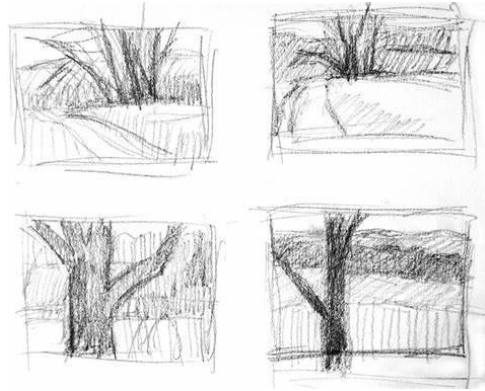



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Lesson Overview

Teacher	Liliana Olivas
Title of Lesson	Finding Your Happy Place: Reference Images & Thumbnail Sketching
Course/Grade Level	<i>High School Drawing and Painting 9th-12th grade</i>
Time Frame	<i>(2) 50 minute class periods</i>
Description & Rationale	<p>Description: Students will utilize Google search to curate 0-15 photos (total) of 2-3 places that hold personal significance to them– their “happy place”. Students will present these images to their groups and will share their personal connection with the place they chose. Group members will provide oral feedback on their favorite image of the 10-15 their classmate brought, listing two reasons why it is their favorite. Since this is a beginning class, it is ideal that this image is at least 75% nature with minimal buildings unless students feel confident in their perspective abilities. Students will have one class period to finalize their choices, and another to create 5-10 2"x3" thumbnails.</p> <p>Rationale: This lesson will help build student's employable skillset in art-making, as they will be practicing gathering reference material and completing thumbnail sketches based upon reference, which is standard practice in both fine arts and illustration. Even students who do not plan to move forward in their art career will benefit from learning this, as they will be able to practice decision making skills as well as higher order thinking.</p>
CA VAPA Standards	<ul style="list-style-type: none"> ● Acc.VA:Re7.2: Evaluate the effectiveness of an image of images to influence ideas, feelings, and behaviors of specific audiences. ● Acc.VA:Cr2.1 :2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
Essential Questions	<ul style="list-style-type: none"> ● How can our finished piece benefit from creating thumbnail sketches? ● Reflect on what specific aspects make an image more ideal to be used as a reference. ● Describe the benefit of taking multiple reference photos instead of only 1? ● Reflect on the photo reference brought to class by your classmates as well as yourself, How does having a personal connection with the subject matter affect the overall painting in terms of enthusiasm? Does this make painting easier or harder?
Content Specific Learning Goal(s)	<ul style="list-style-type: none"> ● Students will be able to choose appropriate reference photos in terms of resolution and composition. ● Students will be able to create 5-10 2"x3" thumbnail sketches using a graphite pencil and a sheet of printer paper. ● Students will be able to discuss the benefits of following a step-by-step process of gathering reference imagery and creating thumbnails before beginning a finalized painting.

CA ELD Standard(s)	<ul style="list-style-type: none"> ● CCSS.ELA-Literacy.RST.11-12.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text; ● CCSS.ELA-Literacy.L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.;
ELD Learning Goal(s)	<ul style="list-style-type: none"> ● Students will know and be able to discuss the qualities that make an image suitable for use of a reference image. <ul style="list-style-type: none"> ● Students will know and be able to discuss the benefits of gathering reference images and creating thumbnails before beginning a finalized painting.
Art History Connections	<p>Historical Context</p> <ul style="list-style-type: none"> ● Industrial Revolution <p>Art Movement(s)</p> <ul style="list-style-type: none"> ● Impressionism ● Plein Air <p>Artist Mentor(s)</p> <ul style="list-style-type: none"> ● Claude Monet ● Alfred Sisley ● James Gurney ● Ian Roberts <p>Reference Images</p> <div data-bbox="402 1073 883 1461">  </div> <div data-bbox="911 1066 1438 1461">  </div>

Vocabulary	<p>Skills/Techniques</p> <ul style="list-style-type: none"> ● Reference photos ● Thumbnail sketches ● Landscapes ● Composition <p>Tools/Media</p> <ul style="list-style-type: none"> ● Graphite pencil ● Sketchbook ● Video <p>Elements/Principles</p> <ul style="list-style-type: none"> ● Composition ● Line ● Value ● Shape ● Form ● Color
Materials/ Resources Needed	<p>Technology & Resources:</p> <ul style="list-style-type: none"> ● Video tutorial ● Iphone for student photos <p>Materials List:</p> <ul style="list-style-type: none"> ● Graphite pencil ● Sketchbook ● Iphone

Content of Lesson	
Student Asset-Based Goals	Students will understand how to choose an ideal reference photo for a finished painting, based on composition and resolution. Students will also understand how to create thumbnail sketches to be used to create a finalized painting. Students will understand the planning and critical thinking required to create a finalized painting. This will aid students in not only their future art career, but other subjects as well as they will be able to follow a logical process for a desired end result.
Clarifications	Students may be under the impression that since Plein Air involves loose brush strokes, that they can choose a blurry image as a reference. Students may also be under the impression that thumbnail sketches are pointless because they are loose sketches, when in reality they are a crucial step in planning composition. Additionally, students may struggle with choosing reference images that are 75% nature and may not understand how challenging it is to paint in perspective.
Higher Order Thinking	<ul style="list-style-type: none"> ● Investigate: Students will investigate what aesthetic qualities make a photo suitable as a reference image for a finalized painting. ● Create: Students will create 5-10 2"x3" thumbnails from their chosen reference image.

Aesthetics	<p>Active Listening: Students will practice active listening during the video on how to find ideal reference images, as well as during the video on creating thumbnail sketches.</p> <p>Evaluating: Students will practice their evaluation skills by participating in a group exercise where they help curate a favorite from their peers' reference imagery.</p> <p>Drawing Conclusions: Students will draw conclusions on the benefit of following a step-by-step process of gathering reference imagery and choosing thumbnail sketches.</p>
Lesson Implementation	
Student Asset-based Learning	<ul style="list-style-type: none"> • This lesson will be explained using several different learning modules, including visual (with demonstrations and sample projects), (textual) with a powerpoint accessible to all students), auditorily (by verbally explaining the steps), and vocally (via a peer discussion). • This lesson will include a large degree of hands-on-learning exercises where students are introduced to a concept then asked to practice it themselves, such as finding their own reference images and creating thumbnail sketches. <ul style="list-style-type: none"> • Students will engage in collaborative learning via the group exercise where they choose their favorite image from their classmate's reference images, and the thumbnail sketching exercise which they will be allowed to work on in groups.
Anticipating Learning/ Activating Prior Knowledge/ The "hook"	I will communicate the purpose of the lesson by projecting an incredibly blurry image on the board and giving students 2 minutes to draw it. Then, I will project a much clearer image on the board and ask students to draw it in 3 minutes. There will be a thumbnail sketch on the whiteboard for reference of how detailed I would like it. After the timer is over, I will facilitate a class discussion, asking "Which image was harder to draw? Why? Could you even see everything in the blurry image? Other than the resolution, what elements and principles of art make something a better image?"
Demonstrating/ Modeling of New Knowledge	I will model each step of the lesson by showing a powerpoint with video demonstrations so the students can see how to curate an ideal reference image as well as create thumbnail sketches. While students are completing the exercises, I will walk around the room to check for understanding.
Guided Instruction	I will know students responded to the questions because they will be able to successfully

(teacher and students)	move onto the next step. Students will be seated in small groups throughout the lesson and will be able to work collaboratively, asking each other questions along the way. I will be walking around the class checking for understanding along the way.
Collaborative Learning (students together)	Students will receive hands-on-experience by completing the introductory activity, which we will discuss as a class. Additionally, they will receive hands-on-experience by curating reference imagery as well as creating 5-10 2"x3" thumbnails. They will have the opportunity to work in groups throughout the lesson, participating in collaborative learning. They will be seated in groups they have sat with the entire semester, which will be a benefit because there will likely naturally be a variety of skill levels at each table. Therefore, more skilled students can help those who may be struggling. Students in need of language support will also be grouped near students who speak their native language if possible. This is a very introductory level assignment. So students will be able to handle this art exercise at all skill levels

<p>Independent Learning (individual students)</p>	<p>This lesson plan will be broken down into two class periods so the 1st day focuses on reference images and the 2nd day covers thumbnail sketches. The division into two days ensures that students do not fall behind, as there will be more time for the instructor to walk around and check for understanding. I will be walking around the room during group work activities and will be able to see if 80% or more of the class is ready to move on. Additionally, I can ask the class to “raise your hand if you’re ready to move on”, and I will know they are ready to move on. Students will be able to self-assess via an exit ticket for the end of Day 2 where they share how they felt they performed in the project. I will endorse independent learning by allowing students to curate their own image of a place that holds sentimental value as a reference photo.</p>
<p>Higher-Order Thinking</p>	<p>Students will engage in higher order thinking by using critical analysis skills to determine what aesthetic qualities make a photograph ideal for use as a reference for a finalized painting. They will also engage in higher order thinking by using previously scaffolded lessons art fundamentals—including rough sketching– to complete the thumbnail sketching assignment.</p>
<p>Instructional Support</p>	
<p>Multiple Modalities</p>	<ul style="list-style-type: none"> ● Visual - The powerpoint will include many visual aids in the form of photographs of art, video demonstrations from popular artists, and short videos to aid students in absorbing information. ● Textually - Each worksheet/ assignment prompt will include clear written instructions with language understandable to non native english speakers. ● Auditory - I will verbally explain each step of any exercise out loud, allowing students the opportunity to ask questions. ● Collaborative - Students will have multiple opportunities for small-group discussion so students who benefit from collaborative learning can benefit from discussing the material with their peers.
<p>Adaptations</p>	<ul style="list-style-type: none"> ● EL students have permission to use their phones or chromebooks for Google Translate. ● EL students can be seated next to someone who speaks their native language, if available. ● Students with auditory processing disorders have permission to record lectures. ● Powerpoints including links to videos utilized in the lecture can be given to students. ● Students with difficulty remaining seated may utilize modified seating arrangements such as standing at the counter with a clipboard to take notes/fill out worksheets, or utilize a large exercise band attached to the bottom of chair legs so they can fidget with it and better focus.
<p>Student Adaptations</p>	<p>FS1 (English Learner)- English Learner students will have access to Google Translate to assist in translation, or a</p>

	<p>partner who is fluent in their native language.. Students will also have access to video material which visually shows what they need to do at each step. Students will be provided with sentence starters and word banks.</p> <p>FS2 (Special Needs)- Students will have access to multiple modalities– explained above. Students may have access to the PDF of the powerpoint lecture if needed. Lectures can be recorded by students if stated in IEP. Assignment requirements can be shortened if necessary.</p> <p>FS3 (Life Challenge)- Students may receive extra time on assignment, as needed. If the student is unable to come to class they may receive assignment instructions via email,</p>
Assessment/Checking for Understanding	
Formative (generally used to plan and modify subsequent instruction)	<p>Students will demonstrate achievement by curating 10-15 reference images of 2-3 places that hold personal significance to them and placing them in a digital folder to be shown to classmates.I will be able to do formative assessments by walking around the room and checking student progress via verbal check-ins.</p>
Summative (evaluative, at "end of" instruction/ learning ELD Assessment	<p>Students will submit their sheet of thumbnail sketches demonstrating 5-10 2"x3" thumbnail sketches.</p> <p>Students will show they are meeting the goals with the written completion of the Day 1 exit ticket.</p>