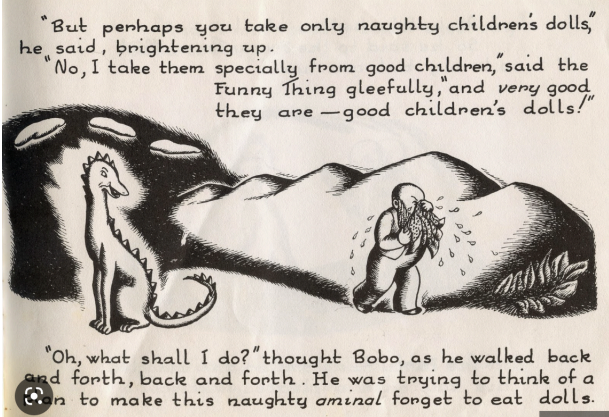
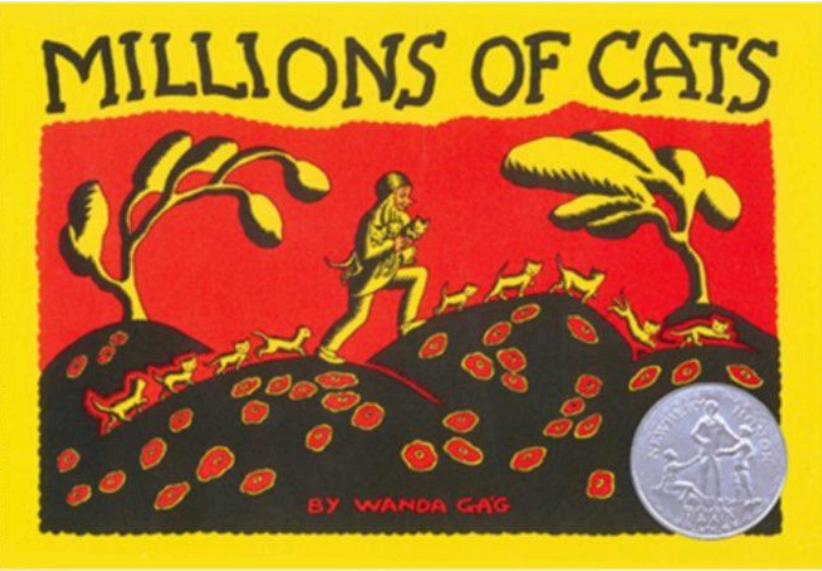
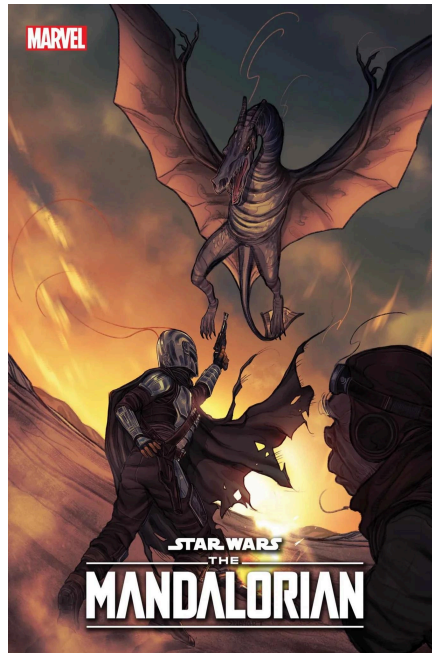


Lesson Plan #1

Lesson Overview	
Teacher	Lauren Marone
Title of Lesson	Illustrator Basics
Course/Grade Level	High School Introduction to Graphic Arts
Time Frame	This is a two-week lesson that is the <u>first</u> lesson of an Adobe Illustrator Unit taught in the second semester of the year.
Description & Rationale	In order to create really cool and interesting pieces, one must learn the foundational functions of a program or technique first. This lesson is used to teach students the ins and outs of Adobe Illustrator and its tools so that in subsequent lessons, students can focus more on the art style and less on the tool technique. This lesson will cover the basic skills of how to use Adobe Illustrator. Students will also learn the fundamentals of color theory, specifically relating to graphic arts and digital illustration. Through written exit tickets and fun Kahoot challenges, students' knowledge will be tested and checked periodically. Students will produce three silhouettes they have made in Adobe Illustrator, one person, one animal, and one plant, as their final assessment. For the first week of this lesson, students will get a basic introduction to graphic design through illustration. As they have already learned about Photoshop and gone over Digital Literacy skills, the basics of graphic arts and computer functions will just be a review for them. The new information will be presented as I introduce Wanda Gag and her illustrations from the early 20th century. Each day, at the beginning of class, students will participate in a Mood Check Sketch Sesh where they open up their sketchbooks and draw whatever they are feeling that day for 5 minutes. This both helps students get into the artistic mindset and ready for creativity as well as helps them process their emotions before diving into the day. At the end of the first week, students should know how to navigate Adobe Illustrator, open a new file, use the tools required for the assignment, and save a file to their desktop. During the final Friday of this week, students will work on their first of the three silhouettes: the plant. The second week of this lesson will focus on two of the three silhouettes. Monday we will work on the person illustration and Tuesday we will work on the animal. Wednesday will be set aside for a final touches work day and for the students to finalize their files for turn in. On Thursday, we will participate in a class critique where the students' three silhouettes will be displayed on the walls around the classroom. Students will be given a small stack of post-it notes and will be tasked with writing things they like about the work on the wall on the post-it. They will stick the post-it next to its corresponding artwork. After the students do that, we will come together as a class and students will have the option of speaking some critiques outloud to the entire class before I give my thoughts on the students work. After the critiques are done, Friday will be an opportunity for students to gain candy as a prize during a Kahoot session summarizing and reflecting on all they have learned.

	At the end of this lesson, students will have learned how to create these three poster-sized images through all of the skills we practice including color theory, pen tool, composition, and negative space.
CA VAPA Standards	<u>VAPA</u> ● CREATING Acc.VA:Cr2.1: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. ● PRACTICE Acc.VA:Pr6: Make, explain, and justify connections between artists or artwork and social, cultural, and political history.
Essential Questions	The following questions are overarching or topical questions that guide my lesson plan, promote conceptual thinking, and add coherence to student learning: ● What do you think is more important, finding your own illustrative style or building illustrative technique? Why? ● How do you think Adobe Illustrator can help a traditional pen-and-paper artist build or refine their craft? Name 2 specific ways/reasonings/ideas. ● If you could re-do this project, what would you do differently and why? ● Reflect on the difficulty of this project, what was hard about it?
Content Specific Learning Goal(s)	● Students will be able to use Adobe Illustrator including opening files, inserting images, and exporting files. ● Students will be able to use the Pen Tool and the Type Tool to create visually exciting compositions. ● Students will be able to understand the history of illustration, specifically pertaining to publication design, and how type and images work together. ● Students will be able to analyze an illustration and discuss its properties. ● Students will be able to use the Elements of Art and Principles of Design to showcase 3 illustrated silhouettes.
CA Common Core Standard(s)	<u>Common Core</u> ● CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CA ELD Standard(s)	<u>ELD</u> ● Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.
ELD Learning Goal(s)	● ELD student(s) will attempt to communicate their daily feelings through quick sketches in their sketchbook ● ELD student(s) will attempt to use art vocabulary verbally or written during critique. ● ELD student(s) will attempt to communicate to the classroom, peers, and/or teachers using key vocabulary during discussion and conversation. ● ELD student(s) will attempt to upload and share their progress and work in Google Classroom

	ELD student(s) will attempt to create 2-3 silhouette illustrations showcasing their skill with the Adobe Illustrator pen tool
Art History Connections	Historical Context - We will be referencing original illustrations from between the 1920s to now examining how things change throughout time. Art Movement(s) - We will be focusing on Publication Illustration and looking at the shift from paper and ink to digital work. Artist Mentor(s) Wanda Gag (book illustrator) is the main artist we will be looking at and comparing with Joshua Sway (comic book artist). These two artists bridge the gap from foundational ink illustrations to today's in-depth digital ones. Comparing the two and examining how they both compare and contrast will help students understand the basics of silhouettes and negative space.. Reference Images (You can include thumbnails or links to saved images from your drive; make sure links are public)    



Vocabulary

Skills/Techniques

	● Illustration ● Pen Tool ● Type Tool ● Export ● Layers ● Digital Canvas ● Command-Z (undo) Tools/Media ● Adobe Illustrator ● Wacom Intuos Pro Elements/Principles ● Shape/Form ● Line
Materials/ Resources Needed	Using a MAC Computer to create compositions in Adobe Illustrator and upload them to Google Classroom or another online education forum. Technology & Resources: ● MAC Computer ● Adobe Illustrator ● Mouse ● Keyboard ● Youtube videos/recorded demos Materials List: ● TV to project onto ○ HDMI Cable
Content of Lesson	
Student Asset-Based Goals	Based on my students' strengths and assets, I expect them to relate and utilize their previous lessons about color theory, digital literacy, composition, and graphic arts to showcase illustrative skills created in a digital medium. Students will be building upon previous knowledge of Adobe Programs and digital art techniques to learn a new program and its interface. Based on knowledge already acquired, students will be able to select a reference image and use it to create a silhouette of that object/person/animal. Students will be practicing content-specific vocabulary that they have already learned and will be adding new vocabulary to their arsenal including words associated with Adobe Illustrator and illustration history. I expect students to understand what vector objects are and how we can use Illustrator to create a myriad of different, high quality, graphics for any need or situation.
Clarifications	Students may not understand how to use Adobe Illustrator at first as some of the functions and tools are different from Adobe Photoshop, the program they used previously. It can be confusing for some people to decipher the difference between the two programs because the tools look similar and act different, at times. To mediate this concern, I will have students fill out a notes packet on the specifics of each tool and I will provide tutorial videos on each tool and function of the program in my classroom YouTube channel. Students may be intimidated to use the tools in Illustrator to create silhouettes because of the detail needed to complete the assignment. Through practice and preparation, students will find that this assignment is extremely doable for them, as beginners. We will also fill out a Project Plan so students are able to write down due dates and schedule time to start their assignment. Students may find the Mood Check Sketch Sesh to be intimidating as they are staring at a blank piece of paper and being asked to draw. I will share my own sketches with them and go through a scribble exercise during the first few days to help them get started doodling.

Higher Order Thinking	Students will demonstrate the achievement of higher order thinking skills along the upper levels of bloom's taxonomy after engaging in this lesson by, • Demonstrate the use of Space and Negative Space • Students will be able to describe, analyze, and interpret their peers' work of art; they will constructively critique peer work. • Students will participate in a Write, Think, Pair, Share discussion where they will talk with each other about what they enjoyed learning Illustrator and what they struggled with • Students will be able to understand expectations of content area vocabulary during critique. • Students will participate in group discussions discussing example artworks we are analyzing and reflecting upon, as a class. • Students will participate in a final Kahoot session where they are tasked with pulling from their understanding of Adobe Illustrator to answer multiple choice questions. • Students will reflect, describe, and understand their process of creating their final art piece in writing by filling out a Project Reflection, individually.
Aesthetics	The following activities and routines will provide spaces for students to learn about Aesthetics: • Collaboration- Students will be involved in group Think, Write, Pair, Share discussions to review the essential questions throughout this lesson. We will review art history by looking at illustrations created all the way back in the 20s and 30s and discuss, as a class, how illustration has evolved since then. • Reflection- students will reflect independently through daily Mood Check Sketch Sesh's where students draw out whatever emotion they are feeling that day to prepare themselves to get into a focused, creative, mindset. • Critiques- students will collaboratively engage in a large class critique where they will use sticky notes to share feedback with their peers. Students will also have the opportunity to speak their critiques and praises aloud. • Visual Thinking Strategies- through a guided lesson and worksheet, students will fill out a Project Plan to help keep them on track with their own schedule and a Notes packet so they have their own written notes to refer back to when they get stuck (the notes can be written in words with pen, typed, or drawn). • Documentation- students will fill out a project reflection on Google Slides both showcasing their three images and explaining why they chose the three pieces.
Lesson Implementation	
Student Asset-based Learning	The lessons are constructed with Universal Design for Learning in mind, so, during the lesson students will have multiple means of engagement for example; • At the end of the lesson students will have a critique. During the critique students will fill out Post-it Notes where they will write down one thing on each Post-It that they like about an artwork. They will then stick that note on the wall next to the corresponding artwork. During the critique, students will use new content area language learned in this lesson, as well as incorporate a prior learned element or principle. A word bank of vocabulary we learned in this lesson will be provided for students to reference. • To support engagement within my classroom community, I will present multiple means of delivery for lesson and instruction. These include Google Slides presentations, notes sheets, tutorial videos, and visual demonstration. This will allow all students to be able to engage in learning and higher order thinking, catering to different learning styles. • Students will participate in Think, Write, Pair, Share sessions where they will be given 5 minutes to think about and write down an answer to a prompt or question I will share, 5 minutes to pair up and talk about what they have written down, and another 5-10 minutes to share aloud their ideas with the class. This will both create a better classroom community of collaboration and also let students have time to

	think about their answers before sharing aloud, maximizing participation and minimizing speaker anxiety.
Anticipating Learning/ Activating Prior Knowledge/ The "hook"	This lesson is created to introduce students to a new program, Adobe Illustrator. Illustrator is one of the main programs used by professionals, so students need to have a good understanding of its functionalities in order to succeed in the design world outside of high school. Before we start looking at and working with Illustrator, students will participate in a Mood Check Sketch Sesh at the beginning of class. Illustration came from paper so it is important that the students start their day there as well. At the beginning of this lesson, we will take a look at some illustrations made by different kinds of artists, including myself. It is important to show students that you are qualified in what you teach and to share a vulnerable piece of yourself with them. We will then take a look at two different illustrators, one from the early 20th century and one from today. We will compare and contrast the two artists' work and talk about how illustration has evolved in the last decade. This will open the discussion to digital illustration, specifically, pulling from the digital illustration they might have looked at in the previous Photoshop lesson. This lesson plan builds up knowledge of graphic design and color theory taught in the previous lessons including concept art and illustration through Procreate that students looked at with Photoshop. Illustrator is just a different program and a different way to illustrate.
Demonstrating/ Modeling of New Knowledge	I will start each portion of the lesson with a Slide demonstration introducing what we will be discussing and learning for that session. I will demonstrate each step of the project or new skill by sharing my screen on a large TV to the entire class. Students will follow along on their computers and I will do frequent verbal check-ins with them as I move through the steps. After I am done walking them through one skill, they will practice that skill individually as I move around the room and look at where they are at, on the screen. This also allows them time and access to be able to ask me questions as they are working so I am able to answer them immediately. Students will also have access to tutorial videos that I have made walking them through these steps, in case they would rather follow along with that while they are working than ask me a question. I will also be able to see their progress and understanding through Google Form Exit Tickets every other day, checking in on their confusion or knowledge of the skills. Each beginning of lesson, before I move onto the next topic or skill, I will ask if we should review what we had learned the lesson before. This allows time for repetition if some students still don't quite get parts of the lessons.
Guided Instruction (teacher and students)	Students will participate in teacher-led examples day-to-day. The teacher will display their computer with Adobe Illustrator queued up. Each day that we learn a new tool, the teacher will show how to use that tool on their screen and the students will follow along on each of their own computers. Students will also participate in group discussions led and facilitated by the teacher including the final group critique. The teacher will open the critique up for students to share their opinions aloud and will also give their own verbal critiques to the artworks. Students are encouraged to ask questions to the teacher at any point during instruction, especially during mid-skill lesson check-ins. Students will fill out a Project Plan with the teacher, as a class, to keep themselves on track with their final assignment.
Collaborative Learning (students together)	Students will participate in a Write, Think, Pair, Share collaboration together to discuss the essential questions for this lesson. Peer discussions will be included throughout so students are able to bounce ideas off of one another and collaborate on aspects of the assignment like choosing their reference images. Students will also be allowed preferential seating so they are able to choose which students they would like to collaborate with for peer discussions. Students may have questions that they are unsure of asking in front of the entire class, so there will be opportunity for students to chat with each other, ask questions to their peers, and share any questions with the teacher as a group.
Independent Learning (individual students)	Students will have individual work time to be able to organize their projects and thoughts. Before starting work in Adobe Illustrator for their lesson final, students will fill out a Project Plan so they can schedule their time as efficiently as they can. Students will participate in daily online exit tickets in the form of Google Forms so the teacher can determine what is working and what is more difficult for the students to understand. Students will be responsible for following their Project Plan that was previously filled out so they are able to

	keep themselves on track with completing their final assignment. Video demonstrations and tutorials are available online for further learning and practice by students. A classroom YouTube channel is provided by the teacher and linked on the online classroom site so students can access it whenever they need to from wherever they are.
Higher-Order Thinking	Students will be engaged in higher order thinking by creating pieces of art, evaluating works through history, and applying their new knowledge to a variety of situations and assignments. Students will be introduced to these concepts through multiple ways of learning including demonstrations, visual presentations, verbal instruction, written instruction, and video tutorials. Students will collaborate , discuss , and analyze through Think, Write, Pair, Share, small group discussions, and large group critique.
Instructional Support	
Multiple Modalities	This lesson continuously implements UDL strategies and as such has multiple means of modalities integrated. I will support student learning through the following modalities: • Visual aids such as, Google Slide presentations, teacher sample, student samples, a step-by-step process that will be given verbally, written, and in video format included. • Google Form as an exit ticket (this will allow me to gauge the students' understanding of the current topics, skills, and vocabulary) • Write, Think, Pair, Share that allows students to interact with each other and the content through essential questions and critical thinking. • Post-it note feedback will show students how to give constructive critique and how to implement the elements and principles of art in their written vocabulary. • Verbal feedback during the final critique day will help students practice speaking aloud (if they choose to) and using the elements and principles of art in their spoken vocabulary. • One-to-one support and small group/pair check-ins will be implemented to help students practice how to use the content area vocabulary verbally before the final critique assessment.
Adaptations	The following will benefit all students as well as focus students: • Visual aids in form of Google Slides and printed out Presentation Notes sheets, this is to facilitate EL student's involvement in class. • Repetition of sight words and specific academic vocabulary • Visuals for vocabulary in the form of YouTube videos and a Slide Deck • Tutorial YouTube videos created by the teacher with step by step for each new skill • Oral and written instruction. • Extra time (if needed) • Preferential seating • One-on-one check ins for understanding • Formative assessments to check for understanding • Follow along instruction utilizing screen sharing of the teachers computer so students can see how to do a skill in the digital platform, step-by-step
Student Adaptations	FS1 (English Learner)- Based on my students' assets I will support FS1 and other English learners by • Allow ELL students to write assignments in their preferred language. • Use Google Translate to communicate with ELL students (assistive tech) • Provide visuals during presentations and instruction for the ELL students to be able to understand the lesson a bit more clearly • 1:1 check in with the ELL student to make sure that they are understanding the lesson and project clearly and to go over terms that may be confusing or complicated • Provide written instructions and cheat sheets for project/assignment steps

	FS2 (Special Needs)- Based on my students' assets I will support FS2 and other Special Needs students by • <u>*REVIEW IEP and 504 FOR EACH STUDENT*</u> • If the digital work proves to be quite difficult for any SPED student to complete (as it is very niche and can be difficult for some to work the mouse or look at the screen closely), modify the assignment so they only have to turn in ONE silhouette, not three • Late Work: allow all students to turn in late work • <u>ADHD</u> - fidget toys, breaks in between long periods of lecture with activities or partner check in, provide a road map "this is what we are doing today" list so they know what's coming and refer back to it if we start getting off task • Help SPED students write out the project/assignment instructions for themselves so that when they have a question about steps they have their own instructions that they wrote to refer to. This allows the student to write the instructions in a way that is easier for them to understand and we can go over the steps together so it is less overwhelming for the student • Provide written instructions and cheat sheets for project/assignment steps FS3 (Life Challenge)- Based on my students' assets I will support FS3 and other Life Challenge students by • Late Work: allow all students to turn in late work • Provide written instructions and cheat sheets for project/assignment steps • 1:1 check in with the student to make sure that they are understanding the lesson and project clearly and to go over terms that may be confusing or complicated • If possible, open up the classroom before school, after school, and/or at lunch for student to come in if extra help or a quiet place to work is needed
Assessment/Checking for Understanding	
Formative (generally used to plan and modify subsequent instruction)	Students will demonstrate achievement and understanding of content during the lesson through multiple means. Exit tickets in the format of Google Forms will be given every other lesson so students are able to identify one new tool they learned that day and how it works. This will give me a starting point to understanding how much knowledge the students retained that lesson and if there is a particular skill I should review again. There will be a rubric given at the beginning of the lesson, outlining how I will be grading the students final assignment, the three silhouettes. They will be given both a printed copy and will have access to a live Google Doc version online. During the students final assignment, they will be tasked with filling out a Project Reflection reflecting, describing, and understanding their process of creating their final art piece. They will also be participating in a final Group Critique where students will display their works on the wall and give feedback on the pieces. Each student will be given a small stack of sticky notes to write a few things they like about a piece on and stick it to the wall next to its corresponding work. After this is done, whichever students wish are able to say their critiques and notes out loud to the artists in order to practice verbally using content-area vocabulary.
Summative (evaluative, at "end of" instruction/ learning)	I will know that students understand the content specific goals through the following: • Students will create an Icon Set of three digitally illustrated silhouettes using the Pen Tool: one person, one animal, and one plant, this will exhibit and explicate their artistic process and pursuits. Students will turn them in online and I will print them out to display on the classroom wall for critique.

	• There will be a final Kahoot session where they are tasked with pulling from their understanding of Adobe Illustrator to answer multiple choice questions. It is a group effort and part of the Gamifying Education strategy, making assessments more fun than stress-inducing. • The proficiency of academic vocabulary uses during formative and summative assessments during sticky note critique, verbal critique, and digital Project Reflection.
ELD Assessment	ELD students will show me that they are meeting their goals by participation in group activities, using guiding questions and sentence stems to fill out their project reflection, and writing at least one sticky note or sharing one critique aloud in the final group critique. ELD students will also show their understanding through participation in group activities, class discussions, and assignments including demonstrating knowledge through written notes sheets and a typed or written Project Plan. ELD students will turn in their finished illustrations at the end of the lesson, online.