Lesson Plan Title:Spirit Animals Length:Two Days

**Note:** Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know *and* what they willneed to know to be successful.

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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. |
| Define self portrait  Define perception |

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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) |
| The NSSA, or National Society of Spirit Animals is looking for original images of spirit animals from around the country. You have decided that you would like to send them a piece of artwork that communicates who you are through your spirit animal. They have so guidelines they would like you to follow while creating your image. It must be original and personal to you and there needs to be a foreground, middle ground, and background. Since you have been practicing your digital drawing skills you have decided that you want to do your entire spirit animal image digitally! Time to get started! |

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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.** |
| Composition  Techniques-Photoshop  Symbol  Fore ground, middle ground, background  Composition |

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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. **Align Standards, Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs) to Enduring Understandings.** |
| Understanding of Photoshop techniques and the use of a spirit animal as a symbol for a self portrait.  Symbolism plays a role in the way images are viewed and perceived. |

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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) |
| 1. After watching Youtube tutorial videos, students will be able to verbally communicate what they found interesting about using Phootshop as a tool to draw digitally. 2. Using Adobe Photoshop, students will be able to digitally draw an image of a spirit animal that communicates personal qualities. 3. After a class discussion about foreground, middle ground, and backgrounds, students will be able to create an environment for their spirit animal that is either natural to the animal or personal to the student. 4. Using worksheets, students will be able to verbally communicate and describe characteristics from their spirit animal descriptions that best applied to them, 5. During a gallery walk, students will be able to verbally communicate ways that they perceive their peers spirit animals. |

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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) |
| Multiple worksheets provided to allow for multiple forms of ideation | Students will be able to choose if they want to use one of the spirit animals given to them by the quizzes or if they would rather use an animal of their choice |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Students can create a story about what their spirit animal is doing in its environment | Students can create more than one image  Students can show classmates the process they used to create their image |

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| **Literacy:**  List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.** |
| Layers  Blurring  Erasing Tool  Paint Brush tool  Paint bucket tool  Background  Middle Ground  Foreground  Composition |

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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.** |
| Photoshop  Computer Lab  Spirit Animal quiz results  Worksheets |

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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.** |
| TUTORIAL VIDEOS  <https://youtu.be/JzoNHJThIkQ>  <https://youtu.be/Y6ggxyPAqts>  <https://youtu.be/V-6uWMFUlRE>  QUIZZES  <http://www.spiritanimal.info/spirit-animal-quiz/>  <http://www.quotev.com/quiz/3935952/What-is-your-animal-totem/>  WORKSHEETS  (Add scans) |

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| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| Practice using Photoshop  Get into lab and make sure we know how to set up projector  Have a reference guide for students to look at |

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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.** |
| Be sure to not have open containers of liquid around the computers. |

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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. |
| What was your spirit animal?  How does it connect to you?  Did you agree with what the quiz said? Why or why not?  How can an environment change the feeling of an image? |

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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. |
| Verbally discuss their ideas and thinking  Provide worksheets to help them come up with ideas |

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| **Instruction:**  Give a detailed account **(in bulleted form)** of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience |

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| Day 1 | **Instruction** - The teacher will... (Be **specific** about what concepts, information, understandings, etc. will be taught.) **Identify instructional methodology. KNOW (Content) and DO (Skill)**   1. Introduce lesson with having students watch 3 tutorial videos and take at least two spirit animal quizzes for homework | **Learning** - Students will... i.e.: explore ideation by making connections,  comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be **specific** about what will be the **intended result** of the instruction as it relates to learning.) **UNDERSTAND**   1. Listening Critically | **Time** |
| Day 2 | 1. Begin class with a discussion about what students learned from the tutorial videos they watched for homework. What was something you didn’t know before? What was something you found interesting?    1. Talk about spirit animals that students got. Do you think they accurately describe you? Why or Why not? 2. Move to Computer lab. Students will be given the opportunity to explore the tools that Photoshop offers. 3. Come back together as a class and discuss findings and how tools are used and why they might be useful to have. 4. Introduce spirit animal lesson.    1. Going to be spending the rest of this class and all of next class creating spirit animals that are personal to us. Spirit animals can be used as a self-portrait or way to introduce yourselves to others    2. Find a couple different pictures of your spirit animal online and in one of three ways through Photoshop       1. Find one black and white, one in color, or one sketch       2. We will be using the erasing tool, paint brush tool, paint bucket tool, and layers. We will also be talking about opacity. The bending tool will also be used 5. Demo on how to use the erasing tool, paint brush tool, paint bucket tool. and layers. Students will be following along and trying out these tools during the demo.    1. During this demo there will be examples of process with black and white, color, and sketching own images 6. Students will be given the rest of the class period to work on their spirit animal images | 1. Practicing Socratic discussion: Clarifying and questioning beliefs, theories, or perspectives 2. Exercising fair-mindedness 3. reasoning dialogically: comparing perspectives, interpretations, or theories 4. Listening critically: the art of silent dialogue 5. Analyzing or evaluating actions 6. Thinking independently | 1. 5:00 2. 5:20 3. 5:40 4. 6:00 5. 6:10 6. 6:50-7:50 |
| Day 3 | 1. Have students meet in computer lab.  Begin class with a discussion about what will be expected from students during class.    1. “I can make a digital drawing with my spirit animal in a composition.”    2. Discussion about Background, middle ground, foreground.    3. Composition and why it is important in images       1. During discussion, students who give answers will draw body part onto an animal body. 2. Have students work on and finish spirit animals. 3. Before students begin work on their backgrounds, they will be given worksheets to help them come up with ideas for what kind of environment they want their animal to be in. 4. Students will be given time to create a composition to reflect the environment that their spirit animal would live in. It could be the natural environment of the animal or an environment that is personal to them.    1. Remember to include a background, middle ground, and foreground. 5. After 45 minutes of work time there will be a check in to see if students need more time to finish their environments.    1. If students need more time they will be able to work for up to 20 more minutes.    2. If the majority of students are finished there will be a group activity. Brain game where students do a sound and a movement that relates to their animal. Students will stand in a circle and as we move from student to student around the circle they must remember and repeat all of the sounds and movements from the classmates who went before them       1. if students are able to make it all the way around the circle there will be a reward next class. 6. After students finish their backgrounds and spirit animals, we will have a gallery walk to allow students to see what their classmates came up with. Students will have a piece of paper by their image to allow for their peers to write down if they think their spirit animals would get along, and why or why not.    1. Worksheet will be provided for students to fill out as they walk around to their peers images.       1. Based on artistic decisions, which animal is the most playful? Which animal is the most fierce? Which animal seems to be wise? Which animal looks strong? Etc. 7. After the gallery have students save their images to the teachers flash drive. Images will be printed off and returned to students the following class. 8. Allow other group to introduce their lesson for next week. | 1. Developing criteria for evaluation: clarifying values and standards 2. Developing intellectual perseverance 3. Thinking precisely about thinking: using critical vocabulary 4. Thinking independently; Generating or assessing solutions 5. Analyzing or evaluating actions 6. Noting similarities and differences; refining generalizations; Making plausible inferences,or interpretations 7. Developing good faith or integrity 8. Developing intellectual perseverance | 1. 5:00 2. 5:15/5:20 3. 5:45 4. 6:00 5. 6:45 6. 7:05 7. 7:45 |

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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.) |
| Class discussion at the end of first class about what worked well and what didn’t work well. What would help them in future lessons? What do they need to be more successful?  Gallery walk/Filling out worksheet provided. Students will discuss why they picked they spirit animal picture they did in regards to each of the questions in the worksheet |

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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. |
| 1. After watching Youtube tutorial videos,were students able to verbally communicate what they found interesting about using Photoshop as a tool to draw digitally. 2. Using Adobe Photoshop, were students able to digitally draw an image of a spirit animal that communicates personal qualities. 3. After a class discussion about foreground, middle ground, and backgrounds, were students able to create an environment for their spirit animal that is either natural to the animal or personal to the student. 4. Using worksheets, were students able to verbally communicate and describe characteristics from their spirit animal descriptions that best applied to them, 5. During a gallery walk, were students able to verbally communicate ways that they perceive their peers spirit animals. | See last page. |

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| **Self-Reflection:**  ***After the lesson is concluded*** write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3)What do you envision for the next lesson? (Continued practice, reteach content, etc.) |
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**Appendix:** Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey

**Digital Drawing Rubric**

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| **Criteria** | Exceeds Proficiency  4 | Proficient  3 | Working Proficient  2 | Not Proficient  1 | Assessment |
| Understanding of Photoshop | Was able to use Photoshop with great ease almost seemed to be at one with all tools and their uses. Had enough understanding to help others to use Photoshop as well. | Was able to use Photoshop and had few questions was fairly confident in using the program. They had used the tools effectively in Photoshop. | Attempted to use Photoshop and had some success, by using the tools within the program. | Did not even try to use Photoshop. |  |
| Generating Ideas | Used photos as mere reference without relying too much upon images they, used Photoshop as an extension of themselves with the greatest of ease. | Used photos as reference for their art making and was able to use Photoshop with fair success. | Had pictures and attempted to use them as templates for their art making. | Had no pictures or even tried to do so. |  |
| Artist Reflection | Student made sure to be heard and had well thought out and deep thoughts about what they did and how they could improve, along with what they took away from the experience. | Student made sure to have their voice heard in several moments within the group discussion. | Had some comments in reflection. | Didn’t partake in reflection. |  |