**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.**

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

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| **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](http://www.corestandards.org/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. |

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| **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**

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| **🕭 Framing the Lesson (30 minutes)** | | |
| **Detailed Procedure**   * Students will be introduced to the Edmondson Park Project * Students will be introduced to the idea of being a self-taught artist * Students will be introduced to the outline of the project activities and given an estimated time frame. | **Teacher Actions**   * 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>   * 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. * Teacher will discuss the project overview and how to proceed | **Student Outcomes**   * Students will understand community connections. * 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 understand the purpose of the project |
| **👓 Exploring the Texts and Task (30 minutes)** | | |
| **Detailed Procedure**   * 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 Artists: foundationstart.org* | **Teacher Actions**   * Teacher will share images and some information about the artists as students are investigating images * Teacher will ask questions (some sample questions below):  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? | **Student Outcomes**   * Students will be exposed to art from multiple self-taught artists * Students will choose an artist to research |
| **☺ 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**

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| **🕭 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)**  **C:\Users\RHMILLIGAN\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WNPOE79J\MC900325642[1].wmfArt-making** | | |
| **Detailed Procedure**   * The students will analyze, using the Formal Analysis handout (see appendices) their chosen art piece using their knowledge of structures and functions. * Students will be encouraged to use this first analysis in their later presentations. * Students will then choose their medium and begin to replicate their chosen piece. | **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 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 * Teacher will facilitate materials distribution and will answer questions. * Teacher will provide feedback. | **Student Outcomes**   * Students will accurately utilize the Formal Analysis procedure * 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**

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| **👓 Exploring the Texts and Task (continued)**  **C:\Users\RHMILLIGAN\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WNPOE79J\MC900325642[1].wmfArt-making** | | |
| **Detailed Procedure**   * 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. | **Teacher Actions**   * The teacher will be available for questions, to provide advice, feedback, and general encouragement. | **Student Outcomes**   * Students will progress toward learning goals. |
| **🕮 Extending the Learning** | | |
| * Students will continue research and project work at home. | | |

**Day 4**

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| **☺ Sharing, Discussing, and Analyzing**  **C:\Users\RHMILLIGAN\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\WNPOE79J\MC900325642[1].wmfArt-making** | | |
| **Detailed Procedure**   * 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. * Students will continue to work independently on any part of the unit they choose for the rest of the class. | **Teacher Actions**   * 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 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. | **Student Outcomes**   * 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 progress toward learning goals. |
| **🕮 Extending the Learning** | | |
| Students will continue research and project work at home. | | |

**Day 5**

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| **☺ Sharing, Discussing, and Analyzing (continued)** | | |
| **Detailed Procedure**   * 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. * Students will work independently on their presentations. | **Teacher Actions**   * Teacher provides the basic criteria for discussion. * Teacher facilitates the criteria discussion. * Teacher will informally meet with each student to assess his/her progress. | **Student Outcomes**   * Students will have the opportunity to drive the assessment process. * Students will engage in meaningful discussion regarding presentation criteria. * 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)**

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