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| Art 305 Lesson Plan | | | |
| Group Members: | Daniela Garcia, Flora, Alice, Mark Anthony | | |
| Lesson Title: | What’s it made of? | | |
| Grade Level: | 9th-12th | Length of Lesson: | 5 days |
| Brief Description: | Students will use the “Pic Blender” app to create a reference photo, from the photo they will create a painting with incorporated collage elements. Each student will create a project that discusses their findings on current environmental pollutants. I.E. one student could potentially pick plastic waste and its effects on our oceans. From this idea they could blend a silhouette of a whale and superimpose it with images of plastic waste to create their reference photo. | | |
| State Standards: | **Content Standard 2.6:** Create a two or three-dimensional work of art that addresses a social issue.  **Content Standard 3.3:** Identify and describe the visual arts and discuss how the issues of time, place, and cultural influences are reflected in selected works of art. | | |
| Common Core  Standard: | **Common Core Standard -** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | |
| Big Question: | Where does all the city’s daily waste go? | | |
| Objectives | 1. Students will be able to make a painting that represents their view on environmental pollutants 2. Students will be able to discuss how past artist used their skills to present social/political issues of their time. 3. Students will be able to write a paragraph that explains the importance of their environmental issue and the aspects of their project has successfully communicated their message. | | |
| Art History: | Short power point on Banksy’s street art and how it communicates social/political issues. (add anything you feel is relevant) | | |
| Major Themes: | Environmental effects of human waste/trash. | | |
| Elements/  Principles: | Primary/secondary color mixing  Elements of design | Vocabulary: | 1. Composition: 2. Elements of design 3. Collage 4. Pollutants 5. Primary color 6. Secondary color |
| Materials needed: | Access to “pic blender”, tempera/oil/watercolor paint, brushes, water cups, paper, printed reference photo, collage materials (newspaper/magazines) | | |
| Anticipatory Set | A short video showing the amount of trash that is collecting in our oceans. A second video showing a brief process of how we attempt to dispose the large amounts of trash collected in our cities.  <https://www.youtube.com/watch?v=vrPBYS5zzF8>  <https://www.youtube.com/watch?v=Y6LzB6rMDtA> | | |
| Teaching Strategies | | Student Activities | |
| Day 1: PowerPoint Introducing the project and Art History lesson. | | Day 1: Short activity to get students interested in project. They will download the app and begin researching environmental topics | |
| Day 2: Demonstration on how to navigate the app | | Day 2: students will collect reference photos and create their source photo using the app. | |
| Day 3: Demonstration on basic color mixing. And paint application | | Day 3: Students practice color mixing. And begin their project. | |
| Day 4: one-on-one help with students while they work. | | Day 4: one-on-one help with students while they work. | |
| Day 5: In class critique | | Day 5: Students will participate in critique and give written feedback on notecards for each student. | |
| Assessment plan: | Rubric, group critique | | |
| Closure: | Class will place their work on the wall and select as a group the top three projects that they feel best fulfilled the assignment and give their opinion on their choice of environmental pollutants. | | |

**Grading Rubric**

Students will be assigned to grade 2-3 classmates in class on their work

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| **GRADING ON:** | **STUDENT SCORE**: | **TEACHER SCORE:** |
| **Overall Presentation**: Craftsmanship, creativity, originality, use of technique and media | 5  4 3  2 1 | 5  4 3  2 1 |
| **Relevance / Subject matter:** Was the piece effective in communicating the topic? | 5  4 3  2 1 | 5  4 3  2 1 |
| **Use of class time; preparedness** | X | 5  4 3  2 1 |
| **COMMENTS for your classmate:** | | |
| TOTAL SCORE: \_\_\_\_\_ | | |

POINT SYSTEM

25-20 : Excellent, outstanding work; Student was successful in bring the core idea and the creative element of their piece together; good use of technique, skill, creativity and craftsmanship.

20-15: Above average; Student communicated the core idea; good use technique, skill, creativity and craftsmanship

15-10: Average, needs more work; Student was able to somewhat communicate the core idea, but was not successful in bringing the project together effectively

10-5: Unsatisfactory; Student did not put in enough effort into the work; the core idea was not communicated effectively through the piece; poor presentation.



