

BLACKMON ROAD MIDDLE SCHOOL - 2018

6th 7th and 8th Grades Visual Arts Weekly Lesson Plans (February 26 thru March 2, 2018)

Ms Daughety

WEEK PERIODS 1st, 2nd, 4th 5th, 6th periods

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter. SOME STUDENTS ARE FINISHING VANGOGH PROJECTS	VA8CU.1 Discovers how the creative process relates to art history. OTHER STUDENTS ARE BEGINNING THEIR SPRING BIRD PROJECT	VA7CU.2 Investigates and discovers personal relationship to community, culture, and world through creating and studying art.	VA8CU.1 Discovers how the creative process relates to art history.	VA6PR.2 Creates artwork reflecting a range of concepts, ideas, and subject matter.
Essential Question	Using the ART SCHOLASTIC MAGAZINE – How do I see the difference in the way VanGogh and Georgia O’Keefe approached composition of flower paintings	Looking at the works of John J Audubon and other artists. How do I see the emerging world of birds as the seasons change from winter to spring.	Looking at the works of John J Audubon and other artists. How do I see the emerging world of birds as the seasons change from winter to spring.	Looking at the works of John J Audubon and other artists. How do I see the emerging world of birds as the seasons change from winter to spring.	Looking at the works of John J Audubon and other artists. How do I see the emerging world of birds as the seasons change from winter to spring.
I can	See the work of Vincent Vangogh and talk about his life and work.	Draw a bird using essential geometric shapes and become proficient at defining types of birds in my drawings	Draw a bird using essential geometric shapes and become proficient at defining types of birds in my drawings	Make a work of art and composition using the skills I have learned about drawing birds.	Make a work of art and composition using the skills I have learned about drawing birds.
Warm Up	Drawing individual birds	Drawing individual birds	3 Thumbnails of a finished composition	Sketching the chosen composition on paper	Sketching the chosen composition on paper
Opening *Focused Instruction	The teacher will: Give the students a worksheet to see the different shapes of flowers and ask them to replicate the unique shapes	The teacher will: Give the students a worksheet to see the different shapes of birds and ask them to replicate the unique shapes VIDEO ON DRAWING BIRDS	The teacher will: Give the students a worksheet to see the different shapes of birds and ask them to replicate the unique shapes VIDEO ON DRAWING BIRDS	The teacher will: Relate the work of artists to John J Audubon VIDEO ON DRAWING BIRDS	The teacher will: Relate the work of artists to John J Audubon VIDEO ON DRAWING BIRDS
Work Period *Guided Instruction *Independent Instruction	The learner will” Complete the work sheet focus on what the painting means to them. Class discussion will follow.	The learner will” Draw birds step by step on the board and students will practice the drawings. The teacher will draw an example composition on the board.	The learner will” Draw birds step by step on the board and students will practice the drawings. The teacher will draw an example composition on the board.	The learner will” Draw birds step by step on the board and students will practice the drawings. The teacher will draw an example composition on the board.	The learner will” Draw birds step by step on the board and students will practice the drawings. The teacher will draw an example composition on the board.
Closing	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup

Homework	Extra credit work of a half or full page report on Picasso, VanGogh, O'keefe or Audubon.	Extra credit work of a half or full page report on Picasso, VanGogh, O'keefe or Audubon.	Extra credit work of a half or full page report on Picasso, VanGogh, O'keefe or Audubon.	Extra credit work of a half or full page report on Picasso, VanGogh, O'keefe or Audubon.	Extra credit work of a half or full page report on Picasso, VanGogh, O'keefe or Audubon.
Resources	ART SCHOLASTIC MAGAZINE	Painting from realistic images and abstract	Painting from realistic images and abstract	Painting from realistic images and abstract	Painting from realistic images and abstract
Assessments	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how artists use shape and form to tell create their composition</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how artists use shape and form to tell create their composition</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how artists use shape and form to tell create their composition</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how artists use shape and form to tell create their composition</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how artists use shape and form to tell create their composition</u>
	<u>Summative</u> <u>What is: composition, What is symbolism in art. What is the story behind the work studied</u>	<u>Summative</u> <u>What is: composition, value, space, overlapping, cool colors, warm colors, proportion, balance, ONE POINT PERSPECTIVE, MOVEMENT</u>	<u>Summative</u> <u>What is: composition, value, space, overlapping, cool colors, warm colors, proportion, balance, ONE POINT PERSPECTIVE, MOVEMENT</u>	<u>Summative</u> <u>What is: composition, value, space, overlapping, cool colors, warm colors, proportion, balance, ONE POINT PERSPECTIVE, MOVEMENT</u>	<u>Summative</u> <u>What is: composition, value, space, overlapping, cool colors, warm colors, proportion, balance, ONE POINT PERSPECTIVE, MOVEMENT</u>
Higher Order Thinking Skills Evaluation Application Comprehension	What is style in the work of an artist	The students will prepare their work to be seen as their renderings of how ART reflects life around us and reflects what is happening in the world and pop culture	The students will prepare their work to be seen as their renderings of how ART reflects life around us and reflects what is happening in the world and pop culture	The students will prepare their work to be seen as their renderings of how ART reflects life around us and reflects what is happening in the world and pop culture	The students will prepare their work to be seen as their renderings of how ART reflects life around us and reflects what is happening in the world and pop culture
Differentiation Strategy	The differentiated learner will not be expected to complete a complicated composition. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures and putting them on display.	The differentiated learner will not be expected to complete a complicated composition. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures and putting them on display.	The differentiated learner will not be expected to complete a complicated composition. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures and putting them on display.	The differentiated learner will not be expected to complete a complicated composition. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures and putting them on display.	The differentiated learner will not be expected to complete a complicated composition. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures and putting them on display.

Grouping Strategy *Collaboration	Whole group and table work	Whole group and table work	Whole group and table work	Whole group and table work	Whole group and table work
Use of Technology	<input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Teacher <input type="checkbox"/> Student	<input type="checkbox"/> Teacher <input type="checkbox"/> Student
Type of Technology	<input type="checkbox"/> SMART Board images <input type="checkbox"/> Laptops <input type="checkbox"/> Student Response <input type="checkbox"/> iPads <input type="checkbox"/> Other:	<input type="checkbox"/> SMART Board images <input type="checkbox"/> Laptops <input type="checkbox"/> Student Response <input type="checkbox"/> iPads <input type="checkbox"/> Other:	<input type="checkbox"/> SMART Board images <input type="checkbox"/> Laptops <input type="checkbox"/> Student Response <input type="checkbox"/> iPads <input type="checkbox"/> Other:	<input type="checkbox"/> SMART Board images <input type="checkbox"/> Laptops <input type="checkbox"/> Student Response <input type="checkbox"/> iPads <input type="checkbox"/> Other:	<input type="checkbox"/> SMART Board images <input type="checkbox"/> Laptops <input type="checkbox"/> Student Response <input type="checkbox"/> iPads <input type="checkbox"/> Other: