Standards-Aligned Lesson Plan

High School Visual Arts: Edmondson Park (Nashville, TN)

Developed in partnership with the Metropolitan Nashville Arts Commission.

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Planning and Presenting a Science, Social Studies, or Technical Subject/Fine Arts Lesson Based on CCSS

High School Visual Arts
11th-12th

Section I: Planning

Overview: This section focuses on the elements to consider when planning for a content-specific lesson with CCSS literacy embedded, such as Content Standards, State Performance Indicators, and CCSS Literacy for the Technical Subjects. Other elements to plan include clear learning targets, task objectives, new learning for students, anticipated learning challenges, scaffolding, opportunities for differentiation, ways to prompt student thinking through assessing and advancing questions, instructional strategies to be used in the lesson, and materials and resources.

Lesson Topic: Self-Taught Artist	**Time Frame/Lesson Length: 6-9 blocks of 90 minutes**

Content Standard	**CCS Literacy and Anchor Standards**	**Assessments** ✓ **Formative** ➢ **Summative**
2.2 Critique organizational components(structures) and expressive qualities (functions) of a work of art. 1.1 Demonstrate the use of knowledge and technical skills in at least one specific medium.	CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.	✓ Students will be formatively assessed throughout the unit through whole group, small group and individual discussions. ✓ Students will analyze the works of a self-taught artist and will choose one image to look at in-depth. They will utilize a guide on how to analyze art. Investigation notes and graphics will be submitted to the teacher for feedback and questions. ➢ Students will create thumbnails for their art that will be a response to the work or life of their chosen artist (this can be a response to the artist's body of work, a particular piece or the artist's life and ideas.) ➢ All summative assessments will occur/be submitted during the final presentation: ➢ Students will recreate one piece from their artist on a small scale. ➢ Students will create their own artwork that responds to their artist. ➢ Students will present their own artwork, along with their research and re-created art of their chosen artist. Students will include in their presentation detailed information regarding the life, influences, and structure/functions of the artist's work.

Planning Element	Description
Clear Learning Targets	• I can use at least three different sources to research • I can use various information, text and other to prepare a presentation • I can analyze and synthesize research • I can use formal structure to analyze an art work • I can understand media technique to create art
Task Objectives (steps to reach mastery of clear learning targets)	• Whole group discussion on how to proceed with research • Students look at a variety of sources and choose the ones that fit their needs • Students organize and synthesize their work in workbooks • Use analysis guide to look at artwork (their work and the work of and others) • Practice and experiment with various media
New Learning	• What does it mean to be self-taught?
Anticipated Learning Challenges	• Students may encounter challenges when coming up with ideas for their response art piece.
Scaffolding opportunities (to address learning challenges)	• Sketchbook • Thumbnails • Teacher feedback • Analysis guide • Small group brainstorming
Opportunities to Differentiate Learning (explain how you address particular student needs by differentiating process, content, or product)	• Each product is different and each student will require different support based upon his or her level of skill • Advice and assistance is individualized to students' particular needs
Questioning: Planning to Illuminate Student Thinking	*Assessing questions:* • What does it mean to be self-taught? *Advancing questions:* • Are there implications for a self-taught artist in a traditional school setting? Support your claim with evidence from your research.
Instructional Strategies	Modeling, questioning, making
Materials and Resources	Power Point Access to technology for research Handouts Art making materials

Section II: Presentation

Overview: This section focuses on the steps involved in presenting the lesson. The lesson presentation is divided into segments, such as "Framing the Lesson," "The Texts and Task," "Sharing, Discussing, and Analyzing" and "Closing the Lesson," and "Extending the Learning." For each of these lesson elements, there is an explanation of the procedure, teacher actions, and student outcomes.

Day 1

Framing the Lesson (30 minutes)		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• Students will be introduced to the Edmondson Park Project	• Teacher will utilize this site to familiarize students with the Edmondson Park Project: http://www.nashville.gov/Arts-Commission/Public-Art/Find-An-Artwork/Projects-in-Progress/Edmondson-Park.aspx	• Students will understand community connections.
• Students will be introduced to the idea of being a self-taught artist	• Teacher will present a PowerPoint that includes images from a variety of self-taught artists (see appendices for sample PowerPoint of images) and facilitate a discussion on the nature of being self-taught. Photos of the artists could be included in this presentation as well.	• Students will begin to question what it means to be self-taught. • Students will begin to consider if there are common characteristics to the art they have viewed
• Students will be introduced to the outline of the project activities and given an estimated time frame.	• Teacher will discuss the project overview and how to proceed	• Students will understand the purpose of the project
Exploring the Texts and Task (30 minutes)		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• Students will investigate images from self-taught artists and chose an artist to research. *A great resource for finding these artists is The Foundation for Self-Taught*	• Teacher will share images and some information about the artists as students are investigating images • Teacher will ask questions (some sample questions below):	• Students will be exposed to art from multiple self-taught artists • Students will choose an artist to research

Artists: foundationstart.org	1. Is this good art? What makes you think so/not think so? 2. What are the criteria for artworks? 3. Can someone create a masterpiece with no training? 4. What about children's art? 5. Are people born artists? 6. What does being an artist mean?	
☺ **Sharing, Discussing, and Analyzing (25 minutes)**		
Detailed Procedure • Students brainstorm next steps on what artist they will research and their research plan	**Teacher Actions** • Teacher facilitates and monitors as needed	**Student Outcomes** • Students will have a clear plan on how they will proceed with their research
☐ **Closing the Lesson (5 minutes)**		
Detailed Procedure • Students will engage in a quick recap and sharing of ideas and thoughts regarding the project and the coming days' activities	**Teacher Actions** • Teacher facilitates the group discussion	**Student Outcomes** • Students will leave class on the first day of the project with a clear idea of what is expected and how to proceed. • Students may gain insight from their peers.

Day 2

Framing the Lesson (5 minutes)		
Detailed Procedure • Students will recall information from the prior class period and summarize the goals of the research and art-making activities	**Teacher Actions** • Teacher will facilitate discussion and formatively assess student knowledge and ability to summarize	**Student Outcomes** • Students will demonstrate the knowledge they retained from the prior class period
Exploring the Texts and Task (20-30 minutes) **Art-making**		
Detailed Procedure • The students will analyze, using the Formal Analysis handout (see appendices) their chosen art piece using their knowledge of structures and	**Teacher Actions** • The teacher should provide a variety of color copied images (enough for one image per student) so that the students can choose the work they	**Student Outcomes** • Students will accurately utilize the Formal Analysis procedure

functions. • Students will be encouraged to use this first analysis in their later presentations.	wish to copy. It is important that the teacher chooses images appropriate to his/her class make-up. (A suggestion would be to have a range of artists with a variety of demographics. The teacher should be familiar with the chosen artists so that he/she can share some information and engage students. • Teacher will facilitate analysis • Teacher will provide feedback on the Formal Analysis	
• Students will then choose their medium and begin to replicate their chosen piece.	• Teacher will facilitate materials distribution and will answer questions. • Teacher will provide feedback.	• Students will gain a better appreciation of the challenges of creating various art pieces, as well an appreciation of the artist's style and techniques.
🕮 **Extending the Learning**		
• Students will begin artist research at home.		

Day 3

Exploring the Texts and Task (continued) Art-making		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• The third class is an independent work day. The students can choose to continue their research, work on their replication of the chosen artist's art piece, begin thumbnails and notes for their response piece, or any other step in the unit that they choose. • The students will be encouraged to assist each other.	• The teacher will be available for questions, to provide advice, feedback, and general encouragement.	• Students will progress toward learning goals.
Extending the Learning		
• Students will continue research and project work at home.		

Day 4

Sharing, Discussing, and Analyzing Art-making		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• Students will write a reflection. Students may use their own questions or they may answer the provided prompts. • Students will be encouraged to share their questions and answers. • Students may use this reflection as part of their final presentation and it will be assessed by the teacher.	• Possible prompts include: 1. What does it mean to be a self-taught artist? 2. How has my interpretation of my artist's piece changed with my research? 3. Does my artist have a context or theme? 4. What media has my artist selected and why? 5. Do I know anything about my artist's creative process? 6. What about my own creative process? 7. What is my response piece about? 8. What formal qualities does my researched artist utilize? 9. What formal qualities are going to be	• Students begin the analyzing process. • Students are reflective about their research and their art-making. • Students draw connections between what they have researched and what they have produced.

• Students will continue to work independently on any part of the unit they choose for the rest of the class.	used in my response piece and why? 10. Does being self-taught have any implications for a learner in a traditional school setting? • The teacher will be available for questions, to provide advice, feedback and general encouragement.	• Students will progress toward learning goals.
🕮 **Extending the Learning**		
Students will continue research and project work at home.		

Day 5

☺ **Sharing, Discussing, and Analyzing (continued)**		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• Students will engage in a class discussion about the criteria for the presentation. Students will help create the criteria. Student input on how to frame the exhibit will be encouraged and discussed.	• Teacher provides the basic criteria for discussion. • Teacher facilitates the criteria discussion.	• Students will have the opportunity to drive the assessment process. • Students will engage in meaningful discussion regarding presentation criteria.
• Students will work independently on their presentations.	• Teacher will informally meet with each student to assess his/her progress.	• Students will receive meaningful feedback regarding his/her progress and will use the feedback to adjust accordingly.
🕮 **Extending the Learning**		
• Students will continue research and project work at home.		

Days 6-9 (depending on size of class)

☺ **Sharing, Discussing, and Analyzing (continued)**		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• Students will each set up his/her artwork in a gallery-like format around the room. • Each student will act as docent for both	• The teacher will facilitate the gallery presentations. • The teacher will monitor questions and time limits for presentations.	• Students will have successfully created an art work, while understanding themes consistent with self-taught artists. • Students will have successfully

their researched artist and for themselves: he/she will spend about ten minutes presenting the work and some history of the artist as well as themes and other aspects of the artist's work. Students should plan on receiving questions from other class members.		completed research on an artist and his/her art work. • Students will be able to present a coherent and comprehensive presentation including information about a researched artist, that artist's work, as well as original art created by the student.
☐ **Closing the Lesson**		
Detailed Procedure	**Teacher Actions**	**Student Outcomes**
• After everyone has presented, the class will participate in a debrief discussion.	• The teacher will facilitate the debrief discussion. Whole-group questions could include: 1. What was the most enjoyable part of this project? 2. What was the most challenging part? 3. Describe one thing you learned during the research process. 4. Describe one thing you learned during the art-making process.	• Students will reflect upon their learning and the learning process.
• Students will write a reflection of what they have learned and what new questions they have. Prompts will be provided but students may use their own questions.	• The teacher will instruct students to write a brief reflection as part of the summative assessment. Some sample prompts for the student reflection are: 1. What conclusions can one draw about the self-taught artist overall? 2. What are there similarities among the artists that we learned about? 3. Should the criteria be different when evaluating the art of self-taught artist and more traditionally educated artist? What makes you think that? 4. How does a self-taught artist's life experience impact his/her work? Provide evidence to support your thinking.	• Students will successfully master all learning targets.

🕮 **Extending the Learning**
Optional: Field Trip experience to visit art works installed in Edmondson Park

Appendices
foundationstart.org
IB Visual Arts Criteria Document
Presentation Rubric
Formal Analysis

Formal Analysis

Please use this outline to analyze your artwork

Four Levels of Formal Analysis

1. Description=pure description of the object without value judgements, analysis or interpretation. It answers the question "What do you see?"

   The elements that constitute a description include:

   a. Form of art whether architecture, sculpture, painting or other
   b. Medium of work and technique
   c. Size and scale of work
   d. Elements or general shapes
   e. Description of axis (vertical, diagonal, horizontal etc.)
   f. Description of line and how line describes shape and space. Thick, thin, variable, irregular, intermittent, indistinct.
   g. Relationship between shapes…large, small, overlapping etc.
   h. Description of color and color scheme=palette
   i. Texture of surface

2. Analysis= determining what the features suggest and deciding why the artist used such features to convey specific ideas. It answers the question, "How did the artist do this?"

   The elements that constitute analysis include:

   a. Determination of subject matter through naming iconographic elements historical event, allegory or mythology etc
   b. Selection of most distinctive features or characteristics whether line, shape, color etc.
   c. Analysis of the principles of design or composition. Stable, repetitious, rhythmic, unified, symmetrical, harmonious, geometric, varied, chaotic, horizontal, vertical etc.

d. Function

e. Use of light, role of color

f. Treatment of space and landscape both real and illusionary(including use of perspective) compact, deep, shallow, naturalistic, random

g. Portrayal of movement and how it was achieved

h. Perception of balance, proportion and scale

i. Emotional reaction

3. Interpretation= establishing the broader context for this type of art.

   Answers the question "Why did the artist create it and what does it mean?"

   The elements that constitute interpretation include:

   a. Main idea, overall meaning

   b. Interpretive statement: Can I express what I think the artwork is about in a sentence?

   c. Evidence: What evidence inside or outside the artwork supports my interpretation?

4. Judgment: Judging a piece of work means giving it rank in relation to other works not forgetting to consider its originality.

   a. Is it a good artwork?

   b. Criteria: What criteria do I think are most appropriate for judging the artwork?

   c. Evidence: What evidence inside or outside the artwork relates to each criterion?

   d. Judgment: Based on the criteria and evidence, what is my judgment about the quality of the artwork?

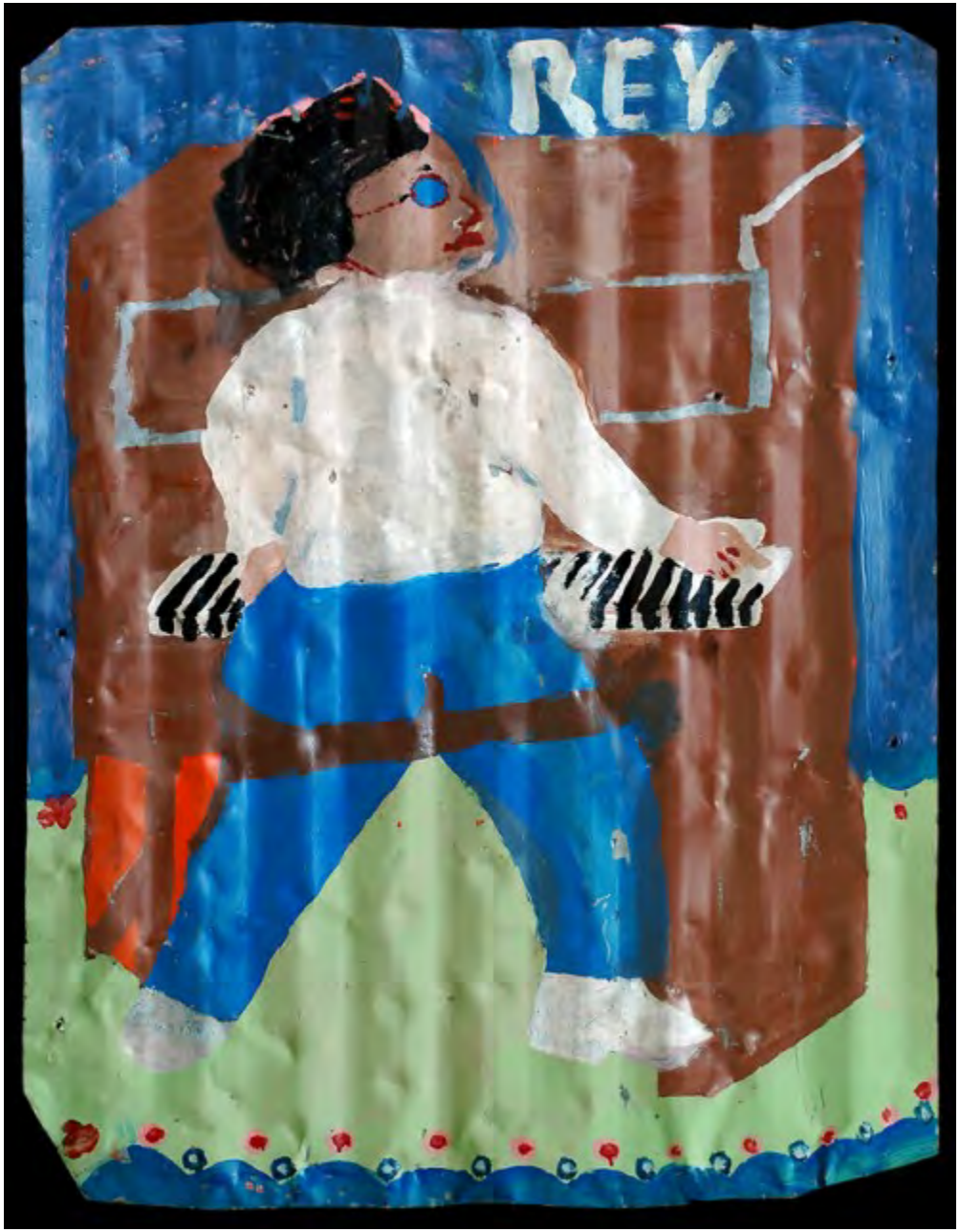
Adapted from UWGB.edu

Presentation Rubric

	Evaluating Student Presentations				
Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	1	**2**	**3**	**4**	**Total**
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report	Student occasionally	Student maintains eye	Student maintains eye	

	with no eye contact.	uses eye contact, but still reads most of report.	contact most of the time but frequently returns to notes.	contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

Rubric by Caroline McCullen


REY.

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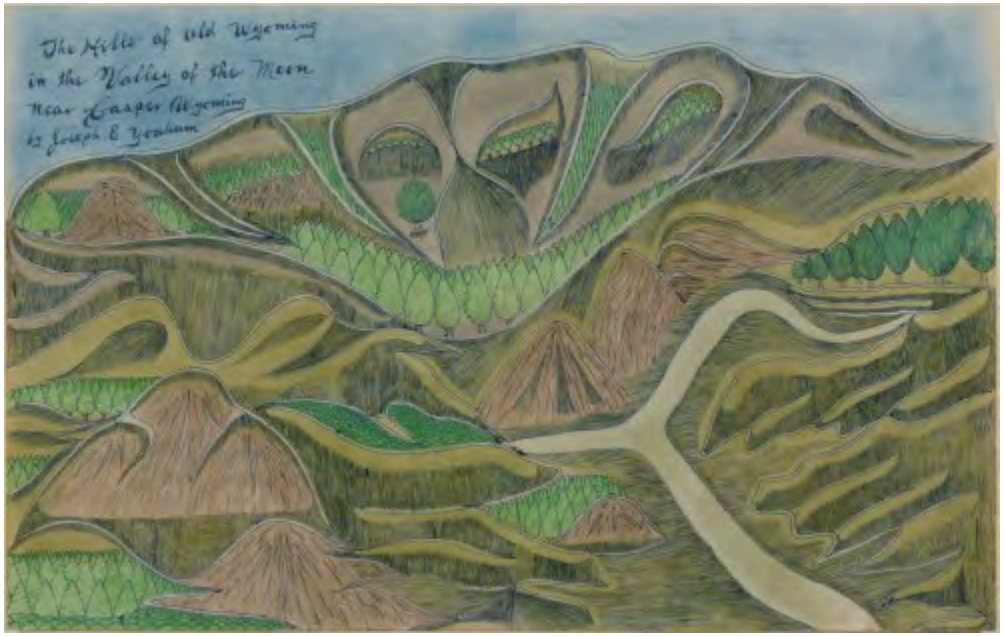
BY HOWARD FINSTER FROM GOD TO THE WORLD
UNDERSTANDING IS THE WORLDS GREATEST NEED NOW 1990
YOUR TIME GROWS SHORTER BY THE HOUR AND BODY STOPS TIME
VISIONS OF HEAVENS BEYOND LIFE AFTER DEATH

YOU SEE IT IS NOT US WHO IS IN THE CADILLAC THAT IS BLOWING AT UNCLE SAM IT IS THE LITTLE MAN WHO IS BEHIND US WHO IS BLOWING FOR UNCLE SAM TO MOVE OVER. IN FACT WE ARE TRAPPED BETWEEN UNCLE SAM AND THE LITTLE MAN. UNCLE SAM TAKES HIS OWN TIME AND THE LITTLE MAN IS BLOWING AT THAT PACE. THE MIDDLE MAN ON THE SPOT. ALL THO WE HAVE THE CADILLAC AND YET WE CANT MAKE A MOVE. THE QUESTION IS WHO IS TO BLAME. HOWARD FINGER FROM THE BACK SEAT IS ASKING WE WILL ALL HAVE TO MOVE TOGETHER AND IS THE WORLDS MOST FAMOUS ROCK ART

Jim Buddy


The Mitre of old Wyoming
in the Valley of the Moon
near Casper Wyoming
to Joseph E Yoakum

Student Response Piece Assessment Rubric

1–4	• Exhibits mediocre understanding of the ideas and techniques that underpin artistic expression. • Demonstrates an attempt to produce some personally relevant artworks that show some exploration of ideas reflecting cultural and historical awareness and artistic qualities. • Shows the beginnings of development of the use of materials but ideas remain unresolved. • Displays mediocre technical competence.
5–8	• Exhibits satisfactory understanding of the ideas and techniques that underpin artistic expression. • Demonstrates the production of personally relevant artworks that show satisfactory exploration of ideas reflecting cultural and historical awareness and artistic qualities. • Shows development of ideas. • Displays a developing sensitivity to materials and their use, resulting in a partial resolution of ideas and medium. • Displays satisfactory technical competence.
9–12	• Exhibits good understanding of the ideas and techniques that underpin artistic expression. • Demonstrates the production of personally relevant artworks that show good exploration of ideas reflecting cultural and historical awareness and artistic qualities. • Shows development of ideas and strategies for expression. • Displays sensitivity to materials and their use. The work has been reviewed and modified as it has progressed, resulting in an increasingly informed resolution of ideas and medium. • Displays good technical competence. • Demonstrates an emerging confidence. • Shows self-direction and an increasingly independent judgment.
13–16	• Exhibits very good understanding of the ideas and techniques that underpin artistic expression. • Consistently demonstrates the production of personally relevant artworks that show very good exploration of ideas reflecting cultural and historical awareness and artistic qualities. • Shows thoughtful development of ideas and strategies for expression. • Displays sensitivity to materials and their use. The collection of work has been reviewed, modified and refined as it has progressed, resulting in an informed resolution of ideas and medium. • Displays very good technical competence. • Demonstrates confidence and inventiveness. • Shows self-direction and independent judgment.
17–20	• Exhibits excellent understanding of the ideas and techniques that underpin artistic expression. • Consistently demonstrates the production of personally relevant artworks that show excellent exploration of ideas reflecting cultural and historical awareness and artistic qualities. • Shows thoughtful development of ideas and strategies for expression. • Displays sensitivity to materials and their use. The coherent body of work has been reviewed, modified and refined as it has progressed, resulting in an accomplished resolution of ideas and medium. • Displays excellent technical competence. • Demonstrates confidence and inventiveness. • Shows an informed, reflective judgment that challenges and extends personal boundaries.

Adapted from the IB Visual Arts Criteria