

ART LESSON / UNIT PLAN

KANSAS CITY ART INSTITUTE

Name of Lesson : Narrative Series Class : High School Grade (s) : 9th-12th

Name of Teacher Candidate : Kate Earl MoPTA Lesson Plan Format (revised by KCAI)

Rationale :									
<p>For the final project of the year for photography 1 will be a narrative series. It will check for basic skills learned in the photography 1 as well as incorporate a 500-word story that goes along with the series. They students may use any photographic form they learned throughout the semester create this series (Darkroom, or pinhole). This is important to this group of students because they will learn a new way to combine literature and photographs as one artwork.</p>		<i>(2-3 sentences about why this topic is important and relevant to age group)</i>							
Learning Objectives :									
<i>Students will</i>		<i>List the lesson's objectives and learning outcomes appropriate for meeting curricular and student needs.</i>							
<table border="1"> <tr> <td>Studying artists, art/Understanding art</td> <td>Integrating technology</td> </tr> <tr> <td>-Students will become familiar with the use of imagery and narratives in the artworks.</td> <td>-Students will watch a PowerPoint.</td> </tr> <tr> <td>- Students will fill out an exit slip.</td> <td>-Students will use their computer for references.</td> </tr> <tr> <td>-Students will research Artists they like on the worksheet.</td> <td>-Students will up load their writing documents to Google Classroom.</td> </tr> </table>	Studying artists, art/Understanding art	Integrating technology	-Students will become familiar with the use of imagery and narratives in the artworks.	-Students will watch a PowerPoint.	- Students will fill out an exit slip.	-Students will use their computer for references.	-Students will research Artists they like on the worksheet.	-Students will up load their writing documents to Google Classroom.	<i>Include objectives for :</i> <ul style="list-style-type: none"> • <i>studying artists, art/understanding art</i> • <i>integrating technology</i> • <i>creating/ expressing</i> • <i>evaluating art works</i> • <i>exhibiting art works</i>
Studying artists, art/Understanding art	Integrating technology								
-Students will become familiar with the use of imagery and narratives in the artworks.	-Students will watch a PowerPoint.								
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-Students will research Artists they like on the worksheet.	-Students will up load their writing documents to Google Classroom.								
Creating/ Expressing	Evaluating art works								
- Students will print a series of 5-6 photographs.	-Students will fill out a self-evaluation worksheet.								
-Students will use black and white film or pinhole side sheets.	-Students will participate in class critique.								
-Students will write a 500-word short story to go along with the photographs.	Exhibiting art works								
- Students will print 6 clean final images.	- Students will exhibit finished artwork in the hallway.								
- Students will scan and print their images (if they are using pinholes)	-Students will document images for portfolio.								
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Standards/Quality Indicators/Skills									
Missouri	National Core Art Standards	<i>Identify the Missouri and national [art core] standards, quality indicators, and skills</i>							
PP.1.C.HS4, PP.3.A.HS4, PP.3.B.HS4, PP.3.C.HS3	Va:Re8.1.Ia Va:Re9.1.IIIa Va:Re7.1.IIIa								

EP.1.A.HS4, EP.1.B.HS4, EP.1.C.HS4, EP.1.D.HS4	Va: Pr 4.1.IIa	<i>addressed for each objective.</i>
EP.1.E.HS4 EP.1.F.HS4, EP.1.G.HS4, EP.2.A.HS4	Va:Cr3.1.IIIa	
EP.2.B.HS4, EP.2.C.HS4, EP.2.D.HS4, EP.2.E.HS4,	Va:Cr2.1.IIIa	
EP.2.F.HS4,		
HC.1.B.HS3		
Visuals:		
PowerPoint of different short narrative series		<i>List at least 2 visuals that are relevant and appropriate to the lesson objectives.</i>
Lesson Structure and Daily Procedures		
Engagement/Opening/Introduction/Review of any concepts/Checking for Understanding <ul style="list-style-type: none"> A. Teacher will introduce the class the plan for Day 1. B. Teacher will the show PowerPoint about technology example of narratives. 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 G. Teacher will discuss safety and correct ways to use materials. Questions: Presentation Questions: What do you see? What is a narrative? How is narrative different from back then? Where can you see imagery depicting the story? What can use that helps make the more dramatic? What how does this image make you feel? When do you think the piece was made? What do you think is the story? What made you think it that way? What does in express? What is the difference between linear and non-linear? What is sequence and repetition, how can they relate or differ? Do you think the artist expressed his/her feelings successfully?		<i>Consider the Studio Thinking and Choice-Based Education Models here in your strategies for engaging students.</i> <i>Link your procedures to your objectives</i>
Demonstration/Lecture Teacher will show a completed teacher sample. Teacher will explain the safety and correct way to use the glue. Teacher will explain matting.		
Procedures/Students at Work Day 1. 1. Teacher will show PowerPoint presentation on Narrative.		

<p>2. Students will discuss artworks shown in the PowerPoint.</p> <p>3. Teacher will explain how the process works.</p> <p>4. Students will brain storm and research their message using the computer.</p> <p>5. Students will start a sketch of their rough draft.</p> <p>6. Students will start their narrative outline.</p> <p>7. Students will turn in the exit slips.</p> <p>Day 2-7</p> <p>1. Teacher will review yesterday’s goals. (They should be making a rough draft of their story or developing film or printing)</p> <p>2. Teacher will assist students with any questions or concerns.</p> <p>3. Teacher will remind the students their work time schedule.</p> <p>4. Students will start constructing their message.</p> <p>Day 8.</p> <p>1. Students will turn their series and 500 narrative essays to Google Classroom.</p> <p>2. Students will critique their peers.</p> <p>3. Students will turn in the photographs.</p> <p>In progress Assessment</p> <p>Throughout presentation the teacher will be asking questions above for understanding.</p> <p>Teacher will ask if everyone understands by raising his or her hands.</p> <p>Teacher 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?”</p> <p>Clean up</p> <p>Students will have 8 min warning for clean up.</p> <p>Students will have everything will be put away properly.</p> <p>Students will place their work in a safe place.</p> <p>Review and Closure</p> <p>exit slip of questions about their project.</p> <p>Final assessment (if applicable)</p> <p>Students will exhibit finish work in the hallway.</p> <p>Students will have fill out an artist statement / self-assessment worksheet.</p>	
<p>Resources and Supplies :</p> <p>Books (author, date, title)</p> <p>Web (URL and title)</p> <p>Supplies / Equipment: Light sensitive paper, cameras, darkroom is provided in the class. Students will need to bring pinhole supplies if needed: Film canister, cooper plate. (Tape, xacto blade and needle provided in classroom.)</p>	<p><i>List all resources (book, web, art supplies, etc.) used in the planning of and during the instruction of the lesson(s). Be specific !!</i></p>

<p>Other (ex.: teacher-made resources) PowerPoint, teacher-made example.</p>	
<p>Technology : PowerPoint. Google Classroom.</p>	<p><i>List all Instructional and/or assistive technology incorporated into the lesson(s) to enhance instruction and student learning,</i></p>
<p>Assessments : In progress assessments: Reviewing / Exit Questions: listed below Plan for critique / exhibit: After documenting their works for their portfolio, the students will show their artworks in the hallway.</p>	<p><i>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.</i></p>
<p>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. Students that have a low form of autism or Asperger, or OCD will get a specific step-by-step direction worksheet. Students with low-reading skills will be read too. Students can make multiple different series, if they are done wit the first one. Students can add to the current series, if they are finished early. For low-fine-motor skills students will have the option to ask for a pictorial step-by-step instruction and examples.</p>	<p>Identify how you will modify content, materials and/or environment to meet the needs of diverse learners.</p>
<p>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.</p>	<p><i>Identify strategies you will use to help keep students on task and actively engaged AND to redirect inappropriate behavior.</i></p> <p><i>Consider the materials you will be using, and how they might be organized.</i></p>
<p>Extensions : <i>Students can make multiple different series.</i> <i>Students can create multiple series or add to the current series.</i></p>	<p><i>Identify activities for early finishers that extend students' understanding of and</i></p>

<p><i>Students can work on other class work.</i> <i>Students can work on other art projects that are late.</i> <i>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.</i></p>	<p><i>thinking about the learning objectives by applying their new knowledge in a different way.</i> <i>See CHOICE BASED EDUCATION text PART II for examples</i></p>
<p>Reflection (150 words) : (complete this after lesson has been taught, before you turn in final copy)</p>	
<p>I have already changed this project a few times in the presentation. I did not want to focus on the history of how story telling began and how it has changed, but I did think it was important to explain the different ways we have or can tell a story. So I made sure that I incorporated history, but did not over express the specifics like <i>“These are the Southwestern France Cave paintings and are 17,300 years old”</i> That was not my point. My point is <i>“17,300 years ago, How were the cave painting used?”</i> So I believe that came across well. Sometimes I felt like I was repeating myself with the word <i>Narrative</i> too much. So I want to weave in that in smoothly. The Students really liked this project. However the students were stressed that they thought they had to write the narrative first. I will make sure to express that they do not have to do it in that order. However it is encouraged that they do, and if they decide that they need to take photographs first, then they still need to be productive in class.</p>	<p><i>If you were to teach this lesson again, to the same age group, how would you change the lesson ?</i></p>
<p>Learning Statement</p>	
<p>In this lesson, the students looked at different narratives that photographers portrayed in their works. Next, the students wrote their own narrative series. Finally the students used their knowledge and skills of photography to convey a narrative series that goes along with their story.</p>	<p><i>“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”</i></p>
<p>Images of Student Work (include minimum 4 examples)</p>	
<p>See below</p>	

EXIT SLIP: (2 pts)

Name _____

HR _____

CLASS _____

What is one photographer that I liked?

What is your favorite type of story? And why?

Teacher Sample:



