Durham Art Lesson Plan by Mrs. Gaut

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| **Title: Beautiful Enemy** | | | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | | | |
| Students will understand . . .   * Safety is as safety does. * How to research information safely using Cobb Digital Library * How to connect other disciplines to art making (technology, science, language arts) * How to use Sway to present information on a given topic * How to create a 2d painting of a diseased cell using research and visual references as well as the art elements and principles of design | | | | |
| **Essential Questions** | | | **Knowledge & Skill** | |
| **Essential Questions:**  How will you use technology to research and present your findings on a disease of your choice?  How will you take your knowledge of your diseased cell and your knowledge of the art elements and principles of design and apply it to a 2D watercolor artwork?  **Visual Art Standards:**  **VA7.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.**  b. Maintain instructional information, consult resources, and create notes.  d. Compose preliminary sketches and drafts.  **VA7.CR.1 Visualize and generate ideas for creating works of art.**  **VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.**  a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).  c. Use technology in the production of original works of art.  **VA7.CR.4 Incorporate formal and informal components to create works of art.**   1. Organize the elements of art using the principles of design to compose original works.   **Connecting**  **VA7.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.**  c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art. | | | ***What do I want students to know?***   * How to use cobb digital library to research information on a topic and use it for inspiration on artwork * How to use Sway to present students research * Information on the topic being researched (disease, symptoms, onset, parts of cell and functions, images, cure etc.) * Parts of cell and functions   ***What do I want students to be able to do?***   * practice art safety and research safety * self-assess and peer-assess class work and projects * research a topic using Cobb Digital Library and IPADS * create 2d paintings of diseased cells * draw and label parts of a healthy cell * use Sway to present findings * use other disciplines to enhance learning in art | |
| **Stage 2: Assessment Plan** | | | | |
| What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? Create your common formative and summative assessments. What will you use? Exit tickets? Quiz? Ticket out the door? | | | | |
| **Performance Task Summary** | | | **Other Evidence, Summarized** | |
| * **Performance Tasks**   Research a disease  Healthy cell drawing and parts  Sway project  Draw and paint diseased cell  Self-Assess final product | | | * Writing Prompts * Note taking/research * Sway presentation * Functions of parts of a cell | |
| **Self-Assessments** | | | **Rubric Titles** | |
| * Diseased Cell Rubric * Portfolio- ongoing * Peer critiques * Student Reflection * Checklist * Power point slides * Student exemplars | | | Diseased Cell Rubric  Sketchbook assignment (50 pts. Weekly) and preliminary sketches (20 points on summative) | |
| **Stage 3: Learning Activities** | | | | |
| What sequence of learning activities and teaching will enable students to perform well at the understandings in Stage 2 and thus display evidence of the desired results in stage one? Which strategy addresses which standard? Create common formative and summative assessments. | | | | |
| **Date** | **Activities/**  **Instructional Strategies** | **Resources and Technology** | **Literacy Connections** | **Differentiation and Specialized Instruction**  **\*Based off individual needs** |
| *Day 1* | * Sketchbook drawing * Class discussion on power point and student exemplars (Former Sway presentations and paintings) * How to use Cobb Digital Library * Research a disease of your choice | * Rubric * Cobb Digital Library * Student exemplars * Computer and Ipads * List of diseases | Research and note taking | preferential seating  more teacher support  more verbal cues  checklist for information being researched |
| *Day 2* | * Sketchbook drawing * Review expectations for lesson and safety using technology * Continue to research disease * Save photos to account | * Rubric * Cobb Digital Library * Student exemplars * Computer and Ipads | Research and note taking | **SPED:** preferential seating  more teacher support  more verbal cues  **ALL:**Student choice on disease, checklist for information being researched |
| *Day 3,4,5* | * Sketchbook drawing * How to use a Sway * Review student exemplars * Students will create Sway on their chosen disease * Print a colorful visual of cell with disease contracted for later use | * Student exemplars * Rubric * Sway * Computer and Ipads | Research and note taking  Sway information on slides | **ALL:**Student choice on disease  **SPED**  More time on research findings  More teacher and peer support  Less slides in Sway  Extra visual and verbal cues and prompts  Preferential seating Verbal and visual cues regarding directions and staying on task Immediate feedback Work-in-progress check  **Accelerated learner:**  Create more slides  More complex research  Use higher level of reading articles |
| ***Day 6*** | * Sketchbook drawing * Draw and label healthy cell * Write functions of parts of cell * Add drawing and functions of cell parts to Sway presentation | * Student exemplars * Notes * Rubric | * Functions of parts of cell | **SPED:** Use already printed cell that has labeled parts (recreate using visual or light box) |
| ***Day 7,8,9*** | * Sketchbook drawing * How to use watercolor * Instruction for painting and composition * Paint diseased cell | * Color visuals of cells * Student exemplars |  | **SPED:**  Use different form of drawing media  Apply color to already drawn cell  Use light box to trace outline shape  **Accelerated learner:**  Draw more than one cell  Use a more complex image of cell  Break edges of canvas (crop image) |
| ***Day 10*** | * Sketchbook drawing * Title, date, sign artwork * Photograph work * Add 2d artwork to Sway * Share work on Sway | * IPADS |  | Exhibit work |