

# BLACKMON ROAD MIDDLE SCHOOL - 2018

6<sup>th</sup> and 7<sup>th</sup> and 8th Grades Visual Arts Weekly Lesson Plans (February 5-9, 2018)

Ms Daughety

WEEK PERIODS 4<sup>th</sup> and 5<sup>th</sup> Periods

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	<b>VA8.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</b>	<b>VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.</b>	<b>VA6.CR.1 Visualize and generate ideas for creating works of art.</b>	<b>VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</b>	<b>VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</b>
Essential Question	Using the ART SCHOLASTIC MAGAZINE – How can I understand more fully how to, “READ A PAINTING?” Table group discussion encouraged.	Using the ART SCHOLASTIC MAGAZINE – PP 8-9 How can I look at the work of art and write my own thoughts	For BLACK HISTORY MONTH, How can I make a personal work of art about how society has changed as I see it.	For BLACK HISTORY MONTH, How can I make a personal work of art about how society has changed as I see it.	For BLACK HISTORY MONTH, How can I make a personal work of art about how society has changed as I see it.
I can	Read pages 5-11 and focus on the COMPARISON CONTRAST work of Van Dyke and Wiley and how Wiley brought art from history into today.	Read pages 8-9 and focus on how the painting from 1500 has good composition, and portrayed history of the day just as Wiley brought art from history into today and today's society.	Create a work of art about Black History. Phone research allowed. Outside class research encouraged. Work about black history done in other disciplines encouraged. Cubism or stylized art learned from PICASSO allowed.	Create a work of art about Black History. Phone research allowed. Outside class research encouraged. Work about black history done in other disciplines encouraged. Cubism or stylized art learned from PICASSO allowed.	Create a work of art about Black History. Phone research allowed. Outside class research encouraged. Work about black history done in other disciplines encouraged. Cubism or stylized art learned from PICASSO allowed.
Warm Up	Look at the entire magazine and see what articles interest you	Art Scholastic Magazine	Practice sheet and sketch book	Practice sheet and sketch book	Practice sheet and sketch book
Opening *Focused Instruction	<b>The teacher will:</b> Give the students a worksheet to read the painting by Wiley.	<b>The teacher will:</b> Show slides one the other works of Wiley. Contemporary AFRICAN AMERICAN painter	<b>The teacher will:</b> Show slides one the other works of Wiley. Contemporary AFRICAN AMERICAN painter. And other middle school art.	<b>The teacher will:</b> Help students with individual guidance at their work areas.	<b>The teacher will:</b> Help students with individual guidance at their work areas.
Work Period	<b>The learner will”</b>	<b>The learner will”</b>	<b>The learner will”</b>	<b>The learner will”</b>	<b>The learner will”</b>

<b>*Guided Instruction</b> <b>*Independent Instruction</b>	Answer questions 1-10 on the work sheet and focus on what the painting means to them. Class discussion will follow.	Answer questions on pp 8-9 on in the MAGAZINE and focus on what the painting means to them. Class discussion will follow.	<b>Draw their own image and discuss as a group using oil pastel, chalk pastel and marker</b>	<b>Draw their own image and discuss as a group using oil pastel, chalk pastel and marker</b>	<b>Draw their own image and discuss as a group using oil pastel, chalk pastel and marker</b>
<b>Closing</b>	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup
<b>Homework</b>	Extra Credit on a work by Picasso	Extra Credit on a work by Picasso	Extra Credit on a work by Picasso	Extra Credit on a work by Picasso	Extra Credit on a work by Picasso
<b>Resources</b>	ART SCHOLASTIC MAGAZINE	ART SCHOLASTIC MAGAZINE	Painting from realistic images and abstract	Painting from realistic images and abstract	Painting from realistic images and abstract
<b>Assessments (List them below each heading)</b>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> <u>By looking at and discussing the works mentioned the students will have a better understand of how FREEDOMS HAVE CHANGED IN SOCIETY</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>
<b>Higher Order Thinking Skills Evaluation Application Comprehension</b>	How has history changed art? How has Art changed history. THIS IS BLACK HISTORY MONTH.	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
<b>Differentiation Strategy</b>	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE)	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS (after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and

	original sculptures on the porch.	original sculptures on the porch.	original sculptures on the porch.	Are making PAPER MACHE hearts and original sculptures on the porch.	original sculptures on the porch.
<b>Grouping Strategy</b> <b>*Collaboration</b>	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
<b>Use of Technology</b>	<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
<b>Type of Technology</b>	<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: