

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 1 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

1. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
3. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	<ol style="list-style-type: none"> 1. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset. 	Written feedback-comments on self-critique/assessment
Rubric	60 points	<ol style="list-style-type: none"> 1. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 2. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 3. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset. 	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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will introduce the project to the students • Will advise students that they need to go to the computers and start doing their research on the artwork that they want to use. • Upon finding the artwork that they want to use, the students will be need to do research on the artist and the artist’s intent upon creating the artwork the student has chosen. • If students have completed their research, which is not expected in one class period, they will begin sketching their ideas in their sketchbook. • Will advise students to have their artwork, research on their artist and artwork completed and ready to begin sketches for the following class day. • Will advise to clean up. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will be introduced to the project. • Students will use the classroom computers to find a traditional, well-known artwork to use as their appropriated piece. • Students will then complete research on the artist and the artist’s intent for creating their artwork. • Students will print out any reference materials/pictures that will aid in their design planning process for their own work. • Students will commence with end of class clean up.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their research and answer any questions the students may have while completing their research. The teacher will advise students to start thinking of ideas for their reimagining of their selected artworks so they can complete a minimum of two sketches the next class period, they will need to consider what media they will be using and if they will be creating a 2D or 3D piece of art.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 2 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

4. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
5. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
6. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	2. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	4. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 5. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 6. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise student complete any research needing to be done and to print out their resources so that they can begin their sketches. • Will advise students to begin their preliminary sketches, at least three should be completed in order to explore a range of ideas. • Will then go over their preliminary sketches an ask probing questions to see which ones they are leaning towards and advise on any design issues that may need addressed. • Will then advise students to choose their idea and to two detailed sketches in full color or value scale, depending on if they are using color so they can work directly from their sketch. • Will advise students that prior to beginning their detailed sketches they need to consider what media they will be using and whether or they will be creating a 2D or 3D piece of art. • Will then advise students to begin their detailed sketches after they have decided which media and what type of piece they will be creating. • Will circulate ad answer any questions and provide clarification and feedback as needed. • Any student finishing all sketches early will then begin choosing their materials and supplies needed to begin their production on the following class day. • Any student needing longer to complete their detailed sketches will be asked to take them home and bring in the following day and will be given an opportunity to fine tune them prior to beginning the project as needed. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will be advised to complete their research and have all resources printed out • Students will then be advised to create three preliminary sketches exploring a range of ideas for their reworking of the original. • Students will then conference with the teacher regarding which idea they are leaning towards and discuss any design issues or ideas. • Students will then develop a plan for their use of media, color or gray tone, 2D or 3D, etc. • Students will then begin two detailed sketches keeping their media, form and palette in mind and creating a mock up of what their final piece will look like • Students will commence with end of class clean up.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson Plan

- | | |
|--------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none">• Will advise to clean up at 5 minutes until the bell. | |
|--------------------------------------------------------------------------------------------------------|--|

Closure Activity:

Teacher will make sure students are making reasonable progress on their sketches and answer any questions the students may have while completing their designs. The teacher will advise the students to start thinking about what supplies they will need and to be prepared to gather them, prepare their workspace and start their projects on the following day.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 3 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

7. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
8. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
9. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	3. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	7. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 8. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 9. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise students to complete their detailed sketches if they did not complete them the day before or as homework. • Will advise students to then gather their needed supplies and to prepare their workspace. • Will advise the students to then begin laying out their projects, measuring, cutting, light pencil drawing etc . • Will circulate and answer any questions and provide clarification and feedback as needed as well as assist with any media related issues and problem solving as issues arise. • If any students completing their laying out process early will begin working on the application process of their chosen media. • Any student needing longer to complete their detailed sketches will be asked to take them home and bring in the following day and to be prepared to begin working on their project with the first half of the class period. • Will advise to clean up at 5-10 minutes until the bell rings, depending on the media and type of project the individual students are working on. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will complete their detailed sketches if they have not already done so. • Students will then begin to gather their needed supplies and prepare their workspace as needed. • Students will then begin laying out their projects, measuring, cutting, light pencil drawing, etc • Students will commence with end of class clean up.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their laying out process and answer any questions the students may have while laying out their designs. The teacher will attempt to make sure that all students are ready to go the following day with production on their project.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 4 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

10. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
11. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
12. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	4. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	10. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 11. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 12. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise students that all detailed sketches are due and that everyone is to begin on their layout process. • Will advise students to then gather their needed supplies and to prepare their workspace. • Will advise the students to then begin or finish up laying out their projects, measuring, cutting, light pencil drawing etc . • Those students completing their layout process the previous day will begin production on their design. • Will circulate and answer any questions and provide clarification and feedback as needed as well as assist with any media related issues and problem solving as issues arise. • Any student needing longer to complete their layout process will be given time in the following class period. • Will advise to clean up at 5-10 minutes until the bell rings, depending on the media and type of project the individual students are working on. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will gather their needed supplies to begin or finish their lay out process • Students will begin or finish their lay out process, measuring, cutting, light pencil drawing, etc. • Students will then begin to gather their needed supplies and prepare their workspace as needed to start final production on their projects. • Students will commence with project production. • Students will commence with end of class clean up.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their laying out process and answer any questions the students may have while laying out their designs. The teacher will assist in gathering needed supplies and materials to begin their production process for their projects.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 5 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

13. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
14. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
15. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	5. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	13. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 14. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 15. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	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.

- Self-Assessment sheet
- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise students that if they are still working on their layout they need to complete that so they can begin their design and media application process. • Will advise students already in production to continue production • Will advise students to then gather their needed supplies and to prepare their workspace. • Will circulate and answer any questions and provide clarification and feedback as needed as well as assist with any media related issues and problem solving as issues arise. • Any student needing longer to complete their layout process will be asked to complete as homework if applicable, or given time in the following class period. • It is not projected that any students would be completed with the project yet, so accommodations for that are not applicable at this time. • Will advise to clean up at 5-10 minutes until the bell rings, depending on the media and type of project the individual students are working on. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will receive instruction on the days’s objective(s). • Students will gather their needed supplies to begin or finish their lay out process or begin/continue their production. • Students will commence with project production. • Students will commence with end of class clean up.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their laying out process, if some are more complicated than others more time will be allotted. Teacher will answer any questions the students may have regarding laying out their designs and/or beginning production. The teacher will assist in gathering needed supplies and materials and demonstrate application if applicable.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Days 6 & 7 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

16. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
17. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
18. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	6. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	<p>16. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.</p> <p>17. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work</p> <p>18. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.</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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise students that they are to continue production on their projects. • Will advise students to then gather their needed supplies and to prepare their workspace. • Will circulate and answer any questions and provide clarification and feedback as needed as well as assist with any media related issues and problem solving as issues arise. • Any student needing longer to complete their layout process will be asked to complete as homework if applicable, or given time in the following class period. • It is not projected that any students would be completed with the project yet, so accommodations for that are not applicable at this time. • Will advise to clean up at 5-10 minutes until the bell rings, depending on the media and type of project the individual students are working on. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will receive instruction on the day’s objective(s). • Students will gather their needed supplies to begin or finish their lay out process or begin/continue their production. • Students will commence with project production. • Students will commence with end of class clean up.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their laying out/production process, if some are more complicated to get laid out then others more time will be allotted. Teacher will answer any questions the students may have regarding laying out their designs and/or beginning production. The teacher will assist in gathering needed supplies and materials and demonstrate application if applicable.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Days 8-15 of 15 day project)

Subject: Art 3 (Grades 11-12)

Content: Extraordinary Appropriation

Lesson Focus or Major Goal:

The students will choose a famous, traditional work of art and transform it in an unexpected and/or nontraditional way. The students will do background research on the artist(s) of their chosen piece, as well as the piece of art in particular prior to beginning their reworking process. It is imperative for them to understand the intent of the original artist in order to aid in their alteration as students are expected to maintain the integrity of the original piece. The students will complete a self-critique of their work in comparison to the original.

Content Standards(s):

4PE: Analyze the work of individual artists and explain how they are influenced by cultural factors.

3PR: Solve visual art problems that demonstrate skill, imagination and observation.

2RE: Practice self-assessment to understand their progress and prioritize steps for improvement.

Previous Assessment Informing Instruction:

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

Learning Objective(s):

19. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist.
20. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work
21. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.

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 their comparative self-assessment of their completed works as well as their chosen original piece and are expected to identify any elements and/or principles of design utilized in both works.

Assessment of Student Learning:

Lesson Plan

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Self-assessment-(Day 17)	No formal grade. Must be completed for and will be part of final overall grade.	7. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	Written feedback-comments on self-critique/assessment
Rubric	60 points	19. The students will create an unexpected, nontraditional original work of art by respectfully appropriating a popular, original artwork from a renowned artist. 20. The students will then demonstrate their expertise in choosing their own media and proficiently executing a piece of art that portrays their appropriated work in their own way while maintaining the integrity of the original work 21. Students will complete a self-critique of their own work in comparison to the original in order to aid in their progress of self-improvement within their mastery skillset.	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.
- Self-Assessment sheet

- Computers for research/printer available to print resources

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 being able to reimagine an original work of traditional art is considered appropriation, but done in a respectful way can pay homage to the original work and its artist. Being able to translate what one artist was depicting but in their own, original, nontraditional manner shows the ability solve visual problems and a skill for seeing things in different ways.

<p>Instructional Strategies and Planned Supports:</p> <ul style="list-style-type: none"> • Will advise students that they are to continue production on their projects. • Teacher will remind students that their SELF-CRITIQUE/Artist Statement is due with their project! • Will advise students to then gather their needed supplies and to prepare their workspace. • Will circulate and answer any questions and provide clarification and feedback as needed as well as assist with any media related issues and problem solving as issues arise. • It is not projected that any students would be falling behind or be completed with the project ahead of time, however, should a student finish the project early they will work on the critique. • Will advise to clean up at 5-10 minutes until the bell rings, depending on the media and type of project the individual students are working on. 	<p>Learning Tasks:</p> <ul style="list-style-type: none"> • Students will receive instruction on the day’s objective(s). • Students will gather their needed supplies to continue their production. • Students will commence with project production. • Students will commence with end of class clean up. <p><u>NOTE: STUDENTS WILL CONTINUE PROJECT AND TURN IN PROJECT AND SELF-CRITIQUE AT THE END OF THE 15TH DAY OF THE PROJECT (DUE DATE WILL BE GIVEN AT BEGINNING OF PROJECT)</u></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Closure Activity:

Teacher will make sure students are making reasonable progress on their production process, if some are more complicated than others more time will be allotted. Teacher will answer any questions the students may have regarding their designs and/or production. The teacher will assist in gathering needed supplies and materials and demonstrate application if applicable as the production process goes along.

Reflection: