

YOUR NAME – ATE 2/ART661 – SPRING 2021

VISUAL ARTS UNIT/PROJECT	GRADE LEVEL	DATE
Collages	3rd	3/23/21

TODAY'S LESSON DESCRIPTION/CENTRAL FOCUS
<p>Lesson #2: Composing a Collage – Sketching from real life.</p> <p>Students will understand how the intentional placement of objects in collage impacts the story and perceptions of their piece and will build on their preexisting drawing skills to draw from real life observation.</p>

NYS/NCAS VISUAL ARTS STANDARDS		LESSON OBJECTIVES	CCSS ALIGNMENT
PROCESS	ANCHOR STANDARD(s)	LEARNING OBJECTIVE SWBAT (Students will be able to)...	<i>Capacities of the Literate Individual and/or Mathematical Practices</i>
CREATING <i>Conceiving and developing new artistic ideas and work</i>	1 - Generate and conceptualize artistic ideas and work	Create a sketch for a nature themed collage, based off the objects given out during class.	They demonstrate independence. Reason abstractly and quantitatively
PRESENTING <i>Interpreting and sharing artistic work</i>	4- Select, analyze, and interpret artistic work for presentation.	Share their sketches with a partner for a brief peer assessment activity	They comprehend as well as critique.
RESPONDING <i>Understanding and evaluating how the arts convey meaning</i>	9- Apply criteria to evaluate artistic work	Edit their work in response to the critiques from their peers and their project check lists.	They respond to the varying demands of audience, task, purpose, and discipline.
CONNECTING <i>Relating artistic ideas and work with personal meaning and external context</i>	10- Synthesize and relate knowledge and personal experiences to make art	Develop skills to draw from real life, and will have the ability to practice with scenes and objects outside of class that have meaning to them	They build strong content knowledge They demonstrate independence

VOCABULARY & LANGUAGE DEMANDS	
Key Vocabulary	Language Objectives
<ul style="list-style-type: none"> • Observation: using all 5 senses to gather information about an object. • Still-Life: art that focuses on drawing realism from life • Composition: the placement of subjects/objects in a work of art • Organic: shapes that represent biological matter • Geometric: shapes that are made of straight lines 	<p>Students will be able to...</p> <p>Compare two works of art.</p> <p>Explain the context and composition of their work.</p> <p>Evaluate the extent to which elements work together to create an impact or convey an intended message.</p>

INSTRUCTIONAL RESOURCES & MATERIAL

- SMART Board
- Computer
- Newsprint Paper (18x24)
- Natural Items (Sticks, flowers, leaves, pine branches, items up to teacher)
- Charcoal
- Display board
- PowerPoint presentation with images for visual analysis discussion



Still Life with Bottle and a Pot of Hyacinths – Pablo Picasso 1909



Drawings of plants. – Da Vinci

PRIOR ACADEMIC LEARNING & PREREQUISITE SKILLS

Previous lessons in this unit/project:

- Understanding Collages “What is a Collage?”

Other prior knowledge/experiences/skills:

Students will need general knowledge of how to handle and draw with charcoal.

ANTICIPATED MISCONCEPTIONS

- Students may be tempted to draw a nature scene.
- Students might draw objects from around the class that are not the objects given to them.
- Students might draw from memory.

SPECIAL ACCOMMODATIONS & CONSIDERATIONS

Students with Disabilities

- Accommodations will specifically address the needs outlined in each student’s IEP
- A student with limited dexterity/motor skills might need larger piece of charcoal or will be provided with an alternative drawing utensil.

English Language Learners

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language

Opportunities for Student Choice/Project Alternatives/ Differentiation Strategies for all students

- Having the fine art images on the power point and posted in the room + handheld fine art reproductions
- Providing charcoal holders for students who struggle with breaking or holding charcoal that students have access to

Student Grouping

- Students are grouped by mixed ability (stronger students mixed with less experienced students) Since drawing and observation skills might vary dramatically so less experienced students can observe/copy what the more experienced students are doing.
- By collaborative skill level/ability
- By behavioral style/need

LESSON PROCEDURE

MOTIVATION/WARM-UP (10 minutes)	<p>Visual analysis- show students examples of sketches from famous artists and ask thought provoking questions to elicit understanding about artists' techniques for drawing from life</p> <ul style="list-style-type: none">• What shapes do you see in the in the subject of this sketch (Leaves in this case)?• What shapes do you see around the subject of this piece?• Are the shapes in this piece more round (organic) or straight (geometric)?
<i>~ Distribute Project Criteria Checklist to the students ~</i>	
MINI LESSON/ GUIDED PRACTICE (10 minutes)	<p>Demonstrate the sketching process while narrating what you are doing while you're doing it and asking students for input while working.</p> <p>For example: "Should this line be a straight line or a squiggly line?" "Am I tracing the inside or the outside of the flower/leaf?" "Am I going to be drawing objects from around the room or what teacher gave me?"</p> <p>Reinforce that you are going to draw the objects from nature that were given to you, as you are giving objects to your students, and that students should only draw what they see not what they remember.</p> <p>Here you will also repeat the instructions for the students' projects and to introduce the project criteria checklist to your students.</p>
<i>~ Table monitors collect materials (set up in bins/on trays/etc.) from the materials station ~</i>	
INDEPENDENT PRACTICE (20 minutes)	<p>Activity: Students will refer to their checklist for the criteria of their sketches Students will sketch the objects given to them, using charcoal, onto a piece of newsprint paper, to create a composition for their collage projects.</p> <p>Teacher Actions: While students are working independently, teacher circulates around the room to observe student progress, asking clarifying questions to assessing/checking for understanding of project expectations and help students who seem stuck. For example, "why don't you try... and see what happens?" Encourage experimentation.</p> <ul style="list-style-type: none">• Keep reminding students about TIME so that they stay on track (if possible, use a timer on the smart board so that students can self-reference)• Make sure that all student needs are being met, being sure to check in re: IEPs/504 plan specific needs. <p>Encourage students to give feedback to each other having them ask each other similar guiding questions and having them exchange the strengths and weaknesses of each other's pieces.</p>

CLOSURE (5 minutes)	<p>Table monitors return materials to the materials station Students place their sketches in their collage folders.</p> <p>Ending discussion: Present some students work (only work of students who want their work shown) and ask students the following.</p> <p>“What did so and so do well in their drawing?”</p> <p>“Does this drawing show sketches of natural items?”</p> <p>“Does this drawing use more <i>organic</i> or <i>geometric lines</i>?”</p>
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<p>EXTENSIONS</p> <ul style="list-style-type: none"> • Complete leadership roles/responsibilities around the classroom. • Complete a sketch with a composition of objects they did not use.
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<p>NEXT LESSON(s)</p> <ul style="list-style-type: none"> • Cutting geometric and odd shapes in paper • Creating a collage • Final Class Critique
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<p>TEACHER REFLECTION</p> <p>This lesson helps develops children’s abilities to comprehend perspective and develop their abilities to work independently as they have control over the placement, size, and overall look of their piece. Some challenges students may face is their concern with drawing too detailed objects, or students who are unable to thrive with too much freedom, in which alternate instruction and advice may be needed to be created on the once this is realized.</p>

<p>TEACHER SAMPLE OUTCOMES</p> 
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ASSESSMENT

<p>Assessment Strategy</p> <p>Teacher Circulation & Observation</p>	<p>Alignment with Objectives:</p> <p>While the teacher circulates the classroom, the teacher should observe and examine if the students are applying the appropriate techniques to their individual art pieces.</p>
	<p>Evidence of Student Understanding:</p> <p>Visual evidence through student work, in comparison with the instructions given and the criteria checklist, as well as an observation of student behavior.</p>
	<p>Student Feedback:</p> <p>For students whose work includes what was discussed in class, the teacher can simply give feedback such as, “this sketch has a great flow, keep up the good work”. For students work who is lacking in these concepts, the teacher can identify a part of the student piece that closely resembles a new concept discussed and give the student options on how they can edit their piece to reflect what they are learning in class, or for students who misheard instructions, redirect them back to the task they are supposed to accomplish.</p>

PROJECT CRITERIA CHECKLIST

- Fill up the newsprint page of sketches.*
- All sketches are from real life observation.*
- All sketches are from the objects provided to them.*
- Students discussed their work with their peers.*
- Students change one piece of their work from the advice of their peers.*

PEER FEEDBACK:

Students will be giving each other verbal feedback during this lesson.

TEACHER FEEDBACK:

The teacher will provide verbal feedback to the students since this is the planning stage of the collage unit. This feedback should stem from the project criteria checklist and include feedback that keeps the student on task. Technique is not the focus of this project and student exploration of the materials and perspectives should be encouraged.

