Visual Arts

Week of Feb 11, 2019

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| **WESTDALE HEIGHTS ACADEMIC MAGNET**  **2018-2019** |
| **Teacher’s Name:**  Stacie James |
| **Lesson Title:**  Louisiana Folk Artist - Sarah Albritton |
| **Standard(s) :**  **Arts** **Benchmarks**  VA-CE-M1 Demonstrate art methods and techniques in visual representations based on research of imagery.  VA-CE-M3 Use the elements and Principles of Design and art vocabulary to visually express and describe individual ideas.  VA-CE-E1 - Explore and identify imagery from a variety of sources and create visual representations.  VA-AP-E4 Recognize that there are many possibilities and choices in the processes for designing and producing visual arts.  **English Language Arts – *Common Core***  CCSS.ELA- Literacy. CCRA.R.1 *determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text*.  The Common Core definition of “text’ can be expanded further to include many types of non-traditional text, including non-print text such as dance, visual art, music, and theater.  **Math GLE, Grade 3**  Draw or reconstruct figures from visual memory or verbal descriptions.  **National Art Content Standards**  VA:Cr2.2.Ka- Identify safe and non-toxic art materials, tools, and equipment.  VA:Cr2.2.4-When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.  **Science and Engineering Practices, Grade 3**   1. Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success 2. Developing and using models: Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.   **Social Studies GLE, Grade 3**  50. Describe family life at a given time in history and compare it with present day family life. |
| **Class Description:**  Elementary |
| **Student Count:** |
| **Observation Objectives:**  At the end of the sessions, students will be able to:   * 1. Create a visual representation of a memory using their preferred mediums.   2. Utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. |
| **Student Learning:**  Students will develop an understanding that there are many possibilities and choices in the processes for designing and producing visual arts. |
| **A Listing of Activities that support the objectives: (Please label 1,2, 3, …)**  1) Warmup: ATC (Artist Trading Card) of an artwork by Sarah Albritton.  2) Students will be given a challenge to choose their favorite memory to create a visual representation using their preferred medium in the style of Sarah Albritton.  3) Students will brainstorm and create a preliminary sketch and plan.  4) Students will create using the resources available to them.  5) Cleanup,  6) reflection.    **Accommodations:**   * + Extended time.   + Redirection   + Reference images |
| **Evaluation**: |
| **Differentiation:**   * Students may use the Art Library, which has guided directions on creating people, animals, spaces.   **Enrichment**  Students who finish their memories may move on to these activities:  1) Any other portfolio work.  2) Free center |
| **Connections to previous and future learning:** Elements of Art, lines, shapes, forms, watercolor techniques, oil pastel techniques. |
| **Routines (transitions, material management, etc…) initiated by the students**  Entering the room,  Gathering supplies,  cleanup |
| **Student led discussion/ Questioning and discussion techniques:**  Discussion about lines, shapes, forms, color, mediums, paper, and personal rubric. |
| **Choice in learning:**  Students choose which medium they will use to create all art. Students choose which memory they will draw, paint, or construct. Students can also choose to work on a shared memory. Bus ride, playground, etc.. |
| **Self assessment/ student generated assessment/peer assessment:**  *Formative:* Check to make sure that all students participate. Observe and monitor activities throughout the lesson. Adjustments and suggestions are provided based on the individual needs of each student.    Student work is evaluated using the following criteria.  Was the memory selected identifiable in their artwork?  Did the student make decisions and solve problems while creating?  Did you student use the art materials correctly? |
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**5 min**

**ATC Challenge!**

1. Brainstorm your favorite **SCHOOL** memory (it can be riding on the school bus, playing on WHAMALAMA, Science lab, classroom, etc…)
2. **Sketch** your idea on an ATC. Remember to put your name and homeroom teacher’s name on it.
3. Gather 90lb paper
4. Draw your school memory on the 90lb paper. Remember to put your name and homeroom teacher’s name on it!
5. Begin cleanup immediately when the timer goes off…..