**Unit 1 Lesson 1:**

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Lesson Title: Reaction and interaction

Grade/Class: grade 9-12 Intro to art

Time Allotment: 8-9 days, 80 minute periods

**Enduring Idea**: Throughout times and across cultures, artists have reacted to and interacted with their communities and surroundings.

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**OVERVIEW**:

1. **Lesson summary**: Students will study street art to see one way in which to interact with their surroundings and community. They will create an 18x24” drawing that is location specific, and relates to it’s environment and makes a statement about their community
2. **Artworks, artists and/or artifacts:** Street art
	1. Banksy
		1. <http://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/?no-ist>
		2. <http://banksystreetart.tumblr.com/>
	2. Sofles Limitless
		1. <http://www.youtube.com/watch?v=Pv-Do30-P8A>
3. **Key concept(s):**
	1. Environment can effect the outcome of an artwork
	2. Artists use their surroundings to create art
	3. Community can inspire art
4. **Essential Questions**
	1. How do artists react to what is already a part of their surroundings?
	2. How do artists interact with their communities?
	3. How does the community and environment influence artists?
5. **Standards**
	1. **PA Standards for Arts & Humanities:**
		1. **9.3.12.C:** Apply systems of classification for interpreting works in the arts and forming a critical response.
	2. **PA Standards for other disciplines:** Reading Writing Speaking Listening: Speaking and listening: 1.6.9 Grade 9 English I
		1. **1.6.9.A:** Listen critically and respond to others in small and large group situations.
			1. Respond with grade level appropriate questions, ideas, information or opinions.

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**OBJECTIVES**:

**The student will...**

1. Knowledge:
	1. Students will define or list their previous understanding of composition on a post-it note and share it with the class to form a full class definition of composition.
	2. Students will
2. Skills:
	1. Students will create three composition tiles using pen and ink based on either their surroundings (in classroom) or their community.
	2. Students will create composition tiles that react to some part of their surroundings/community through the composition (using line, texture, value, text)
3. Dispositions:
	1. Students will reflect and discuss the success of the integration of , as well as their ideas of composition, and whether or not it changed.
	2. Students will discuss how their drawings and statement about the school worked in the location that it was placed.

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**ASSESSMENT**: How will you be assured that your students know each objective?

1. Pre-assessment:
	1. Post-it composition discussion will determine what students already know about composition
	2. I will ask students what they know about Banksy and his work before going into a presentation about it with the class.
2. Formative Assessment:
	1. Students will keep complete 3 photo sketches of various locations, and how their drawings will be incorporated into that environment.
	2. Students will write a journal entry discussing what they want to say about the school community through their drawings.
3. Summative assessment:
	1. Students will be graded on participation in their final critique
	2. Students will be graded by a check sheet listing element that should be in their drawings. (see attached)

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**INSTRUCTIONAL PROCEDURES:** How do you sequence instruction (actions) to facilitate learning?

Day 1:

1. Motivation/Engagement:
	1. I will greet students as they enter the classroom by having them collect a post it note. I will start out by asking students for definitions of composition, and just generally what they know about composition. I will have them write a definition of composition, or a fact about it, or just something they know about composition on their post its. While we are discussing this, I will ask students whether or not they think composition is only confined to a drawing.
	2. To help answer this question, I will show the video *Sofles Limitless,* and show a short Banksy tumblr to discuss using your surroundings/ environment to create art. I will ask students to tell me what they know about Banksy, and his work. Relevant questions: What does Banksy do? Where does he do his art? How do his paintings react to their surrounding? Do they work together? Could they function apart from their surroundings?
2. Development:
	1. With these topics in mind, I will introduce our lesson. Students will apply their knowledge of Banksy and street art, and use their understanding of composition combined to create a drawing based on their surroundings, either the classroom, or the school as a whole. The drawing should use composition as a way to focus on one particular aspect of surroundings/community. Students should think of some issue or idea about the school (their surroundings and community in this case) that they want to use their drawing to address, and then they should chose their location in the school based on that. For example, if students want to address what the school serves for lunch, then they might want to use the cafeteria as the setting for their drawing. Students could also pull out elements of their surroundings and abstract them, or add in imaginary elements to get across their point. Students may use text as a response to their surroundings, but it must be included as a part of their composition. Students may use any drawing medium of their choice to create these drawings.
	2. To start off, students will need to decide what environment will set their drawings in. However, in order to do that, students should choose what it is they want to say about the school. I will ask students to fill in a t-chart as a class; Pros and cons about the school, it’s processes, community. I will have students work on that for about 5 minutes, and then share their answers with the class. We will create a full class list of pros and cons to help get students thinking about what they might like to address in their drawings. It can be positive or negative.
3. Culmination/Close:
	1. For the last few minutes of class, I will have students think about what they might like to use as the topic for their drawing, and have them continue to brainstorm and write about it in their sketchbooks. I will ask the class to have some ideas that they like for the next class.

Day 2

1. Motivation:
	1. When students come into class and sit down, I will ask students to share what their topics are. When one person states a topic, I will ask students to raise their hands if they want to do the same or similar topic. Then I will have them sit together by topic.
2. Development:
	1. I will then tell students that in order to properly do their drawings, they need to source their location. To do this, I will put students into groups of 2 or 3 based on similar topics so that they can work together to find locations and take photos. I will have cameras available for students to use. Once I have them in groups, I will release them into the hallways to go find locations. Before I do that, however, I will tell them that they will have 20 minutes in which to take photos, and then they should be back in the art room. IF THEY ARE NOT, then I will have to mark them tardy to class, as well as doc their grade significantly, because they cannot just run around the school without supervision. That should be enough time to shoot the photos that they need. If not, they will report back to class to let me know that they need more time. \*\*NOTE: students in the same group may use the same photo if they would like to use the same/similar location. They just need to plan for there being two projects in that space, so there is enough room.
	2. After we finish shooting photos, I will explain our next step. We will use the photos to create sketches of the drawing projects. Each group will bring me their SD cards, and I will print out photos for each group. Each student needs at least three different photos to do their sketches on. As I am printing, students who get their photos may begin to work on sketches. I will remind students to reference their brainstorming sheet, and also to glue/tape the photo sketches into their sketchbooks so they won’t lose them. I will want see them later when I am grading.
	3. As students are sketching, I will remind them that the point of using the photos is so that they work with the environment that is already there. How can they incorporate elements of the setting into their drawing? What can they do to make them work together and have their drawing interact with the space? Break borders of the traditional rectangle?
3. Closure:
	1. Students will have the rest of class to work on their sketches. Should the finish early, they may come to me to get feedback on the sketches and to have them okay-ed to move to the next step.

Day 3:

1. Motivation:
	1. When students come in, I will ask them to get out their sketches and to finish them if they have not. They will need to finish them and talk to me before they move on.
2. Development:
	1. As students start to get working, I will remind them that they have their choice of materials to use for the drawing. If they can connect that to their topic or location, that is the ideal.
	2. As students finish their sketches, they will come find me (I will be filtering around the room), to show me their sketches and discuss them with me before choosing one and beginning their final piece.
	3. Students will have the period (after checking on sketches) to start and work on their final drawings. I will be filtering around the room to give assistance and feedback as needed.
3. Closure:
	1. Ten minutes from the end of the period, I will ask students to clean up. All supplies should be put away, and students will put their in progress drawings in their class portfolios.

Day 4-6:

1. Motivation:
	1. Students will come in to class and begin working on their drawings.
2. Development:
	1. Work days, students will have the whole period to work on their drawings. I will be filtering around the room to help students, give feedback and suggestions and anything else that they may need.
3. Closure:
	1. I will have students clean up 10 minutes before the end of the period, and put all supplies away, any students using charcoal need to wipe down their tables, etc. So that students can get to their next class on time.

Day 7:

1. Motivation:
	1. Students will get out their drawings upon entering the room. I will ask students to stop before they get out more supplies, and tell them to grab their work, because we’re going for a walk.
2. Development:
	1. We will be taking an in progress crit of the work, by walking around the school to everyone’s various locations so that we can see what they look like in the space and give feedback based on that. It will be quick, so that students have time to adjust their drawings based on the class’s reaction and feedback.
	2. After we tour the school, students will have the remainder of the period to work on their drawings.
3. Closure:
	1. I will ask the class to clean up their work areas, and while they are doing so, I will poll the class to see how many students feel they could use another day to work on their drawings. If they don’t need another day, then we will hold the critique on the following day.

Day 8:

1. Motivation:
	1. When students come into class, I will ask them to get out their drawings and their sketches before taking them on a walk. On the way, I will be handing out tape to students so they can mount their drawings when we reach their location.
2. Development: When we reach each location, we will do a mini critique and discuss what the artist was trying to portray as well as how we think the piece intereacts with its environment.
3. Closure: After we have seen and discussed all of the drawings, we will return to the classroom, where I will collect the drawing and notebooks to be graded.

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**PREPARATION**:

1. Teacher research and preparation:
	1. Vocab:
		1. Composition:
		2. Rule of thirds:
		3. Emphasis:
		4. Surroundings:
		5. Street art:
	2. Instructional Resources:
		1. Banksy
			1. <http://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/?no-ist>
			2. <http://banksystreetart.tumblr.com/>
		2. Sofles Limitless
			1. <http://www.youtube.com/watch?v=Pv-Do30-P8A>
2. Student Supplies:
	1. 18x24’ drawing paper
	2. drawing supplies
		1. graphite
		2. pen and ink
		3. pastels (oil and chalk)
		4. charcoal
3. What changes, if any, did you make to the lesson? What would I change or modify the lesson for next time? (Fill this in after you have taught the lesson)
4. How will you adapt this lesson to meet the needs of students with challenges or students who already have a basic working knowledge of the topic being taught?
	1. Visual Impairments: Students with visual impairments will

**Interaction Drawing Grading Sheet**

**Student’s Drawing**

Made a statement about the school/community (clear🡪unclear)

10-----8-----6-----4-----2-----0

 Drawing interacted and worked well with it’s environment (strong🡪weak)

10-----8-----6-----4-----2-----0

**Journal and development**

 Student satisfactorily completed community journal entry (good🡪more)

10-----8-----6-----4-----2-----0

 Student completed 3 photo-sketches of location (well done🡪needs work)

10-----8-----6-----4-----2-----0