

Teacher: Jen Lammey

Date: 11/2/18

School: Boltz

Grade Level: 8

Content Area: Art Education

Title: Small Group In-Progress Critique

Lesson #: 1 of 1

Lesson Idea/Topic and Rationale/Relevance: <i>What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?</i>	<p>The students have been working on a project called Zentangle, where they make a larger drawing and fill the spaces with a variety of patterns.</p> <p>An in-progress critique is important so students get feedback on what is working and what may need improvement in their artwork.</p> <p>Eighth graders can be self conscious about their art.</p> <p>A written critique takes some of the anxiety out of this process and working in small groups allows for a more thorough discussion about the artwork. It is important to incorporate art vocabulary into critiques to help build literacy and critical thinking skills.</p>
Student Profile: <i>Write a narrative about your learners. What are their special needs? Exceptionalities? Giftedness? Alternative ways of learning? Maturity? Engagement? Motivation?</i>	<p>This class as a whole is louder and less mature than a few of the other art classes I have observed. They tend to talk a lot while others are talking and it has been difficult to get them to stay on task. The class has an even mixture of students of all skill levels.</p>
Infusion of Technology: <i>What technology will you use? How will this enrich, enhance or accelerate effective teaching practices?</i>	<p>I will show the students an example of a logo I created on the computer using Adobe Illustrator. Incorporating a digital art example will show the students that art can be drawn digitally as well as by hand.</p>

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard, identifying numbers and text)*

(Content standards attached on the next page)

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information
- Critique personal work and the work of others with informed criteria

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

1. Visual literacy skills help to establish personal meaning and artistic intent in works of art

Evidence Outcomes

Students can:

- a. Use metaphors and personal and cultural symbols to express an idea or concept (DOK 3-4)
- b. Make informed judgments about the use of characteristic and expressive features of art and design in mass media and other 21st century technologies (e.g., elements and principles of design, personal and cultural interpretations, intent of the work) (DOK 1-3)
- c. Explain and discuss the impact of persuasive techniques in print and in electronic media (DOK 1-3)
- d. Compare and contrast the style, design characteristics, and expressive features of art and design in historical and cultural works of art considering images and icons that are culture sensitive (DOK 2-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does art do for us?
2. How does art help us to differentiate and prioritize meaning?

Relevance and Application:

1. A firm grasp of visual literacy enables us to identify and examine the use and impact of persuasive techniques in print and in electronic media.
2. Visual art allows us to compare and contrast the style, design characteristics, and expressive features of historical and cultural works of art through traditional and mass media.
3. Observation skills required to draw a careful sketch are the same skills that can be used to understand and relate to our peers, families, communities, and beyond.

Nature of Visual Arts:

1. Visual literacy skills provide a deeper understanding of society.

Content Area: Visual Arts

Standard: 2. Envision and Critique to Reflect

Prepared Graduates:

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information
- Recognize, demonstrate, and debate the place of art and design in history and culture

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. Key concepts, issues, and themes in the visual arts can solve problems using real-world applications

Evidence Outcomes

Students can:

- a. Produce individual or group works of art that incorporate various multidisciplinary key concepts, issues and themes to solve visual problems (DOK 3-4)
- b. Communicate ideas visually through multiple modalities (DOK 3-4)
- c. Formulate and respond to meaningful questions about works of art based on careful observation and interpretation (DOK 1-4)
- d. Research and articulate where art is used in real-world applications (DOK 1-3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is the nature of art and beauty?
2. What is beautiful?
3. How do you know when something is beautiful?
4. How can something that is not beautiful be art?

Relevance and Application:

1. Visual art processes such as sketching, diagramming, graphing, planning, and modeling are used in multiple disciplines and societal applications.
2. Visual art processes lead to careers in creating and analyzing videos, computer-generated images, and social networking sites.
3. Visual art creation and discussions use peer collaboration and team resourcing to solve visual problems.

Nature of Visual Arts:

1. Visual art is an inherent and integral part of our community.
2. Visual art embodies the inner quest for self-knowledge and reflects relationships between humans and nature.

Understandings: (*Big Ideas*) Thoughtful reflections can bring in new insights and understandings about art that lead to further inquiry questions. These reflections enhance visual literacy, which requires a student to look at an image and and parse out the meaning and content presented in the image they are critiquing. When the student's work is critiqued they examine the suggestions and then must decide if their art is conveying the message they intended and if they need to improve on their technical skills.

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

All artists have ideas that inspire their work. What are some ideas the artist might be expressing in this work?

What are some design characteristics of this work?

Evidence Outcomes: (*Learning Targets*)

Every student will be able to: discuss artwork using art vocabulary terms to discuss what is working and what needs improvement.

I can: work with my group to do a written art critique and discuss what my group wrote about my work.

This means: I can look at my own work and other students' work and use art vocabulary to describe what I see. I can use the feedback from my work to make my art better.

List of Assessments: *(Write the number of the learning targets associated with each assessment)*

Assessment: In-progress written critique

Learning Target: "I can discuss artwork using art vocabulary terms and how the work makes me feel."

Suggested Outcome: I can work with my group to do a written art critique and discuss what my group wrote about my work."

Planned Lesson Activities

<p>Name and Purpose of Lesson <i>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.</i></p>	In-Progress Zentangle Critique		
<p>Co-Teaching <i>Will co-teaching models be utilized in this lesson?</i> Yes ___ No <u>x</u> <i>(One teach/One observe, One teach/One assist, Station teaching, Parallel teaching, Alternative/Differentiated/Supplemental teaching, Team teaching)</i></p>	<p>Which model(s) will be used? Why did you choose this model(s) and what are the teachers' roles?</p>		
<p>Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i></p>	<p>50 minutes I have provided handouts for the written critique. Students will need a pencil or pen to write with.</p>		
<p>Anticipatory Set <i>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.</i></p> <ul style="list-style-type: none"> • <i>To focus student attention on the lesson.</i> • <i>To create an organizing framework for the ideas, principles, or information that is to follow (advanced organizers)</i> <p><i>An anticipatory set is used any time a different activity or new concept is to be introduced.</i></p>	<p>The strategy I intend to use is: I will show the students an example from my work to model how to say what they like about a piece and what needs improvement. I am using this strategy here because: it is important to model the activity so students have an example on how they can complete an activity. Using my own artwork instantly helps make a connection with the students because I am making myself vulnerable in opening my own work up for critique.</p>		
<p>Procedures <i>Include a <u>play-by-play account</u> 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.</i> <i>Indicate whether each is:</i></p> <ul style="list-style-type: none"> • <i>teacher input</i> • <i>modeling</i> • <i>questioning strategies</i> • <i>guided/unguided:</i> <ul style="list-style-type: none"> ○ <i>whole-class practice</i> ○ <i>group practice</i> ○ <i>individual practice</i> • <i>check for understanding</i> • <i>other</i> 	<p>The strategy I intend to use is: modeling and guided group practice. I am using this strategy here because: I want to model what a respectful critique looks like and small groups provide a better opportunity for all students to both give and receive feedback on their work.</p>		
	<p><i>Teacher Actions</i></p> <p>1. Teacher input -Write learning targets on the board (5 min). 2. Modeling - Explain the assignment by using my art as an example of do's and don't of critiques (5 min).</p>	<p><i>Student Actions</i></p> <p>1. Write learning targets in their sketchbooks. 2. Answer my guided questions as a class.</p>	

	<p>3. Guided group practice- Instruct students to get into groups of two or three and fill out the written critique prompts. I will count off and assign the groups (20 min).</p> <p>4. Unguided group practice - I will instruct the students to discuss the completed critique sheets as a group (30 minutes)</p> <p>5. Unguided individual practice - I will instruct the students to return to their seats and work on their art (20 min).</p> <p>6. Other - Clean up (5 min)</p>	<p>3. Students will move their chairs to sit at a table with the assigned groups and get to work.</p> <p>4. The students will talk about both the feedback they wrote and the feedback they were provided by each other.</p> <p>5. Students will finish their project. If project is completed they will have free art time.</p> <p>6. Clean up</p>		
<p align="center">Closure</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>The strategy I intend to use is: Providing students individual work time to finish their project,</p> <p>I am using this strategy here because: having solo time to quietly work gives the students a chance to decompress from the group talk. They can use the suggestions from the written critique to improve their work.</p>			
<p align="center">Differentiation</p> <p><i>To modify: If the activity is too advanced for a child, how will you modify it so that they can be successful?</i></p> <p><i>To extend: If the activity is too easy for a child, how will you extend it to develop their emerging skills?</i></p> <p><i>What observational assessment data did you collect to support differentiated instruction?</i></p>	<p>Modifications:</p>	<p><u>Content</u></p> <p>Envision and Critique to Reflect</p>	<p><u>Process</u></p> <p>If the student cannot write down their input they may verbalize it.</p>	<p><u>Product</u></p> <p>Each student will receive input on their artwork</p>
	<p>Extensions:</p>	<p>Envision and Critique to Reflect</p>	<p>They may write additional notes on the back using art</p>	<p>Each student will receive input on their artwork</p>

			the vocabulary prompt I provided.	
<p style="text-align: center;">Assessment</p> <p><i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment. How do you anticipate assessment data will inform your instruction?</i></p>		<p>I will be walking around to check on each small group to see if they are writing down their thoughts using the prompts provided. I will gather the written critique forms to assess how the class did as a whole and as individuals. I will also listen to the discussions and ask each student if this process is helpful to them and why or why not.</p>		

Post Lesson Reflection

- 1. To what extent were lesson objectives achieved?** (*Utilize assessment data to justify your level of achievement*)
- 2. What changes, omissions, or additions to the lesson would you make if you were to teach again?**
- 3. What do you envision for the next lesson?** (*Continued practice, reteach content, etc.*)
- 4. If you used co-teaching, would you use the same co-teaching strategy for this lesson if you were to teach it again? Were there additional co-teaching strategies used during the lesson not planned for initially? Please explain.**

