BLACKMON ROAD MIDDLE SCHOOL - 2018

6 th 7th and 8th Grades Visual Arts Weekly Lesson Plans (February 26 thru March 2, 2018) WEEK PERIODS 1st, 2nd, 4th 5th, 6th periods

Ms Daughety

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Day Standard(s) Essential	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.
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.
l 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 compositon	Sketching the chosen composition on paper	Sketching the chosen composition on paper
Opening	The teacher will:	The teacher will:	The teacher will:	The teacher will:	The teacher will:
*Focused Instruction	Give the students a worksheet to see the different shapes of flowers and ask them to replicate the unique shapes	Give the students a worksheet to see the different shapes of birds and ask them to replicate the unique shapes VIDEO ON DRAWING BIRDS	Give the students a worksheet to see the different shapes of birds and ask them to replicate the unique shapes VIDEO ON DRAWING BIRDS	Relate the work of artists to John J Audubon VIDEO ON DRAWING BIRDS	Relate the work of artists to John J Audubon VIDEO ON DRAWING BIRDS
Work Period	The learner will"	The learner will"	The learner will"	The learner will"	The learner will"
*Guided	Complete the work sheet	Draw birds step by step on	Draw birds step by step on	Draw birds step by step	Draw birds step by step on
Instruction *Independen	focus on what the painting means to them. Class	the board and students will practice the drawings. The	the board and students will practice the drawings. The	on the board and students will practice the drawings.	the board and students will practice the drawings. The
t Instruction	discussion will follow.	teacher will draw an example composition on the board.	teacher will draw an example composition on the board.	The teacher will draw an example composition on the board.	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	Extra credit work of a half	Extra credit work of a half	Extra credit work of a half	Extra credit work of a half or
nomework	or full page report on	or full page report on	or full page report on	or full page report on	full page report on Picasso,
	Picasso, VanGogh, O'keefe	Picasso, VanGogh, O'keefe	Picasso, VanGogh, O'keefe	Picasso, VanGogh, O'keefe	VanGogh, O'keefe or
	or Audubon.	or Audubon.	or Audubon.	or Audubon.	Audubon.
Resources	ART SCHOLASTIC	Painting from realistic	Painting from realistic	Painting from realistic	Painting from realistic images
	MAGAZINE	images and abstract	images and abstract	images and abstract	and abstract
Assessments	Formative	Formative	Formative	Formative	Formative
	By looking at and discussing	By looking at and discussing	By looking at and discussing	By looking at and	By looking at and discussing
	the works mentioned the	the works mentioned the	the works mentioned the	discussing the works	the works mentioned the
	students will have a better	students will have a better	students will have a better	mentioned the students	students will have a better
	understand of how artists	understand of how artists	understand of how artists	will have a better	understand of how artists
	use shape and form to tell	use shape and form to tell	use shape and form to tell	understand of how artists	use shape and form to tell
	create their composition	create their composition	create their composition	use shape and form to tell	create their composition
				create their composition	
	Summative	Summative	Summative	Summative	<u>Summative</u>
	What is: composition, What	What is: composition,	What is: composition,	What is: composition,	What is: composition, value,
	<u>is symbolism in art. What is</u>	value, space, overlapping,	value, space, overlapping,	value, space, overlapping,	space, overlapping, cool
	the story behind the work	cool colors, warm colors,	cool colors, warm colors,	cool colors, warm colors,	<u>colors, warm colors,</u>
	<u>studied</u>	proportion, balance, ONE	proportion, balance, ONE	proportion, balance, ONE	proportion, balance, ONE
		POINT PERSPECTIVE,	POINT PERSPECTIVE,	POINT PERSPECTIVE,	POINT PERSPECTIVE,
		MOVEMENT	MOVEMENT	MOVEMENT	<u>MOVEMENT</u>
Higher Order	What is style in the work of	The students will prepare	The students will prepare	The students will prepare	The students will prepare
Thinking	an artist	their work to be seen as	their work to be seen as	their work to be seen as	their work to be seen as their
Skills		their renderings of how ART	their renderings of how ART	their renderings of how	renderings of how ART
Evaluation		reflects life around us and	reflects life around us and	ART reflects life around us	reflects life around us and
Application		reflects what is happening	reflects what is happening	and reflects what is	reflects what is happening in
Comprehensi		in the world and pop	in the world and pop	happening in the world	the world and pop culture
on		culture	culture	and pop culture	
Differentiatio	The differentiated learner	The differentiated learner	The differentiated learner	The differentiated learner	The differentiated learner
n Strategy	will not be expected to	will not be expected to	will not be expected to	will not be expected to	will not be expected to
	complete a complicated	complete a complicated	complete a complicated	complete a complicated	complete a complicated
	composition. ADVANCED ART STUDENTS	composition.	composition.	composition.	composition.
		ADVANCED ART STUDENTS	ADVANCED ART STUDENTS	ADVANCED ART	ADVANCED ART STUDENTS
	(after classroom discussion	(after classroom discussion	(after classroom discussion	STUDENTS	(after classroom discussion
	on ART SCHOLASTIC	on ART SCHOLASTIC	on ART SCHOLASTIC	(after classroom	on ART SCHOLASTIC
	MAGAZINE) Are making PAPER MACHE hearts and	MAGAZINE) Are making	MAGAZINE) Are making	discussion on ART	MAGAZINE) Are making
		PAPER MACHE hearts and	PAPER MACHE hearts and	SCHOLASTIC MAGAZINE)	PAPER MACHE hearts and
	original sculptures and	original sculptures and	original sculptures and	Are making PAPER MACHE	original sculptures and
	putting them on display.	putting them on display.	putting them on display.	hearts and original	putting them on display.
				sculptures and putting	
				them on display.	

Grouping Strategy *Collaboratio n	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	🗆 <mark>Teacher</mark>	🗆 <mark>Teacher</mark>	🗆 <mark>Teacher</mark>	🗆 <mark>Teacher</mark>	🗆 <mark>Teacher</mark>
Technology	🗆 Student	□ Student	🗆 Student	🗆 Student	□ Student
Type of	SMART Board images	SMART Board images	SMART Board images	SMART Board images	SMART Board images
Technology	Laptops	Laptops	Laptops	🗆 Laptops	Laptops
	Student Response	Student Response	Student Response	Student Response	Student Response
	🗆 iPads	🗆 iPads	🗌 iPads	🗆 iPads	🗆 iPads
	\Box Other:	\Box Other:	\Box Other:	\Box Other:	🗆 Other: