Teacher: Emily Smith Grade Level: 9-12 Content Area: Art

Title: Relief Printing Critique Lesson #:\_2\_ of \_\_

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| **Lesson Idea/Topic and Rational/Relevance:** What are you going to teach and why is this lesson important to these students? What has already happened in this classroom surrounding the subject you will be teaching? What do students already know? Why are you going to teach this topic now (how does it fit in the curricular sequence)? **What teaching methods/strategy will you be use and why?**  | For the past three weeks the students have been creating relief prints that focus a specific color scheme and assemble them in a pattern that works directly with their color theme. In this lesson the students will have a critique for their print project. At the end of each completed project a formative assessment in this case a class critique is used to check for understanding, reinforce concepts, practice talking about works of art and giving and getting feedback and help generate ideas for future projects or applications in other areas. I will be using the 1234 critique, this is a pre-activity that involves walking around and generating ideas before speaking as a group about their and others artwork. This could create a safer speaking environment because they had time and thought about what they would like to say. I will also provide guiding questions to help students talking about their personal work and peers work. |

**Content Standard(s) addressed by this lesson:** *(Write Content Standards directly from the standard)* 1. Observe and learn to comprehend

 2. Envision and critique to reflect

 3. Invent and discover to create

 4. Relate and connect to transfer

**Understandings:** *(Big Ideas)*

1. *Students will be able to discuss their own work and other classmates work and identify techniques, concepts,*
2. *Students will have a better understanding of color theory, relief printing and pattern*
3. *Students will be able to apply what they have learned and prior knowledge to other projects in the class*
4. *Students will be able to recognize visual concepts, ideas and engage and persist in future critiques*
5. *Students will be able to give relevant feedback, constructive criticism, ask questions and talk about successes using art language and understandings.*

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

*What are color schemes?*

*What are analogous colors? Primary colors? Secondary colors? Tertiary Colors?*

*How and what color scheme is used?*

*How does this color scheme change the image? Does it make is stronger or not as strong? What would make is better/ why is it successful?*

*How do the color scheme and pattern add to the overall composition and final product/ Do they work well together? What works well/ what does not*

*What types of patterns were used?*

*Why did you choose these specific elements for your final product?*

**Evidence Outcomes:** *(Learning Targets) AND (Success Criteria)*

 *Students will able to explain the relief process and how it affected their intended composition using color theory and pattern. Standard: comprehend, reflect- Blooms: apply, GLE: Visual art has inherent characteristics and expressive features*

*Students will be able to explain their process and intent using knowledge of color theory and pattern. Standard: transfer, reflect- Blooms: understand, GLE: Art is a lifelong endeavor*

*Students will be able to talk about how their color scheme relates to the pattern they chose. Standard: create, reflect- Blooms: evaluate, GLE: assess and produce art with a various materials and methods*

*Students will be able to identify and discuss content and design elements in others and their own work. Standard: reflect- Blooms: understand, GLE: Reflective strategies are used to understand the creative process*

**This means:**

I can *explain the relief process and how it affected my intended composition using color theory and pattern.*

I can *explain my process and intent using knowledge of color theory and pattern*

I can *talk about how their color scheme relates to the pattern they chose*

I can *identify and discuss content and design elements in others and their own work*

**List of Assessments:** *(Note whether the assessment is formative or summative)*

*Formative: Web 2.0 quiz-app as a review of concepts and art terms for critique conversations.*

*Formative: Class critique- students discuss their artwork and peers’ artwork*

*Formative: Exit ticket*

**Planned Lesson Activities**

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| **Name and Purpose of Lesson***Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale for what you are trying to accomplish through this lesson.*  | Relief print critiqueTo have students learn to reflect on their works of art developing communication skills. Students will also have a better understanding of the content being taught by re-enforcing it in a situation where learned material must be applied. Students can also take the  |
| **Approx. Time and Materials***How long do you expect the activity to last and what materials will you need?* | *Two 1 hr. 20 min. class periods 7:40am – 8:59am**Materials: guiding questions, electronic device, 1234 worksheet* |
| **Anticipatory Set***The “hook” to grab students’ attention. These are actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson, To put students into a receptive frame of mind.** *To focus student attention on the lesson.*
* *To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)*

*An anticipatory set is used any time a different activity or new concept is to be introduced.* | Pre-assessment- quiz using Socrative and pre-critique worksheet Worksheet: sample seen on page 4. The worksheets are placed next to each student's final project. The class gets up and walks around the room and 4 different students have to write responses in at least three different students works. The responses do not have to be long but comments and questions cannot be repeated.  |
| ***How do you intend to engage your students in thinking during the Anticipatory Set?******Why are you using it at this point in your lesson?*** | The strategy I intend to use is \_\_\_Socrative and interactive group activity and guiding questions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I am using this strategy here because: to review key concepts and begin generating ideas before speaking out loud about them.  |
| **Procedures***(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)****Indicate whether each is:****-teacher input**-modeling**-questioning strategies**-guided/unguided:* *-whole-class practice* *-group practice* *-individual practice**-check for understanding**-other* | *7:40am - students begin to arrive to class (2 min)**7:42am – attendance is taken and students who may be arriving late have about five minutes before start of activities. (5 min)**7:42am – begin class with Socrative quiz about color theory/schemes and patterns (15 min)* *8:03am – explain the next activity that will be completed before the critique (3 min)**8:06am – Students begin 1234 critique activity (15 min)* 1. *8:18am – Students will come back to the main classroom and begin class critique where each student will get up and talk about their artwork and then other students will have a chance to discuss the artwork with the student. Guiding questions will be provided*
	* 1. *What color scheme did you use why?*
		2. *What pattern did you use why?*
		3. *What were some challenges you faced? Did you overcome them? How?*
		4. *What would you do differently?*
		5. *Why did you make these choices?*
		6. *What were success?*
		7. *What went well?*
		8. *What did not go well?*
		9. *If you had to give this work a title what would it be? Why?*
2. *Students who wrote responses on presenting students artwork 1234 are handed the sheet by the artist about to present and have choose one response from their answers and present it to the artist speaking. This way everyone participates at least 3 times. Other students who did not comment on the worksheet are encouraged to speak also if they would like.*

*8:54- Wrap up critique and collect artwork and corresponding 1234 worksheets. (Critique will be continued in Thursday’s class if it is not finished) An exit ticket is presented to the class through socrative.*  |
| ***wHow do you intend to engage your students in thinking during the PROCEDURE?******Why are you using it at this point in your lesson?*** | The strategy I intend to use is \_\_Use of guiding questions and giving students something to reference and give everyone a chance to speak. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I am using this strategy here because: So students engage in discussion and participate in critiques.  |
| **Closure***Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught. “Any Questions? No. OK, let’s move on” is not closure. Closure is used:** *To cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson.*
* *To help organize student learning*

*To help form a coherent picture and to consolidate.* | As we wrap up the class students will be asked to complete an exit ticket. They will be presented with QR codes that ask the following questions.1. What is one thing you learned in class today?
2. Any Questions concerns and comments from today’s lesson?
3. What was one thing you enjoyed about today’s critique?
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| ***How do you intend to engage your students in thinking during CLOSURE?******Why are you using it at this point in your lesson?*** | The strategy I intend to use is \_\_Exit ticket\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_I am using this strategy here because: So students do not leave early, I get feedback and students can reflect. So students have a chance to talk about their experience and reflect on what they learned.  |
| **Differentiation:***Differentiation should be embedded throughout your whole lesson!!**This is to make sure you have met the needs of your students on IEPS or 504**To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?**To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?* | By having an activity before the critique allowing for students to begin thinking and writing ideas before having to speak. Students will all get a chance to speak, know one will get left out and people begin to develop more confidence when speaking in front of others. and even if they do not want to speak they have something to refer to. The comment/question can be simple.  |
| **Assessment Reflection: (data analysis)***How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.*  | I will know how students met their learning targets by the way they discuss their and other students artwork. If they use language they have learned such as secondary, primary, relief, offset patterns, etc when they talk about compositional choices. Students should also be able to talk about why they made the aesthetic choices they did and how it related to the project. The discussion and reflection should demonstrate student understanding of the process, product, visual choices and concepts taught and used throughout the project.  |

**Name of the artist:**

**Note: If a comment has already been made you cannot repeat it!**

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| **Strengths of Artwork!** | **Suggestions or If changed, would improve artwork.** | **Questions for the artist** |
| **1** | **1** | **1** |
| **2** | **2** | **2** |
| **3** | **3** | **3** |
| **4** | **4** | **4** |

**Post Lesson Reflection**

1. **To what extent were lesson objectives achieved?** *(Utilize assessment data to justify your level of achievement)*

*I was unable to teach this lesson unfortunately however knowing the class and the students I would say at least 70% of the class would have completed the objectives proficiently. Most of the students are quiet and show very little to no interest in art. Although they would have had to speak a few times I think they would ask basic questions without identifying techniques or concepts and discussing anything further. I also know that many students did not chose a color scheme or pattern so when talking about their work they would not be able to reflect on choices based on the assignment objectives. Most of the class though did follow the assignment guidelines and I think would been able to successfully reflect on their work and discuss other work with peers. I also believe that this group of students would benefit from writing and discussing ideas before talking as a class so students felt more comfortable talking.*

1. **What changes, omissions, or additions to the lesson would you make if you were to teach again?**

*I would probably have done a small group critique instead and then had students in the groups talk about their group members work with the class.*

1. **What do you envision for the next lesson?** *(Continued practice, reteach content, etc.)*

 *I envision students going into their next project using what they learned in the previous project and reinforced learning through reflection that they will apply and understand concepts and techniques learned in their previous project and apply them to their new project. I also think that when evaluating their own work they will be able to reflect deeper and demonstrate a better understanding of how to talk about and assess their own artwork.*

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| **Strengths of Artwork!** | **Suggestions or If changed, would improve artwork.** | **Questions for the artist** |
| **1** | **1** | **1** |
| **2** | **2** | **2** |
| **3** | **3** | **3** |
| **4** | **4** | **4** |