

EdTPA Task 1 Part B: Lesson Plans for Learning Segment

Teacher Candidate: Thomas Turner

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UNIT GENERAL INFORMATION:

ART COURSE TITLE	Applied Arts (previously known as Design 1)
GRADE LEVEL	Mixed Grade; 9 th - 12 th Grade
LENGTH OF CLASS (minutes)	90
NUMBER OF CLASSES	5

Unit Title, National Core Art Standards, Enduring Understandings and Essential Questions:

UNIT TITLE: Seamless Repeat Floral Pattern Design

NATIONAL CORE ART STANDARDS:

VA:Re.7.2.IIa – Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

VA:Cr1.2.Ia - Shape an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.

VA:CR1.1.Ia: - Use multiple approaches to begin creative endeavors

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:Pr5.1.IIa - Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

ENDURING UNDERSTANDING/BIG IDEA:

Students will understand the need for and be able to implement a rigorous planning process that includes both written statements to project specific questions, visual research, and thumbnailing. Students will understand and be able to implement the cut quadrant paper method of pattern creation. Students will be able to choose and implement pattern motifs with personal significance or aesthetic taste. Students will understand how different aesthetic choices influence the audience their work attracts.

ESSENTIAL QUESTIONS:

Why do artists spend time planning? How does planning ahead save work time?
How do artists attract specific audiences through their aesthetic choices?

UNIT GOAL/LEARNING CONCEPTS/CENTRAL FOCUS:

Students will understand the need for and be able to implement a rigorous planning process that includes both written statements to project specific questions, visual research, and thumbnailing.

Students will understand and be able to implement the cut quadrant paper method of pattern creation. Students will be able to choose and implement pattern motifs with personal significance or aesthetic taste. Students will understand how different aesthetic choices influence the audience their work attracts.

STUDENTS' PRIOR LEARNING and KNOWLEDGE on which the UNIT IS BUILT:

Data on which the logic for this unit is built. Can be pre-test or an analysis of previous student work.

- Pattern pre-test
- Prior knowledge on the principles of art and design from Art I; These principles will be built upon throughout the unit
- Prior knowledge on sketching and drawing processes from Art I
- Limited prior experience with watercolor, colored pencil, pencil, oil pastel, and gouache from previous years of school given art classes including high-school level Art I; this experience will be furthered throughout unit
- Prior knowledge of color theory (primary, secondary, tertiary colors, monotone, analogous, complimentary color schemes, color mixing knowledge) from Art I
- Previous knowledge of X-Acto blade handling from directly previous unit on greeting card design

**all students who take Applied Arts I are required to have taken at least Art I previously, if not more arts classes **

Lesson 1 OF 5:

Lesson Title: PowerPoint Pizazz & and the Power of Planning!

Lesson Learning Objective(s):

- Students will learn and understand what constitutes a pattern in order to create their own floral print
 - Students will learn and be able to use the vocabulary word "Motif" in oral discussion of a given pattern
- Students will understand and be able to analyze the basic audience demographics of: age group, gender, culture, and generalized personality type

- Students will ANALYZE, DESCRIBE, & COMPARE/CONTRAST how a person's gender, age group, culture, personality, socioeconomic class affects what kinds of clothes they will purchase and what kind of wallpapers they will prefer in oral discussion. Students will then use these findings to help JUSTIFY their decision making process during the planning stage of their patterns [in their project brief packets].
- Students will be able to create their own thumbnails (review of prior knowledge, students have created thumbnails for the previous project)
- Students will be able to perform their own visual research

Motivation (5 minutes):

- Students will INTERPRET the patterns created by Artist of the Day: Josef Frank. Students will engage in an oral discussion based on IDENTIFYING and JUSTIFYING what principles of art are most important within Mr. Frank's work. Students will orally ANALYZE and JUSTIFY their analysis of what audience demographic Mr. Frank is trying to appeal to with his designs.

Demonstration (25 minutes):

- Teacher will present the Unit introduction PowerPoint [16 minutes]
 - During introduction Teacher will introduce and define the following vocabulary terms through oral discussion and visual aid:
 - Pattern
 - Geometric Pattern
 - Ditsy Print
 - Conversational Print
 - Floral Print
 - Animal Print
- Teacher will briefly discuss the project planning packet – why we are using this packet as part of our planning, why the specific answers found inside were chosen and to clear up any common misconceptions (e.g. how many years should be used within a given age range – 2 to 3 years being the answer) [3 minutes]
- Teacher will briefly explain what visual research is, go over the examples given in the PowerPoint – why they were chosen, why we refer to photographs instead of drawn/painted imagery [3 minutes]
- Teacher will briefly demonstrate the thumbnailing process using the electronic smartboard to draw an example thumbnail [3 minutes]

Transition (2 minutes):

- Getting out their computers for visual research

- Getting out pencils to complete Project Brief Handout
- Getting the multi-lingual project brief from the central round table in the classroom

Engagement/Studio Practices (51 minutes):

- Students will complete the pattern unit pre-test [given at the top of class before the Teacher-lead demonstrations] [3 minutes]
- Students will complete their project brief packets
- Students will complete their visual research and upload their three(+) personally chosen photo references to Google Classroom
- Students will complete a minimum of three seamless repeat pattern tile thumbnails
 - Students will select which thumbnail they want to move forward with for next classroom
- Teacher will distribute the multi-lingual illuminated vocabulary list and cut paper pattern creation method visual aid during work-time so each student will have these resources for the duration of the unit

Clean up (2 minutes):

- Students will put away computers and pencils into their backpacks.
- Students will put their packets into the class drawer for safe keeping.
- Student will upload their visual research to the Google Classroom assignment.
- Students will receive a folder made out of a folded piece of paper with their name on it to help keep their papers organized in the class drawer

Closure (3 minutes):

- Students will complete the following exit ticket ["I need help with... / Necesito ayuda con..."]

I need help with... / Necesito ayuda con...

Name/Nombre: _____ Date/Fecha: _____

Materials for students

Pencils, Computers, Internet, watercolor paper, Hand drawn Perfect Edge repeat tutorial packets by Rachelle Holowka in English and Spanish, Multilingual Teacher Created Unit PowerPoint, multilingual illuminated vocab list

Resources for teaching

Multilingual Teacher Created Unit PowerPoint, Computers, Internet, electronic smartboard

Informal/Formative Assessment and data analysis.

Student completed Project Brief Handouts, Thumbnails, Student compiled visual research, exit ticket;

Teacher will assess all student work for next class and group students together who appear to be struggling for a small group informal mini lesson at the top of independent student work time next class; Students are having trouble completing their work – a lot of work-time is being lost to phones and socializing, Teacher will rearrange seating to a U shape instead of the current small group set up to help encourage more focus during work-time and demonstrations and less chit chat/hiding on their phone

Lesson 2 OF 5:

Lesson Title: Let's get down to Business! Workday 1

Lesson Learning Objective(s):

- Students will be able to use their planning materials that they worked on yesterday to sketch their central elements onto their repeat tile [project brief, thumbnails, and visual reference]
- Students understand and are able to implement the cut paper method of repeat pattern creation
 - Students will be able to use a ruler to divide their paper into four equal quadrants
 - Students will understand why we are starting with the central motifs instead of border motifs, students will understand why they are covering the quadrant cross and do not touch the edges of the paper
- Students will experiment with different media using care to first try out the media on a piece of scrap paper before applying it to their repeat tile

Motivation (8 minutes):

- Students will INTERPRET the patterns created by Artist of the Day: William Morris. Students will engage in an oral discussion based on IDENTIFYING and JUSTIFYING what principles of art are most important within Mr. Morris's work. Students will orally

ANALYZE and JUSTIFY their analysis of what audience demographic Mr. Morris is trying to appeal to with his designs and what audience would find his work appealing today.

- 'Pimpernel' wallpaper; William Morris, Morris & Co., and Jeffrey & Co.; designed 1876, printed before 1940
<https://artsandculture.google.com/asset/pimpernel-wallpaper-william-morris-morris-co-and-jeffrey-co/0gEKbMHFmRghMQ>
- 'Strawberry Thief' printed cotton; William Morris and Morris & Co. designed 1883
<https://artsandculture.google.com/asset/strawberry-thief-printed-cotton-william-morris-and-morris-co/zQEP5Gvq-NJjDQ>
- Discussion Questions: What do you notice? What do you wonder? What kind of audience do you believe he was appealing to? What makes you say that? How could you use these resources as inspiration for your pattern making?

Demonstration (15 minutes):

- Teacher will lead class in group activity on how to evenly divide paper into four quadrants using a ruler and a light colored pencil so as not to disturb their patterns with huge black lines running through the centers
- Brief reiteration of the cut quadrant paper method we'll be using, using a physical example and teacher exemplars
 - Teacher will remind students of their cut paper pattern creation method visual aid they all have in their folders as a resource

Transition (3 minutes):

- Students will get their project brief packets from the class drawer
- Students will get their computers out for easy access to their visual references
- Students will pick up a ruler, a light blue colored pencil, and a 13 in x 10 in. piece of watercolor paper (this will serve as their pattern tile)

Engagement/Studio Practices (58 minutes):

- Students will work on sketching and coloring their central elements on their 13 in x 10 in repeat tile (elements should not touch the edges of the paper, corners should remain blank)

Clean up (3 minutes):

- Students will put away computers into their backpacks.
- Students will put their folders into the class drawer for safe keeping.
- Students will put away their sketching and coloring materials back to their designated places in the art room

Closure (3 minutes):

- Students will complete the following exit ticket ["I need help with... / Necesito ayuda con..."]

I need help with... / Necesito ayuda con...

Name/Nombre: _____ Date/Fecha: _____

Materials for students

Color pencils, Pencils, Rulers, Watercolors, Oil Pastels, Markers, Gouache, Acrylic, Student chosen reference photos on their school computers, Project Brief Handouts, watercolor paper, Hand drawn Perfect Edge repeat tutorial packets by Rachele Holowka in English and Spanish, Multilingual Teacher Created Unit PowerPoint, multilingual illuminated vocab list

Resources for teaching

Multilingual Teacher Created Unit PowerPoint, Computers, Internet, electronic smartboard

Informal/Formative Assessment and data analysis.

Central elements finished, Repeat tiles cut and reorganized, Possible work started on filling in the newly formed negative space with student chosen photographic reference motif sketches, completed exit slip;

Teacher will assess all student work for next class and group students together who appear to be struggling for a small group informal mini lesson at the top of independent student work time next class; Student work/exit tickets are showing a lack of understanding in how to use reference images – despite all students having taken Art I, students appear to lack the assumed prior knowledge of how to break a photo down into basic shapes to build upon, additionally visual research assignment on Google Classroom still shows a low level of completion – to rectify this Teacher will start next class with an oral discussion on why artists use visual reference, why photographic visual reference is preferred over drawn/painted visual reference, and a teacher-lead full class group demonstration on how to break a photo reference down into basic shapes

Lesson 3 OF 5:

Lesson Title: Let's get down to Business! Workday 2

Lesson Learning Objective(s):

- Students will be able to use their planning materials that they worked on yesterday to sketch their central elements onto their repeat tile [project brief, thumbnails, and visual reference]
- Students will be able to break their visual references down into basic shapes to be built upon [review of prior knowledge – all Applied Arts students were required to take Art I where they initially learned this skill]
- Students will become familiar with different media through experimentation, using care to first try out the media on a piece of scrap paper before applying it to their repeat tile
- Students understand and are able to implement the cut paper method of repeat pattern creation
 - Students will complete work on their central elements and through teacher help, cut and reorganize their repeat tile
 - Students will begin work on filling in the newly created negative space with sketches of personally chosen photographic reference motifs or historical reference motifs from the Ornament of Grammar online PDF given during the motivation segment

Demonstration (10 minutes):

- Teacher will lead students in a whole class step by step basic shapes sketch process breakdown of a photograph of a daffodil. Teacher will lead an oral discussion during the step by step surrounding the following questions:
 - Why do artists use visual reference?
 - How is working from the three different references, well, different?
 - Why would choosing a photographic reference over a drawn/painted reference be preferable?
 - Is it possible for a person to draw everything all at once or do we need to choose a starting point?
 - Why do artists break complex visual forms into basic shapes and then build detail up from that basic sketch instead of starting with the small detail?
- Students were introduced to the concepts of “land-marking” using a set piece of the visual form to help guide proportion and location of the rest of the basic shapes that comprise the form.

Motivation (5 minutes):

Artist of the Day: Owen Jones

- Teacher will introduce location of free online PDF of The Grammar of Ornament: <https://library.si.edu/digital-library/book/grammarornament00jone>
- Teacher will ask the following discussion questions while thumbing through the PDF on the electronic smartboard:
 - Why Owen Jones would take the time to try to catalog ornament (who was this book meant for? Designers? Everyday lay people? Both? Neither? Why?)
 - How it could help the students in their pattern creation process
 - How the inclusion of historical motifs could change the vibe of their pattern: either attracting or repelling their target audience
 - How certain motifs remain relevant over the centuries and how each age brings a different design aesthetic to the same subject (e.g. how flowers have changed in their depiction over the years)

Transition (3 minutes):

- Students will get their project brief packets from the class drawer
- Students will get their computers out for easy access to their visual references
- Students will get their chosen media from the designated media place in the art classroom (e.g. students will get their oil pastels from the oil pastels section of the drawing media supply location)

Engagement/Studio Practices (66 minutes):

- Students will finish sketching and coloring their central elements
- Students will alert teacher when they are finished with their central elements
 - Teacher will help students cut their repeat tiles along the quadrant lines using a large scale paper cutter
 - Teacher will help students reorganize the repeat tile pieces of paper from A B C D order to D C B A order (left top corner to right bottom corner order)
- Students will begin to fill in the newly created negative space with sketches of personally chosen photographic reference motifs or historical reference motifs from the Ornament of Grammar online PDF given during the motivation segment

Clean up (3 minutes):

- Students will put away computers into their backpacks.
- Students will put their folders into the class drawer for safe keeping.
- Students will put away their sketching and coloring materials back to their designated places in the art room

Closure (3 minutes):

- Students will complete the following exit ticket [“My favorite thing I learned today was... / Lo que mas me gusta hoy fue...”]

My favorite thing I learned today was.... / Lo que más me gustó hoy fue....

Name/Nombre: _____ Date/Fecha: _____

Materials for students

Color pencils, Pencils, Rulers, Watercolors, Oil Pastels, Markers, Gouache, Acrylic, Student chosen reference photos on their school computers, Project Brief Handouts, watercolor paper, Hand drawn Perfect Edge repeat tutorial packets by Rachelle Holowka in English and Spanish, Multilingual Teacher Created Unit PowerPoint, multilingual illuminated vocab list

Resources for teaching

Multilingual Teacher Created Unit PowerPoint, Computers, Internet, electronic smartboard

Informal/Formative Assessment and data analysis.

In progress work on repeat tile, completed exit slip

Teacher will assess all student work for next class and group students together who appear to be struggling for a small group informal mini lesson at the top of independent student work time next class; Student work/exit tickets are showing a lack of understanding in how to use the different media located in the art room (oil pastels, acrylic, gouache, and acrylic in specific, as well as how to combine the media meaningfully) – despite all students having taken Art I, students appear to lack the assumed prior knowledge of how to manipulate said media. Teacher will rectify this by creating a media interaction chart showing how different media look when combined with descriptions for easy understanding. Teacher will additionally perform a short demonstration at the start of next class on how to use watercolor as it is one of the most requested media to learn about.

Lesson 4 OF 5:

Lesson Title: Let’s get down to Business! Workday 3

Lesson Learning Objective(s):

- Students will become familiar with different media through experimentation, using care to first try out the media on a piece of scrap paper before applying it to their repeat tile
- Students understand and are able to implement the cut paper method of repeat pattern creation
 - Students will finish filling in the newly formed negative space with student chosen photographic reference motif sketches
 - Students will complete enhancing their repeat tiles with color and additional media

Motivation (3 minutes):

- Teacher will show and briefly explain the different media combinations depicted on their self-created media interaction chart. Chart will include: watercolor + salt, watercolor + isopropyl alcohol, watercolor + oil pastel, watercolor + colored pencil, watercolor + pen & ink, water based markers + water, watercolor + acrylic, watercolor + hot glue (as 3D resist), oil pastel + acrylic, acrylic + stencil created using an x-acto blade and self-healing mat
- Teacher will leave the media combination chart in a highly visible place as reference throughout class

Demonstration (8 minutes):

- Teacher will perform a brief demo on the main three types of mark making using watercolor: wet on dry, wet on wet, and dry brush; discussion on why we keep paper towel near us while working with watercolor, discussion on why artists would choose to use watercolor over a more time intensive medium like color pencil or marker to fill in background color fields [students will be given scrap watercolor paper, a watercolor palette, cup of water, brush, and a paper towel so they can follow along]

Transition (3 minutes):

- Students will get their project brief packets from the class drawer
- Students will get their computers out for easy access to their visual references
- Students will get their chosen media from the designated media place in the art classroom (e.g. students will get their oil pastels from the oil pastels section of the drawing media supply location)

Engagement/Studio Practices (70 minutes):

- Students will work in their personally chosen medium(s) to finish their repeat tile

Clean up (3 minutes):

- Students will put away computers into their backpacks.
- Students will put their folders into the class drawer for safe keeping.
- Students will put away their sketching and coloring materials back to their designated places in the art room

Closure (3 minutes):

- Students will complete the following exit ticket [“My favorite thing I learned today was... / Lo que mas me gusta hoy fue...”]

My favorite thing I learned today was.... / Lo que más me gustó hoy fue....

Name/Nombre: _____ Date/Fecha: _____

Materials for students

Color pencils, Pencils, Rulers, Watercolors, Oil Pastels, Markers, Gouache, Acrylic, Salt, Isopropyl alcohol, x-acto blades, self-healing mat, Student chosen reference photos on their school computers, Project Brief Handouts, watercolor paper, Hand drawn Perfect Edge repeat tutorial packets by Rachelle Holowka in English and Spanish, Multilingual Teacher Created Unit PowerPoint, multilingual illuminated vocab list

Resources for teaching

Multilingual Teacher Created Unit PowerPoint, Computers, Internet, electronic smartboard

Informal/Formative Assessment and data analysis.

Finished repeat tile, completed exit slip

Teacher will assess all student work for next class and group students together who appear to be struggling for a small group informal mini lesson at the top of independent student work time next class; Teacher will use the xerox machine to make 4 copies of each student’s repeat tile, Teacher will cut down the xeroxed repeat tile seeing as there is only one paper cutter and they do not wish to waste class time having each student wait to cut their papers

Lesson 5 OF 5:

Lesson Title: Irresistible Installation! & Critique!

Lesson Learning Objective(s):

- Students understand and are able to implement the cut paper method of repeat pattern creation
 - Students will be able to put their patterns into repeat
- Students will work together to figure out the best method of organizing their patterns on the E house wall for maximum visual impact

Motivation (x minutes):

- Teacher will lead a brief discussion on why artists create installations
 - Guiding questions:
 - How do artists decide what order to arrange pieces in?
 - How do we want the audience to feel when they look at our installation?
 - How can we inspire that feeling in our audience through the positioning of our patterns against each-other?

Demonstration (3 minutes):

- Teacher will briefly demonstrate how to put 4 pattern tiles into repeat using tape on the backs of the papers to hold them together

Transition (2 minutes):

- Students will receive their pattern tiles and tape

Engagement/Studio Practices (x minutes):

- Students will put their pattern into repeat
- Students will install their patterns onto the hallway wall, working together to decide the best order for their patterns (students will use tape)
- Students will take photos of their pattern in repeat, both solo and in it's installation setting; Student will upload these pictures to the assignment on Google Classroom labeled "Photos of Hallway Pattern Installation / Fotos de la instalación del pasillo"
- Students will engage in a ping pong critique (different questions and principles of design will be written onto ping pong balls, balls will be put into a bag, for each student's work two students will be selected to reach into the bag, grab a ball, and critique the work using the ping pong balls as prompts)

Clean up (2 minutes):

- Students will put away their tape and ensure that their area is tidy

Closure (10 minutes):

- Students will complete the student portion of the student-teacher graded rubric

Name: _____ Date: _____
 Floral Perfect Edge Repeat Rubric

Student Comment/Grade	Objective	Teacher Comment/Grade
	<p>Planning Process Student diligently followed the design process of visual research; brainstorming and justifying the color scheme, motif, and symbols used; thumbnailing and creating a more detailed rough based on a chosen thumbnail sketch</p>	
	<p>Design Aesthetic It is clear to a layman observer that this is a perfect edge floral repeat; the pattern reads as a unified whole, rather than a collection of separate and disparate elements</p>	
	<p>Craftsmanship There is a high level of effort present within the design and execution of the pattern (e.g. the composition is pleasing to look at; the hand drawn elements show a high level of care and effort, things don't appear rushed, rough, or sloppy)</p>	
	<p>Required Elements the pattern is:</p> <ul style="list-style-type: none"> • floral in nature • perfect edged (we cannot see the seam of the block) • has a minimum of two layers (e.g. pen and ink & watercolor, colored pencil & watercolor) 	

Grading Scale: 1 (Objective not met at all) to 5 (Objective met in an exemplary manner – we could use your project to teach this project next year)

Nombre: _____ Fecha: _____
 Rúbrica de repetición floral borde perfecto

Comentario del estudiante / Calificación	Objetivo	Comentario del maestro/ Calificación
	<p>Proceso de planificación El estudiante siguió diligentemente el proceso de diseño de la investigación visual; lluvia de ideas y justificación del esquema de color, el motivo y los símbolos utilizados; miniatura y creación de un borrador más detallado basado en un boceto en miniatura elegido.</p>	
	<p>Diseño Estético Para un observador lego es evidente que se trata de una perfecta repetición floral de borde; el patrón se lee como un todo unificado, en lugar de una colección de elementos separados y dispares</p>	
	<p>Artesanía Hay un alto nivel de esfuerzo presente en el diseño y ejecución del patrón (por ejemplo, la composición es agradable de mirar, los elementos dibujados a mano muestran un alto nivel de cuidado y esfuerzo, las cosas no parecen apresuradas, ásperas o descuidadas)</p>	
	<p>Elementos requeridos el patrón es:</p> <ul style="list-style-type: none"> • floral en la naturaleza • borde perfecto (no podemos ver la costura del bloque) • tiene un mínimo de dos capas (por ejemplo, pluma y tinta y acuarela, lápiz de colores y acuarela) 	

Escala de calificación: 1 (Objetivo no cumplido en absoluto) a 5 (Objetivo cumplido de manera ejemplar – podríamos usar su proyecto para enseñar este proyecto el próximo año)

<p>Materials for students Tape, Xeroxed copies of their repeat pattern tile, Student-Teacher graded Rubric, Pencil</p>
<p>Resources for teaching E house hallway, Xerox machine, large paper cutter, tape, electronic smartboard, internet</p>
<p>Informal/Formative Assessment and data analysis. Finished pattern in repeat, Hallway pattern installation, Student-Teacher graded rubric</p>
<p>Teacher will assess student work for quality (patterns are detailed, carefully constructed, match with the project brief packet's intent, feature at least two mediums, are in color, are floral in nature), Teacher will review and complete the student-teacher graded rubrics, teacher will leave feedback on google classroom in the form of private comments on the uploaded photos of student's repeat patterns and hallway installation</p>