

Lesson Plan Title: The Rebel Arts Length: \_\_\_\_\_ 4-5 weeks \_\_\_\_ (10-12, 50 min classes) \_\_\_\_\_

**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 will need to know to be successful.

**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.

01/17

Lettering Handout

Students will use a handout to practice lettering and learning steps on how to evolve their letters to create various shapes.

01/19

**THE REBEL ARTS**

Match the correct definition to the word.

<b>Protest</b> ____	A. An issue that is disagreed on that affects a marginalized group of people
<b>Social issues</b> ____	B. campaigning for social change
<b>Street Art</b> ____	C. Posters, graffiti, and murals in public spaces
<b>Graffiti</b> ____	D. an act of disobedience for a cause
<b>Activism</b> ____	E. a self published magazine
<b>Zine</b> ____	F. "Writing" usually done with spray paint.

What is a social issue you are aware about?

Name an artists that uses social issues for inspiration?

**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)

“It is rare to hear from students in middle school when it comes to politics and social issues. It may be because you aren’t old enough to vote, but it is important for adults and for you all to begin formulating ideas about what is going around you. We have talked a little about lettering, and social issues. I will go over some of your answers and we can use these topics to begin guiding our projects and our groups. You will first work independently on researching your social issue. This will help you come up with a word or phrase. We will use accessible materials like cardboard to draw our word. Next you will be partnered up to work collaboratively on a poster or zine.. You are all moving to become young adults, and already have opinions about your surroundings. this is a platform to not just show art, but how art can be used to speak up about various issues.”

**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.**

- Awareness
- Style
- Expression
- Collaboration

**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.**

I can use composition and style to create art that spreads awareness about an issue. (Standard 2 GLE 2 PGCs Recognize, demonstrate, and debate the place of art and design in history and culture)

I can analyze social issue and collaborate to create art that expresses my ideas. ( Standard 1 GLE 2 pGCs Make informed critical evaluations of visual and material culture, information, and technologies, Standard 2 GLE 1 PGCs Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information )

**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**

**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)

**Using brainstorming techniques and research,** students will *choose* a topic that is personal to them to create a series of artworks. Blooms: Understand, Analyze, Evaluate ; Standards: 1 GLE 2, 2 GLE 1, ; Art Learning: Personal Grounding

“I can research a social issue that connects with my life/beliefs.”

**Using lettering techniques, and cardboard students** will *plan* and *draw* a word/phrase that brings awareness to their social issue. Bloom's : Evaluate, Create ; Standards : 3 GLE 1 ; Art learning : Materials/ Techniques

“I can plan and draw text that represents my topic.”

**Using research, various materials and collaboration,** students will *mix mediums and style* to create a poster that uses imagery and text to represent a social issue. Blooms : ; Standards : 3 GLE 1, 2 GLE 1; Art Learning : Expressive Features

“ I can collaborate to design a poster.”

or

**Using various accessible materials and collaboration,** students will *compose and draw* a zine that incorporates a social issue. Blooms: Analyze, Evaluate; Standards: 1 GLE 2, 3 GLE 1, 2 GLE 2; Art Learning : Historical/Multicultural Content; Literacy;

“I can collaborate to design a zine.”

**Using their zine, lettering, and poster** students will *discuss* their process and art and how it can be distributed to create change. Blooms : ; Standards : 2 GLE 1, 4 GLE 1; Art Learning: Reflection/Transfer

“ I can discuss my process and artwork and how it can create change.”

**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.**

<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Word List  Computer, Printer	Formative assessment for analyzing will have word lists to help students remember words we have been using in art.  Students can look up typography online that they can trace for their sign
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Computer, Powerpoint	Students can scan their drawings to alter their work and create a digital poster.

**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.**

Research  
 Creating a phrase that represents their topic  
 Reading an article on Street Artists  
 Analyzing Images to identify themes, materials, and purpose

**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.**

Cardboard  
 Paper  
 Markers  
 Paint\*  
 Glue sticks  
 Computers

**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.**

powerpoint

Handouts  
Google Classroom

**Preparation:**

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Google Classroom  
Zine Example  
Powerpoint  
Poster Example  
Lettering Example

**Safety:**

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

**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.

What did we do last class?

We looked at an image by \_\_\_\_\_?

What did we find out about the image?

So today we are going to do something similar. We are going to look at three works of art. They use different mediums and social issues. I want you all to keep some of the questions from last class in mind? How can I identify a symbol? How do I know what it means? How does the location tell us about the context?

**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.

After analyzing artwork students will develop ideas about their own art.

In Google Classroom:

Students will answer the following questions:

How does looking at this art make you think about your own artwork?

Does it give you more ideas about symbols? If so, what symbols?

At the beginning of next class, what is your next step in your art?

**Instruction:**

Give a detailed account (**in bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 3	<p><b>Instruction</b> - The teacher will... (Be <b>specific</b> about what concepts, information, understandings, etc. will be taught.) <b>Identify instructional methodology. KNOW (Content) and DO (Skill)</b></p> <p>Good morning class! It is so good to see you all. Today we are going to start out with some stretching again just to get our blood flowing, I know it is still early and some of us need to wake up a little. Stretch and breathing exercises. Can I have everyone bring up their Quick Draw. do QD I need everyone to look over at our board. Our learning target today is “I can plan and draw text that represents my topic.” At the end of last class most people had a few drawings of symbols and words that they can use. But before we get to our planning we are going to analyze some more art.</p> <p>What did we look at last class? We looked at an image by ____? What did we find out about the image? So today we are going to do something similar. We are going to look at three works of art. They use different mediums and social issues. I want you all to keep some of the questions from last class in mind? How can I identify a symbol? How do I know what it means? How does the location tell us about the context?</p> <p>But instead of doing it on the board we are going to walk around. Now i need everyone to listen to the directions. In a moment we will all stand up. I will put 3 posters on tables. The posters may have a printed image or a video that goes with it. On the poster there will be questions. We are going to be in three groups. For the 1st round you will Answer the question by yourself, we will do this silently. After I give you 3 minutes we are going to move to another poster. This time we are going to respond to another persons answer on the poster. What does responding mean ?</p> <p>We can say that we agree, maybe they asked a question and you know the answer, or maybe you want to add your point of view to their answer. On the third round I am going to have you circle the responses you think answer the questions the best. In this round you can talk with your group to decide on what to circle. After that we will all sit back down and share out.</p>	<p><b>Learning</b> - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be <b>specific</b> about what will be the <b>intended result</b> of the instruction as it relates to learning.) <b>UNDERSTAND</b></p> <p>Listening to directions, making sure they are aware of their expectations.</p>	<b>Time</b>
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**I know that's a lot of directions. So who can tell me the first round?  
The second? And what do we do on the third?**

**Ok I need everyone to get up and move to the sides.**

Ask student to put posters on three tables, with markers

Count students off by three. Tell students where each group will start.

**Ok this round will be silent. I will put the timer. Answer as many of the questions as you can. remember what we looked at last class and how we broke down the information.**

Timer: 3 min

Artwork List:

**Banksy - Sirens of the Lambs**

**Location: Meatpacking District**

<https://youtu.be/WDIz7mEJOeA>

Questions”

What are the people thinking when they saw this?

How is the context and artwork related?

**Andrea Bowers**

**Migration is Beautiful**

Questions:

What social issues does this artwork represent?

How are the images and text working in this piece?



**Liquen- renacimiento ( rebirth)**

Questions:

What symbolism do you see?

Whos is holding the rake?

**Check for understanding, ask questions if directions are unclear**

**Begin breaking down the image they see and check the information given to them. Answer the questions on poster.**

**Analyze how setting and art can be connected  
Interpret reactions to art**

**Recognize symbols in art  
Explain how text and images can correlate to each other**

**recognize and analyze symbols in art  
Interpret information to make a prediction about art**





**Ok So now you will be moving to your right.**

**I will give you 2 min to respond to someone else's answer. Remember you can answer a question they had, you add more information, or you can put down your point of view (agree or disagree)**

**Timer: 2 min**

**Final round, move once more the right. This time you can talk to your group. Choose the best answers on the poster and circle them. I will give you 5 minutes.**

**Timer: 1 min**

**Ok I need three people to bring up the posters. we are going to tape them on the cabinets.**

**So who tell me a little about this artwork, show the image on powerpoint.**

**What did you write down for your answers?**

**The group that circled them why did you choose those answers?**

Repeat for every image.

**The reason why we are looking at so many images is so you can start thinking of ideas to use in your art. Maybe you like the way Andrea Bowers uses the butterfly as the symbol and the text is smaller. Maybe you want to have your sign be made up of symbols.**

**Interpret and respond someone else's writing  
Communicate your ideas about their writing**

**Work together to create criteria and choose the best responses**

**Observe their work and share their ideas**

**Practicing analyzing and interpreting images**

<p><b>I need everyone to get out their computers and get on google classroom. You will see an assignment that says Assessment . Answer the questions on their. As soon as you are done open your folders and continue planning your signs. I will walk around to check in with you.</b></p> <p>Exit Ticket: How has the artist used their art to talk about a social issue? Do you think the artist was successful at communicating their point? (Short answer should include words from the words list and give two details about the artwork)</p> <p>Word List:</p> <table border="0"> <tr> <td>Social Issues</td> <td>Awareness</td> <td>Representation</td> </tr> <tr> <td>Meaning</td> <td>Inspiration</td> <td>Symbolism</td> </tr> <tr> <td>Context/Setting</td> <td>Audience</td> <td>Expression</td> </tr> </table> <p>Ib Rubric</p> <p>At the beginning of next class what is your next step for your artwork?</p> <p>Walk around talk to students about their word. Ask what tools they need, if they need images printed out for next class, or if they are struggling?</p>	Social Issues	Awareness	Representation	Meaning	Inspiration	Symbolism	Context/Setting	Audience	Expression	<p><b>Respond using themes from today's class</b> <b>Self assess themselves on their response</b> <b>Plan what their next step is</b></p>	
Social Issues	Awareness	Representation									
Meaning	Inspiration	Symbolism									
Context/Setting	Audience	Expression									

<p><b>Student reflective/inquiry activity:</b> 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.)</p> <p>Students will display their artwork in the classroom and will write a short paragraph detailing why they chose that social issue, what they learned and how it influenced their art. This will serve as a short artist statement. Students will then choose someone else's piece to talk about.</p>
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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?

Have students completed:

Planning Sketches for projects (in packet)?

A finished drawing of text on cardboard that represents their topic?

A collaborative poster/zine that represents their topic?

Participated in class gallery walk ?

**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.

Self Assessment of IB criterion C: thinking Creatively I & III.

Rubric:

Name: \_\_\_\_\_ Pr: \_\_\_\_\_

**Critique, Process**

<b>Criterion A: Knowing and Understanding</b>		The student...		
0	1-2	3-4	5-6	7-8
The student does not reach a standard described by any of the descriptors.	i. demonstrates <b>limited</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language  -Shows a <b>limited</b> use of techniques, vocabulary, and evidence of process to present their art.	i. demonstrates <b>adequate</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language  -Shows <b>adequate</b> -Shows a <b>limited</b> use of techniques, vocabulary, and evidence of process to present their art.	i. demonstrates <b>substantial</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language  -Shows <b>substantial</b> -Shows a <b>limited</b> use of techniques, vocabulary, and evidence of process to present their art.	i. demonstrates <b>excellent</b> knowledge of the art form studied, including concepts, processes, and <b>limited</b> use of appropriate language  -Shows <b>excellent</b> -Shows a <b>limited</b> use of techniques, vocabulary, and evidence of process to present their art.

**Final Critique Artwork:**

<b>Criterion B: Developing Skills</b>		The student...		
0	1-2	3-4	5-6	7-8
The student does not reach a standard described by any of the descriptors.	ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.  -Shows a <b>limited</b> use of drawings techniques and research to create their artwork.	ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.  -Shows <b>adequate</b> use of techniques, vocabulary, and evidence of process to present their art.	ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.  -Shows <b>substantial</b> use of techniques, vocabulary, and knowledge of process to present their art.	ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.  -Shows <b>excellent</b> use of techniques, vocabulary, and knowledge of process to present their art.

**Cardboard Sign**

<b>Criterion D: Responding</b>		The student...		
0	1-2	3-4	5-6	7-8
The student does not reach a standard described by any of the descriptors.	ii. creates a <b>limited</b> artistic response that is <b>possibly</b> inspired by the world around him or her  ii. Shows <b>limited</b> knowledge about their social issue and how to use art to respond.	ii. creates a <b>adequate</b> artistic response that is <b>occasionally</b> inspired by the world around him or her  ii. Shows <b>adequate</b> knowledge about their social issue and how to use art to respond.	ii. creates a <b>substantial</b> artistic response that is <b>regularly</b> inspired by the world around him or her  ii. Shows <b>substantial</b> knowledge about their social issue and how to use art to respond.	ii. creates a <b>limited</b> artistic response that is <b>effectively</b> inspired by the world around him or her  ii. Shows <b>excellent</b> knowledge about their social issue and how to use art to respond.

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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.