

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 1 of 8 day project)**

**Subject: Art 2 (Grades 10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

1. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
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.
3. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer’s work of art.

**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 peer-critique of one of their peer’s completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |   |  |
|---|---|---|--|
| Exit slips<br>(intermittently days 2, 4, and 6) | No formal grade.  | 1. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.   | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                           | No formal grade, will be part of the final grade in the whole project rubric. | <ol style="list-style-type: none"> <li>1. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</li> <li>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.</li> </ol> | Written feedback-comments on peer-critique |
| Rubric  | Worth 50 points.  | <ol style="list-style-type: none"> <li>1. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</li> <li>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.</li> </ol> | Written feedback                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

|   |   |
|---|---|
| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• Will introduce assignment and state criteria (minimum of 2 sketches, choose own media, composition, and mastery of media).</li> <li>• Will prompt students to begin their sketches and have a minimum of 1 detailed sketch completed by the end of the day.</li> <li>• Distribute materials: paper if student does not have their sketchbook with them, pencils, rulers, erasers, etc as needed.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• 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.</li> <li>• Any students completing their first sketch will be asked to start on their second detailed sketch.</li> <li>• Will then advise to clean up.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will receive verbal introduction to project.</li> <li>• Students will gather their sketchbooks or paper and pencils.</li> <li>• Students will create a minimum of one detailed sketch and show to teacher when finished.</li> <li>• Students will commence with end of class clean up.</li> </ul> |
|---|---|

**Closure Activity:**

Teacher will continuously check for comprehension of assignment criteria and objectives throughout the class period while walking around and viewing their initial ideas, verbal questioning and being open to any student led questioning and/or discussions.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 2 of 8 day project)**

**Subject: Art 2 (Grades10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

4. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
5. 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.
6. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer’s work of art.

**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 peer-critique of one of their peer’s completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|  |   |   |  |
|--|---|---|--|
| Exit slips<br>(intermittently days 2,<br>4, and 6) | No formal grade.  | 2. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.   | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                              | No formal grade, will be part of the final grade in the whole project rubric. | 3. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>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 peer-critique |
| Rubric   | Worth 50 points.  | 3. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>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                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

**Instructional Strategies and Planned Supports:**

- 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 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 2<sup>nd</sup> 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.
- At 8 minutes until clean-up time will advise to answer the questions on the board and turn in.
- Will then advise to clean up.

**Learning Tasks:**

- 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 answer the exit slip questions on the board
- Students will turn in exit slip.
- Students will commence with end of class clean up.

**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 3 of 8 day project)**

**Subject:** Art 2(Grades 10-12)

**Content:** What is a Boundary Project?

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

7. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
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.
9. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer's work of art.

**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 peer-critique of one of their peer's completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |  |  |
|---|---|--|--|
| Exit slips<br>(intermittently days 2, 4, and 6) | No formal grade.  | 3. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.  | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                           | No formal grade, will be part of the final grade in the whole project rubric. | <p>5. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</p> <p>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.</p> | Written feedback-comments on peer-critique |
| Rubric  | Worth 50 points.  | <p>5. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</p> <p>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.</p> | Written feedback                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

|   |  |
|---|--|
| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• Will remind students that they are working on their projects today.</li> <li>• 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.</li> <li>• Distribute materials: paper, rulers, and various media depending on media chosen by students.</li> <li>• Will prompt students to begin their projects.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• It is not expected for any student to finish this project ahead of time this soon, and the project is not due for another 5 days therefore any accommodations to do with time are not needed at this time.</li> <li>• Will advise to clean up at 5 minutes until the bell rings.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will receive verbal reminder that they are to begin working on their project today.</li> <li>• Students will gather their respective materials.</li> <li>• Students will begin working on their project</li> <li>• Students will commence with end of class clean up.</li> </ul> |
|---|--|

**Closure Activity:**

Teacher will continuously check for comprehension of assignment criteria and objectives throughout the class period while walking around and viewing their developing ideas, verbal questioning and being open to any student led questioning and/or discussions.

**Reflection:**

**Name:** Sarah Lloyd

**Week of:**

**Date of Lesson:** (Day 4 of 8 day project)

**Subject:** Art 2 (Grades 10-12)

**Content:** What is a Boundary Project?

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

10. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
11. 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.
12. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer's work of art.

**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 peer-critique of one of their peer's completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |   |  |
|---|---|---|--|
| Exit slips<br>(intermittently days 2,<br>4,and 6) | No formal grade.  | 4. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.   | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                             | No formal grade, will be part of the final grade in the whole project rubric. | 7. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br><br>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 peer-critique |
| Rubric  | Worth 50 points.  | 7. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br><br>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                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

|  |  |
|--|--|
| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• 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?”</li> <li>• Will remind students that they are to continue working on their projects today.</li> <li>• Distribute materials: paper, rulers, and various media depending on media chosen by students.</li> <li>• Will prompt students to begin working on their projects.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• 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.</li> <li>• Will remind students to be thinking of their artist statements that will be due to be turned in with their project.</li> <li>• At 8 minutes until clean-up time will advise to answer the questions on the board and turn in.</li> <li>• Will advise to clean up.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will receive verbal reminder that they are to continue working on their project today.</li> <li>• Students will gather their respective materials.</li> <li>• Students will begin working on their project</li> <li>• Students will answer the exit slip questions on the board</li> <li>• Students will turn in exit slip.</li> <li>• Students will commence with end of class clean up.</li> </ul> |
|--|--|

**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 staying focused on their project and evaluating what they are getting accomplished that day and where they need to be headed for the next class.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 5 of 8 day project)**

**Subject: Art 2 (Grades 10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

13. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
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.
15. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer’s work of art.

**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 peer-critique of one of their peer’s completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |  |  |
|---|---|--|--|
| Exit slips<br>(intermittently days 2, 4, and 6) | No formal grade.  | 5. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.  | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                           | No formal grade, will be part of the final grade in the whole project rubric. | 9. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>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. | Written feedback-comments on peer-critique |
| Rubric  | Worth 50 points.  | 9. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>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. | Written feedback                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

|  |   |
|--|---|
| <p><b>Instructional Strategies and Planned Supports:</b></p> <ul style="list-style-type: none"> <li>• Will remind students that they are to continue working on their projects today.</li> <li>• Distribute materials: paper, rulers, and various media depending on media chosen by students.</li> <li>• Will prompt students to begin working on their projects.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• It is not expected for any student to finish this project ahead of time this soon, and the project is not due for another 3 days therefore any accommodations to do with time are not needed at this time.</li> <li>• Will remind students to be thinking of their artist statements that will be due to be turned in with their project.</li> <li>• At 8 minutes until clean-up time will advise to answer the questions on the board and turn in.</li> <li>• Will advise to clean up.</li> </ul> | <p><b>Learning Tasks:</b></p> <ul style="list-style-type: none"> <li>• Students will receive verbal reminder that they are to continue working on their project today.</li> <li>• Students will gather their respective materials.</li> <li>• Students will begin working on their project</li> <li>• Students will commence with end of class clean up.</li> </ul> |
|--|---|

**Closure Activity:**

Teacher will verbally inquire of any needs, any struggles, and any areas where students feel stuck or feel they are having issues resolving creative or technical issues. Teacher will address any issues brought up by students by having them do research on examples of what they are trying to achieve and will address the issues the following day and make sure the student(s) have found a resolution and will assist as needed.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 6 of 8 day project)**

**Subject: Art 2 (Grades 10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

16. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
17. 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.
18. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer's work of art.

**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 peer-critique of one of their peer's completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |  |  |
|---|---|--|--|
| Exit slips<br>(intermittently days 2, 4, and 6) | No formal grade.  | 6. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.  | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                           | No formal grade, will be part of the final grade in the whole project rubric. | <p>11. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</p> <p>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.</p> | Written feedback-comments on peer-critique |
| Rubric  | Worth 50 points.  | <p>11. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</p> <p>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.</p> | Written feedback                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

**Instructional Strategies and Planned Supports:**

- 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 tell students that they need to be thinking about what they need to do to make sure they are done between today and the following class day so they can have time to do their artist's statement on Friday after making sure their final project is presentable for the peer critique.
- 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 and (if needed) advise that the teacher will be around individually to address any issues/concerns voiced by the students about their projects the previous day.
- Will circulate and address any concerns that were voiced by students the previous day to ensure student(s) have completed the proper research to attain proper problem solving in whatever their issue may have been (if needed).
- 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 3 days. However, any student completing the project ahead of time will then begin working on their artist's statement.

**Learning Tasks:**

- 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 answer the exit slip questions on the board
- Students will turn in exit slip.
- Students will commence with end of class clean up.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Any student that seems to be falling behind and is concerned with finishing will be advised to take their work home to work on if possible.</li><li>• Will remind students to be thinking of their artist statements that will be due to be turned in with their project.</li><li>• At 8 minutes until clean-up time will advise to answer the questions on the board and turn in.</li><li>• Will advise to clean up.</li></ul> |  |
|---|--|

**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 staying focused on their project and evaluating what they are getting accomplished that day and where they need to be headed for the next class as the project is due in completion in 2 days.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 7 of 8 day project)**

**Subject: Art 2 (Grades 10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

19. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
20. 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.
21. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer’s work of art.

**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 peer-critique of one of their peer’s completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |  |  |
|---|---|--|--|
| Exit slips<br>(intermittently days 2, 4, and 6) | No formal grade.  | 7. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.  | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                           | No formal grade, will be part of the final grade in the whole project rubric. | <p>13. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</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 peer-critique |
| Rubric  | Worth 50 points.  | <p>13. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.</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                           |

### Resources, Materials and Technology:

- Students will need their sketchbooks for rough sketches, pencils, paper or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

**Instructional Strategies and Planned Supports:**

- Will advise students that they need to be thinking about what they need to do to make sure they are done by the end of today so they can have time to make sure their piece is presentable for peer critique, write a successful artist statement and complete a peer critique on one of their peers' work.
- 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 student completing the project ahead of time will then make sure their work is presentable, all tape removed, stray pencil marks and/or smudges removed and mounted if applicable. If they have already gotten past this point, they will begin working on their artist's statement.
- Any student that seems to be falling behind and is concerned with finishing will be advised to take their work home to work on if possible.
- Will remind students to be thinking of their artist statements that will be due to be turned in with their project tomorrow.
- At 8 minutes until clean-up time will advise to answer the questions on the board and turn in.
- Will advise to clean up.

**Learning Tasks:**

- 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 commence with end of class clean up.

**Closure Activity:**

Teacher will verbally inquire of any needs, any struggles, and any areas where students feel stuck or feel they are having issues resolving creative or technical issues. Teacher will address any issues brought up by students by having them do research on examples of what they are trying to achieve and will address the issues the following day and make sure the student(s) have found a resolution and will assist as needed.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 8 of 8 day project)**

**Subject: Art 2 (Grades 10-12)**

**Content: What is a Boundary Project?**

---

**Lesson Focus or Major Goal:**

Students will create a piece of art that describes how they define what a boundary is, why they exist and how then affect them. They may choose to focus on boundaries as rules of safety that help protect them, or as blocks or walls that limit their freedoms, rights or individuality. 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 peer-critique.

**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.

1RE: Explore various methods of art criticism in responding to artworks.

**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. Students have also just completed an Art 2 level project utilizing original ideas with a media of their own choosing.

**Learning Objective(s):**

- 22. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.
- 23. 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.
- 24. The students will write an artist statement clearly connecting their ideas and their work of art as well as a peer critique implementing their analytical skills to critique a peer’s work of art.

**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 peer-critique of one of their peer’s completed works and are expected to identify any elements and/or principles of design utilized in that work.

**Assessment of Student Learning:**

| Assessment Activity | Scoring Guide /Evaluative Criteria | Assesses which objective? | Feedback type to students. |
|---------------------|------------------------------------|---------------------------|----------------------------|
|---------------------|------------------------------------|---------------------------|----------------------------|

## Lesson Plan

|   |   |   |  |
|---|---|---|--|
| Exit slips<br>(intermittently days 2,<br>4,and 6) | No formal grade.  | 8. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.   | Verbal/written feedback.                   |
| Peer-critique-(Day 8)                             | No formal grade, will be part of the final grade in the whole project rubric. | 15. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>16. 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 peer-critique |
| Rubric  | Worth 50 points.  | 15. The students will create an original piece of art depicting how they define what a boundary is, why they exist and how then affect them.<br>16. 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 or other medium 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 this is an opportunity to speak out about how they feel about a certain topic and have the freedom to express their views about boundaries as a negative or a positive entity.

| <b>Instructional Strategies and Planned Supports:</b>  | <b>Learning Tasks:</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Will advise students that they need to be finished or very close to finishing up as everything is due today.</li> <li>• Will advise students to make sure their piece is presentable for grading and peer critique by making sure that all tape is removed, stray pencil marks and/or smudges are removed and piece is mounted if applicable</li> <li>• Will advise students to write their artist statement if they have not yet done so.</li> <li>• Will advise students to complete a peer critique on one of their peers' work which will be chosen randomly by the teacher.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• Any student completely finished with their project, artist statement and is just waiting to complete their peer critique will work on their sketchbook assignments while waiting.</li> <li>• Any student that seems to be falling behind and will not be finished today will have the option of completing their work over the weekend and bringing it in on Monday, due at the beginning of class including their artist statement. Student will still be expected to participate in a peer critique today.</li> <li>• At 8 minutes until clean-up time will advise to turn in all projects, artist statements and peer critiques</li> <li>• Will advise to clean up.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will receive verbal reminder that they are to be finished or very close to finishing up.</li> <li>• Students will make sure their piece is presentable for grading and peer critique by making sure that all tape is removed, stray pencil marks and/or smudges are removed and piece is mounted if applicable</li> <li>• Students will write their artist statement if they have not yet done so.</li> <li>• Students will complete a peer critique on one of their peers' work which will be chosen randomly by the teacher.</li> <li>• Students will turn in their projects, artist statements and peer critiques</li> <li>• Students will commence with end of class clean up.</li> </ul> |

**Closure Activity:**

## Lesson Plan

The students will participate in a peer critique which will aid in their practice of describing, analyzing and interpreting other artist's work. The teacher will provide feedback on the peer critiques as well as providing feedback on the bottom of their graded project rubrics.

### **Reflection:**