ART LESSON / UNIT PLAN

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KANSAS CITY ART INSTITUTE

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Name of Lesson : ____Medium is the Message _____ Class : _____Middle School_____ Grade (s) : _____7th-8th_____

Name of Teacher Candidate : _____Kate Earl_____ MoPTA Lesson Plan Format (revised by KCAI)

Rationale :	
In order for students to demonstrate " the medium is the message," they will use their previous knowledge of cartooning to emphasize the message about the pros or con's of technology. Their message should be their personal viewpoint and social commentary.	*(2-3 sentences about why this topic is important and relevant to age group)*

Learning Objectives :		
Students will ….		*List the lesson's objectives and learning outcomes appropriate for meeting curricular and student needs.*
Studying artists, art/Understanding art	**Integrating technology**	
-Students will discuss the artworks in the PowerPoint.	-Students will watch a PowerPoint.	*Include objectives for :* • *studying artists, art/understanding art* • *integrating technology* • *creating/ expressing* • *evaluating art works* • *exhibiting art works*
- Students will fill out an exit slip.	-Students will use their computer for references.	
-Students will review cartooning from previous assignment.		
Creating/ Expressing	**Evaluating art works**	
- Students will use a cartoon method for 1/3 of their collage. (lines, outlines, ink etc.)	-Students will fill out a self-evaluation worksheet.	
-Students will use at least 3 different colors with watercolor.	-Students will participate in class critique.	
-Students will construct the piece to be larger then 14x14 inches of paper	**Exhibiting art works**	
- Students will use at least 1 collage found image for their collage piece	- Students will exhibit finished artwork in the hallway.	
-	-Students will document images for portfolio.	
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Standards/Quality Indicators/Skills		
Missouri	**National Core Art Standards**	*Identify the Missouri and national* [art core] *standards, quality indicators, and skills addressed for each objective.*
PP.1.A.8, PP.1.B.78, PP.1.C.8, PP.3.B.8, PP.3.C.78	VA:Cn.11.18a, VA:Cr3.1.7a, VA:Cr2.1.8a	
EP.1.A.8, EP.1.B.8, EP.1.A.8, EP.2.B.7, EP.2.C.8	VA:Cr2.3.7a, VA:Cr2.3.8a, VA:Re7.2.8a	
EP.2.C.8, EP.2.F.8, EP.2.A.7	VA:8.1.8a	

Visuals*:*

PowerPoint on different transfer images	*List at least 2 visuals that are relevant and appropriate to the lesson objectives.*

Lesson Structure and Daily Procedures

Engagement/Opening/Introduction/Review of any concepts/Checking for Understanding

A. Teacher will introduce the class the plan for Day 1.
B. Teacher will the show PowerPoint about technology example of medium is the message and cartooning review.
C. Teacher will ask question throughout presentation. (Questions below)
D. Teacher will show "teacher made" examples of the medium is the message project.
E. Teacher will introduce Assessment worksheet
F. Teacher will show a Demonstration of one way how to create the a piece.
G. Teacher will discuss safety and correct ways to use materials.

Questions:

Presentation Questions:

What do you see?
How do you think the piece was made?
What do you think is the message?
What do you see it that way?
What does in express?
Do you think the artist expressed his/her feelings successfully?

Demonstration/Lecture

Teacher will show a completed teacher sample.
Teacher will explain the safety and correct way to use the glue.
Teacher will demonstrate how to correctly apply color elements.

Procedures/Students at Work

Day 1.

1. Teacher will show PowerPoint presentation.
2. Students will discuss artworks shown in the PowerPoint.
3. Teacher will explain how the process works in a demonstration.
4. Students will brain storm and research their message using the computer.
5. Students will start a sketch of their rough draft.
6. Students will turn in the exit slips.

Day 2.

1. Teacher will review the demonstration.
2. Students will start constructing their message.
3. Students will turn in the exit slips.

Consider the Studio Thinking and Choice-Based Education Models here in your strategies for engaging students.

Link your procedures to your objectives

Day 3 and 4
1. Teacher will review yesterday's goals.
2. Teacher will remind the students their work time schedule.
3. Students will start constructing their message.
4. Students will turn in the exit slips.

Day 5.
1. Teacher will divide students into groups/partners.
2. Students will critique in groups.
3. Students will turn in critique sheets and projects.

In progress Assessment
Throughout presentation the teacher will be asking questions above for understanding.
Teacher will ask if everyone understands by raising his or her hands.
Teach will walk around asking questions; "How can I help?" "What do you think your next step is after___" "Are you stuck, what are you stuck on?"

Clean up
Students will have 5 min warning for clean up.
Students will have everything will be put away properly.
Students' works will be put away for drying and safekeeping.

Review and Closure
exit slip of questions about their project.

Final assessment (if applicable)
Students will exhibit finish work in the hallway.
Students will have fill out an artist statement / self-assessment worksheet.

Resources and Supplies :	
Books (author, date, title) Web (URL and title) **Supplies / Equipment** **Other (ex.: teacher-made resources)** PowerPoint, teacher-made example.	*List all resources (book, web, art supplies, etc.) used in the planning of and during the instruction of the lesson(s). Be specific !!*
Technology :	

PowerPoint. Cartoon PowerPoint review.	*List all Instructional and/or assistive technology incorporated into the lesson(s) to enhance instruction and student learning,*
Assessments :	
In progress assessments: Reviewing / Exit Questions: Exit Slip: "Which artist in the presentation was most interesting to you and why?" "What do you need to have ready for next class?" (Black and white digital photograph) **Plan for critique / exhibit**: After documenting their works for their portfolio, the students will show their artworks in the hallway.	*List Assessment(s) used before, during, and/or after the lesson.* *Attach 1 tool you can use with students that you have created for this lesson/unit.*
Differentiation/Accommodations/Modifications/Increase in Rigor :	
If there are students with physical disabilities there will be a table ready for a wheelchair accommodations. (maybe closer to the door) If there are students with hearing disabilities they will be placed closer to the teachers podium, for easier hearing, along with being given a document with a step by step basic instructions, and basic tool functions. If there are students with sight disabilities they may be placed closer to the projector / board or farther way, depending on the sight distance. For low-fine-motor skills, students can be paired up with other students. For low-fine-motor skills students will have the option to be given a worksheet to help break down their ideas. For low-fine-motor skills students will have the option to ask for a pictorial step-by-step instruction and examples.	Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.
Classroom Management :	
Teacher will go around the classroom reminding students about their time use, and to make sure they are using their time wisely. Teacher will remind students what step they should be on in their project. Teacher will be circulating throughout classroom. Teacher will separate students if they are given multiple warnings about their social time vs. work time. Teacher will use detention slips if warnings reach maximum.	*Identify strategies you will use to help keep students on task and actively engaged AND to redirect inappropriate behavior.* *Consider the materials you will be using, and how they might be organized.*
Extensions :	
Students can make multiple different "Message is the Meaning." *Students can work on other class work.* *Students can work on other art projects that are late.* *Students will check with teacher to get approval to be finished, if not teacher will ask that the student to add or fix their work.*	*Identify activities for early finishers that extend students' understanding of and thinking about the learning objectives by applying their new knowledge in a different way.* *See CHOICE BASED EDUCATION text PART II for examples*

Reflection (150 words) : (complete this after lesson has been taught, before you turn in final copy)	
	If you were to teach this lesson again, to the same age group, how would you change the lesson ?
Learning Statement	
In this lesson, the students learned to use other ways to convey a message, and how you can communicate a message using a combination of mediums. Using different elements, Students then create a piece of work that represents "Message is the Meaning" focusing on the theme of technology.	*"This is a statement of 5-8 sentences that describes the learning that has taken place in the lesson. It should somehow refer to the objectives. It tells the school community what has taken place in the creation of the artwork"*
Images of Student Work (include minimum 4 examples)	

EXIT SLIP: (2 pts)

Name_____
HR_____
CLASS_____

What do I need to bring in for next class?

What is one image from the PowerPoint that you liked and why?

EXIT SLIP: (2 pts.)

Name_____
HR_____
CLASS_____

What do I need to bring in for next class for my project?

What are 2 different messages you are thinking of?

EXIT SLIP: (2 Pts.)

Name_____

HR_____

CLASS_____

What are some artists that come to mind to you when you think of this project?

What is one thing you are worried about during this project, and what are some whys to fix it?

EXIT SLIP: (2 Pts.)

Name_____

HR_____

CLASS_____

What are the three mediums you are using?

What is one thing that has been difficult for you?

Critique Form

Name_____

Your Partners name(s)_____

Hr. _____

Date_____

		Write three comments that were made during the discussion that stood out to you. You can paraphrase, but you don't need to name the one who made the comment. Do you agree or disagree with the comment? Why or why not?
What stands out the most when you first see it?		
Which element- line, shape, form, texture, value, space- seems to dominate the composition?		1.
Why is that element important to the composition? What is its function?		
What principle- balance, unity, variety, movement, emphasis, proportion, and pattern- seems to dominate the composition?		2. 3.
Why is that principle important to the composition?		