**Art 339: Art Era Unit \_\_\_\_\_\_ Packet Due: Feb. 14**

1) Choose an Artistic Era (1500’s-1940) as inspiration for a secondary lesson

which could be adapted for freshman and senior levels.

2) Research the biography of the art era and 3-4 key artists-works. Record age-

appropriate facts and findings in your journal. Design a typed, 1 page teaching

resource page with biographical information, quotes, or facts and include a

picture of the artist/s.

3) Identify & analyze 3-4 most important pieces of the era. Print off high quality

Jpegs with titled labels for use as an anchor board. In your journal, write a

description of the elements, principles of design, expressive qualities, moods

and subject matter each of your reproductions.

4) Use your journal to plan out lesson objectives for both grade levels, art talk

questions, and steps in a teacher demonstration. Demonstrate a lesson

technique to the class.

5) Type up your Lesson Plan using the Art Ed Lesson Plan Template. Make

adaptations for the upper/lower grade under accommodations.

Submit a draft to CANVAS. Get Peer reviewed in class.

6) Create a mini studio exemplar, and instructional visual aids of techniques.

Photograph these.

7) Perform your lesson how-to demonstration to the class. Revise Plan.

8) Complete the reflection and analysis section of the Lesson Template

9) Submit your packet in class and include:

**\_\_\_**  Cover page with your name, lesson title & Key image or visual depicting the theme

\_\_\_\_ Lesson plan with art talk questions and adaptations for a different grade level.

\_\_\_\_ 3-4 Key Artworks for Image Anchor Board

\_\_\_\_ Artist & Artwork research resource.

\_\_\_\_ Teacher exemplars & demo visual aids

\_\_\_\_ Cited Resources Page

10) Place the above materials into ONE word file and submit to Canvas for

evaluation. Place your graded Packet in your Teaching Portfolio.

**Art Lesson Plan Rubric**

**Exemplary- 4 Proficient- 3 Developing - 2 Unacceptable- 1**

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| **Generative Topic- Big Idea**  **\_\_\_\_\_** | Theme is motivating and relevant to the teacher and student, creatively connects to the visual world and MA Art frameworks; is age appropriate. | Theme may be too broad, not specific enough to interest students, or to focus the visual content of the lesson. | Unfocused, unwieldy or unimportant. The connection to the art world or frameworks is strained. | No generative topic or no connection to the frameworks. |
| **Essential Question**  **\_\_\_\_\_** | Engaging and accessible to students, open- ended, important and raises other questions. | Complete, but does not challenge or engage students, or does not clearly focus on lesson goals. | Not open ended, interesting to students or likely to raise even more important questions | No essential question |
| **Consideration of students**  **\_\_\_\_\_** | Comprehensive info is provided about students and their learning needs and accommodations. | Only basic information about students is provided with some thought to learning needs. | Minimal information about students is presented | No information about students is presented. |
| **Art Content & Framework Goals**  **\_\_\_\_\_** | Goals are creative and challenging; connect to the frameworks; and are expressed visually through art language and teacher art exemplars | Goals seem too broad or unfeasible. They connect to the essential question, but need focus and use of art terms, techniques, history, etc. | Lacks in an understanding and making connections between art goals, terms, techniques, artwork or artists | Little information is provided relating lesson topic to art goals and activities. |
| **Structure of Lesson**  **\_\_\_\_\_** | There is a logical flow that builds and connects to the key idea and visual goals | Good progression, but some design or procedural steps are missing | Needs consideration of opening, middle and closing procedures | Lacks structure and cohesion of a beginning, middle and end |
| **Instructional activities & materials**  **\_\_\_\_\_** | Provides activities that deepen visual learning or planning. Prepares effective, high quality visual aids & demo pieces. | Plans supportive activities with effective visual aids and quality teacher- made examples | Activities lack connection to key goals, visual aids are incomplete, messy or ineffective for the lesson. | The learning activities seem disconnected, unclear or weak, and need more effort in planning. |
| **Extension & Enrichment**  **\_\_\_\_\_** | Considers project display, ways to enrich or further expand the lesson | Extension are included but seem unclear or not thought out. | Ideas are only minimally linked to new art goals or Activities | No extension or enrichment activities are included. |
| **Assessment**  **\_\_\_\_\_** | Art project criteria clearly aligns with goals- evaluation of skills, art qualities; student get feedback | Addresses the learning of targeted art content, students evaluate visual terms, concepts, or qualities | Lacks clear evaluation of student progress in art skills, craftsmanship, or art qualities | No plan for evaluating learning or giving feedback of skills is provided. |
| **Reflection**  **\_\_\_\_\_** | Student wrote thoughtful ideas and connected to improvements in practice | Student used the lesson to improve his or her own practice | Seemed to learn little from teaching this lesson- is minimal & rushed. Lacks influence on practice | No meaningful reflection |
| **Overall**  **Score :** | **Exemplary-4 Proficient-3 Developing- 2 Unacceptable- 1** | | | |