

BLACKMON ROAD MIDDLE SCHOOL - 2018

6th and 7th Grades Visual Arts Weekly Lesson Plans (February 5-9, 2018)

Ms Daughety

WEEK PERIODS 1st, 2nd, 6th

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world. VA7.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.	VA6.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.	VA6.CR.1 Visualize and generate ideas for creating works of art.	VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.	VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.
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. “I HAVE A DREAM” Cloud mobile	For BLACK HISTORY MONTH, How can I make a personal work of art about how society has changed as I see it. “I HAVE A DREAM” Cloud mobile	For BLACK HISTORY MONTH, How can I make a personal work of art about how society has changed as I see it. “I HAVE A DREAM” Cloud mobile
I can	Read pages 5-11 and focus on the COMPARISON CONTRAST work of VanGogh and Georgia O’keeffe on page 5. Write a summation of your intrepertation	Read pages 5 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 todays society.	Create a work of art about Black History. SHARE MY DREAM and put 6 dreams on a mobile to hang for BLACK HISTORY MONTH. MLK emphasis.	Create a work of art about Black History. SHARE MY DREAM and put 6 dreams on a mobile to hang for BLACK HISTORY MONTH. MLK emphasis.	Create a work of art about Black History. SHARE MY DREAM and put 6 dreams on a mobile to hang for BLACK HISTORY MONTH. MLK emphasis. 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	The teacher will: Art Scholastic Magazine	The teacher will: Show slides one the other works of Wiley.	The teacher will: Demonstrate to the students about how to	The teacher will: Demonstrate to the students about how to	The teacher will: Demonstrate to the students about how to make a cloud mobile about their dreams.

		Contemporary AFRICAN AMERICAN painter	make a cloud mobile about their dreams.	make a cloud mobile about their dreams.	
Work Period *Guided Instruction *Independent Instruction	The learner will" Answer questions 1-10 on the work sheet and focus on what the painting means to them. Class discussion will follow.	The learner will" Answer questions on pp 8-9 on in the MAGAZINE and focus on what the painting means to them. Class discussion will follow.	The learner will" Draw their own image and discuss as a group using oil pastel, chalk pastel and marker	The learner will" Draw their own image and discuss as a group using oil pastel, chalk pastel and marker	The learner will" Draw their own image and discuss as a group using oil pastel, chalk pastel and marker
Closing	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup	Review and cleanup
Homework	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
Resources	ART SCHOLASTIC MAGAZINE	ART SCHOLASTIC MAGAZINE	Painting from realistic images and abstract	Painting from realistic images and abstract	Painting from realistic images and abstract
Assessments (List them below each heading)	<u>Formative</u> By looking at and discussing the works mentioned the students will have a better understand of how <u>FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> By looking at and discussing the works mentioned the students will have a better understand of how <u>FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> By looking at and discussing the works mentioned the students will have a better understand of how <u>FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> By looking at and discussing the works mentioned the students will have a better understand of how <u>FREEDOMS HAVE CHANGED IN SOCIETY</u>	<u>Formative</u> By looking at and discussing the works mentioned the students will have a better understand of how <u>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>
Higher Order Thinking Skills Evaluation Application Comprehension	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
Differentiation Strategy	The differentiated learner will not be expected to write as much on their work sheet. ADVANCED ART STUDENTS	The differentiated learner will not be expected to write as much on their work sheet. Sixth Period STUDENTS	The differentiated learner will not be expected to write as much on their work sheet. Sixth period STUDENTS	The differentiated learner will not be expected to write as much on their work sheet. Sixth period	The differentiated learner will not be expected to write as much on their work sheet. Sixth Period STUDENTS (after classroom discussion on ART SCHOLASTIC

	(after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures on the porch.	(after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures on the porch.	(after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures on the porch.	(after classroom discussion on ART SCHOLASTIC MAGAZINE) Are making PAPER MACHE hearts and original sculptures on the porch.	MAGAZINE) Are making PAPER MACHE hearts and original sculptures on the porch.
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: