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| **Enduring Understanding (s):**  Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal. |
| * Create a water color painting with tape to demonstrate the knowledge of positive and negative space through an abstract piece. |

Lesson \_\_\_Positive and Negative Space- Abstract Watercolor Length:\_\_\_\_\_1 hour

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| **Pre-Assessment:**  ***This will need to be done prior to teaching your lesson.*** Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge. |
| * Not applicable |

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| **Performance:**  **What will students accomplish as a result of this lesson?** This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic) |
| • After an online tutorial, students will be able to complete 1 watercolor using an abstract approach  • After the online tutorial, students will be able to define positive and negative space in their artwork |

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| **Concepts:**  List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.** |
| Positive space  Negative space  Watercolor  Abstract  Movement  Line  Shape |

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| **Standards: (All lessons should address all standards.)**  1. Observe and Learn to **Comprehend**  2.Envision and Critique to **Reflect**  3. Invent and Discover to **Create**  4. Relate and Connect to **Transfer** |

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| **Objectives/Outcomes/Learning Targets:**  Objectives **describe a learning experience** with a **condition → behavior (measurable) → criterion.** Aligned to: Bloom’s – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom’s: \_\_\_\_\_ - Standard: \_\_\_\_\_ - GLE: \_\_\_\_\_ -Art learning: \_\_\_\_\_ -Numeracy, Literacy, and/or Technology) |
| * Students will learn and know what positive, negative through definitions given throughout the video. (Bloom’s-Understand; Standards: Comprehend; GLE:1; Art Learning: contemporary art; Literacy: Using art vocabulary) * Students will experiment with watercolor paint and tape to create positive and negative space on their paper. (Bloom’s- Creating; Standard: Create; GLE:2; Art Learning: Materials) * Students will know how to use YouTube as a resource to access the learning video (Bloom’s- Creating and Applying; Standard: Create & Transfer; GLE: 2&3; Art Learning: Image Transfer; Technology: Using YouTube as a Resource ) |

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| **Differentiation:**  Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives**. |

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| **Differentiation:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students can choose the materials they wish to use if they done have watercolors at home. They can use found objects as well to create positive and negative space. | All students will create an abstract piece of art no matter what materials used. Has to be non figurative |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students who want to go above and beyond can use the techniques shown in the video to add detail to their work  . | Students will also be encouraged to add detail to their works of art |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson |
| Vocabulary:  Positive space  Negative space  Watercolor  Abstract  Movement  Line  Shape  Lifting  Adding  Balance  Rhythm |

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| **Materials:**  Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.** |
| * Sketchbook and pencil * Sharpies * Colored pencils * Crayons * 8.5 in X 11 in Paper for books * Found objects/strings/thicker paper/slide films/tracing paper * Magazines * Scissors * Glue * Digital software- Ipads * Staples * 16x20 inch paper for comics * Thought bubble templates for tracing |

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| Resources:List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format. |
| YouTube Video:  <https://www.youtube.com/watch?v=bxRw2DJC8j4>  Instagram:  @Arrowhead\_specials |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Set up camera * Watercolor materials and tape * We Video editor |

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| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| N/A |

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| **Action to** **motivate/Inquiry Questions:**  Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc. |
| Show students an example of me creating the work of art  Show an example of positive and negative space with my mug first as an example |

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| **Ideation/Inquiry:**  Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract.List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork. |
| This abstract project is about the process. Students will be asked to cut out shapes/ lines with their tape. When they start to create, all they need to do us just put color down on their paper to cover up the entire paper. The end result will revail itself in the end and students can use what was already made to enhance their pieces. |

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| **Student reflective/inquiry activity:**  Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.) |
| * N/A |

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| **Post-Assessment (teacher-centered/objectives as questions):**  Have students achieved the objectives and grade level expectations specified in your lesson plan? | **Post-Assessment Instrument:**  How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc. |
| * NA | NA |