

Grade Levels: Highschool I Proficient	Overview/Background The Big Idea/theme for this unit is identity within one's community These lessons are about learning how they are impacted and shaped by their community In this lesson, students will explore ideas about their communities using mind maps. They will create buildings with cardboard or paper. They will reflect on their work by reflection and final project. They will share their work through a gallery walk	
	Materials Cardboard Found materials Mixed media (paint, tempura, glue, pastels, clay). Scissors Glue Xacto knives	Vocabulary Community Paper sculpture Sculpture Nostalgia
	Resources Related artists to project: Ana Serrano , Mikey Yates	

Procedures

Introduction/Inspiration –

- Warmup activity
 - Silly questions related to home life to lead into big ideas of community
 - Pick one and create visuals of the chosen prompt. Prompt must be drawn with paper and pencil (which will be provided by teacher)
 - The first thing you see when you wake up in the morning?
 - Last song you were listening to (draw the artist)
 - Your breakfast (of champions)
- Show artist work related to big idea through artists like anaserrano, Mikey Yates by showing work listed from their websites.
 - Discuss
 - What do you think of these artists?
 - Do you like their artworks? Why and why not?
 - Do you relate to their work or message?
- Introduce project
 - Explain the big Idea
 - The big idea being introduced is Community, and Introduction will serve as the starting point into discussion.
 - Discussion of what community means to different people through students.
 - Examples of different communities.
 - Explain project
 - In this section the parameters of projects will be explained.
 - Will demonstrate examples through different artists and how they demonstrate their identity within their own community.
 - Next would show the terms and vocabulary needed to understand the use of different techniques and materials when creating their project.
 - Finally, Instructor will give students the option to work together or alone to create their project, and this will lead into the brainstorming process for the students.

Brainstorm/Generate Ideas

Prof. VA: Cr1.1

- Use Multiple approaches to begin creative endeavors
- Mind map
 - Research community's and how they connect
 - With links provided of the artists
 - Outside sources found by students (approved by teacher)
 - Personal interests throughout their own community

- peer discussion within groups
 - Discuss communities relevant/belong to you
- Sketching ideas/planning
 - Have at least two rough drafts of building
- Look at mentioned artists work
 - anaserrano, Mikey Yates
- Look for inspiration whether online or magazine or from real life
 - Use mind map for inspo
 - Outside approved sources
 - Personal experience within a community
 - No copying/ be original
 - Can use artists' work for inspiration, but cannot plagiarize another artist's work.

Demonstration

- Example of own community building/apt/neighborhood
- How to properly cut cardboard
 - Exacto knife etiquette
- Folding paper technique
 - Show at least 5 different ways students can fold paper
- How to properly use a hot glue gun
 - Craftsman ship (no glue gun strings)
- How to use rulers for straight cuts, and how to measure dimensions etc.

Process

- Prof.VA:Cr1.2
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
- Build a base for your building
 - Paint the outer and inner of building with at least one color
 - Can add designs to walls
- Decorate the outside and inside with objects that fit within the ideas of the project
 - Plants, furniture, lamps, stuffed animals, etc.
 - Windows
 - doors
- Adding personal furnish's that relate, are familiar, or identify with the creator
 - miniatures or finished products can be bought (such as in a store)
 - Students can buy additional building materials to fulfill their project

Reflect

	● Reflect in writing, 2 paragraphs ○ Reflect on what this building means to you ○ How does this building show your identity? ○ Where would your building lie within a community? ○ What in your community influenced your building? ● Gallery walk of students final projects <u>Clean up</u> ● Students will have 10 mins at the end of every class period to clean up ○ Return Xacto knives to proper place ○ Put tools away ○ Unplug all and put away electric tools (glue gun, hair drier) ○ Carefully and safely store (in designated area) or take home there projects ● Take photos ○ Take clean and well lit photos of project ● Take home or store project safely
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Title of Lesson: Community Apartment Project

Created by: Josh Jimenez & Isabella Wallace

Art Processes	Objectives	Standards (# and sentence)	Assessments (Formative and/or Summative)
Creating	Students will generate ideas about community by mind mapping aspects of their identity within their own community Students will create a 3d Apartment using cardboard and mixed media approaches to create their ideal living space within a community they belong to	Prof. VA: Cr1.1 - Use Multiple approaches to begin creative endeavors Prof.VA:Cr1.2 ● Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.	Formative: peer conversations, planning sketches, research Summative: reflection, critique (final product)
Presenting	Students will do a gallery walk around the classroom to view each other's artworks.		Formative: peer conversations

Subject	Objectives	Standards (# and sentence)	Assessments
English Language Arts: WRITING or SPEAKING & LISTENING	Students will write a reflection about their work and process throughout the project.	<u>Writing Standards grades 6-12</u> <u>Grades 9–10 Students</u> <u>Grades 11–12 Students</u> 2. Write informative/explanatory texts to examine and 2. Write informative/explanatory texts to examine and convey complex ideas, 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Formative: Summative: A Written Reflection
English Language Development (ELD)	Students will provide feedback on work through peer conversation or class critique.	<u>Part I: Interacting in Meaningful Ways</u> <u>A. Collaborative (engagement in dialogue with others)</u> 1. Exchanging information and ideas via oral communication and conversations 3. Offering opinions and negotiating with or persuading others	Formative: Peer conversations or class discussions through critiques. Summative:

Peer Feedback Checklist - Must be completed and turned in for credit

Criteria required in LP	Present	Missing/ Needs Improvement	If it's missing, please provide suggestions/ideas for ways and/or places in the LP to include it
1. LP is written in 3rd person POV	X		
2. Clear identification of Big Idea/Theme	X		
3. Clear overview/background of what the lesson is about and what students will be doing to demonstrate their learning		X	maybe it is the sentence "students will create buildings, cardboard boxes, etc" but it really does not feel clear what the actual project is in the overview. I feel like I only knew what the project was when I read the objectives down below, after the procedures.
4. Complete list of materials and vocabulary	X		
5. Website links for artists/artworks, videos, books, presentations, or other resources to be used; multiple/varied resources included	X		
6. Includes diverse contemporary artists	X		
7. Clear steps to follow, with an <u>introduction</u> that engages students, clear <u>demonstration</u> and <u>process</u> , and <u>clean up</u> procedures.	X		I think it's good, but in the introduction, I feel "Explain Big idea, explain project." Could be more specific
8. LP promotes student agency and connects to students' lives - students are making meaning through learning	X		(Not critique, I think this executes this aspect extremely well)
9. Artmaking methods are authentic to the lesson being taught and do not appropriate/recreate cultural artifacts.	X		
10. Clear objectives written and aligned to the standards		X	see comments, missing standard for presenting while objective is present.
11. Appropriate formative and/or summative assessments for each objective/standard are identified	X		

Name of peer reviewers/team: Kylee Bettger

Date reviewed: 11/5/2023

Other comments: N/a

Individual and Group Contributions (ONLY FOR FALL ART 482)

All responses are confidential - each group member will upload all pages to their own Canvas assignment.

Your name:

- Please identify each group member, their assigned components, and whether they were completed or not

Name	Assigned Components of LP	Completed? Yes or No
Isabella Wallace	All components were done together	yes
Josh Jimenez	All components were done together.	Yes

- If any components were not completed by group members as assigned, please describe briefly.

All components were completed, no issues. :)

- How effective was the group in working collaboratively to complete the lesson plan?
Please describe briefly what worked or what didn't for the group.

Working together was effective because we worked together mostly in person, and were able to express each other's beliefs and ideas in real time. We also got to know each other as well which helped guide us through making the lesson through our shared interests.

- Is there anything else you'd like to share with me about this collaborative assignment?

Creating this Lesson Plan Was a great experience for me because of how we decided to work together which allowed both of our minds together to create this fun and very inclusive lesson. Also just to iterate, We didn't really delegate which components to assign each other because we worked on the lesson together in person and worked on each section together.