|  |
| --- |
| **Title: Unsung Heroes****Teacher: Mrs. Gaut****Grade level: 6-12th** |
| **Stage 1: Desired Results** |
| **Understandings** |
| Students will understand . . .* What an unsung hero is and how to visually interpret one
* How to connect visual arts with academic curriculum (interdisciplinary)
* How to become a visual storyteller
* How to critique their works as well as the work of others
 |
| **Essential Questions** | **Knowledge & Skill** |
| **EQ:**How will you explore and manipulate materials and tools in a way to convey meaning in your work?How will you create a work of art about an already discovered Unsung Hero, which demonstrates thoughtful, self-directed and independent ideas that are personally relevant in exploring visually how the Unsung Hero created profound and positive change in history by improving the lives of others through his or her actions?**Standards:*** **Looked at attached lesson plan sheet.**
* **Standards are color coated**
 | ***What do I want students to know?**** how to express themselves creatively through presentations of historical topics and materials in a variety of formats
* how to develop research, writing, critical-thinking, problem-solving and presentation skills
* how to become a storyteller

***What do I want students to be able to do?**** Find Interest in learning about history by crossing disciplines and integrating the materials and methods of social studies, art, literature, language and music into their projects
* develop research, writing, critical-thinking, problem-solving and presentation skills
* learn respect and understanding through positive role models
* Take students out of the classroom and into the world using technology and resources
 |
| **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**

Students will create a personal artwork based on their interpretation of an Unsung Hero’s character and actions. They will also reflect on their experience by writing an artist statement that articulates their personal journey and interprets their work for the viewer.  | * **Writing Prompts**
* A time in their life in which they made a personal decision and/or sacrifice through their actions that improved the life of someone else
* An event in their life when they were given an opportunity to better the life/lives of others and chose not to do so through their actions.
* How do you define the term “unsung”
* What are the characteristics of a hero?
* **Artist Statement** (20% grade) (how did you select your topic, how does your work express your hero’s character and heroic acts, how did you use creativity and process to create your piece, how has this project and the research you conducted on this hero changed your life or outlook on it? (500 – 1,000 words)

Reading prompts* <http://lowellmilkencenter.org/art-project-heroes/>

  |
| **Self-Assessments** | **Rubric Titles** |
| * **Observational Checklists**
* PowerPoint visual reference
* Did student fill the page?
* Did student overlap objects, drawings, writing, etc.?
* Did the student use at least three mediums throughout the journals pages? (Watercolor, paper, personal fodder, markers, colored pencil etc.)
* **Student Reflection**
* The student will distinguish between complete and incomplete pages based off the criteria and if their personal message is conveyed
 | * **See attached rubric**
 |
| **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** |
| ***Week one******Week two*** | * Students will to the computer lab to research their Unsung Hero
* Students will create an artwork that portrays their Unsung Hero and their act of heroism
 | Power pointVideo clip* <http://lowellmilkencenter.org/irena-sendler-storytellers/>

Use visual references collected I the computer lab | Students reflections in sketchbookDefine Unsung heroWrite characteristics that describe a heroNotes on selected heroArtist Statement | * Use the provided list of heroes
* Advance: find a newly discovered hero to base your work on
* Use visual references
* Learning styles (auditory, visual, kinesthetic, multiple intelligences) seating arrangements
 |
| **Materials:** | **Conceptual Basis:** | **Resources:** |
| Dry Media: charcoal, colored pencil, pastel, marker, crayon etc.Wet media: Acrylic, watercolor, tempera, printmaking, ink etc.Mixed media: collageSculpture: papier Mache, clay | * Unsung Heroes are role models whose remarkable acts of courage, compassion, selflessness, perseverance and, quite possibly, sacrifice make a profound and positive difference on the course of history. They change our world for the better, but most of us have never heard of them. Now you can be a part of bringing these extraordinary stories to light in order to inspire people to take actions that improve the lives of others. Unsung Heroes teach the power one has to make a difference—and *you* have that power to make a difference, too.
 | * <https://lowellmilkencenter.org/unsung-heroes-projects/start-an-unsung-hero-project/>
* <https://lowellmilkencenter.org/wp-content/uploads/2016/10/LMC-Art-Project-Lesson-Plan-2016.pdf>
* (lesson plan)
* <http://lowellmilkencenter.org/irena-sendler-storytellers/>
* (video clip on a hero)
* <http://lowellmilkencenter.org/art-project-heroes/>
* (approved list of heroes)
* <http://lowellmilkencenter.org/art-project-examples/>
* (student exemplars)
 |