

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 1 of 7 day project)

Subject: Art 2 (Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	1. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment- (Day 7)		<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback-comments on self-critique/assessment
Rubric	50 points	<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback.

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day one):</p> <ul style="list-style-type: none"> • Will have written two questions on the board prior to class for exit slips: “What was today’s objective?” and “Did I complete today’s objective? If not, why?” • Will introduce assignment and state criteria (minimum of 2 sketches, choose own media, composition, and mastery of media). • Will prompt students to begin their sketches and have a minimum of 1 detailed sketch completed by the end of the day. • Distribute materials: paper if student does not have their sketchbook with them, pencils, rulers, erasers, etc as needed. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students requiring longer to complete the drawing will be given an opportunity to complete at home, due at the beginning of the next class. • Any students completing their first sketch will be asked to start on their second detailed sketch. • At five minutes until clean-up time will advise to answer the questions on the board and turn in. • Will then advise to clean up. 	<p>Learning Tasks: (Day One):</p> <ul style="list-style-type: none"> • Students will receive verbal introduction to project. • Students will gather their sketchbooks or paper and pencils. • Students will create a minimum of one detailed sketch and show to teacher when finished. • Students will answer the exit slip questions on the board • Students will turn in exit slip. • Students will commence with end of class clean up.
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Closure Activity:

Exit slip will be used as an informal assessment to implement the importance of not only time management, but also the importance of having detailed sketches to work from prior to beginning a project.

Reflection:

Name: Sarah Lloyd**Week of:****Date of Lesson: (Day 2 of 7 day project)****Subject: Art 2 (Grades 10-12)****Content: How You View Society Project****Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

3. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
4. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	2. The students will create an original two-dimensional piece of art depicting how they view the world in	Verbal/written feedback.

Lesson Plan

		either a positive or negative light	
Self-critique/assessment- (Day 7)		<ol style="list-style-type: none"> 3. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 4. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback-comments on self-critique/assessment
Rubric	50 points	<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a media they like but have not had much opportunity to work with. Explain to students that some of the

most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day two):</p> <ul style="list-style-type: none"> • Will remind students that they are working on their fully detailed sketches for their social project. • Will check with students that did not complete their first sketch on day 1 and ask to see since it was homework and due at the beginning of class. • Distribute materials: paper if student does not have their sketchbook with them, pencils, rulers, erasers, etc as needed. • Will prompt students to either complete or begin their 2nd full detailed sketch and have it completed by the end of the day. • Will advise students that they need to have their media chosen and advise teacher of chosen media by end of day so can start on project at beginning of next class. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students requiring longer to complete the drawing will be given an opportunity to complete at home, due at the beginning of the next class. • Any students completing their first sketch will be asked to start on their final project upon having a sketch approved by teacher and selecting their media. • Will then advise to clean up. 	<p>Learning Tasks: (Day Two):</p> <ul style="list-style-type: none"> • Students will receive verbal reminder that they are to continue working on sketches for social project. • Students will gather their sketchbooks or paper and pencils. • Students will create a minimum of one detailed sketch and show to teacher when finished. • Students will select a media to use for their project and advise teacher of chosen media. • Students will begin project if finished with sketches and one has been approved by teacher. • Students will commence with end of class clean up.
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Closure Activity:

Teacher will make sure students have their final ideas laid out in a detailed sketch, have chosen their media and will verbally advise students that they need to be ready to begin their project upon arriving to class the next day.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 3 of 7 day project)

Subject: Art 2(Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

5. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
6. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	3. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment- (Day 7)		<ol style="list-style-type: none"> 5. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 6. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback-comments on self-critique/assessment
Rubric	50 Points	<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day three):</p> <ul style="list-style-type: none"> • Will have written three questions on the board prior to class for entry/exit slips: 1.“What is my objective for today?”, 2.“Did I complete today’s objective? If not, why?” • Will advise students to take out a sheet of paper and answer the first question on the board. • Will remind students that they are working on their projects today. • Will check with students that did not complete their second sketch on day 2 and ask to see since it was homework and due at the beginning of class. • Distribute materials: paper, rulers, and various media depending on media chosen by students. • Will prompt students to begin their projects. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • It is not expected for any student to finish this project ahead of time this soon, and the project is not due for another 4 days therefore any accommodations to do with time are not needed at this time. • Will advise students at 4 minutes to clean up to answer the second question on the board and turn in. • Will advise to clean up. 	<p>Learning Tasks: (Day Three):</p> <ul style="list-style-type: none"> • • Students will be advised to answer the first question on the board. • Students will receive verbal reminder that they are to begin working on their project today. • Students will gather their respective materials. • Students will begin working on their project • Students will answer the second question on the board. • Students will turn in exit slip. • Students will commence with end of class clean up.
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Closure Activity:

Students will complete entry/exit slip to be given the opportunity to set personal daily goals for the work they expect to complete. This is a great process to allow students to take charge and be accountable for their personal work ethic in the classroom. Teacher will review personal objectives upon receiving the entry/exit slip and leave written feedback to assist with setting future objectives and go over them with the students verbally if needed in the next day’s class.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 4 of 7 day project)

Subject: Art 2 (Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

7. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
8. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	4. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment- (Day 7)	No formal grade.	<ol style="list-style-type: none"> 7. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 8. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback-comments on self-critique/assessment
Rubric	50 points	<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day four):</p> <ul style="list-style-type: none"> • Will remind students that they are to continue working on their projects today. • Go over and make suggestions concerning any overall issues with the entry/exit slips from the previous day. • Distribute materials: paper, rulers, and various media depending on media chosen by students. • Will prompt students to begin working on their projects. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • It is not expected for any student to finish this project ahead of time this soon, and the project is not due for another 4 days therefore any accommodations to do with time are not needed at this time. • Will remind students to be thinking of their artist statements that will be due to be turned in with their project. • Will advise to clean up. 	<p>Learning Tasks: (Day four):</p> <ul style="list-style-type: none"> • Students will receive verbal reminder that they are to begin working on their project today. • Students will gather their respective materials. • Students will begin working on their project • Students will commence with end of class clean up.
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Closure Activity:

Teacher will make sure students are making reasonable progress on their projects prior to clean up time and make any needed mental/written notes regarding any needed motivations for the next day's class. Teacher will verbally assess how students feel they are doing as far as progress goes and if there are any anticipated needs to aid in the completion of their project.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 5 of 7 day project)

Subject: Art 2 (Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

- 9. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
- 10. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	5. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment- (Day 7)	No formal grade.	<p>9. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.</p> <p>10. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner.</p>	Written feedback-comments on self-critique/assessment
Rubric	50 points	<p>1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.</p> <p>2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner.</p>	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day five):</p> <ul style="list-style-type: none"> • Will have written three questions on the board prior to class for entry/exit slips: 1.“What is my objective for today?”, 2.“Did I complete today’s objective? If not, why?” • Will advise students to take out a sheet of paper and answer the first question on the board. • Will remind students that they are to continue working on their projects today. • Distribute materials: paper, rulers, and various media depending on media chosen by students. • Will prompt students to begin working on their projects. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students finishing their project today will be advised to work on their artist statement and their self-critique/assessment. • Will advise students 4 minutes to clean up time to answer the second question on the board and hand in their paper with combined entry/exit slip • Will advise to clean up and reminded that the entire project, artist statement and self-critique/assessment is due in 2days. 	<p>Learning Tasks: (Day five):</p> <ul style="list-style-type: none"> • Students will gather a sheet of paper and answer the first question on the by setting a goal for what they expect to achieve today. • Students will receive verbal reminder that they are to begin working on their project today. • Students will gather their respective materials. • Students will begin working on their project. • Students will answer the second question on the board. • Students will turn in entry/exit slip • Students will commence with end of class clean up.
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Closure Activity:

Teacher will collect entry/exit slips from the students, this will be their final time completing the entry/exit slip for this particular project as they are to be finished in 2 days. The entry/exit slips have given the students an opportunity to set personal daily goals to make sure that they stay on track in order to be completed by the project due date. The teacher will assess the efficacy of the entry/exit slip on this class and for this type of project as well as the frequency of their use in order to effectively use them in the future.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 6 of 7 day project)

Subject: Art 2 (Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

11. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
12. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	6. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment Rubric-(Day 7)	No formal grade, will be part of whole project rubric grade.	<ol style="list-style-type: none"> 11. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 12. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback-comments on self-critique/assessment
Rubric	50 points	<ol style="list-style-type: none"> 1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner. 	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day six):</p> <ul style="list-style-type: none"> • Will remind students that they are to continue working on their projects today. • Will remind students that the completed project, artist statement and self-critique/assessment is due at the end of the following day. • Distribute materials: paper, rulers, and various media depending on media chosen by students. • Will prompt students to begin working on their projects. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students finishing their project today will be advised to work on their artist statement and their self-critique/assessment. • Any student needing more time to complete the project will be advised to take the project home and work on it since the project is due the following day by the end of class. • Will advise to clean up. 	<p>Learning Tasks: (Day six):</p> <ul style="list-style-type: none"> • Students will receive verbal reminder that they are to continue working on their project today. • Students will gather their respective materials. • Students will begin working on their project. • Students will begin working on their artist statement and self-critique/assessment of they have completed their project. • Students will commence with end of class clean up.
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Closure Activity:

Teacher will insure that students are making productive progress on their projects and are prepared to complete their projects with ample time to complete their artist statement and self-critique/assessment and have everything turned in by the end of the next class. Teacher will verbally assess how students feel they are doing as far as progress goes and if there are any reasonable anticipated needs to aid in the completion of their project.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 7 of 7 day project)

Subject: Art 2(Grades 10-12)

Content: How You View Society Project

Lesson Focus or Major Goal:

Students will create a piece of art that describes how they view the world; they can focus on the beauty of the world or they can depict social or societal issues. Students will decide individually which medium they will use and successfully execute their project using their chosen medium to proficiently portray their idea(s) and/or point of view. Students will write an artist statement and complete a self-critique/assessment following the same rubric that Teacher follows to grade.

Content Standards(s):

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Make informed choices in the selection of materials and techniques as they relate to solving a visual problem.

2RE: Apply assessment practices to revise and improve their artworks and to document their learning.

Previous Assessment Informing Instruction:

The students have completed various projects using different mediums in at least a level one Art class. Students have had previous projects utilizing skills in organizing successful compositions using original ideas from preparatory sketches.

Learning Objective(s):

- 13. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.
- 14. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project’s intended meaning in a successful manner.

Academic Language Objective(s):

The students will incorporate their prior knowledge of the mediums they choose to use and the language associated with its use, design and execution. The students are expected to use academic language in completing an artist statement and a self-critique/assessment of their completed works and are expected to identify any elements and/or principles of design utilized in their work.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips (intermittently days 1,3 and 5)	No formal grade.	7. The students will create an original two-dimensional piece of art depicting how they	Verbal/written feedback.

Lesson Plan

		view the world in either a positive or negative light	
Self-critique/assessment- (Day 7)	No formal grade, will be part of the final grade in the whole project rubric.	<p>13. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.</p> <p>14. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner.</p>	Written feedback-comments on self-critique/assessment
Rubric	Worth 50 points.	<p>1. The students will create an original two-dimensional piece of art depicting how they view the world in either a positive or negative light.</p> <p>2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their project's intended meaning in a successful manner.</p>	Written feedback

Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper for final project will be provided, and media will depend on what the student chooses and will be provided.

Lesson Introduction/Motivational Statement:

Educate the students that being able to choose one's own media and executing the project well is a step in the direction of having more freedoms to perfect a certain media that they favor, or to gain experience in a

media they like but have not had much opportunity to work with. Explain to students that some of the most memorable artworks have made a statement about society and encourage them to profoundly think about their subject prior to beginning their project.

<p>Instructional Strategies and Planned Supports: (Day seven):</p> <ul style="list-style-type: none"> • Will remind students that they are to complete their projects and written assignments today. • Will remind students that the completed project, artist statement and self-critique/assessment is due at the end of the day. • Distribute materials: paper, rulers, and various media depending on media chosen by students. • Will prompt students to begin working on their projects. • Will prompt students to begin working on their, artist statement and self-critique/assessment if once they have completed their project. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any student needing more time to complete the project will be advised to take the project home to be due the very next class but will be reduced by 5 points automatically unless there are accommodations or extenuating circumstances. • Any student finishing the project, artist statement and self-critique/assessment early will be advised to complete a sketchbook assignment on the opposite of what they chose for their project, ie. If they chose beauty in society, they will depict something unpleasant in society. • Will advise to clean up. 	<p>Learning Tasks: (Day seven):</p> <ul style="list-style-type: none"> • Students will receive verbal reminder that they are to finish their project and written assignments today. • Students will gather their respective materials. • Students will complete their project. • Students will complete their artist statement and self-critique/assessment if they have completed their project. • Students will commence with end of class clean up upon turning in their project and self-critique/assessment.
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Closure Activity:

Students will complete not only an artist statement but also a self-critique/assessment and be graded on the entire project as a whole including their craftsmanship, proficiency in their chosen media, originality in their work and their completion of a thorough and thoughtful artist statement and self-critique/assessment.

Reflection:

Lesson Plan