Durham Visual Arts Lesson 8th Grade- Mrs. Gaut

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| **Title: Mosaics** | | | | |
| **Stage 1: Desired Results** | | | | |
| **Understandings** | | | | |
| Students will understand . . .   * Safety is as safety does * The difference between functional art and non-functional art * What mosaics are and how to create one * How to use art terminology to discuss their artwork as well as the artwork of others | | | | |
| **Essential Questions** | | | **Knowledge & Skill** | |
| * **EQ:**   How will you create a 2D aesthetically pleasing mosaic using your knowledge of the art elements and principles of design?   * **Standards:**   **VA8.CR.1 Visualize and generate ideas for creating works of art.**  **VA8.CR.4 Incorporate formal and informal components to create works of art.**  a. Organize the elements of art using the principles of design to compose original works.  **VA8.PR.1 Plan, prepare, and present completed works of art.**  c. Curate a portfolio of works of art that expresses a developing personal artistic voice and style.  **VA8.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.** | | | ***What do I want students to know?***   * Definitions: mosaic, functional art, non-functional art, grout space * A **mosaic** is a piece of **art** or image made from the assemblage of small pieces of colored glass, stone, or other materials. Most mosaics are made of small, flat, roughly square, pieces of stone or glass of different colors, known as tesserae (Latin for cube). * The oldest mosaics found so far date to the 3rd millennium BCE, in a temple in Mesopotamia. These ancient mosaics were made of stones, shells, and ivory.   ***What do I want students to be able to do?***   * practice art safety * define the above terms * describe, analyze, interpret, and judge art * use art tools and media to create work * self-assess and peer-assess class work and projects * create a 2D mosaic * plan artwork (preliminary sketches) * prepare artwork for display | |
| **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& Materials** | | | **Interdisciplinary** | |
| **Performance Tasks:**  Students will create preliminary sketches, discuss artwork use art terminology, and create a 2D mosaic using paint swatches.  **Materials:**  Sketchbooks, pencils, rulers, paint swatches, glue, mat board or heavy drawing paper, scissors | | | * **Writing** * Note taking in sketchbook * Art terms | |
| **Self-Assessments** | | | **Rubric Titles** | |
| * Observational Checklists * Criteria checklist * Student exemplars * Class discussion * Student Reflection * Rubric * Exit tickets * Step back and reflect | | | * Mosaic Rubric * Criteria Checklist | |
| **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** |
| *1* | * Sketchbook assignment * What is a Mosaic? * Look at and discuss power point * Create preliminary sketches | * Teacher power point on mosaics * Light box * Drawing books * Student exemplars | * note taking | **SPED:**  More time on activity  Verbal cues  Proximity  More one on one teacher support  Use light box for drawing, drawing books, or stencils |
| *2* | * Sketchbook assignment * What is the difference between functional and non-functional art? * Finish sketch and begin to create final product with pencil | * Teacher power point on mosaics * Student exemplars |  | **SPED:**More time on activity  Verbal cues  Proximity  More one on one teacher support  Use different media other than paint swatches  Use light box for drawing, drawing books, or stencils  **Accelerated:** mosaic an item other than paper, show value of color using paint swatches |
| *3-5* | * Sketchbook assignment * Review expectations for producing mosaics * Begin to apply color and value to art using paint swatches | * Teacher power point on mosaics * Student exemplars |  | **SPED:**  More time on activity  Verbal cues  Proximity  More one on one teacher support  Use different media other than paint swatches  **Accelerated:** mosaic an item other than paper, show value of color using paint swatches |