Lesson Plan Title: Visual & Material Culture through Street Art Length: 2 Classes (6 hours)

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| Can students evaluate the morality of the piece according to its content?  Can students sketch ideas for non-destructive street art to express a point-of-view on a social justice issue?  Can students create an additive (and non-destructive) street art that utilizes text or appropriation to aid expression?  Can students predict the interpretation of their piece according to its location?  Can students interpret the intended meaning behind the work? |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| You are an up and coming street artist! You want to use your increasing popularity to bring awareness to a social justice issue. You want to create a non-destructive (additive) street art piece to be viewed in a public place. In order to make your message more clear to the public you choose to utilize composition, text, and/or appropriation. |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Space  Interpretation  Culture  Symbol |

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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| The **space** in which an artwork occupies *determines* its **interpretation**.  A **culture** can *influence* the meaning behind **symbols.** |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| 1. **Shown a variety of street art examples**, students will be able to *evaluate* the morality of the piece according to its content. (Bloom’s: Evaluate- Standard: Comprehend - GLE: Art and design have purpose and function - Art Learning: Historical/multicultural content) 2. **Using a concept map**, students will be able to *sketch* ideas for non-destructive street art to express a point-of-view on a social justice issue. (Bloom’s: Apply - Standard: - Create - GLE: Make judgments from visual messages - Art Learning: Conceptual/Ideation) 3. **Using preliminary sketches**, students will be able to *create* an additive (and non-destructive) street art that utilizes text or appropriation to aid expression. (Bloom’s: Create - Standard: Create - GLE: Assess and produce art with various materials and methods- Art Learning: Expressive Features & Characteristics of Art) 4. **Using a chosen public space**, students will be able to *predict* the interpretation of their piece according to its use of materials and location. (Bloom’s: Understand - Standard: Transfer - GLE: Communication through advanced visual methods is a necessary skill in everyday life - Art Learning: Materials/Technique) 5. **Using completed artworks**, students will be able to *interpret* the intended meaning behind the work according to location, additive text, and composition. (Bloom’s: Apply - Standard: Reflect - GLE: Interpretation is a means for understanding and evaluating works of art- Art Learning: Critical Reflection) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|  | Students have a choice to use materials they are most confortable with | Students can make a smaller version of their piece instead of putting it out in public |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
|  | Students have a choice to work with which ever materials they want. | Students can also plan a placement for their piece on a global scale instead of just a place on campus |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Vocab:  Appropriation: the intentional borrowing, copying, and alteration of preexisting images and objects  Composition: the manner in which such parts are combined or related.  Social Justice Issue: set of institutions which will enable people to lead a fulfilling life and be active contributors to their community |

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| **Materials:**  Must be grade level appropriate **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| Yarn  Chalk  Tape  Dirt, Rocks, leaves  Fabric  Paper  Markers, pens, colored pencils, pencils, crayons, pens, etc. |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| Banksy: good example of appropriation and thinking of placement of art   * <http://www.localnomad.com/en/blog/wp-content/uploads/2013/11/london-banksy-mona-lisa.jpg> * <http://images.complex.com/complex/image/upload/t_article_image/iefpkbtznddf3kvwe7vz.jpg>   JR: *Wrinkles of the City*- chose to show the history of a place. Chose to put images in areas like Los Angeles, and Shanghai, places that have gone through great change.   * <http://www.jr-art.net/jr> |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Make power point * Gather materials * Make a list of potential social justice issues * Make rubric |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Take all safety precautions while setting up street art  Avoid areas of high traffic |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Video about street artist  <https://www.youtube.com/watch?v=PH6xCT2aTSo&spfreload=10> |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| Should street art be legal? Why or why not?  Is some street art more moral than others? Why?  Is public art more powerful or have a different effect then art seen in a more gallery type setting?  Should offensive or controversial works be censored?  What makes an artwork or image appropriate or inappropriate? |

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| **Procedures:**  Give a detailed account **(in bulleted form)** of how you will present the lesson logically and sequentially **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate. |

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| **Day 1** | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology.**   * Begin class watching a video * <https://www.youtube.com/watch?v=PH6xCT2aTSo&spfreload=10> * Ask questions: What are your initial thoughts? | **Learning** - Students will... i.e.: brainstorm to generate ideas; describe detail to develop observation skills, etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.)  Students will be introduced to the lesson and | **Time**  3 min |
|  | * Begin PowerPoint * Explain what street art is * Show examples of street art * (Permanent/destructive, nondestructive) * Discuss/ review * Explain social justice issues * Discuss street art artists * Banksy: uses social issues as topic, uses appropriation, composition (examples) * JR: Wrinkles in the City | Students will gain an understanding of street art, how it can be permanent or nondestructive and how it can address social justice issues. | 15 min |
|  | * Ask questions to class to begin discussion and to begin thinking * Should street art be legal? Why or why not? * Is some street art more moral than others? Why? * Is public art more powerful or have a different effect then art seen in a more gallery type setting? | Students will discuss ideas addressing street art to create an understanding and personal opinion. | 10 min |
|  | * Introduce project: * You are an up and coming street artist! You want to use your increasing popularity to bring awareness to a social justice issue. You want to create a non-destructive (additive) street art piece to be viewed in a public place. In order to make your message clear to the public you choose to utilize composition, text, and/or appropriation. * Can work alone but with depending on scale you can also work in groups of 2 or 3. | Students will be aware of what they will be creating and why. | 5 min |
|  | * Have students get in groups or work independently and begin discussing and brainstorming what social justice issue they want to address. * (Show list of social justice issues to choose from or get ideas from) | Students will brainstorm to generate ideas of the social justice issue they want to address and how they could do it. | 2 hours |
|  | * Have students create a concept map to begin planning and sketching ideas for non-destructive street art to express a point-of-view on a social justice issue including: issue addressed, materials, location, composition | Students will organize their ideas and include all necessary parts of their street art project. |  |
|  | * Explain the requirements for planning: * Create a concept map to brainstorm ideas for a piece of street art that shows a point of view on a social justice issue. * Create sketches or visual plan that shows composition, appropriation, and community impact for final project. * Plan for a specific place on campus or visual arts building to put your non-destructive piece | Students will know the requirements they need to strive for and what they need to include. | 3 min |
|  | * Give students time to brainstorm and create a plan of what kind of street art they are going to create next class period and to begin creating and gathering needed materials | Students will generate ideas and brainstorm |  |
|  | * Help further students ideas and plans through questioning and discussion | Students will further learning |  |
|  | * Have everyone come clean up their areas and come back together and have each student or group share their idea for they project and any problem solving they have had to do thus far |  | 15 min |
| **Day 2** | * Begin class reviewing the project and requirements * Pass out a copy of the rubric and ask for questions or clarifications | Students will learn what the requirements for the project are. | 5 min |
|  | * Work time: have students use their materials to go install their street art piece in the location on campus that thy decided. * Have them document (take pictures) of the process of installing it/ creating it and the final piece/s. * Have all students back in the class at XX | Students will finish creating their street art pieces and install them in their desired location. | 2 hours |
|  | * Have students put their recorded images all on the main class computer to be projected and presented | Students will turn in documented images of their street art so they can share with the class what they did and why. | 5 min |
|  | * Critique: have student or group write their intent of their street art piece on a paper. Have other students guess the intent of the artwork before hearing the groups intent. | Students will interpret the intended meaning behind their peer’s artwork based on the documented images. | min |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| Students will go around to the locations where each group created their street art and interpret the intended meaning behind the work according to location, additive text, and composition? |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| Were students able to evaluate the morality of the piece according to its content?  Were students able to sketch ideas for non-destructive street art to express a point-of-view on a social justice issue?  Were students able to create an additive (and non-destructive) street art that utilizes text or appropriation to aid expression?  Were students able to predict the interpretation of their piece according to its use of materials and location?  Were students will be able to interpret the intended meaning behind the work according to location, additive text, and composition? | Rubric |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/14 Fahey