

Critical assignment #1: Lesson Plan

Teacher: Mr. Joshua Ney	Subject: Visual Art	Grade Level: 9-12
Lesson Topic: Art Analysis	Time Required: 2 weeks	
Sunshine State Standard / Big Idea: Critical Thinking and Reflection		
Benchmarks: VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme. VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art. VA.912.C.1.8: Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.		
Access Points : Independent: VA.912.C.1.In.c : Use visual evidence and prior knowledge to analyze multiple interpretations of works of art. Supportive: VA.912.C.1.Su.c : Describe observations and apply prior knowledge to interpret visual information and analyze works of art. Participant: VA.912.C.1.Pa.c : Use visual information or tactile sensations, prior knowledge, and experience to interpret works of art.		
Instructional Analysis - Prior Knowledge Declarative Knowledge - Students should already know that... <ol style="list-style-type: none">1. There is a wide variety of visual art (i.e., drawing, painting, pastels).2. Each artist is often identified by his or her own unique style.3. Art is as old as history and humanity itself. Students should already know how to... <ol style="list-style-type: none">1. Decipher what kind of medium the artist is using2. Classify a specific artist's style3. Describe how different elements work together to make up a piece of artwork. Prior Knowledge Assessment Plan		

Instructional Analysis – Declarative Knowledge

In this lesson, students will learn that...

1. There are different realms in which artists work.
2. The different realms include; the senses, the mind/intellect, the soul/spirit.

Instructional Analysis – Procedural Knowledge

In this lesson, students will learn how to....

1. Point out which realm the artist is working in.
2. Taking the perspective of the artist, and “seeing” the art rather than looking at it.
3. Summarize the meaning of the piece of art based on the realms in which the artist is working.
4. Create their own personal art through the medium of their choice.

Interdisciplinary connections:

Visual art makes innumerable connections with the disciplines of philosophy, religion, spirituality, psychology, science, and history.

Common Misunderstandings or Misconceptions:

1. Art is purely aesthetic
2. If you are not creative, you will not be good at art

Plan to address these:

1. Surely visual art has the potential to be purely aesthetic, but this is not typically quality art. If art is to have any quality or substance it should not only engage the senses, but the mind, and the soul/spirit as well.
2. Although creativity is a very large aspect of art there are also many things in art that do not necessarily involve creativity. Many forms of art are just as scientific and mathematical as they are creative. For example, architecture involves high levels of mathematical thinking but it is still a form of art.

Learning Objectives:

Knowledge – Students will research a modern day or historical artist. The students will summarize key points of the artist’s life and find his or her famous works. The students will need a computers or books for research material.

Comprehension – Students will need to be able to point out key points in the artist’s life that led them to create the art for which they are famous. The students should be able to identify critical elements that make up the art, and the medium with which the artist works. Students will need to find pieces by the artist to have ready to display.

Application – Students will need to present a summary of their artist’s life, their famous works, and the

student's personal favorite piece of art. Students will have the choice of presenting on power point or by addressing the class.

Analysis – After evaluating their artist's works the student will have the chance to create a piece of art to honor their specific artist. The student may choose any medium to work in. All mediums will be available for student use within the classroom.

Synthesis – Once the student has completed his or her work the student will be able to write a short excerpt describing the meaning of the painting and their intention for painting it. The student will have the choice of using pen and paper or using the computer to complete their responses.

Evaluation – After all projects are complete students will be able to choose which project they liked most and why. Students will be able to elaborate on negative and positive aspects of the overall project. Students will use pen and paper to complete the assignment.

Learner Analysis:

1. Age Range & Gender – 14 to 18 year old males and females.
2. Race – Caucasian, African American, Native American, Hispanic, Latino
3. Socio-economic background – Lower, Middle, and Upper class
4. Learning Style Preferences – Visual
5. Disabilities & Exceptionalities – Some mild learning disabilities
6. Motivation – To find inspiration through past and present day artists, and to use the inspiration to find one's own personal creative abilities.
7. Cognitive Skills (concrete, abstract, etc.) – Student's should have basic reading and writing skills. Critical Thinking skills should be present and built upon during the course of the class.

Assessment Plan

Formative:

1. Students will be assigned an artist to research.
2. Students will need to hand in a rough draft of their artist summary before they present their project.

Summative:

1. Final summaries and presentations will be critiqued based on information content and analysis.
2. Artwork will be critiqued based on creativity, content, and time management use within the classroom.

Instructional Strategies:

How will you introduce the lesson?

Students will be provided with an artist to research. Once the research is completed. Students will be given instruction in their art project. The students will be given freedom to choose their medium and content, while staying within the project criteria.

How will you teach concepts during the lesson?

Concepts will be taught by using daily icebreakers. Students will be taught different ways of viewing art. Students will be taught how to see art by the use of the artist's medium and specific elements. They will be shown how to see art by the artist's use of ideas and concepts. The students will be shown how to engage with the art to where the art becomes part of the viewer's personal experience. The Webquest will also be open to students where each of the student's artists will have reference material, and also miniature workshops on "how to" use specific mediums.

How will you conclude the lesson?

The lesson will be concluded with the students writing on negative and positive aspects of the project. The students critiques will be considered for future projects.

Classroom & Technology Management Strategies:

Within the classroom students will be monitored for work ethic and diligence. A rough draft of the students artist summary will need to be turned in to assure adequate thought and information was put into the summary. Students will be graded on diligence and time management within the classroom, points will be subtracted for excessive talking and poor time management.

Learning Activities:

During the introduction of the lesson, students will: Student's will first be learning how to analyze art. They will learn how to see art at deeper levels rather than just looking at it. Student's will be provided with famous historical and modern day artists, and will create a summary and presentation on their assigned artist.

During the lesson, students will (Mention WebQuest): Students will be provided with necessary materials for creating their own art. The student should find a creative way of showing respect for the artist that they were assigned for the first half of the project. Students will all be able to refer to the class WebQuest for specific questions on how to work with the medium of their choice. The Webquest will also have references to each of the student's artists.

Upon the conclusion of the lesson students will need to write a brief synopsis of their project and state what they felt about the project as a whole. They should write what they felt were positive and negative aspects of the project. This will allow the teacher to consider making improvements for future classes.

Materials & Resources:

Supplies:

- Pen/pencil

- Paper
- Choice of medium (paint, paint brushes; charcoal pencil; pastel etc.)
- Canvas

Technology tools (Software and hardware):

- Microsoft Word
- Microsoft PowerPoint
- Class Website (Weebly)

URL's you will use:

-Drawing URL's

- http://youtu.be/zh37Yy_ikQg
- <http://youtu.be/NNtptkL8mk>

-Painting URL's

- <http://youtu.be/uLRH1dmQjFE>
- <http://youtu.be/4OEMnN-4JfQ>
- <http://youtu.be/MMKQM3K33AM>
- <http://youtu.be/uuVgF4sb5b8>
- <http://youtu.be/gTUVIULI25c>
- <http://youtu.be/Mt0PAxL4Uvs>

-Pastel URL's

- <http://youtu.be/UxWlglcqiCA>
- <http://youtu.be/dUWCBSRaKxo>
- <http://youtu.be/LWfBfvFD49Q>

-Historical Artist URL's

- www.wga.hu/bio/m/michelan/biograph.html
- www.vangoghgallery.com
- www.rembrandtpainting.net/
- www.ndoylefineart.com/monet.html
- www.artmagick.com/pictures/artist.aspx?artist=william-blake

-Present Artist URL's

- www.alexgrey.com/
- www.allysongrey.com
- www.beatmuseum.org/pollock/jacksonpollock.html
- www.artchive.com/artchive/W/warhol.html
- www.sacredlight.to
- visionaryartgallery.weebly.com/
- visionaryartgallery.weebly.com/

Self-Evaluation:

Teacher NETS addressed:

1. Assigned projects were implemented to make students think critically and creatively. The teacher will need to facilitate and support students in researching their assigned artist. The teacher will need to be able to critique research papers and presentations appropriately.
2. The teacher will need to aid and direct students when using specific mediums. The teacher will plan to encourage good techniques and critique when necessary to support the learning of students.
3. The teacher will make use of the website that is posted to point to drawing and painting resources and artist links.

Student NETS addressed:

1. Students will use media for researching their assigned artist. Students will need to be able to analyze and summarize the data with their own word.
2. Students will need to be able to collect their research and communicate their findings with the class. Students will be given the choice of presenting orally or by technological medium.
3. Students will then need to use personal creativity to design an art project based on their artist or their artist's paintings. The painting should be a reflection of the artist's life or the artist's work.
4. Throughout the project students will have access to a class website where they will have access to resource videos and artist links.

Lesson Strengths:

This lesson is strong in the evaluation and summarization of information. It is also strong in inspiring critical thinking and creativity among the students.

Lesson Weaknesses:

The lesson could be stronger in the use of technology.

Possible Solutions or Action Plan for Improvement:

As a teacher I would attend the latest workshops and seminars in educational technology. I would specifically look for workshops that would introduce me to the latest presentation technology and software programs. I would attend workshops that teach the latest in graphic design technology.