) from doing the lesson? What would you do differently?	Reflections on the lesson without depth and/or misses two or more of the questions posed. Lacks depth of view and analysis of his/her teaching.	Little or no reflection or too brief, lacking depth and analysis.