

Lesson Plan Type: Unit/Lab
Teacher's Name: Lucy Hertz
Subject: Visual Art
Grade: 6 - 8

SCS Competency Goal:

VA SCS 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and creating art.

SCS Competency Objective:

- 1.01** Plan and organize for creating art.
- 1.02** Explore strategies for imagining and implementing images.
- 1.05** Understand that ideas evolve over time.

VA SCS 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes. (*National Standard 1*)

- 2.01** Recognize the unique properties of various media.
- 2.02** Explore and identify the use of a variety of materials using proper vocabulary and terminology.
- 2.05** Use art materials in a safe and responsible manner.

VA SCS 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (*National Standard 2*)

- 3.01** Recognize and discuss the elements and principles found in the environment.
- 3.02** Recognize and discuss the elements and principles of design found in an aesthetic composition.
- 3.03** Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.

VA SCS 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (*National Standard 3*)

- 4.01** Recognize and discuss art as a means of communication and persuasion.
- 4.02** Understand the use of life surroundings and personal experiences to express ideas and feelings visually.

SWBAT:

Use media

Art forms: drawing, painting

Forming processes: media - pencil, acrylic paint, presentation techniques, mixing colors; techniques - collage, mixed media; safety practices – handling paint

Imagine and implement images while making connections with Art History –

Context: culture, influence, style

Study and Interpretation: description, analysis, explanation, evaluation, and reflection

Ideational Aspects: idea, subject matter

Form, Qualities and Styles: expressive styles, individual styles

Elaborate on an idea or theme as a means of communication and persuasion –

Study and interpretation; description, analysis, explanation, reflection

Form, Qualities, and Styles: expressive qualities and individual styles

Ideational Aspects: subject matter, concepts

Apply the Elements of Art –

LINE - Identify, differentiate, define shape / partition space

FORM – Expressive, psychological

SPACE – overlapping, design / function

VALUE – expressive qualities

TEXTURE – relating to ideas, decorative

COLOR – color families, expressive qualities

Apply the Principles of Design –

BALANCE – composition

CONTRAST / EMPHASIS – emphasis (focal point)

Anticipatory Set/Warm – Up:

2 minutes: greeting and call class to order, student announcements

5 minutes: review agenda posted on board, rules, expectations, assignment and safety procedures

4 minutes: get materials

Closure (at least minute activity):

Formative assessment and review – What did you learn today? Discuss next class period expectations and agenda. “Exit pass” Q&A

Vocabulary Terminology (for the week):

Art Criticism: description, interpretation

Collage

Composition

Drawing/Painting: acrylic, Portrait/self-portrait, proportion

Media/medium

Mixed media

Principles of Design: contrast

Interdisciplinary Crossover:

Language Arts – Interpret and synthesize information and critically analyze print and non-print communication: written reflection exercise, finding and using

reference materials appropriately, converting written response to visual imagery in final product

Mathematics - Understanding and computing with rational numbers: proportion, ratios: facial proportion and portraiture using proportion and ratio

Assessment Strategy (quiz, formative, summative, and/or homework):

Formative – class work, check for understanding with verbal response, small group discussion with verbal response, student conferences with check lists, selected response and performance tasks

Summative – written self-assessment with rubric, student checklist for self-evaluation with rubric, student conferences, sketchbooks, written response, selected response, observations