**edTPA Monochromatic Paintings - Level 5 Lesson Plan**

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| **Central Focus**  | Grid Drawing and Monochromatic Painting - Mask Selfie Edition |
| **Grade Level** | 10-12 |
| **Class Size** | 17 |
| **Time** | 11:39-1:05 |
| **Class Demographics** | Mendota High School - Mendota, IL |

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| **National Core Arts Standards Addressed** |
| **VA:Cr3.1.IIa** - Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.**VA:Cr1.2.IIa** - Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.**VA:Re.7.2.IIa** - Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.**VA:Pr4.1.IIa** - Analyze, select, and critique personal artwork for a collection or portfolio presentation. |

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| **Common Core State Standards Addressed** |
| **CCSS.ELA-Literacy.W.9-10.1.e** - Provide a concluding statement or section that follows from and supports the argument presented. **CCSS.ELA-Literacy.SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  |

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| **UNIT OVERVIEW** |
| Students will explore the topic of color theory and from this create a Covid-19, mask wearing, monochromatic self portrait painting that starts from a large scale graph drawing.  |

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| **SPECIAL PRE-INSTRUCTION PREPARATIONS** |
| * Bring in a picture of yourself wearing your mask. Make sure the picture is in good quality lighting and is not blurry. The picture should be no more than your shoulders up.
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| **ARTISTIC PRACTICE** |
| **Forms** | 2D | 3D | 4D |
| **Frames** | Cultural | Subjective | Structural | Postmodern |
| **Conceptual Framework** | Artwork | Artist | Audience | World |

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| **Artmaking (60%)** | **Critical/Historical Study Activities (40%)** |
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| **Student Prior Knowledge and Conceptions** |
| * Awareness of color families and basic color theory fundamentals (learned in prerequisite class, Art 1)
* Basic paint mixing and brush handling experience
* Background on Covid-19 and health requirements
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| **Common Errors or Misunderstandings** |
| * A possible common error or misunderstanding for students is not drawing the grid one square at a time and trying to use the grid as just a simple guide. If this happens, I will explain to students how the whole drawing can seem extremely overwhelming and drawing it one square at a time will not only seem less daunting, but more than likely will be more accurate.
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| **Interdisciplinary Connections** |
| * Health Sciences - Wearing your mask and relation to the COVID-19 Pandemic
* Science - color mixing
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| **UNIT LEARNING OBJECTIVES** |
| ***As a result of this lesson, students will be able to:*** |
| 1. Using acrylic paints, students will learn how to tint and shade color to create a monochromatic painting of themselves with their mask on black canvas (VA:Cr1.2.IIa)
2. Students will participate in a mid-way critique with a small group of students to discuss their artwork and plan revisions if necessary (VA:Cr3.1.IIa)
3. In an artist statement, students will reflect on their artwork, answering the given prompts in full sentences to share with artwork viewers (VA:Re.7.2.IIa)
4. For their Painting and Advanced Painting Portfolio, students will take high quality photos of their artwork to their artistic progress through the semester (VA:Pr4.1.IIa)
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| **THEORETICAL PRINCIPLES AND/OR RESEARCH-BASED BEST PRACTICES** |
| Why are the learning tasks for this lesson appropriate for your students? (Cite specific, theoretical principles and/or research-based best practices in your answer.) | Psychologist Lev Vygotsky theory on Zone of Proximal Development“Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.To assist a person to move through the zone of proximal development, educators are encouraged to focus on three important components which aid the learning process:* The presence of someone with knowledge and skills beyond that of the learner (a more knowledgeable other).
* Social interactions with a skillful tutor that allow the learner to observe and practice their skills.
* Scaffolding, or supportive activities provided by the educator, or more competent peer, to support the student as he or she is led through the ZPD”

Mcleod, S. (n.d.). The Zone of Proximal Development and Scaffolding. Retrieved September 09, 2020, from https://www.simplypsychology.org/Zone-of-Proximal-Development.html |

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| **STUDENT INTERACTIONS** |
| How will you structure opportunities for students to work with partners or in groups? | * Student interaction will be limited due to this lesson being taught amid Covid-19 however, I plan to have students interact in a small group for a mid-way critique.
 |
| What criteria will you use when forming groups? | * Due to Covid-19 and limiting interaction between students they don’t already sit by, small groups will be made with the three students closest to each other on the seating chart. The amount of time students can sit near each other will also be limited.
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| **TEACHER MATERIALS** |
| * Acrylic Paint in individual cups
* Black canvas board for each student - 12x18
 | * Google form for formative assessment
* Rubric for Summative Assessment
* Powerpoint Presentation materials
* Grid PNG
* Artist Statement Prompts on Google Word
* Screencastify of computer screen
* Portfolio Google Slide for students to turn in
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| **STUDENT MATERIALS** |
| * Acrylic Paint in individual cups - keep in the classroom
* Paintbrushes in a variety of sizes
* Throw away paint pallets
* “Practice” canvas
* Black Canvas
 | * Chromebook
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| **ARTISTS IN CONTEXT** |
| **Key Artists**  | Pablo Picasso, Claude Monet, Emily Weil |
| **Key Artworks** | Claude Monet, Rouen Cathedral in the Fog, 1894Claude Monet, Morning on the Seine, 1897“The Tragedy” • Pablo Picasso • 1903 |
| **Key Critical Questions** | 1. How does the color choice in each painting affect your mood?
2. How would these artworks look and feel differently if they were made digitally?
3. How would the overall look and feel of the painting be affected if you added in a complementary monochromatic color scheme?
4. Since we are doing a Covid-19 related painting, how will this reflect the final outcome of your piece?
5. How would your self portrait turn out differently if we weren’t using the grid to guide our drawing?
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| **VOCABULARY AND LANGUAGE ACQUISITION** |
| **Vocabulary** | **Hue:** the name of a color **Value:** the lightness or darkness of a color **Intensity/Chroma:** the boldness or neutrality of a color **Primary Color:** a color that cannot be created by mixing **Secondary Color:** a color that is created by mixing two primary colors **Tertiary Color:** a color that is created by mixing a primary and a secondary color **Analogous Colors:** grouping of three colors directly next to each other with the dominant hue being either a primary or secondary **Complementary Colors:** a pairing of hues directly across from each other on the color wheel, mixing complementary colors neutralizes the intensity of the hues **Monochromatic:** color scheme derived from a single base hue **Acrylic:** fast drying paint that is suspended in acrylic polymer emulsion **Line drawing:** a drawing done in only lines, usually thin lines **Composition:** a work of art **Figure:** indicates the representation of a human being. It can also have a much more general meaning of an element—abstract or not—which distinguishes itself from those by which it is surrounded.  |
| **Discipline Specific (Syntax)** | **Academic** |
| * Vocabulary listed above is all disciple specific
 | * Covid-19 Pandemic
* Mask
 |
| **Language Functions** | analyze, critique, describe |
| **Language Modes** | **Reading** | **Writing** | **Listening** | **Speaking** |
|  | * If a student is behind or at home quarantining they will need to read the directions posted in google classroom
 | * Formative Assessment given after intro presentation
* Artist Statement written at the end of art making
 | * Intro and artist slideshows
* Painting Demos
 | * Mid-way critique
* Intro discussion
 |
| **Language Demands** | Syntax | Discourse |
| **Language Tasks and Activities** | 1. Mid-way critique - mid way through both the drawing and the painting process, students will gather in a small group of two to discuss the given prompts and present each other with their paintings so far
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| **Language Supports** | 1. Handouts on Google Classroom - Color Theory and examples given
2. Demonstration Videos
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| **ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS** |
| **Students with IEPs or 504s** | 1 student has an IEP |
| **Adaptations and Accommodations** |
| * Extra time allotment to turn in assignments
* One-on-one teacher instruction
 |
| **Enrichment and Extensions** |
| * Advanced Painting students will do a complementary monochromatic painting where their mask will be the complementary color to the rest of their painting. They will paint a design onto their mask in this complementary color scheme.
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| **Activity for Early Finishers** |
| * Early finishers can either start a second painting, subject of their choice, or start creating a series to accompany this painting
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| **OBJECTIVE-DRIVEN ASSESSMENTS**Describe the tools/procedures that will be used in this unit to monitor students’ learning of the lesson objectives. Attach/paste a copy of the assessment and evaluation criteria/rubric at the end of the lesson where the assessment will take place. |

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| **Objective #** | **Informal of Formal** | **Description of Assessment** | **Modifications to Accommodate All Students** | **Evaluation Criteria: What evidence of student learning related to the learning objectives and central focus does this assessment provide** |
| #2 | Informal | Students will participate in a mid-way critique with a small group of students to discuss their artwork and plan revisions if necessary (VA:Cr3.1.IIa) | If needed, students can have a one on one critique with me, the teacher, at a later date if needed | From this critique, students will be able to go back to their artwork and make any revisions they or their critiquing peers suggest are necessary |
| #3 | Formal | In an artist statement, students will reflect on their artwork, answering the given prompts in full sentences to share with artwork viewers (VA:Re.7.2.IIa) | If needed, students will be aloud to use FlipGrid to talk about their Artist Statement and answer the given prompts rather than writing out their answers | Students will be able to evaluate and reflect on their artwork |

**REFERENCES** |
| * Mcleod, S. (n.d.). The Zone of Proximal Development and Scaffolding.
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*\* Developed and written by* ***(Kylie Clary)****, Art Education, Illinois State University, 2020 \**

**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 1**

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| **Launch** | **Instruction Methods** |
| * Set Induction - Monochromatic Paintings and what we will be creating
 | * Give a brief introduction from teacher and show examples of what we will be creating
 |
| **Instruction** | **Instruction Methods** |
| * Review Google Slides Basic Color Theory
	+ Fill out Google form along with the presentation or at the end of class
	+ Link to Google From - https://docs.google.com/forms/d/19TkjBMZOoQKcLv6MEzE42T3gMPg6l6gjeUQ9BRvDbJ4/prefill
	+ Tint
	+ Shade
	+ Monochromatic
	+ Complimentary (advanced)
	+ Photopea
	+ Grid Drawing
	+ Jpeg
* Show and discuss Picasso’s Blue and Red period, show and discuss monochromatic work from Claude Monet and Emily Weil
	+ Who is familiar with these artists or this artwork - where
	+ What mood are these images giving to the audience based on the color choices
* Each student should be bringing in a Covid-19 mask selfie
* Demo on screen how to manipulate photo in photopea - screencastify video posted in google classroom - students work along with me
	+ Control a - control c
	+ Control i - invert the grid
* Once students have their gradient jpg with a graph over top, this will be their reference photo
* Each student gets one piece of black 12x18 canvas
* With a ruler, draw a 1 inch x 1 inch grid over entire canvas with a white pencil
* Students can start drawing their portrait if time allows
 | * Discussion about color theory and the examples being shown
* Demo and follow along
 |
| **Structured Practice and Application** |
| How will you give students the opportunity to practice so you can provide feedback? | * I will provide students daily verbal feedback during work time. Since we are not allowed to handle students' artwork I will not be able to give written feedback onto their artwork directly.
 |
| How will students apply what they have learned? | * Students will follow along with my demonstration of Photopea and directly implement it on their photos
 |
| How will you determine if students are meeting your intended learning objectives? | * I will be able to see how a student is achieving our learning objectives during individual work time and whether or not they are on their way to achieving certain sections of our grading rubric
 |
| **Closure** | **Instruction Methods** |
| * Closure: If not finished filling out google form, finish and turn in (need to finish today so that I can get paint ready for distribution for the next class period)
 | * Individually and independently fill out google form
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**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 2**

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| **Launch** | **Instruction Methods** |
| * Review of our project - show examples as a reminder
 | * Brief introduction from teacher
 |
| **Instruction** | **Instruction Methods** |
| * Demonstrate under doc cam how to blend acrylic paint using a monochromatic color scheme in a circle - use practice canvas (each student should have one practice canvas
	+ Paint a base layer and let dry before working on blending
* Distribute individual paint cups to each student (already have these ready)
* After my demo, each student should trace or draw 2-3 circles onto their practice canvas and practice blending their paints (monochromatic color scheme)
	+ Walk around giving feedback to every student
	+ If student needs to do more than 3 circles that is fine
* Once circle practice is complete, students can continue to work on their grid drawings
 | * Demo and then individual work time with verbal feedback
 |
| **Structured Practice and Application** |
| How will you give students the opportunity to practice so you can provide feedback? | * Individual practice blending their paints after watching me demo doing it under the doc cam - I will walk around giving each student verbal feedback on their paint blending
 |
| How will students apply what they have learned? | * Students will listen and watch to the demo I am giving at the beginning of class and then take what they have learned and practice paint blending on their own
 |
| How will you determine if students are meeting your intended learning objectives? | * I will walk around the room during work time to make sure every student is understanding how to blend paints and assist if they are having trouble
 |
| **Closure** | **Instruction Methods** |
| * Exit Ticket - fill this out before you leave class on day 2
 | * Go over the exit ticket and give kids about 2 minutes to complete it
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**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 3-5**

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| **Launch** | **Instruction Methods** |
| * Check for whole group understanding from the last class periods
 | * Brief introduction from the teacher
 |
| **Instruction** | **Instruction Methods** |
| * Continue sketching
	+ Reminder to students to only follow the grid when sketching
	+ If any students are trying to bypass the grid - remind them why we are using it and why it is beneficial
* Explain to Advanced students that their extension will be to add a pattern over top of their mask and paint it in a complementary monochromatic color scheme
* At the end of day 5, students will pair up with the person sitting next to them for a mid-way critique - teacher will walk around the room and check in with each pair of students
	+ 1. Discuss how painting over the grid is going for each student
	+ 2. How will the color choice in each painting affect your mood?
	+ 3. How are you going to approach starting the painting of this
 | * Individual work time
* Individual one-on-one feedback
* Mid-way critique with peer sitting next to them
 |
| **Structured Practice and Application** |
| How will you give students the opportunity to practice so you can provide feedback? | * Students will continue to have individual work time throughout all three of these classes. Every class period I will be available for feedback and one-on-one help.
 |
| How will students apply what they have learned? | * Students will directly be applying what they have learned on these days by working on their grid drawing
 |
| How will you determine if students are meeting your intended learning objectives? | * Students will have access through Google Classroom to the unit rubric. It is the students responsibility to review this to see how and what they are being graded on.
 |
| **Closure** | **Instruction Methods** |
| * Exit ticket - how is your drawing coming and are you encountering any difficulties
 | * Individual work time
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**INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY / LESSON 6-10**

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| **Launch** | **Instruction Methods** |
| * Check for whole group understanding from the last class periods
* Show past examples - really looking at the painting portion of these projects
 | * Brief introduction from the teacher
 |
| **Instruction** | **Instruction Methods** |
| * When finished sketching and creating the grid students can start painting
	+ Reminder to only follow the grid when sketching, and to ignore the grid when painting
	+ Students can work in small sections at a time or large
* Work time on painting
* Reminder to Advanced students that their extension will be to paint the pattern on their mask in the complimentary color to what the rest of their painting is
* At the end of day 7, students will pair up with the person sitting next to them for a mid-way critique
	+ What is your goal with this painting
	+ How are you approaching the painting of this?
	+ Where are you leaving off today
* When finished with painting, take a quality photo and upload to their online portfolio
* Refer to the prompts posted on Google Classroom and write their Artist Statement
 | * Individual work time
* Individual one-on-one feedback
* Mid-way critique with peer sitting next to them
 |
| **Structured Practice and Application** |
| How will you give students the opportunity to practice so you can provide feedback? | * Students will continue to have individual work time throughout all three of these classes. Every class period I will be available for feedback and one-on-one help.
 |
| How will students apply what they have learned? | * Students will directly be applying what they have learned on these days by working on their final painting.
 |
| How will you determine if students are meeting your intended learning objectives? | * Students will have access through Google Classroom to the unit rubric. It is the students responsibility to review this to see how and what they are being graded on. I will also have them write an Artist Statement at the end of the unit. This will be used to assess them and have them reflect upon their own artwork.
 |
| **Closure** | **Instruction Methods** |
| * Exit ticket - how is your drawing coming and are you encountering any difficulties
* Refer to the prompts posted on Google Classroom and write their Artist Statement
 | * Individual work time
 |