

Name: Mary Amaku	Grade/Subject: Art Ec-12	Date: 1/27/25
<p>1. Texas Essential Knowledge and Skills (TEKS): (C2)</p> <p>TEK: §117.52 (c)(2)(B) - Art I</p> <p>"Students will apply the elements of art, including line, shape, color, texture, and space, to communicate ideas."</p>		
<p>2. Deconstructing/Unpacking the TEKS: (C2) <i>What students will know and be able to do</i></p> <p>SWBAT identify and evaluate works of art by applying the elements within them, including line, shape, color, texture, and space.</p>		
<p>3. SMART Objective(s): (C3)</p> <p>Essential Question:</p>	<p>Objective 1: By the end of this lesson, students will create a composition using at least three elements of art (line, shape, and color) to express a personal theme, demonstrating effective use of each element in 4 out of 5 criteria on the rubric.</p> <p>Essential Question: How can the elements of art be used to communicate personal ideas and themes?</p> <p>Objective 2: By the end of the lesson, students will critique peer artworks, identifying the use of elements like texture and space, and provide constructive feedback on how these elements communicate the artist's message in 3 out of 4 peer reviews.</p> <p>Essential Question: How does our use of art elements impact the message our artwork conveys?</p> <p>Objective 3: By the end of this lesson, students will complete a mixed-media artwork incorporating all five elements of art, demonstrating intentional choices in element use with at least 80% accuracy according to the project guidelines.</p> <p>Essential Question: In what ways can mixed media enhance the communication of artistic ideas?</p>	
<p>4. Central Focus (C4)</p> <p><i>How will this lesson link with other lessons in the unit?</i></p> <p>Learning Targets</p> <p><i>I CAN statements that clearly show alignment with TEKS</i></p>	<p>The purpose of this lesson is to deepen students' understanding of the elements of art—line, shape, color, texture, and space—and how these elements can be strategically used to communicate ideas visually. This lesson builds on prior knowledge of basic art concepts and prepares students to create more complex compositions in future lessons.</p> <ul style="list-style-type: none"> • I CAN use lines, shapes, and colors to express an idea or emotion in my artwork. • I CAN analyze how different elements of art work together to convey a message or theme in artworks. 	
<p>5. Academic Language (C5)</p> <p>Academic language represents the language of the discipline that students need to learn and use to engage in the content area in meaningful ways.</p> <p>There are 4 <u>language demands</u> to consider as you require students to read, write, speak, listen, demonstrate and perform.</p>	<p>Language Function <i>(an active verb that students will use to demonstrate their learning in the assessments; some examples are- explain, describe, predict, summarize, compare, evaluate, interpret, justify):</i></p> <p>primary function of this lesson is "apply" as students will be applying the elements of art (line, shape, color, texture, and space) to communicate ideas in their artwork.</p> <p>Vocabulary <i>(words, phrases, and/or symbols that are used within disciplines):</i></p> <p>Key vocabulary: Line, shape, color, texture, space, composition, emphasis, contrast, balance, unity.</p> <p>Phrases: "Communicate ideas," "use of elements," "visual representation."</p>	

	<p>Discourse <i>(Structures of written and oral language, how will they talk, write, and participate in knowledge construction: discussions, reports, essays, multi-media presentations, performance):</i></p> <p>Students will engage in group discussions about how different artists use elements of art to convey meaning. They will also write reflective statements or critiques on their own artwork and the artwork of peers, focusing on the use of specific elements to express ideas.</p> <p>Syntax <i>(The set of conventions for organizing symbols, words, and phrases together into structures, e.g., graphic organizers, formulas, charts, language rules, outlines, graphs, tables):</i></p> <p>Sentence frames a</p> <ul style="list-style-type: none"> • "I used [element] to create [effect] in my artwork because..." • "The use of [element] in this piece helps to convey..."
<p>6. Targeted Language Supports (C5)</p> <p>The resources, representations, and strategies you will provide to help students understand, use, and practice the concepts and language they need to learn within the discipline</p> <p>Site the researcher's name as you refer to the strategy.</p>	<p>Language Function <i>(How will you help them demonstrate the DO verb?)</i></p> <p>Provide step-by-step modeling of applying elements of art in a live demonstration, showing how each element can be used intentionally.</p> <p>Vocabulary Strategies - (GO TO Page)</p> <ol style="list-style-type: none"> 1. Visual Glossary: Creating a visual glossary where students can see examples of each element in action 2. Frayer Model: Using the Frayer Model to explore each vocabulary term deeply, defining it, identifying characteristics, and providing examples and non-examples. <p>Discourse strategies - (GO TO Page)</p> <ul style="list-style-type: none"> -Write: Think-Pair-Share -Talk: Reciprocal Teaching <p>Syntax - (GO TO Page)</p> <ol style="list-style-type: none"> 1. Sentence Starters 2. Graphic Organizers <p>Making Content Comprehensible (R9)</p>
<p>7. Assessment/ Evaluation (C6)</p> <p>Assessment(s) must be aligned to the TEKS, and objectives.</p>	<p>Assessment of your TEK</p> <p>Formative:</p> <p>Sketchbook Check: Students complete daily sketches focusing on individual elements of art (e.g., line-focused sketches, texture studies). Feedback is provided on their application of each element.</p> <p>Summative:</p> <p>Artist Statement: Students write an artist statement explaining how they used each element of art to communicate their idea. This allows for evaluation of their understanding and intentions.</p>

	<p>Assessment of your language demands:</p> <p>Formative: Sentence Stems: Provide sentence starters such as "I used the element of ____ to show ____ in my artwork" to support students in developing their language skills</p> <p>Summative:</p> <p>Oral Critique: Students participate in a formal critique session, presenting their artwork and explaining their use of elements of art. They also respond to questions from peers or the teacher, demonstrating their ability to articulate their artistic choices.</p>
<p>8. Hook (C7)</p> <p>Closure (C7)</p> <p>Student Assets (C7)</p>	<p>Hook activity <i>(make connections to prior learning)</i></p> <p>Interactive Element Scavenger Hunt: Display a variety of well-known artworks around the room or digitally. Students identify elements of art (line, shape, color, texture, space) used in each piece and discuss how they think these elements communicate ideas. Relating the activity to previous projects where students explored individual elements, emphasizing how they can now combine them for deeper meaning.</p> <p>Closure Activity: <i>(make connections to prior learning)</i></p> <p>Gallery Walk and Reflection: Students display their works-in-progress or final projects around the room. They use sticky notes to leave comments for peers, focusing on how the elements of art were applied to communicate an idea. Follow this with a class discussion where students reflect on how their current understanding of the elements has deepened compared to earlier projects.</p> <p>Personal assets: Students' Creativity and Expression Cultural assets: Diverse Perspectives Community assets: Local Art Resources</p>
<p>9. Body of Lesson/ Teaching Strategies and Learning Task(s) (C9)</p> <p>Be sure to include: How will students learn and use <i>academic language</i>?</p> <p>Three higher order thinking questions.</p> <p>Marzano Strategy</p>	<p>I DO – The teacher demonstrates how to analyze an artwork, pointing out specific elements of art and explaining their function in communicating an idea.</p> <p>WE DO – Students work collaboratively to analyze a class example or teacher-provided artwork. As a group, they discuss and label the elements of art and how each contributes to the idea being communicated. In pairs, students brainstorm ideas for their artwork and practice describing their choices using academic vocabulary</p> <p>YOU DO – Students create their own artwork, focusing on combining the elements of art to communicate a specific idea. As they work, they complete a reflection worksheet prompting them to explain their artistic decisions using academic language.</p>

Differentiation-(GO TO page) *(Tailoring instruction to meet individual needs; differentiating the content, process, product, and/or learning environment):*

Second Language learners / Cultural Diversity:

- 🖼️ Use visual aids, such as labeled diagrams and examples, to clarify academic vocabulary.
- 🗨️ Provide sentence stems for discussions (e.g., “I used ____ to show ____ in my artwork”).
- 🎨 Allow students to draw from their cultural experiences or symbols for inspiration in their artwork.

Gifted / advanced learners: 🖼️ Challenge students to incorporate more advanced concepts, such as the use of negative space or symbolic color.

Technology: -(GO TO page)

Use a digital presentation or interactive whiteboard to display and analyze famous artworks, highlighting how elements of art are used.

Marzano Strategy - (GO TO page)

Nonlinguistic Representations

- Students will create sketches, diagrams, or visual organizers to represent how the elements of art interact to communicate ideas.

Higher Order Thinking Questions (GO TO page)

1. How do different combinations of the elements of art change the way an idea or emotion is communicated in an artwork?
2. In what ways can texture and space work together to create a more dynamic or realistic image?
3. How does your use of color in your artwork reflect the idea or message you’re trying to communicate?

Grouping / Partnering Technique: (Hattie)

Reciprocal Teaching

- group students with varied skill levels, ensuring students can support and learn from one another.
- Assign each student in the pair a role (e.g., "artist" and "critique partner") to ensure active participation.

Potential misconceptions and your plan to address it:

Students may associate certain colors, shapes, or textures with fixed meanings (e.g., “red always means anger”).

	<ul style="list-style-type: none"> ● Plan: Facilitate a class discussion on cultural and contextual influences on the interpretation of art. Provide examples of how colors, shapes, and textures can have different meanings in different contexts.
10. Resources and materials needed (C9) (E7)	<p>General Resources:</p> <ul style="list-style-type: none"> ● Black and white paper ● Pencils, erasers, and rulers ● Colored pencils, markers, oil pastels, and paint <p><i>(How might you differentiate materials and resources for learners with various needs?)</i></p> <p>Students with Special Needs:</p> <ul style="list-style-type: none"> ● Modified Tools: Provide adapted tools such as larger-grip pencils, scissors, or brushes for students with motor skill challenges.
	<p>SUBMIT LPG and SELF EVALUATION RUBRIC – C9</p>
11. Classroom Management Strategies (CBM5) <i>What procedures will you employ to manage transitions, behavior, passing out materials, engagement, etc.?</i> <i>Add 3 procedures</i>	<p>Transition Management:</p> <ul style="list-style-type: none"> ● Procedure: Use a visual or auditory cue (e.g., a timer or chime) to signal transitions between activities (e.g., from sketching to cleanup). ● Implementation: Provide students with a countdown warning ("You have 2 minutes to wrap up this task") to ensure a smooth shift without confusion. <p>Material Distribution</p> <ul style="list-style-type: none"> ● Procedure: Assign supply monitors for each table or group to retrieve and return materials. ● Implementation: Supply monitors are responsible for ensuring their group has the necessary items at the start of the activity and that all materials are returned to the correct place during cleanup. This reduces crowding and keeps the classroom organized. <p>Engagement During Independent Work (Studio Time):</p> <ul style="list-style-type: none"> ● Procedure: Use a studio-level chart to manage noise and focus. <ul style="list-style-type: none"> ○ Level 0: Silent work (e.g., teacher instruction or reflection). ○ Level 1: Quiet work (e.g., individual creation). ○ Level 2: Low group discussion (e.g., collaborative critique). ● Implementation: Post the current level on the board, and gently redirect students if they exceed the expected volume. Praise students who are following the guidelines to reinforce positive behavior.

12. Academic Supports for Students (E6)

What instructional strategies and planned supports, will you employ to meet the needs of each student that has identified special learning needs?

(E11)

Accommodation(s)- *(A change that helps a student overcome or work around obstacles):*

1. **Visual Aids:** Provide step-by-step visual instructions and labeled diagrams for tasks to clarify expectations.
2. **Extended Time:** Allow additional time for students to complete their projects or written reflections.
3. **Preferential Seating:** Position students near the teacher or with peers who can provide support and encouragement during activities.

Modification(s)- *(A change in what is being taught or what is expected from the student):*

1. **Simplified Projects:** Allow students to focus on a smaller number of elements of art (e.g., line and color only) instead of incorporating all of them.
2. **Reduced Written Requirements:** Replace written reflections with oral presentations or short bulleted lists for students who struggle with writing.
3. **Alternative Mediums:** Let students use tools or materials they are more comfortable with (e.g., using markers instead of paint or collage instead of drawing).

Strategies for ELLs *(strategies that support language acquisition)*

1. **Word Banks:** Provide a word bank of key vocabulary with translations or images to support understanding.
2. **Sentence Stems:** Offer sentence starters like, "I used ____ to show ____," to help students articulate their ideas.
3. **Modeling:** Demonstrate expectations by describing and explaining your own work while using academic vocabulary.
4. **Partner Work:** Pair ELLs with peers who can support their language development through collaborative discussions.
5. **Examples:** Use physical objects, artworks, or digital examples to connect new concepts to familiar ideas and reinforce comprehension.

DELIVERY PLAN

1. **Objective (Rigor)** - SMART and should be visible on your board daily.

Students will apply the elements of art (line, shape, color, texture, and space) to create an original artwork that communicates a specific idea and articulate their artistic choices using academic language.

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

- What will you do to open the lesson to motivate and engage the students' interest in the content?
- How will you help students make connections to prior knowledge?
- How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)?
- How will you identify / teach / assess language demands?
- How will you introduce language supports?
- Is your opening congruent to the objective

Engaging Visual Warm-Up: Display several famous artworks (e.g., works by Van Gogh, Kehinde Wiley, or Yayoi Kusama) and ask students, "What emotions or ideas do these artworks communicate? Which elements of art do you think the artist used to achieve this?"

Use this as a think-pair-share activity to encourage immediate engagement and emotional connection to the content.

Then transition to Discussion Prompt, Ask students to reflect on their previous projects:

"Remember when we focused on line and texture in our last project? How did those elements help us tell a story or set a mood?" This activates prior knowledge and helps students connect past lessons to the current objective.:

- Write and discuss the **Essential Question:**
"How can artists combine the elements of art to communicate ideas and emotions in their work?"
- Post and explain **I CAN Statements:**
 - *"I can apply the elements of art to communicate an idea in my artwork."*
 - *"I can explain how I used the elements of art to express my idea."*
- **Identify Language Demands:** Key terms include *line, shape, color, texture, space, balance, mood, and communicate.*
- **Teach Vocabulary:** Use an anchor chart with definitions and visual examples for each term.
- **Assess Language Use:**
 - During discussion, monitor student use of terms and provide immediate feedback or modeling as needed.
 - Use a written or verbal reflection to evaluate how students incorporate vocabulary when explaining their artwork.

Introduce Language Supports:

- Provide sentence stems like:
 - *"I used ____ to show ____ because ____."*
 - *"The element of ____ helped me communicate ____."*
- Partner ELL students with peers for guided practice and provide bilingual glossaries if necessary.
- The opening activities (visual warm-up, discussion, and I CAN statements) directly align with the objective by helping students understand how the elements of art communicate ideas and by previewing their task of applying these elements in their own work.

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

Students need to:

- Understand the elements of art (line, shape, color, texture, space).
- Recognize how these elements are used in artwork to communicate emotions or ideas.
- Learn how to apply these elements intentionally in their own artwork.
- Be able to articulate their choices using academic language.

Strategies and Technology:

- Use **visual aids** like anchor charts and digital slides with examples of famous artworks.
- Incorporate **demonstration videos** showing how specific elements can be applied (e.g., using texture to create mood).
- Offer **hands-on practice** with various materials to explore the elements of art.
- Adapt for different learning styles: visual (examples), auditory (discussion), kinesthetic (art creation).

Vocabulary and Skills:

- Key terms: *line, shape, color, texture, space, mood, communicate*.
- Skills: Application of elements, explaining artistic choices, using sentence stems to articulate thoughts.

Congruence to Objective:

Strategies like modeling and guided practice directly align with teaching students how to apply the elements of art and explain their choices.

- **Model (Routing)** – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

🖼️ Begin by presenting an artwork (e.g., a painting by Georgia O'Keeffe) and analyzing how the artist used the elements of art to communicate an idea.

🗣️ Verbally model academic language:

- “O’Keeffe used bold, curved lines to create movement and bright red colors to evoke energy.”

🖼️ Create a mini artwork in front of the class while narrating your process:

- “I am using straight lines and cool blue tones to communicate calmness.”

Guided Practice – Students demonstrate a grasp of new learning under the teacher’s direct supervision. The teacher moves around the room to provide individual remediation as needed. “Praise, prompt, and leave” is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

Pair students and provide them with a simple reference artwork to analyze together.

- “What elements of art do you see? What do you think the artist was trying to communicate?”

 Walk the room, provide guidance, and use “**praise, prompt, and leave**” to encourage students:

- “You’re noticing texture—great! What about color? What mood does it suggest?”

Allow students to create a small artwork in pairs, applying one or two elements to communicate an assigned mood or idea (e.g., joy, sadness).

- **Independent Practice (Retaining/Rehearsing)** – Students demonstrate an independent application of a new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

- Students create their own artwork, applying at least three elements of art to communicate a personal idea or story.
 - Include a written reflection where students describe how they used the elements of art to achieve their goal.
 - Provide sentence stems: “I used ____ to show ____ because _____. My use of ____ communicates _____.”
 - Circulate to provide one-on-one support, using questioning to deepen understanding.

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

HOTQs:

1. “How do different elements of art work together to communicate an idea?”
2. “Why did you choose to emphasize this particular element in your artwork?”
3. “How does the use of color or texture affect the mood of your piece?”

Assessment Plan:

- Monitor participation during discussions and pair work.
- Ask students to explain their process during individual practice.
- Look for accurate use of vocabulary and intentional application of the elements in their work.
- Stop and reteach as needed by revisiting examples or conducting a quick mini-lesson.

- **How will you check for understanding or reteach?**

4. **Assessment** – How will we know that the students have individually mastered the objective? What evidence will be collected? What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?

Evidence of Mastery:

- Artwork that incorporates at least three elements of art to communicate an idea.
- Written or oral reflection articulating artistic choices.

Language Mastery:

- Accurate use of academic vocabulary in reflections or discussions.

Acceptable Score:

- Rubric assessing use of elements, clarity of idea, and use of academic language (score of 80% or higher is considered mastery).

5. **Resources** - What materials will you need for a successful lesson?

- Anchor charts with elements of art and examples.
- Reference artworks (printed or digital).
- Art supplies: paper, pencils, markers, paint, texture tools.
- Digital tools: projector, drawing apps (optional).
- Reflection sheets with sentence stems.

6. **Closure (Re-exposure)** – How will you have the students end the lesson/reflect upon what was learned?

Gallery Walk: Students display their work around the room.

- Each student leaves a sticky note with feedback for their peers using prompts like:
“I like how you used ___ to show ___.”

Class Reflection: Lead a discussion:

- *“What was challenging about applying the elements of art? What worked well?”*

Reinforce learning with a quick review:

- *“Who can tell me how the elements of art can communicate an idea in a single sentence?”*

NOTES: